



Argumentative Writing

Instructor: Becky Hacker-Kliver

Licensure Renewal Credit: 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: July 1, 2024 – June 30, 2025

Course Description (Overview of Course)

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Interpretations or judgments with evidence from the text(s) could be defended. Evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence could be analyzed and argued. Claims in the form of statements or conclusions that answer questions or address problems can be made by the students.

Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument usually called "opinion" in the elementary grades.

In this module, you will learn more about writing arguments to support claims with clear reasons and relevant evidence, to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

School Improvement Rationale (School data that indicates a need for this course).

The ELA/Literacy education program standards for writing shall be met by schools and school districts for accreditation. Approximately half of the MISIC districts have indicated a need for more ELA/Literacy professional development focusing on writing.

Expected Outcomes: The learner will be able to...

- Understand the importance of the "why" of argumentative writing
- Understand the components of an effective argumentative writing and application of these components

Micro-Credential Component*	Micro-Credential Description	Hours
Understanding the ELA Standards	How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.	3 Hours
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and apply the new ELA/Literacy Standards with your students and with your parents of your students <input type="checkbox"/> Understand the progressions of the reading, writing, listening, and speaking standards AND apply your learnings to your classroom instruction <input type="checkbox"/> Thinking about your deeper exploration of the standards; identify some of your biggest learnings, share some of the opportunities for the students with the standards, and determine the challenges presented by the standards 		
Tools for Argumentative Writing	Do you need some more strategies in your toolbox to provide direct instruction, guided practice, and individual work for your students to produce more effective argumentative writings? Explore more tools to teach argumentative writing.	4 hours
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine some different strategies for your toolbox to teach argumentative writing <input type="checkbox"/> Provide examples of argumentative strategies you have tried, used, and/or adapted for the instruction of argumentative writing <input type="checkbox"/> Reflect upon what worked, what didn't work, and next steps in teaching argumentative writing 		

<p>Argumentative Task</p>	<p>An argumentative task will ask students to think critically and to see how well students argue on different views and demonstrate knowledge of the content. There are a lot of argumentative topics or tasks to come up with in the age of political debates, economical movements, and technological progress. A debatable task must ask students to have both analysis and fair criticism of various problems. Students must make sure when something is said against one's claim that solid arguments are needed to support the claim. What will this look like? This micro-credential will address how to compose an argumentative task as well as what the corresponding essay would look like to meet the standards for skill development.</p>	<p>4 hours</p>
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Success Criteria for this micro-credential:

- Develop and/or refine an argumentative task for students in one or more of your classes
- Produce an example of the type of expected argumentative essay you are asking of the students
- Provide students the opportunity to produce the writing for the argumentative task(s)
- Reflect upon process and the products of the work of the students

Assessing the Argumentative Writing Task	As you think about assessing the argumentative writing; you will work with defining what the task is asking for around the categories of purpose or focus, organization, evidence of elaboration, language and vocabulary, and conventions. Is the response fully sustained and consistently and purposefully focused? Does the response have a clear and effective organizational structure? Is there support/evidence for the writer's argument? Is the response clearly and effectively expressed?	4 hours
<p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the key resources/rubrics that may work for assessing students' argumentative writings at the appropriate grade level <input type="checkbox"/> Assess some student argumentative writings using two of the selected rubrics; compare and/or contrast the use of the two rubrics <input type="checkbox"/> Reflect upon what worked, what didn't work, and next steps in assessing the argumentative writings 		
<p>Iowa Teaching Standards</p>		
<p>Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:</p> <ul style="list-style-type: none"> ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals. ▫ Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position ✓ Standard 3: Demonstrates competence in planning and preparing for instruction. ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students. ▫ Standard 5: Uses a variety of methods to monitor student learning. ▫ Standard 6: Demonstrates competence in classroom management. ▫ Standard 7: Engages in professional growth ▫ Standard 8: Fulfills professional responsibilities established by the school district. 		