

Example of Hand-out 1.2: Graphic Organizer for Facilitator Use

**Read “The Special Place of Argument in the Standards” – CCSS Appendix A, pp. 24-25**

<b>Claim:</b> <i>A student’s ability to write effective arguments is critical to college and career readiness.</i>	
<b>Reason</b>  <i>The University is an argument culture.</i>	<b>Evidence</b>  <i>Gerald Graff (2003) states that “argument literacy is fundamental to being educated”. He also states that only 20 percent of students who enter college are prepared to engage in oral and written arguments.</i>  <i>Williams and McEnerney define argument and then goes on to say “those values are also an integral part of your education in college.”</i>
<b>Reason</b>  <i>Argument is important in both college and careers</i>	<b>Evidence</b>  <i>Williams and McEnerney state that in college and in most professions, a person does research, thinks and makes arguments. They also “establish argument’s close links” to knowledge building.</i>
<b>Reason</b>  <i>Specific skills are valued by post secondary faculty</i>	<b>Evidence</b>  <i>2002 survey of instructors of freshman composition and other introductory course at California’s community colleges, California State University campuses, and University of California campuses found that the most important skills needed for incoming students were writing a clear thesis; identifying, evaluating and using evidence to support it; and considering counterarguments in writing.</i>  <i>2009 ACT national curriculum survey of postsecondary instructors found that postsecondary faculty felt that “writing to argue or persuade readers” was as important as “writing to convey information”.</i>