

## Unit 1 Test: Written Section

### **(E1) Argument: These Rules Should Not Apply To Me (L13)**

*(1.5 pages handwritten)*

For the writing section of your test, we are going to write one short argumentative essay and a short narrative. Please pick one of the classroom rules to argue against. Since we already wrote about Rule #5, that one is off limits.

1. Follow directions the first time they are given.
2. Be in the classroom and seated when the bell rings.
3. Keep hands, feet, and objects to yourself.
4. Use appropriate language; no putdowns, teasing, or other inappropriate words.
5. ~~Refrain from eating and drink in class.~~
6. No phones or electronics unless otherwise specified.

Once you have selected the classroom rule, make a creative argument that this classroom rule should be abolished.

1. Make sure you write only in 3rd person perspective.

Good persuasive essays use 3rd person (he/she).

Good persuasive essays **DO NOT** use 1st person (I/me).

Good persuasive essays **DO NOT** use 2nd person (you).

2. Make strong, creative arguments (claims) for why you should drink soda in class.

Claims should be precise (focused).

Claims **SHOULD NOT** be imprecise (too broad).

3. Include strong and convincing evidence to support your arguments.

Evidence should be sufficient (enough).

Evidence **SHOULD NOT** be insufficient (not enough).

Evidence **SHOULD NOT** be distorted (manipulated).

4. Use strong and convincing reasoning to prove the connection between your claims and the evidence.

Reasoning should be valid (true).

Reasoning **SHOULD NOT** be fallacious (false).

5. Create a strong structure for your essay.

#### **Introduction.**

Introduction should hook the reader's attention and give short background information on your subject matter or controversy.

Introduction should briefly "preview" the argument for drinking soda.

Introduction should end with your thesis statement. In one or two sentences, state your argument by taking ONE side of the issue.

**Main Body Paragraphs.**

Each body paragraph should concentrate on one argument, stated in the topic sentence.

Each body paragraph should contain at least two pieces of evidence to support the argument in the topic sentence.

**Rebuttal of Opposing Argument.**

Rebuttals quickly describe an opposing viewpoint and refute it (prove it wrong).

Rebuttals follow the main paragraphs where you proved your arguments.

Rebuttals strengthen your credibility (believability) and widen the scope of your writing.

Rebuttals start with a topic sentence that introduces the opposite opinion of your thesis statement.

Rebuttals give the strongest two arguments that the opposing side would use to support the opposite opinion of your thesis.

Rebuttals follow the strongest two arguments with commentary that explain why the opposition evidence is wrong.

**Conclusion.**

In the conclusion, restate your thesis statement in a new and interesting way by reminding the reader of your strongest argument.

In the conclusion, answer the “so-what” by bringing up a big, philosophical question.

In the conclusion, bring up an unanswered question that could be the subject of the “sequel” to your essay.

6. Create a formal tone (talking to the President) by avoiding words that are in informal tone (talking to friends).

Change contractions (ex: can't, don't, won't, it's) into two words (ex: cannot, do not, will not, it is).

Change any “and” that begins a sentence into “also.”

Change any “but” that begins a sentence into “however.”

7. Eliminate “dead words” from your essay.

Eliminate all 1st person phrases (ex: I believe, I feel, I think, I know, In my opinion).

Eliminate filler words (ex: a little, a lot, pretty, really, so, some, totally, very).

Eliminate colloquial phrases and slang (ex: ain't (am not), gonna (going), lol, omg).

8. Create an MLA header in the upper left hand corner

Your Name

Teacher's Name

Class Period

Date

## (E2) Short Story: An Uncommon Addiction (L13)

*(2 pages handwritten)*

Earlier in the semester, we talked about the high amount of sugar in food today. Brain mapping shows that sugar affects the brain much like cocaine, so we would not be overreaching by saying that eating large amounts of sugar can become addictive. That's right—addictive.

Often, we think of addiction as dealing only with strange and super dangerous substances, but there are many types of addiction. You could be addicted to pleasing your parents and teachers, receiving praise, collecting junk, escaping real life through movies and books, or buying the latest fashionable clothes and shoes.

**Please write a two page short story based on a “real life” addiction.**

- Please choose either 1<sup>st</sup> person (I/me) or 3<sup>rd</sup> person (he/she).
- Your title should reference a weather phenomenon (ex: rainstorm, tornado, blizzard, fog).
- At least one character must be addicted.
  - Addiction **cannot** be alcohol or a criminalized or heavily regulated drug.
  - Please err on the side of an “everyday” addiction.
  - The story must begin at least three years into the addiction.
- One character must be significantly young OR old.
  - This character could be the main character or a supporting character.
- Must include a location where people usually gather.
  - (EX: church, ballpark, or station for public transportation.)
  - It is after hours at the location and no one is there.
  - The location must be over 50 years old.
- Must include the description of a street or road's sounds.
- Must include the description of a character's distinctive clothes.