

Appendix A
Emoji Survey

Name: _____ Hour: _____

After this step in the writing process, how do you feel about your writing?

Give a one word or short phrase justification:					
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How would you like more support to move forward during the writing process?

Please write any comments, questions, or suggestions on the back of this survey.

(Murdoch, 2005)

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(Murdoch, 2005)

Appendix B

Post Summative Self Reflection

Step One: Open TurnItIn. View the rubric and feedback comments connected to your assignment.

Step Two: Write all of the feedback comments in your own words.

Step Three: Answer the following questions:

What do you see as the special strengths of this paper?

What do you notice when you look back at your earlier work?

What goals do you have for your next piece of writing?

(Liu, 2014, p. 1), (Underwood, 1998, p. 18)

Appendix C
Semester One Essay Rubric – Grade 10

Schoolology %	Exceeds Mastery	Proficient	Emerging/ Developing	Below Expectations
Content 40%	<p>Analysis is insightful and demonstrates depth of thought in relation to thesis/claims</p> <p>Uses ample and strategic evidence to defend argument</p>	<p>Analysis demonstrates thinking beyond the literal text; clear connection to thesis/claims</p> <p>Uses strategic evidence to defend argument</p>	<p>Analysis address the literal text and has some inconsistencies in connection to thesis/claims</p> <p>Uses some evidence to defend argument – some seem inconsistent</p>	<p>Analysis is repetitive or superficial in nature or does not clearly support thesis/claims</p> <p>Uses little or no evidence; does not clearly defend argument</p>
Organization 35%	<p>Develops effective and creative lead and links to conclusion</p> <p>Crafts effective body paragraphs (topic, summary sentences, varied transitions – all enhance meaning)</p>	<p>Develops effective lead and has sense of closure</p> <p>Crafts successful body paragraphs (topic, summary sentences, transitions – all connect to main idea)</p>	<p>Attempts a lead and conclusion; may be repetitive or need development</p> <p>Body paragraphs have all elements with a few inconsistencies or elements may be repetitive</p>	<p>Essay structure is weak, lacking in organization and connection to the thesis</p>
Style and Language 15%	<p>Uses precise language and maintains a tone appropriate to purpose, task, and audience</p> <p>Academic voice used throughout</p> <p>Blends quotations seamlessly</p>	<p>Uses clear vocabulary and tone may be a bit uneven in reference to purpose, task, and audience</p> <p>Academic voice used throughout</p> <p>Blends quotations with minor errors</p>	<p>Uses somewhat generic language and/or sentences are repetitive or unclear</p> <p>Inconsistent use of academic voice</p> <p>Attempts blending with several errors</p>	<p>Essay doesn't reflect purposeful word choice; does not reflect purpose, task, and audience</p> <p>Quotations are not blended</p>
Mechanics (grammar, spelling, punctuation) 10%	<p>Very few grammatical, spelling, or punctuation errors</p> <p>Consistent use of present tense verbs</p> <p>Follows MLA format</p>	<p>Few grammatical, spelling, or punctuation errors</p> <p>Consistent use of present tense verbs</p> <p>1-2 errors in MLA format</p>	<p>Some grammatical, spelling, or punctuation errors</p> <p>Inconsistent use of present tense verbs</p> <p>Some inconsistency in MLA format</p>	<p>Too many errors and misspelled words</p> <p>Lack of attention to details</p> <p>Little or no attention to MLA format</p>

Appendix D
Understanding By Design Unit Template

Title of Unit	Persuasive Research Unit	Grade Level	10
Subject	English	Time Frame	3 Weeks
Developed By	Jessica Kramar, Pre-AP 10 English Collaborative Team		

Stage 1 - Identify Desired Results
Broad Areas of Learning How are the BAL incorporated into this unit?
<p>Media Literacy Students are learning how to evaluate the credibility of sources for a topic of their choice. They will be required to use databases for their research and must find one source that is not from the high school database (TEDTalk, documentary, online news source, podcast, etc.)</p> <p>Citizenship and community life Topics that students can write about must be a current issue in the world. Their work must include the background of the issue as well as current and proposed solutions. Students are encouraged to choose an issue they are passionate about, concluding their essay with a call to action: what can students like them do to contribute to the solution?</p>
Cross curricular Competencies How will this unit promote the CCC?
<p>Because students are choosing an issue, their topics should fall under one of the seven major categories of global issues: gender, environment, animal rights, social justice, health and wellness, technology, or global politics. Not only can their topic be transferable to content areas they are interested in, but they can transfer metacognitive strategies to any writing assignment and understand feedback better.</p>
Learning Outcomes What relevant goals will this unit address? <i>(must come from curriculum; include the designations e.g. IN2.1)</i>

Minnesota K-12 Academic Standards in English Language Arts

- **9.14.5.5:** “Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline”
- **9.7.1.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- **9.7.7.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **9.7.8.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **9.9.7.7:** Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.
 - a. Evaluate the content and effect of persuasive techniques used in different mass media.
 - b. Synthesize information and recognize categories, trends, and themes across multiple sources.
 - c. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.
 - d. Recognize ethical standards and safe practices in social and personal media communications, and understand the consequences of personal choices.
- **9.11.3.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

Earned Honors Standards

- **Best Evidence / Length of Evidence:** Students find the most appropriate evidence which is precise yet concise and can articulately explain how and why this evidence effectively supports their argument.
- **Rhetoric:** Students critically analyze and/or use (depending on task) rhetorical devices and strategies to articulate a refined argument that includes the development and evaluation of effective claims and counterclaims, as well as takes into consideration the most effective strategies to persuade their audience

<p style="text-align: center;">Enduring Understandings</p> <p>What understandings about the big ideas are desired? (what you want students to understand & be able to use several years from now)</p> <p>What misunderstandings are predictable?</p>	<p style="text-align: center;">Essential Questions</p> <p>What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)</p>
<p style="text-align: center;"><i>Students will understand that...</i></p> <p>Research is hard! Just A FEW reasons why research is difficult:</p> <ul style="list-style-type: none"> ● Biased or false information (“fake news”) ● Difficult reading levels/ content-specific vocabulary ● On-going: How much is enough? ● Takes time! Lots of reading <p>Research is important:</p> <ul style="list-style-type: none"> ● Learn how to evaluate sources ● Form educated opinions ● Helps you make better decisions <p>Bigger project require more prep</p> <ul style="list-style-type: none"> ● Stay organized from the beginning ● Follow every step in the writing process ● Spend more time editing/revising with others <p style="text-align: center;"><i>Related misconceptions...</i></p> <ul style="list-style-type: none"> ● Not every source is credible- there is a lot of bias 	<p style="text-align: center;"><i>Content specific....</i></p> <ul style="list-style-type: none"> ● How do I create an essential question worthy of a research project? ● How do I know if a source is reputable? How do I use MLA style to write a research paper? ● How do I synthesize information from various sources? ● How do I use effective reasoning skills, including those of ethos, pathos, logos, to defend the thesis and claims of my paper? ● How can I use the writing process to produce the best publication possible? <p style="text-align: center;"><i>FNMI, multicultural, cross-curricular...</i></p> <ul style="list-style-type: none"> ● What kind of advocacy or education can I do to help my community understand the importance of my research question?

<ul style="list-style-type: none"> ● Research does not end after you find the minimum number of resources required- it can happen at any point during the writing process 	
<p style="text-align: center;">Knowledge:</p> <p>What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit.</p>	<p style="text-align: center;">Skills</p> <p>What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators.</p>
<p style="text-align: center;"><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the modes of persuasion ● how to evaluate credible and relevant sources ● the stages of the writing process 	<p style="text-align: center;"><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● research a topic using a variety of relevant and credible resources ● follow the writing process to produce polished and effective writing ● write a persuasive argument about their research topic ● present organized information and evidence about their topic ● understand and apply feedback to improve their writing

Stage 2 – Assessment Evidence	
Performance Task	
<p>Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)</p> <p style="text-align: center;">By what criteria will performances of understanding be judged?</p>	
GRASPS Elements of the Performance Task	
<p style="text-align: center;">G – Goal</p> <p style="text-align: center;"><i>What should students accomplish by completing this task?</i></p>	<p>Students should be producing a clear, coherent, and well supported argument about a current issue somewhere in the world. Their argument should be developed using strong rhetoric (including persuasive appeals and claims/counterclaims) and credible research.</p>

<p>R – Role <i>What role (perspective) will your students be taking?</i></p>	<p>Students will be taking a largely independent role in this unit. They should approach research from a neutral stance in order to conduct unbiased research. After their thesis is developed, they will take on an arguable perspective.</p>
<p>A – Audience <i>Who is the relevant audience?</i></p>	<p>Student’s targeted audience should be an academic group of their peers and older.</p>
<p>S – Situation <i>The context or challenge provided to the student.</i></p>	<p>Students are challenged to conduct their own research about a world issue and construct an argument that presents both the issue and the solution.</p>
<p>P – Product, Performance <i>What product/performance will the student create?</i></p>	<p>Students must construct an argumentative essays that is 4-6 pages in length that cites 6-10 sources. The essay should be formatted following MLA guidelines.</p>
<p>S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i></p>	<p>(Appendix C)</p>

<p>Other Evidence</p> <p>Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results?</p> <p>Formative and summative assessments used throughout the unit to arrive at the outcomes.</p>	<p>Student Self-Assessment</p> <p>How will students reflect upon or self-assess their learning?</p>
<p>Informal:</p> <ul style="list-style-type: none"> ● Verbal teacher conferences ● Stoplight feedback of research questions (green means go, yellow has feedback to make it green, and red means start over) <p>Formative:</p> <ul style="list-style-type: none"> ● Ethos, pathos, and logos practice ● Submit research question for feedback ● Submit initial research to prove topic can be found on databases 	<ul style="list-style-type: none"> ● Post unit reflection of past writing assignments ● Bring draft to class for peer writing coach’s feedback and peer group discussion of written teacher feedback ● Complete assignment description checklist as the unit progresses ● Emoji survey

<ul style="list-style-type: none"> ● Submit 6 resources for feedback, proof of relevant evidence ● Complete outline to organize evidence and create claims ● Submit a practice paragraph for teacher feedback <p>Summative:</p> <ul style="list-style-type: none"> ● 4-6 page research essay 	
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<p>Stage 3 – Learning Plan</p> <p>What teaching and learning experiences will you use to:</p> <ul style="list-style-type: none"> ● achieve the desired results identified in Stage 1? ● equip students to complete the assessment tasks identified in Stage 2? 	
<p>Where are your students headed? Where have they been? How will you make sure the students know where they are going?</p> <p>What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way?</p> <p>What individual needs do you anticipate will need to be addressed?</p> <p>Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?</p>	
<p>10th grade students have done research in 8th and 9th grade before, but they did not have to incorporate an element of persuasion in their final product. They may be familiar with the modes of persuasion when it comes to the credibility of sources, but they have not had to apply it to their own writing.</p> <p>Each step in the writing process is a formative assignment. This will allow me to check in with students who are falling behind or not meeting standards. Students who are not understanding standards at proficiency will be assigned to Flex Block, the time we allow for intervention. I will also invite students to office hours for assistance.</p> <p>Students are choosing their own topics. This incorporates both student choice and student voice to make more autonomous learners. Because they may be writing about controversial or emotionally loaded topics, they are encouraged to be respectful of differing viewpoints.</p>	
<p>How will you engage students at the beginning of the unit? (motivational set)</p>	
<ul style="list-style-type: none"> ● Start with emotional argument about a personal friend who was killed by a drunk driver ● Show them a video made by past students who explained the project ● Provide them with choice of topic 	

What events will help students **experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?**

#	Lesson Title	Lesson Activities	Resources
1	Past Writing Reflection	<ul style="list-style-type: none"> Students will look at the feedback from their last writing summative Complete reflection 	<ul style="list-style-type: none"> Teacher feedback posted in Turnitin Appendix B reflection form
2	Ethos, Pathos, Logos	<ul style="list-style-type: none"> Introduce Unit Define ethos, pathos, logos Model writing using persuasive appeals Student practice: identifies ethos/pathos/logos, explains why they think it is each of those devices (reflective) Have research question approved 	<ul style="list-style-type: none"> Student made video (no parent permission to share) Daily slideshow Student practice
3	Databases and Initial Research	<ul style="list-style-type: none"> Introduce databases Explain credibility of academic journals Begin initial research to guarantee credibility of topic and its sources Homework: Submit two research questions with two academic journals- evaluate whether students would use that source and why 	<ul style="list-style-type: none"> Daily slideshow Initial Research Assignment
4	Summative Assignment description and Relevant Sources	<ul style="list-style-type: none"> Give students assignment description Provide note taking guide Walk through an example of how I would take notes about a credible sources, includes modeling hwo how to evaluate the source and choosing strong evidence 	<ul style="list-style-type: none"> Daily slideshow Note taking guide with example Assignment Description: Appendix D

5	Credible Sources	<ul style="list-style-type: none"> • How do you know a non-database source is credible? • Introduce NewsGuard- journalistic resource that evaluates and justifies the credibility of sources reviewed by humans • Allow for research time 	<ul style="list-style-type: none"> • Daily slideshow
6	Earned Honors and Research Time	<ul style="list-style-type: none"> • Emoji survey #1- reflective check in • Introduce Earned Honors Skill #3- Rhetoric (includes counterarguments) • Whole class practice identifying strongest counterargument • Research time- find the rest of their sources 	<ul style="list-style-type: none"> • Daily slideshow • Emoji Survey- Appendix B
7	Outlines	<ul style="list-style-type: none"> • Earned Honors practice- NoRedInk (claims and counterclaims unit diagnostic) • What is outlining? • What is its purpose? • Provide multiple options for student pathways (choice) • Use the rest of time to start their outline 	<ul style="list-style-type: none"> • Daily slideshow • NoRedInk • Outline option #1 • Outline Option #2
8	Drafting	<ul style="list-style-type: none"> • Basic structure of a paragraph in a persuasive research essay • How to turn an outline into a paragraph with example • Homework: Write at least one body paragraph 	<ul style="list-style-type: none"> • Daily slideshow
9	Academic Phrases and Transitions	<ul style="list-style-type: none"> • Emoji Survey #2- reflective check in • Instruct how to use sentences stems to add fluency in student's essay (within paragraphs and between paragraphs) • Homework: Submit body paragraph for teacher feedback 	<ul style="list-style-type: none"> • Daily slideshow • Emoji Survey- Appendix B
10	MLA Review	<ul style="list-style-type: none"> • Work on MLA Style Assignment with peer, should all be review from previous years • Use rest of class to continue drafting essay • Homework: Choose a section of the rubric students wants to focus on improving 	<ul style="list-style-type: none"> • Daily slideshow • MLA Style Assignment

11	Revise and Edit	<ul style="list-style-type: none"> • Writing Coaches are present in class today- students must conference with coaches or teacher by the end of the hour about their chosen rubric criteria (content, organization, style, or mechanics) • When students are not conferencing, they are reviewing and applying teacher feedback from their practice body paragraph 	<ul style="list-style-type: none"> • Daily slideshow
12	Intros and Conclusions	<ul style="list-style-type: none"> • Instruct the parts of an introduction (hook, identify issue, thesis) • Instruct elements of a conclusion (restate argument, call to action/echo) • Homework: Bring printed draft of essay to class for peer review 	<ul style="list-style-type: none"> • Daily slideshow
13	Peer Review	<ul style="list-style-type: none"> • Exchange essays with a peer • Complete a checklist, annotate unclear information, provide one compliment • Complete full assignment checklist for self reflection • Persuasion Practice- possible • Homework: Submit final essay for summative assessment 	<ul style="list-style-type: none"> • Daily slideshow • Peer review guide
14	Unit Reflection (Intro next unit)	<ul style="list-style-type: none"> • Emoji Survey #3- reflective activity • Peer discussion: <ul style="list-style-type: none"> ○ With your group, discuss the following: ○ What surprised you the most about this unit? ○ What was the most challenging? The most enjoyable? ○ What was the most helpful step during the writing process? ○ How has your writing changed because of this unit? 	<ul style="list-style-type: none"> • Daily slideshow • Emoji Survey- Appendix B

Assess and Reflect (Stage 4)	
Considerations	Comments

<p>Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?</p>	<p>Yes- both grade level and above grade level standards are addressed and supported</p>
<p>Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?</p>	<p><u>For struggling students:</u></p> <ul style="list-style-type: none"> ● Modified Research Unit slideshow (created with special education teachers) <ul style="list-style-type: none"> ○ Focuses on most essential skills to meet requirements outlined by IEP's and 504's <p><u>For students who need a challenge:</u></p> <ul style="list-style-type: none"> ● Earned Honors: can attempt above grade-level skills in order to attempt to change transcript from "Pre-AP English 10" to "Honors Pre-AP English 10"
<p>Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?</p>	<p>Yes- CLRT strategies, project-based learning</p>
<p>Resource Based Learning: Do the students have access to various resources on an ongoing basis?</p>	<p>Yes- databases, sources outside of databases, the media center, the Writing Center</p>
<p>FNM/ I Content and Perspectives/ Gender Equity/ Multicultural Education: Have I nurtured and promoted diversity while honoring each child's identity?</p>	<p>Yes- Allows a wide range of topic choices as well as assistance in approaching each topic respectfully, especially during peer discussion</p>

Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)

Appendix E
The Persuasive Research Paper - 50 Summative Points

Paper due at the beginning of class Monday, November 4th.

1. **DESIGN:** Identify a research question that has a problem that needs to be solved.
2. **RESEARCH:** Find a variety of sources, especially in the school databases.
3. **WRITE:** Write a 4-6 page problem/solution persuasive research paper in MLA format.

GUIDING STEPS FOR 2019-2020 PERSUASIVE RESEARCH PROJECT:

Design

- I have decided on a problem that I care about that needs solving.
- I turned my problem into a clear, focused, and arguable research question.

Research

- My sources are credible and timely. They include relevant arguments and evidence.
- I have searched multiple online EHS databases for high-quality information about my topic.
- I have consulted multimedia resources (podcasts, documentary films, etc.) to supplement my database sources (optional).
- I have gathered enough information that I can cite 6+ sources in my paper defending my argument.
- I have gathered enough information that I can cite 2 sources in the concession section of my paper (**HONORS optional**).
- I have taken clear and thorough notes to keep track of information, quotes, and citations.
- I have included in-text citations in my notes for all quotations and paraphrases.

Write

- I have organized and outlined the information from my sources.
- I have followed the format and structure of the sample outline.
- My research paper is 4-6+ pages long.
- My thesis statement establishes a clear position/argument.
- My claims are supported with evidence and followed by thorough reasoning (discussion).
- I have included evidence from 6+ sources in the paper itself.
- I use effective research strategies to gather strong evidence to support an argument.
- I maintain an academic voice throughout the essay with emphasis on persuasive appeals.

Formatting

- I have balanced direct quotations and paraphrased, prioritizing paraphrase. My originality percentage on Turnitin.com is 20% or lower.
- My paper includes in-text MLA citations and a matching Works Cited page.

- I have followed proper MLA page format regarding margins, font, spacing, and headers.
- I have double-spaced evenly throughout the paper including a Works Cited page.
- My MLA Works Cited page entries are in alphabetical order with a hanging indent.
- My paper fully explains the origin of the problem I'm researching and current solutions people are trying out.
- I have revised and edited my work to eliminate mechanical errors.
- I paced my time to meet the deadline.

Paper Outline

- I. Introduction
 - a. Introduce the topic in an engaging manner.
 - c. Thesis sets up both the problem and the solutions.

- II. Background information and evidence of the problem
 - a. Define the problem and explain its origins.
 - b. Show concrete evidence of the problem.
 - c. Counter evidence and concession (**HONORS optional**)
 - a. Refute popular belief (introduce opposing arguments) and suggest alternate viewpoint(s)

- III. Current & proposed solutions
 - a. Explain what is currently being done to solve the problem and evaluate how well those solutions are working.
 - b. Explain potential solutions to the problem that have not been tried.

- IV. Conclusion
 - a. Briefly restate the main ideas from the paper.
 - b. End with the significance of this topic and provide a call to action.

- V. List of Works cited in MLA format starts on a new page.

****VERY IMPORTANT NOTE****

- **All claims supported with evidence (direct quotes and/or paraphrases).**
- **All direct or paraphrased evidence includes citations in MLA format.**
- **All claims and evidence are explained with reasoning and persuasive appeals.**