

“Good argument!”

You're invited to apply to be part of the
**2016-17 Teacher Collaborative
for Reasoning and Argument-Writing**

Reasoning and argument-writing are fundamental skills for success in all academic disciplines and careers, as well as in everyday life. Join 40 colleagues from Ashland, Medford, and SOU across subjects and grade levels, for a year-long, collaborative exploration into teaching reasoning and argument-writing. Teachers selected to participate can expect to:



- ✓ Enjoy meaningful, ongoing collaboration with colleagues (middle and high school teachers, and SOU faculty in your field).
- ✓ Explore how argument supports thinking and communicating in your subject area – and beyond.
- ✓ Hone your ability to help students think critically and make effective arguments.
- ✓ Improve your ability to help all students meet the demands of argument-writing, including ELL students and those with special needs.
- ✓ Develop your own skill in making effective arguments.
- ✓ **Receive a \$2000 fellowship and 90 professional development hours (optional graduate credits also available).**

Who

Teachers from Medford and Ashland school districts, grades 6-12 from all subject areas, are eligible. ***Science, social studies, special education, and career/tech teachers are especially encouraged to apply.***

Where

Ashland (SOU campus), with some meetings in Medford.

When

Begins summer 2016 with ongoing meetings through academic year 2016-17 (total: 90 hours). **See reverse for complete schedule.**

For more information:

Dr. Margaret Perrow
owp@sou.edu
(541) 552-6632



Easy online application!

Spaces are limited. **Deadline 5:00 pm May 7**

<http://tinyurl.com/GoodArgument2016>

(Or use the QR code above.)



This partnership is funded by a US Department of Education Title IIA professional development grant.

2016-17 Calendar

Teacher Collaborative for Reasoning and Argument-Writing

(Participants are expected to attend all sessions.)

Summer 2016 intensive sessions

June 20-24 Summer institute, 8:30-4:00 M-F

August 18 & 19 Back-to-school days, 8:30-4:00

2016-17 Saturday sessions, 8:30-12:30

September 24

October 22

November 19

January 14

February 11

March 11

Spring conference (Participants will make presentations at this conference)

April 15

Post-assessment session

May 13

TAWC Institute 6/20-24/16

8:30-4:00 (Lunch noon-1:00)

	Morning 8:30-12:00	Afternoon 1:00-4:00
Mon. 6/20	<p>Coffee and settling in (8:00-8:30)</p> <p>Welcome and overview (MP)</p> <ul style="list-style-type: none"> • Intro to TAWC • Who we are... • Participant intros (snowballs) • Overview of week (include their questions/goals) <p>Historical context of reasoned argument, and elements of argument (MP)</p> <ul style="list-style-type: none"> • From Aristotle, through Age of Reason, to Toulmin, to CCSS W.1 • Elements of arguments of probability • <p>Zombie parents and “where’s the warrant”</p> <p>SOU faculty panel (DB)</p> <ul style="list-style-type: none"> • Context for our work: Why/how does argument matter? (explore the bigger context for teaching argument) • Written thoughts/questions <p>Table TAWC: Argument (and argument terminology) in your context. Whole-group share-out and charting (Devora/MP)</p>	<p>Intro to structured process approach and 3 types of argument (MP)</p> <p>Arguments of fact (forensic): “Slip or Trip” (supporting claims with evidence and warrants/reasons) (Tonya)</p> <p>Arguments of fact in other contexts (tracks, political cartoons, Harris Burdick)</p> <p>Table TAWC: Teaching arguments of fact and inferential thinking in your context.</p> <p>Closure: Dyads (listening across differences, processing our understandings)</p> <p>3:30 Logistics: grad credits, PDUs, student accounts, Moodle, stipends, syllabus, etc.</p> <p><i>HW: Read Hillocks (preface, intro, chapters 1 & 2)</i></p>
Tues. 6/21	<p>Arguments of opinion/judgment: the role of criteria (School Mascot argument) (Nikki)</p> <p>Criteria development to create extended definitions, in arguments of judgment: Writing an extended definition of <i>courage</i> (Superman lesson, including use of scenarios) (Jamie)</p> <p>CCSS W.1 progression (MP)</p> <ul style="list-style-type: none"> • CCSS W.1 progression analysis, in cross-grade-level groups • Opinion/persuasion/argument • Appendix A <i>as argument?</i> 	<p>1 pm welcome from Provost Sue Walsh</p> <p>Evaluating arguments: middle school/AP “mascot” argument</p> <p>Read/annotate Newkirk “How we really comprehend non-fiction”; evaluate as an argument. Choose an argument to read through Newkirk’s lens.</p> <p>Team/application time: facilitated small groups</p> <p>Closure activity: DB</p> <p><i>HW: Read Hillocks chapters 4-6</i></p>

	Morning 8:30-12:00	Afternoon 1:00-4:00
Wed. 6/22	<p>Arguments about literature: Definitions and inference (“A mystery of heroism”)</p> <p>Nomination of a public poem</p> <p>Alternate/competing viewpoints: Big-time lotto scenario (and opinion piece writing) <i>who wants to facilitate this lesson?</i></p> <p>Debrief structured process</p>	<p>Work/planning time: what might you design/adapt for your classroom?</p> <p>Outline 2016-17, including goals for spring conference and guidelines for lesson/unit development</p> <p>Closure activity: JH</p> <p><i>HW: Read Transforming Talk chapters 1 & 2, and Hillocks chapter 3</i></p>
Thurs. 6/23	<p>Scenario/multiple perspectives warm-up: Robots in the classroom, and presentation to school board</p> <p>Language of argument: summarizing, and linguistic moves</p> <p>Adler: “How to mark a book” (annotate, analyze claim/evidence, summarize)</p>	<p>Inquiry, and problems that are meaningful to students</p> <p>Work/planning time: Develop an idea for an inquiry-based unit (or mini-unit, or lesson). Begin thinking about scaffolding with structured process.</p> <p>Closure activity: DB</p>
Fri. 6/24	<p>Argument vs Persuasion in the CCSS (Duffy argument) (return to Newkirk, ethos, pathos)</p> <p>Writing from sources? Intro to CRWP?</p> <p>Argument mentor texts?</p>	<p>Sharing plans: what are you going to develop? What support do you need?</p> <p>Prompt development for pre- sample in early September. (Recruit a colleague? Eva may be in touch with you.)</p> <p>Logistics looking forward Location, times for 8/18 & 19 sessions Publicity for 10/14 session with Barry Lane (and mark calendars)</p>

Teaching Argument-Writing Collaborative (TAWC)

Teaching Argument-Writing

Summer 2016

ED500 (CRN 8916) / 3 graduate credits

Instructor: Margaret Perrow

Contact info: perrowm@sou.edu

Date and time: June 20-24, 2016 8:30 am – 4 pm each day

Location: Southern Oregon University Ashland campus, CE 105

Truth is not born nor is it to be found inside the head of an individual person—it is born between people collectively searching for truth, in the process of their dialogical interaction.

Mikhael Bakhtin, Problems of Dostoevsky's Poetics (1984)

The engaged voice must never be fixed and absolute but always changing, always evolving in dialogue with the world beyond itself.

bell hooks, Teaching to Transgress: Education as the Practice of Freedom (1994)

Course description

Argument-writing is fundamental to thinking and communicating in virtually all fields, as well as civic discourse outside of academic disciplines. In this seminar, we will read about the theory and craft of writing argument, and explore the teaching of argument-writing using a ‘structured process’ approach. One of the basic premises of the course is that to teach writing well, teachers themselves must write. We will write arguments using a variety of approaches and writing-process strategies, design and ‘workshop’ lessons that incorporate these strategies and approaches, share ideas with each other, and discuss adaptations across grade levels and subject areas. Readings and activities will be geared to helping participants develop an argument assignment and supporting lessons, to be implemented in their middle- or high school classrooms during the academic year 2016-17.

Course objectives

- Differentiate between different basic types of argument (including arguments of fact, judgment and policy).
- Explain the function of various components of arguments, including claims, evidence, reasoning (warrants, backing, criteria, definitions), qualifications, counter-claims, alternate perspectives, and counter-arguments.
- Evaluate arguments, and be able to teach students to evaluate others’ arguments effectively.
- Improve your ability to teach argument-writing in support of the Common Core State Standards at your grade level(s) and subject area(s).
- Frame a ‘researchable problem’ of interest to your students; design an argument-writing assignment and ‘feeder’ lessons that support it, to implement in your 2016-17 classroom.

InTASC focus standards

Your active participation in this workshop provides evidence of InTASC focus standard #10: Professional learning and ethical practice. In addition, the following InTASC focus standards are practiced in this workshop:

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline, and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #7: Planning for instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course expectations and evaluation

All seminar participants are expected to:

- Attend all course meetings, except in case of serious illness or emergency.
- Complete assigned reading prior to each session, and engage actively in discussion of readings with colleagues.
- Share lessons or activities with colleagues, in a practice-lesson or demonstration-lesson format, and receive feedback.
- Share examples of student work produced in your classes, as part of teaching argument-writing; analyze student samples for evidence of instructional effectiveness, and explain how you will adapt your instruction based on that evidence.
- Begin to develop an argument assignment and supporting lessons that you plan to implement in your classroom in 2016-17.
- Write a short reflective paper.
- *Attend a back-to-school follow-up session August 18, focusing on rubric design.*

Grading: A-F

Texts

Hillocks, G. (2013). *Teaching Argument Writing*.

McCann, T. (2014). *Transforming Talk into Text*.

Additional readings will be distributed in class and available on Moodle.

Accommodations

Please let the instructor know if you have any particular learning needs that are not addressed by the content or structure of this course.

Course schedule (Subject to change to meet needs of class. Additional readings to be added.)

Date	Topics	What's due
6/20 a.m.	<ul style="list-style-type: none"> • Intro to course • Intro to argument • Historical and contemporary contexts of argument • Common Core Standard W.1 • Warrants and reasoning 	Complete pre-institute online survey Enroll as SOU non-admitted student Register for ED500 (credit) or ED599 (no credit)
6/20 p.m.	<ul style="list-style-type: none"> • Intro to structured process • Simple arguments of fact • “Where’s the warrant”? 	
6/21 a.m.	<ul style="list-style-type: none"> • Arguments of opinion/judgment • The role of criteria in argument • The role of extended definitions • Scenarios and opinionnaires • Structured talk as rehearsal for writing arguments 	Read Hillocks: preface, intro, chapters 1 & 2
6/21 p.m.	<ul style="list-style-type: none"> • Looking at student writing • “How we really comprehend non-fiction” 	
6/22 a.m.	<ul style="list-style-type: none"> • Language of argument • Annotating and summarizing arguments 	Hillocks, chapters 4 - 6
6/22 p.m.	<ul style="list-style-type: none"> • Alternate/competing viewpoints • Structured process scenarios • Thinking about 2016-17 curriculum, instruction, and spring conference 	
6/23 a.m.	<ul style="list-style-type: none"> • Extended definitions (reprise) • Literary arguments of judgment 	Hillocks, chapter 3 McCann: Chapters 1 & 2
6/23 p.m.	<ul style="list-style-type: none"> • Inquiry and meaningful problems • Lesson preparation 	
6/24 a.m.	<ul style="list-style-type: none"> • “Argument vs Persuasion in the CCSS” • Argument mentor texts • Writing from sources 	Develop 2016-17 plan (guidelines will be provided)
6/24 p.m.	<ul style="list-style-type: none"> • Sharing plans • Prompt development • Logistics looking forward 	<i><u>Taking class for credit? Final reflective paper due Friday, July 1</u></i>

Let's

TAWC!

Teaching Argument-Writing Collaborative 2016-17



Next TAWC workshop:
Saturday, September 24
8:30-12:30

Our September session will be held in Medford (Higher Education Center, room 226). This will be a half-day session. We will spend some time looking at student writing (pre-writing samples) to inform and help focus instruction, and we'll field test the argument rubrics.

The HEC is on the corner of Riverside and 8th in Medford. Please allow time to find parking – there are pay lots nearby, or you can park for free in the residential streets to the east of Riverside, across Bear Creek.

Welcome back to school!

I hope everyone had an enjoyable and restorative summer, with time to focus on things that matter to you. And I hope some of the spirit of summer vacation carries over into your new school year. This newsletter is intended to keep us on the same page as we move through the year. If you have announcements or information you'd like to share, please send it to me and I'll include it in the next edition! *Margaret Perrow* perrowm@sou.edu



Save the dates!

September TAWC workshop

**Saturday, 9/24
8:30-12:30**

Note location:
Medford Higher Education Center, room 226

Revision with Barry Lane

**Friday, 10/14
8:30-3:00**

Southern Oregon University campus, Stevenson Union Arena

October TAWC workshop

**Saturday, 10/15
8:30-12:30**

Location TBA

Student Writing Samples

Questions about administering the TAWC writing prompt in one of your classes? Contact Eva Skuratowicz (skuratoe@sou.edu). Please bring your students' writing samples to our meeting on September 24.

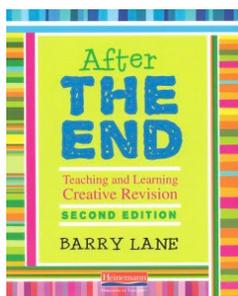
Accessing Moodle

Please be sure you can access the TAWC Moodle website. If you're not using your SOU student email account, set your email address in Moodle to one that you check frequently. Log into *inside.sou.edu* using your SOU login, and choose Moodle from the top bar. TAWC is listed under Courses. Moodle includes TAWC announcements, articles and resources, and information about our upcoming meetings. (Past announcements are archived; click on Announcements.)



Inclusion Strategies!

Want help designing argument instruction that reaches all your students, including ELLs and students with special needs? Need a little advice on how to adapt a lesson or unit to support particular students? Want some feedback on incorporating inclusion strategies into your teaching? Contact your TAWC colleague Dr. Megan Farnsworth (SOU School of Education) for consultation or classroom observation. farnsworm@sou.edu



Oct. 14 Workshop with Barry Lane

TAWC participants attend FREE! Please encourage your non-TAWC colleagues to attend this exciting event. Non-TAWC participants' cost: \$75, includes six PDUs, lunch, and a copy of *After the End*. Look for a separate email announcement to forward to colleagues.

TAWC Argument Writing Rubric: **High School**

Produce a clearly written argument, using relevant evidence and strong reasoning to effectively support a claim.

	Mastery	Proficient	Not Yet Proficient
Claim	<p>Introduces a claim that clearly communicates a topic and position.</p> <p>Claim is clearly worded, arguable, and defensible.</p> <p>Makes it clear why the claim is important (may provide context, background, relevant definitions, or clarify assumptions).</p> <p>Introduces the claim in a way that engages the reader ('sets the stage'); may include a well designed hook, relevant anecdote, quote, surprising statistic/fact, etc.</p>	<p>Introduces a claim that clearly communicates a topic and position.</p> <p>Claim is clearly worded, arguable, and defensible.</p> <p>Makes it clear why the claim is important (may provide context, background, relevant definitions).</p>	<p>Claim does not communicate both a topic and position, or is not included.</p> <p>Claim is difficult to understand or cannot be argued or defended.</p> <p>Does not explain why the claim is important.</p>
Support and reasoning	<p>Claim is supported with sufficient evidence.</p> <p>Evidence is relevant, specific, and based on credible sources that are effectively introduced. (If a variety of evidence/sources is available, those that are most relevant to the claim have been chosen.)</p> <p>Provides strong reasoning that explicitly clarifies connections between evidence and claim.</p> <p>Demonstrates understanding of audience's knowledge, concerns, values, and biases.</p>	<p>Claim is supported with sufficient evidence</p> <p>Evidence is relevant, specific, and based on credible sources.</p> <p>Provides reasoning that explains connections between evidence and claim.</p> <p>Demonstrates understanding of audience's knowledge.</p>	<p>Claim is not supported with sufficient evidence OR Evidence is not relevant, specific, or based on credible sources.</p> <p>Does not provide reasoning that explains the connection between evidence and claim, or reasoning is unclear.</p>
Alternate viewpoints	<p>Explores alternate viewpoints/counterclaim(s) and explains them in context of a broader controversy.</p> <p>Counterclaim addresses limitations of the claim by referencing evidence (data, statistics, etc.)</p> <p>Counterclaim is addressed in a way that supports the overall argument.</p>	<p>Mentions alternate viewpoints/counterclaim(s) and/or acknowledges a controversy.</p> <p>Counterclaim mentions the limitations of the claim.</p> <p>The connection between the claim and counterclaim(s) is clear.</p>	<p>Alternate viewpoints/counterclaim(s) are missing, undeveloped, or unrelated to the claim (may not mention claim's limitations).</p>

(over)

<p>Organization</p>	<p>Presents ideas (including claim, counterclaim(s), reasons, and evidence) in a logical order.</p> <p>Uses a variety of transition words, phrases, and clauses to link major sections of the text and show relationships (e.g., between claims and reasons, reasons and evidence, claim and counterclaim).</p>	<p>Presents ideas (including claim, counterclaim(s), reasons, and evidence) in a logical order.</p> <p>Uses transition words, phrases, and clauses to link the major sections of the text.</p>	<p>Logical order between ideas is not apparent.</p> <p>Major sections of the text are not linked by transition words, phrases, and clauses.</p>
<p>Style</p>	<p>Sentences and ideas are consistently clear and understandable.</p> <p>Formal language and tone are used throughout the paper. This might include:</p> <ul style="list-style-type: none"> • A variety of sentence types, including some longer/ complex sentences • Academic language and content-specific vocabulary used appropriately <p>Grade-level vocabulary is used in a way that is appropriate for intended audience and purpose.</p> <p>‘Voice’ (i.e. use of 1st, 2nd, 3rd person) is appropriate to context. Arguments maintain objective tone while conveying the writer’s engagement and investment in the topic.</p> <p>May use formal language effectively in a creative, clever, or artful way (i.e. figurative language, metaphors, hyperbole, satire, humor, sentence fragments etc.).</p>	<p>Sentences and ideas are mostly clear and understandable.</p> <p>Formal language and tone are used throughout the paper. This might include:</p> <ul style="list-style-type: none"> • A variety of sentence types, including some longer/complex sentences • Academic language and content-specific vocabulary used appropriately <p>Grade-level vocabulary is used in a way that is appropriate for intended audience and purpose.</p> <p>‘Voice’ (i.e. use of 1st, 2nd, 3rd person) is appropriate to context.</p>	<p>Many sentences are unclear or difficult to understand.</p> <p>Paper does not demonstrate formal language and tone.</p> <p>Vocabulary is below grade level or not appropriate for intended audience (may be simplistic or include slang, clichés, etc.).</p> <p>Informal language and tone may dominate the paper. ‘Voice’ (i.e. 1st, 2nd, 3rd person) may not be appropriate for the context.</p>
<p>Conclusion</p>	<p>Conclusion is clearly tied to claim/argument.</p> <p>Conclusion follows from the argument in a logical way (goes beyond restating the argument) and fully addresses one or more of the following: what’s at stake, the cost of ignoring the argument, the benefits of acting on it, etc.</p> <p>Closing statement is memorable, inspires action, suggests further inquiry, or introduces new claims.</p>	<p>Conclusion is clearly tied to claim/argument.</p> <p>Conclusion follows from the argument in a logical way (goes beyond restating the argument), but may not be fully developed.</p>	<p>Conclusion is not clearly tied to claim/argument. OR Conclusion simply restates the argument OR There is no conclusion</p>

TAWC Argument Writing Rubric: **Middle School**

Produce a clearly written argument, using relevant evidence and strong reasoning to effectively support a claim.

	Mastery	Proficient	Not Yet Proficient
Claim	<p>Introduces a claim that clearly identifies the topic and expresses the writer’s position.</p> <p>Establishes the importance of the topic or claim (why is it important and to whom?).</p>	<p>Introduces a claim that clearly identifies the topic and expresses the writer’s position.</p>	<p>Does not introduce a claim, or claim is not clearly related to the topic.</p>
Support and reasoning	<p>Provides at least two relevant reasons in support of the claim.</p> <p>Provides more than one piece of relevant evidence to support <u>each</u> of the reasons.</p> <p>Evidence is from credible sources</p>	<p>Provides at least two relevant reasons in support of the claim.</p> <p>Provides one piece of relevant evidence to support <u>each</u> of the reason(s).</p> <p>Evidence is from a credible source.</p>	<p>Does not provide relevant reasons to support the claim</p> <p>Does not provide relevant evidence.</p> <p>Evidence is not from credible source(s).</p>
Alternate viewpoints	<p>One or more counterclaim(s) or different viewpoint(s) are acknowledged.</p> <p>Counterclaim presents a realistic objection to the claim and is discussed in a way that advances the argument (excludes 6th and possibly 7th grade).</p>	<p>One or more counterclaim(s) or alternate viewpoint(s) are acknowledged (excludes 6th grade).</p> <p>Counterclaim presents a realistic objection to the claim</p>	<p>Does not acknowledge counterclaim(s) or different viewpoint(s) (excludes 6th grade).</p>
Organization	<p>Organizes reasons, evidence, and counterclaims in a way that makes sense.</p> <p>May demonstrate an effective intentional (artistic or unexpected) choice about the order/way the claim and counterclaims are introduced.</p> <p>Uses a variety of connecting words/phrases (e.g., furthermore, consequently, on the other hand) to demonstrate a precise relationship between claim, reasons, evidence, and counterclaim (if appropriate).</p>	<p>Organizes reasons and evidence in a way that makes sense.</p> <p>Uses connecting words/phrases (e.g., however, generally, as a result, for example) to explain the connection between claim, reasons, evidence, and counterclaim (if appropriate)</p>	<p>Does not organize reasons and evidence clearly or in a way that makes sense.</p> <p>Does not use (or uses in a limited or ineffective way) connecting words/phrases to show relationships between the claim and the evidence.</p>

<p>Style</p>	<p>Uses formal, academic language and tone throughout the paper. This might include:</p> <ul style="list-style-type: none"> • Variety of sentence types, including some longer or complex sentences • Word choice is appropriate for audience and purpose <p>Voice' (i.e. use of 1st, 2nd, 3rd person) is appropriate to context. Maintains objective tone while conveying the writer's engagement and investment in the topic.</p> <p>Uses formal language in an effective unexpected, creative, or artful way (e.g., figurative language, metaphor, hyperbole, satire, humor, effective sentence fragments, etc.).</p>	<p>Uses formal language and tone throughout the paper. This might include:</p> <ul style="list-style-type: none"> • Variety of sentence types, including some longer or complex sentences • Word choice is appropriate for audience and purpose <p>'Voice' (i.e. use of 1st, 2nd, 3rd person) is appropriate to context.</p>	<p>Sentence structure and/or word choice may be inappropriate for audience and purpose (e.g., texting language, slang, etc.).</p> <p>'Voice' (i.e. 1st, 2nd, 3rd person) may not be appropriate for the context.</p>
<p>Conclusion</p>	<p>Closing paragraph is clearly tied to the argument presented.</p> <p>Conclusion follows from the argument in a logical way (goes beyond restating the argument) and fully addresses one or more of the following: what's at stake, the cost of ignoring the argument, the benefits of acting on it, etc.</p>	<p>Closing paragraph is clearly tied to the argument</p> <p>Closing paragraph includes a brief statement that follows from the claim in a logical way (goes beyond restating the argument).</p>	<p>There is no closing paragraph</p> <p>OR</p> <p>Closing paragraph simply restates the argument</p>

“Good Argument!”

Join us for a morning of practical and inspiring presentations by teachers, for teachers.

- ❖ Learn about exciting ways Medford and Ashland teachers incorporate argument-writing across grades and subjects
- ❖ Discover new approaches for teaching the skills students need to write effective arguments
- ❖ Leave with teaching strategies and activities
- ❖ Earn five PDUs

When:

Saturday, April 15, 8:30-1:30

Where:

SOU Ashland campus, Stevenson Union

Who:

Middle and high school teachers,
all subjects

Cost:

\$30.00 (includes lunch)



Pre-registration is required by April 1

Register online today:

<https://commerce.cashnet.com/SOU-OWP>

OR scan the QR code at left

**Contact for further
information:**

Dr. Margaret Perrow
owp@sou.edu

Middle and high school strands include topics such as:

- ❖ Using role-play to identify values behind an argument
- ❖ Argumentative thinking in the middle school classroom
- ❖ “Philosophical chairs” to explore arguments
- ❖ Satire as argument
- ❖ Using vignettes and dialogue to inform argument-writing
- ❖ Finding topics for argument-writing in everyday life
- ❖ Implementing cross-curricular units of study
- ❖ Writing and argument in music and art classes
- ❖ Voice in argument: A case for podcasting
- ❖ Argument-writing in science classes

Presentation Feedback

Session # _____

Session # _____

Session # _____

Session # _____

“Good Argument!”

A Teaching Argument-Writing Conference
brought to you by the Oregon Writing
Project at SOU and the 2016-17 Teaching
Argument Writing Collaborative

8:30-8:45	Registration, check-in
8:45-9:00	Welcome by Linda Schott, SOU President Conference Welcome from Margaret Perrow, Director, Oregon Writing Project and Associate Professor, English
9:00-9:30	Working Together: How a Cross-Curricular Team of Teachers Developed and Taught a Unit of Study with a Focus on Argument Writing Robert Harrison, Callie Kidwell, Justin McKenzie, Joe Miracle, Stefani O’Connor, McLoughlin Middle School



Room 319

Session 1.1 – 9:35-10:05

Using Debates and Scenarios to Support Argumentative Thinking in the Middle School Classroom

Julie Inada and Martha Street – Ashland Middle School

Session 1.2 – 10:10-10:40

A Day in the Life: Finding Authentic Arguments

Andra Hollenbeck, Wilson Elementary and Amy Sayre, Cascade Christian High School

Session 1.3 – 10:45-11:15

Voice in Argument: Discussion, Writing, and Podcasting in the Classroom

Kimberly Stevenson and Tonya Noon-Toledo, North Medford High School

Session 1.4 – 11:20-11:50

What's an Effective Leader? How a Team of Middle School Teachers Guided Students Through a Process of Developing Arguments

Laura Kimball, Hedrick Middle School; Christian Koehler and Mark Happeny, McLoughlin Middle School

Session 1.5 – 11:55-12:25

Using Creative Vignettes and Dialogue to Inform Argument Writing

David Brown, McLoughlin Middle School

Room 330

Session 2.1 – 9:35-10:30

Charting and Starting: Two Simple Strategies to Help Students Transform Evidence into Argument

Part 1: Charting Evidence to Strengthen Support for an Argument Jamie Leach, North Medford High School

Part 2: The Art of the Starter: How Sentence Starters Help Students Use Evidence Effectively Camille Schuler, South Medford High School

Session 2.3 – 10:40-11:15

From Role-Play to Writing: Using Role-Play to Evaluate the Values Behind an Argument

Jay Schroder, Central High School

Session 2.4 – 11:20-11:50

Satire as Argument Writing
Nikki Thommen-Bingham and Rob Bingham, Ashland High School

Session 2.5 – 11:55-12:25

“The Other” Refugees: Using Philosophical Chairs to Understand Multiple Perspectives
Reed Sorensen and Alan Parowski, Ashland High School

Room 315

Session 3.1 – 9:35-10:25

Making Data-Driven Arguments in Science: Life or Death Decisions and a Scoring Rubric

Kathleen Thomas and Matthew Sniffen, North Medford High School; Steven Petrovic, Southern Oregon University

Session 3.3 – 10:30-11:20

What is Art? What is Music? Using Criteria in the Arts Classroom to Support the Key Argumentation Skills of Describing and Defining

Lindsey Hanson, North Medford High School; Zoryn Thompson, South Medford High School

Session 3.5 – 11:30-12:20

Top 10 Lists: Using criteria to select the best of anything
Amanda McGrew, Jackie Case, and Jamie Hirsh, Ashland High School

**12:30 – Lunch Provided in Room 315
Celebration, Debriefing, Continued Conversation, and Q & A**



Teaching Argument-Writing Collaborative
Certificate of Completion

is hereby awarded to

Rob Bingham

This certifies that Rob Bingham has completed 90 hours of professional learning and teaching-leadership as a participant in the 2016-2017 Teaching Argument-Writing Collaborative, and as a featured presenter at the Spring 2017 Conference “Good Argument.”

*Dr. Margaret Perrow
Director – Oregon Writing Project
Associate Professor of English at SOU*

