

## Ethical Inventory Questions

(Derived from Richard Johnson-Sheehan's Ethical Categories)

1. **Discovering values related to personal ethics:** What makes for a good person? Neighbor? Friend? Parent? Sibling?
2. **Discovering values related to social ethics of care:** How do the people in the first question show that they care for one another?
3. **Discovering values related to social utilitarian ethics:** What are some actions people take to make the world a better place? What makes these actions good?
4. **Discovering values related to social policies/rules:** What makes for a good organization? A school? A church? A corporation? A government?
5. **Discovering values related to social rights/laws and rules:** What rights, rules, and laws are important to you as a citizen of the United States? As a member of this school? As a member of your church? As a member of your town?
6. **Discovering values related to conservation:** What do people do to care for the earth, its air and water, and its plants and animals? What makes these actions good?

Source: Johnson-Sheehan, Richard. Technical Communication Today. 3rd ed. New York: Pearson, 2010. Print.

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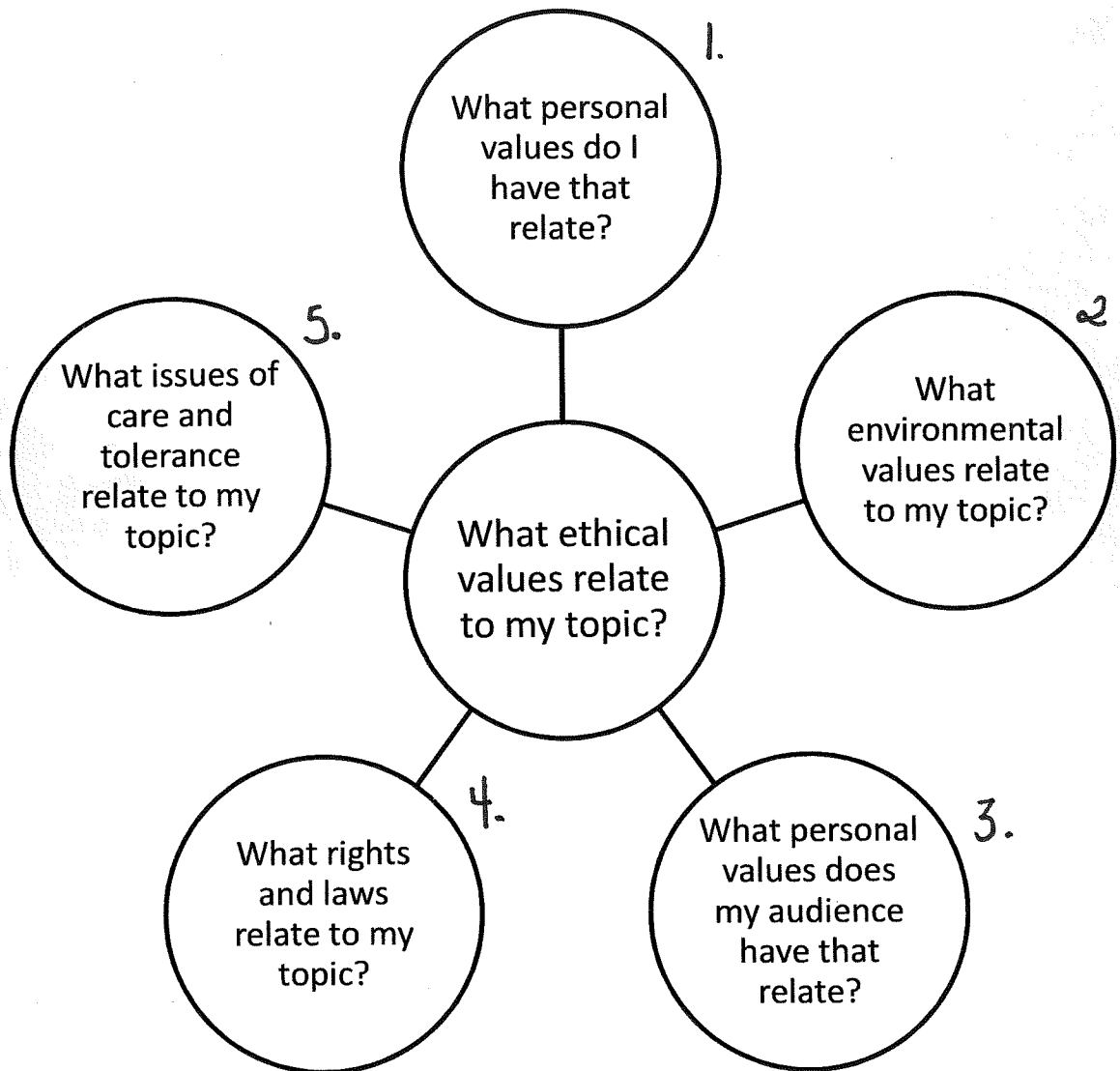
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## Ethical Question Star for Exploring a Rhetorical Situation

(Derived from Richard Johnson-Sheehan's Ethical Categories)



Source: Johnson-Sheehan, Richard. Technical Communication Today. 3rd ed. New York: Pearson, 2010. Print.

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**Read each counterargument. Then write a one-line refutation.  
Remember to use a contrasting connection word to begin your  
refutation.**

1. Parents of extremely young beauty pageant contestants believe that these competitive contests help build their children's confidence.
2. A majority of health insurance companies do not provide financial coverage for preventive wellness activities like nutrition management classes or gym memberships, stating they are too costly to manage.
3. Opponents of the fast-food ban in high schools insist that students should have the freedom to eat whatever they wish.
4. Those who are against mandatory school uniforms say that students who wear school uniforms cannot express their individuality.
5. People who illegally download music and movies argue that it should be legal because it is such a widespread practice and very difficult to stop.

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Questioning the Author</b>	
Title: _____	
Goal	Questions to guide reading
Identify the author's point of view	What are the arguments presented in this article?
Focus on supporting details	How does the author support the first argument or position?
Focus on supporting details	How does the author support the second argument or position?
Discuss how the author presents the arguments	Did the author explain both positions effectively? Why or why not?

Name \_\_\_\_\_ Class \_\_\_\_\_

**Developing a Line of Argument**  
**Multiple Perspectives: Point/Counterpoint**

Issue or Question:	
Perspective of _____	Perspective of _____
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
Point:	Counterpoint:
My own perspective is...because...	

Name \_\_\_\_\_ Class \_\_\_\_\_

## **CEI: Claim, Evidence and Interpretation**

**Claim:**

**Evidence:** Examples, quotes, textual references that support the claim ...

**Interpretation:** An explanation and/or analysis of the evidence

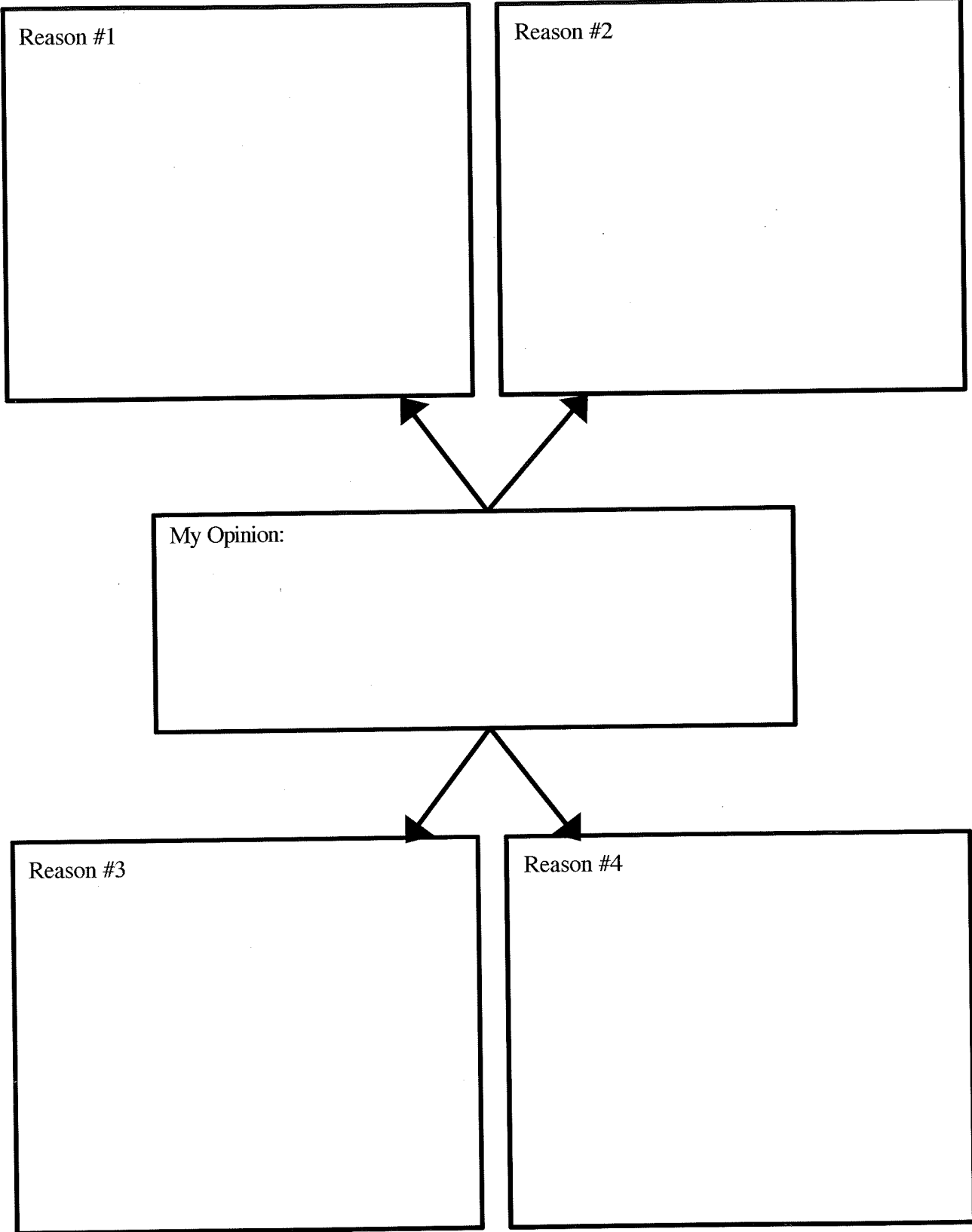
Name\_\_\_\_\_ Class\_\_\_\_\_

## Supporting an Opinion

OPINION:	
REASONS	EVIDENCE

# CONCEPT MAP

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# MY OPINION

## A GRAPHIC ORGANIZER

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**My Opinion:**


**My Reasons:**

1. _____

2. _____

3. _____

## ARGUMENTATIVE WRITING GRAPHIC ORGANIZER- PROS and CONS

TOPIC: \_\_\_\_\_

\_\_\_\_\_

PROS ( <i>Arguments FOR the topic</i> )	CONS ( <i>Arguments AGAINST the topic</i> )

Your claim: \_\_\_\_\_

\_\_\_\_\_

## ARGUMENTATIVE WRITING GRAPHIC ORGANIZER- PROS and CONS

TOPIC: \_\_\_\_\_

\_\_\_\_\_

PROS ( <i>Arguments FOR the topic</i> )	CONS ( <i>Arguments AGAINST the topic</i> )

Your claim: \_\_\_\_\_

\_\_\_\_\_

## Logical Fallacies

Definition of a logical fallacy:

Type of Logical Fallacy (Explain the fallacy)	Example from Website (Paraphrase)	Your Own Example
Appeal to Authority		
False Cause		
The Texas Sharpshooter (a.k.a. Hasty Generalizations)		

Type of Logical Fallacy (Explain the fallacy)	Example from Website (Paraphrase)	Your Own Example
Appeal to Emotion (a.k.a. Loaded Words)		
Black-or-White (a.k.a. Either/Or Arguments)		

To be used with this website: [yourlogicalfallacyis.com](http://yourlogicalfallacyis.com)

## ARGUMENTATIVE ESSAY OUTLINE

TITLE (Main Idea): \_\_\_\_\_

### **PARAGRAPH 1- "THE HOOK"**

INTRODUCTION: Introduce your topic (What are the two sides to the argument?)

SIDE 1: \_\_\_\_\_

SIDE 2: \_\_\_\_\_

**\*THESIS STATEMENT** (What is your opinion?): \_\_\_\_\_

### **PARAGRAPH 2**

REASON #1 (Why should someone agree with your opinion?): \_\_\_\_\_

SOURCE: \_\_\_\_\_

### **PARAGRAPH 3**

REASON #2 (Why should someone agree with your opinion?): \_\_\_\_\_

SOURCE: \_\_\_\_\_

### **PARAGRAPH 4**

REASON #3 (Why should someone agree with your opinion?): \_\_\_\_\_

SOURCE: \_\_\_\_\_

### **PARAGRAPH 5**

CONCLUSION (Summarize your thoughts):

RESTATE SIDE 1: \_\_\_\_\_

RESTATE SIDE 2: \_\_\_\_\_

RESTATE THE 3 REASONS TO AGREE WITH YOU: \_\_\_\_\_

OVERALL, WHY IS YOUR THESIS STATEMENT CORRECT?: \_\_\_\_\_

# Peer Editing Sheet 7 Unit 5, Activity 13, page 134

## Argument Essay Outline

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Topic: \_\_\_\_\_

Answer the following questions. Circle *Yes* or *No*. If the answer to any of these questions is *No*, tell the writer why and make any suggestions for improvement that you can think of.

1. Is the hook interesting? In other words, does it catch the reader's attention? Yes No

2. Is the writer's opinion clear in the thesis statement? Yes No

3. Do the topic sentences in the body paragraphs support the thesis? Yes No

4. In each paragraph, do the supporting details relate to the topic sentence? Yes No

5. Are the counterargument and refutation strong? Yes No

6. Does the writer restate the thesis in the conclusion? Yes No

7. The best part of the outline is: \_\_\_\_\_

8. Questions I still have about the outline: \_\_\_\_\_

Peer Editing Sheet 8 Unit 5, Activity 15, page 134  
Argument Essay

Writer: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Editor: \_\_\_\_\_

Topic: \_\_\_\_\_

1. In a few words, what is the essay about? \_\_\_\_\_

\_\_\_\_\_

2. Reread the introductory paragraph. Do the ideas progress smoothly from the hook to the thesis statement? \_\_\_\_\_ If not, what suggestions for changes would you make to the writer?

\_\_\_\_\_

3. Do all the topic sentences support the thesis statement? \_\_\_\_\_ Mark any that do not and write the reason. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Look at the supporting details in each paragraph. Are they related to the topic sentence?

\_\_\_\_\_ If not, underline the details that need revision.

5. Underline any modals. Are *must*, *had better*, or *should* used correctly to assert a point? \_\_\_\_\_

Are *may*, *might*, *could*, *can*, or *would* used correctly to acknowledge an opposing opinion?

\_\_\_\_\_ Make suggestions for changes where necessary.

6. Reread the essay and look for any faulty logic. If you find any examples, write them here and

suggest a way to eliminate the faulty logic. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Find the paragraph that contains the counterargument and refutation. Is the counterargument stated clearly? \_\_\_\_\_ Is the refutation strong? \_\_\_\_\_ Does it make another point

in support of the writer's argument? \_\_\_\_\_ If necessary, suggest changes to the writer to

make the counterargument and refutation more effective.

8. Review the essay for specific information, such as quotes, dates, and statistics. Did the writer give the source of this information in the essay? \_\_\_\_\_ If not, highlight those areas on the writer's draft and write "Need Citation!"

9. Is the conclusion effective, that is, does it restate the thesis and the writer's opinion? \_\_\_\_\_

If not, how can the conclusion be improved? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# ABE/GED Writing Assessment Rubric

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Writing level score: \_\_\_\_\_

## Student writing demonstrates:

AREA	1	2	3	4
<b>Argument Writing</b>	claim, evidence, and warrant are missing, vague, or unrelated	claim, evidence, and warrant are present, but may be irrelevant and insufficient	claim, evidence, and warrant are present & relevant, but may be insufficient or illogical	claim, evidence, warrant, counterclaim, and rebuttal are present, sufficient, logical, and related
<b>Content / Organization</b>	writing about a lot about the topic <i>5-12 sentences</i> simple vocabulary communicates concepts	answering the question <i>12+ sentences</i> vocabulary uses intermediate vocabulary & transition words to clearly communicate concepts	answering the question with full supporting detail <i>15+ sentences</i> advanced and varied vocabulary, with transition words to effectively communicate concepts	completely answering the question with well-developed supporting detail <i>20+ sentences</i> word choices of academic-level vocabulary is varied correctly & effectively communicates writer's knowledge and ideas
<b>Sentence Structure</b>	ability to express ideas in paragraph format with similar ideas grouped together	ability to express ideas clearly with topic sentence & beginning, middle & end in each paragraph	3+ paragraph essay with thesis statement and conclusion	well developed 3+ paragraph essay with complete introduction, body & conclusion
<b>Grammar</b>	correct use of nouns and verbs in simple sentences <i>SVO</i>	simple and compound sentences with adjectives <i>SVO or SVO+SVO with adj</i>	proper use of nouns, verbs, adjectives and adverbs in simple, compound & complex sentences <i>SVO, SVO+SVO or SVO,+SVO</i>	varied use of verb tenses in complete compound & complex sentences
<b>Mechanics / Spelling</b>	basic use of capital and lowercase letters and proper use of periods <i>some correct capital letters &amp; punctuation</i>	proper use of end punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	proper end punctuation & commas, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	proper punctuation with minor spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>

# ELL Writing Assessment Rubric

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Writing level score: \_\_\_\_\_

## Student demonstrates:

AREA	1	2	3	4
<b>Content / Organization</b>	writing about the picture – staying on topic <i>0-5 sentences</i>	writing about a lot of things in the picture or answering the question <i>5-12 sentences</i>	writing about everything / almost everything in picture, or answering the question completely <i>12+ sentences</i>	answering the question with full supporting detail <i>15+ sentences</i>
<b>Word choice</b>	very basic vocabulary <i>CASAS 171-204 vocabulary</i>	intermediate vocabulary <i>CASAS 205-225 vocabulary</i>	richness in language, used detail & advanced vocabulary <i>CASAS 226-236 vocabulary</i>	advanced and varied vocabulary, with transition words <i>TABE M 5.0-TABE D 7.1 vocabulary</i>
<b>Sentence Structure</b>	ability to communicate with simple sentences or word groupings <i>no order or grouping</i>	ability to express ideas in paragraph format with similar ideas grouped together <i>sentences group by topic</i>	ability to express ideas & answer the question clearly with topic sentence & conclusion in each paragraph <i>clear paragraphs with topic sentence &amp; begin/middle/end</i>	3 well developed paragraphs with thesis statement and conclusion <i>3+ paragraph essay w/ thesis statement &amp; topic sentences</i>
<b>Grammar</b>	simple use of nouns and verbs in basic sentences <i>SVO</i>	simple sentence structure with describing words: some adjectives, possibly adverbs <i>SVO with adj</i>	correct complete sentences with proper use of nouns, verbs, adjectives and adverbs in complete sentences <i>SVO with adj &amp; adv</i>	varied use of verb tenses in complete sentences with rich use of adjectives and adverbs <i>compound/complex sentences</i>
<b>Mechanics / Spelling</b>	basic use of capital and lowercase letters and proper use of periods <i>some correct capital letters &amp; punctuation</i>	proper use of punctuation, may have some spelling mistakes <i>4-6 capital/punctuation mistakes</i>	proper punctuation, few spelling mistakes <i>2-3 capital/punctuation /spelling mistakes</i>	proper punctuation with minor to no spelling mistakes <i>0-1 capitalization/punctuation /spelling mistakes</i>