Introduction
This unit focuses on identifying and presenting opinions within a persuasive text. Specifically, students will learn to recognize both sides of an argument, despite an author’s bias toward a certain stance. They will also become aware of the potential for bias in the format used for this unit’s reading (blog) as they outline major/minor details and recognize subtext through inference. This unit’s writing assignment asks students to produce a multi-paragraph essay that takes a side in the argument on whether social media is a friend or foe and to support their beliefs with varied personal examples. As they write, they will learn about outlining an essay; developing and supporting a persuasive claim; creating a three-to-four paragraph response with effective transitions; controlling bias in a response; and using commas, parallel structure, and adjectives/adverbs effectively.

LEARNING OBJECTIVES

- Identify subtext in a reading by making inferences and drawing conclusions.
- Outline a reading to identify the main idea and major details.
- Develop an outline for an essay.
- Use transitional words and phrases within a multi-paragraph essay.
- Identify pattern transitions within a multi-paragraph essay.
- Write a well-organized, multi-paragraph essay supporting a position.
- Use commas correctly with introductory phrases.
- Use commas correctly with transitions.
- Identify and correct faulty parallelism in a reading.
- Identify adjectives and adverbs in a reading.
- Use adjectives and adverbs to create more detailed sentences.
- Use context clues to define unknown vocabulary in a reading.
- Use word parts to define unknown vocabulary in a reading.

Essential College Skills: Note Taking

FOUNDATIONS ALIGNED WITH UNIT 4
You can locate the Foundations for each unit by clicking on the “Resources” button in the top right-hand corner of the screen. We have also provided this separate list of links for the Unit 4 Foundations:

<table>
<thead>
<tr>
<th>Making Inferences and Drawing Conclusions</th>
<th><a href="http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/making-inferences-and-drawing-conclusions-.html">http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/making-inferences-and-drawing-conclusions-.html</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Outlining a Reading</td>
<td><a href="http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/outlining-a-reading.html">http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/outlining-a-reading.html</a></td>
</tr>
<tr>
<td>Writing a Multi-paragraph Essay</td>
<td><a href="http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/writing-a-multi-paragraph-essay.html">http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/writing-a-multi-paragraph-essay.html</a></td>
</tr>
</tbody>
</table>
Commas with Introductory Phrases  

Commas with Transitions  
http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/commas-with-transitions.html

Faulty Parallel Structure  
http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/faulty-parallel-structure.html

Adjectives and Adverbs  
http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/adjectives-and-adverbs.html

Using Context Clues  
http://content.nroc.org/DevelopmentalEnglish/unit01/Foundations/using-context-clues.html

Identifying Word Parts  
http://content.nroc.org/DevelopmentalEnglish/unit01/Foundations/identifying-word-parts.html

Essential College Skills: Note Taking  
http://content.nroc.org/DevelopmentalEnglish/unit04/Foundations/essential-college-skills-note-taking.html

NECESSARY BACKGROUND KNOWLEDGE
Review these concepts with students prior to starting this unit:

- Gaining computer access and navigating in an online environment
- Identifying the author, topic, implied main idea, major/minor details, intended audience, point of view, cultural context, and purpose of a reading
- Annotating and summarizing a text
- Crafting and supporting a thesis statement
- Writing summaries and opinion-based responses using Standard English, functioning sentence structures, and effective verb usage
- Choosing a topic, writing an implied thesis statement for a narrative prompt, and supporting that thesis with coherent details

About the Reading Assignment

READING SELECTION
"Social Media: Friend or Foe?" by Kara Woodridge (commissioned)

INSIGHT INTO THE READING SELECTION
Why it was chosen: This unit’s reading is a piece commissioned to mimic the characteristics of a blog, but one in which the author’s opinion is subdued. Students should be able to detect a preference for one side of the issue, but information representing both sides is present and presented in a way that attempts to control bias. With such specific parameters, we thought it best to dictate the piece’s construction, making it a biased but well-balanced demonstration of persuasion. Because it is commissioned, however, students will not be able to find the blog or the author through a Google search. This may need to be explained to those wanting additional information on the author, her blog, or the topic. Students should also be reminded that the links to other features on the page won’t be active, yet the authentic format and style of the blog will demonstrate how this kind of writing would look, feel, and sound through its casual presentation of the author’s views as she attempts to persuade readers to consider, or even adopt, her perspective. Since this particular text is meant to model effective
persuasion, “Woodridge” includes plenty of evidence to back up her stance, a fact students should notice as they outline the reading.

**Reading difficulty:** Due to the implied nature of the author’s stance, students who have trouble making inferences and drawing conclusions will need some additional guidance as they read. However, by asking important questions along the way (i.e., “What might she be ‘speaking out against’?” or “Which points seem to be for social media and which are against?”), instructors can help students reach the necessary conclusions if extra guidance is needed beyond the scope of the video presentations. The topic, format, and content are familiar to students, making the reading realistic and relatable. They may just need to be reminded how each point fits into the author’s overall argument, which can be accomplished through outlining. Additionally, outlining represents a nice opportunity to discuss the author’s transitions between sections, particularly as she moves between subheads. Students should be able to deduce the author’s stance and recognize the strategy she used to craft the text in just this manner, thereby understanding the picture she intentionally creates for the reader.

**VOCABULARY IN CONTEXT FOR “SOCIAL MEDIA: FRIEND OR FOE?”**

<table>
<thead>
<tr>
<th>anxiety</th>
<th>dry cleaning</th>
<th>online</th>
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<tbody>
<tr>
<td>Arab Spring</td>
<td>endeavor</td>
<td>pediatrics</td>
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<tr>
<td>blog</td>
<td>explicit</td>
<td>podcasts</td>
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<td>blogger</td>
<td>Facebook status</td>
<td>pornography</td>
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<td>breaking news</td>
<td>felony</td>
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<td>compassion</td>
<td>have a stake</td>
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<td>contend</td>
<td>hometown</td>
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<td>convenient</td>
<td>immediacy</td>
<td>social media</td>
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<td>demonstration</td>
<td>incentive</td>
<td>sums it up</td>
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<td>detrimental</td>
<td>ironic</td>
<td>texting</td>
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<td>developmental</td>
<td>journalism</td>
<td>tolerance</td>
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<td>disorders</td>
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<td>network</td>
<td>uprising</td>
</tr>
<tr>
<td>distraction</td>
<td>neutral</td>
<td>virtual</td>
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</tbody>
</table>

**TIPS**

*If students have difficulty making inferences and drawing conclusions:*

- Identify one or two paragraphs from various blogs or other persuasive sources and ask students to identify what the words say and what they suggest. They should highlight the text with two different colored highlighters and mark pro comments in one color and con comments in another. Students can then look visually at the overall color scheme and deduce the author’s stance. Instructors can repeat this process several times with samples from different topics to illustrate how different authors attempt to support their argument.

- Look at graphs representing different perspectives and have students determine what they say and what they mean (example: [http://newsfeed.time.com/2013/12/19/7-graphs-that-show-the-gender-divide-young-women-are-facing-in-the-workplace/*](http://newsfeed.time.com/2013/12/19/7-graphs-that-show-the-gender-divide-young-women-are-facing-in-the-workplace/*)). How could they use that information to support a point? What does the graph suggest? What does the graph not say? In other words, what kinds of statements must one avoid making
when referring to the graph (most likely causal implications, or statements about how and why, depending on the graph).

- Find examples of overly-opinionated blog posts and examine them. Have students notice the stated pros and cons in these pieces and discuss the implications of concepts such as unbalanced presentation, lack of evidence, and unchecked bias. When an opinion is stated so clearly, it can be easier to recognize the language used to support the opinion. This can then be compared back to the reading for the unit or other more balanced blog samples, allowing students to recognize similar language through a subtler lens.

**If students have trouble with vocabulary:**

- Ask students to anticipate the vocabulary that could be in this unit based on their familiarity with the topic, both those that might be in favor of social media and those that might represent a negative stance. Then, look through the list of terms together and define any unfamiliar concepts.
- Lead a general discussion of terms, or divide the list into sections that small groups can explore and then share with the class.
- Divide the terms equally among several small groups and ask students to discuss the terms and/or apply them to a different context. This can include making a visual representation of the assigned word(s).

**If students struggle with the reading:**

- Annotate the text together or in groups, identifying the contents and purpose of each paragraph as well as the connection between paragraphs (coherency-focus).
- Stop students periodically throughout the reading and have them discuss what they think the reading means at each stage.
- Print out the text and have students highlight the pro and con statements within it. Then ask students to make a visual representation (i.e., a chart) that lists the arguments by category (pro/con). The class can discuss the points that seem the strongest, the most supported, the least supported, and the most indicative of the author’s personal feelings.

**Helping students connect reading and writing:**

Students will brainstorm and create outlines in the writing segments of the video presentations. Before they do, however, they should register their initial thoughts on the topic. More importantly, if they share one or more of the author’s viewpoints, their writing task will then become stating something that has already been said in their own unique way. Following are two possible ways to get them to process this:

- Ask students to list reasons that social media is a friend and reasons it is a foe. Then ask them to circle the points on this list that are similar to what Woodridge said. How can they guarantee that they are not repeating a point? What can they focus on to make the point sound unique to them?
- Ask students to list all of Woodridge’s pro and con social media statements. Then, ask them to develop unique examples that would support those statements. The idea is Woodridge’s, but the support becomes the student’s.
**Tips for Teaching English Language Learners**

**Academic Word List (AWL):**

- demonstration
- explicit
- founded
- incentive
- minor
- network
- neutral
- respondents
- revolution
- seek
- sites
- sums it up
- virtual
- sums it up
- virtual

**Making connections to the reading:** Depending upon the makeup of the class, a discussion of alternative types of social media around the world might be interesting for everyone. Instructors can ask for the names of popular sites from the students’ native countries and the common ways that different age groups use them. These maps can add to the discussion: [http://vincos.it/world-map-of-social-networks/*](http://vincos.it/world-map-of-social-networks/*). Many developing countries have less Internet access than the rest of the world, so instructors should also take care not to assume all newcomer students will have a corresponding “foreign experience” with social media. Some ELLs could also come from countries even more “wired” and connected than the U.S.: [http://www.livescience.com/43347-developing-countries-social-media.html/*](http://www.livescience.com/43347-developing-countries-social-media.html/*)

**ENRICHMENT**

**Suggested Activities**

- Show students the video “Video About Social Media Ruining Our Lives Goes Viral Thanks to Social Media” ([http://time.com/88203/look-up-social-media-gary-turk/](http://time.com/88203/look-up-social-media-gary-turk/)), or one like it, and ask students to:
  - Outline what the video says
  - Find the implied meaning and the support for the author’s stance
  - Evaluate the strength of the argument and its evidence
  - Determine how biased it is
  - Decide whether or not Woodridge would agree with this piece
  - Consider how it does or does not fit into the points represented in this unit’s reading
  - State whether or not you (the student) agree with the views expressed in the video.

- In pairs, small groups, or individually online, ask students to go back into the text and decide how the text would differ if the author adopted the opposite opinion that she seems to favor in the blog.
  - What would need to be changed?
  - What could remain the same?

- Show students an additional article on the same topic that presents a clear opinion in a biased manner ([http://gosocialmedia.wordpress.com/*](http://gosocialmedia.wordpress.com/*)). Have students compare and contrast the two pieces, particularly noting where the author’s feelings about the issue surface, how they appear when they do, and what the effect of these statements is on the reading.
Integrating Grammar, Punctuation, and Usage (GPU)

INSIGHT INTO THE UNIT GPU FOUNDATIONS
This unit has four GPU Foundations that are aimed at helping students overcome common problems with commas, parallel structures, and adjectives and adverbs. Adult learners typically have more sophisticated ideas about contemporary topics than their reading and writing skills allow them to express. Misunderstanding sentence-level structures also makes it hard for them to decode persuasive readings, both in terms of content and author bias. Overall, these lessons offer clear grammatical rules that help students outline the reading for greater comprehension and write about the topic themselves with greater clarity.

GPU Foundations
- Commas with Introductory Phrases
- Commas with Transitions
- Faulty Parallel Structure
- Adjectives and Adverbs

You can locate the GPU Foundations for each unit by clicking on the “Resources” button in the top right-hand corner of the screen.

TIPS
Commas with Introductory Phrases:
This lesson extends and reinforces students’ understanding of independent clauses. The main point of the lesson is not to teach students the difference between phrases and clauses, but to show them how to identify groups of words at the beginning of sentences that provide extra information, and must be set off with a comma. Students can find this process somewhat difficult because it asks them to go beyond their rudimentary understanding of comma usage (which usually involves putting commas in places where they pause while reading) to associating comma usage with the relationship of word groups in a sentence.

The Grammar, Punctuation, Usage lens in the Active Reader shows how this rule is applied in the unit reading, and helps students identify the core of each sentence, and focus on the essential supporting details in each paragraph. They are then asked to identify these elements in the Writing Center during their first-draft review and/or first-draft peer review. Again, associating this grammatical concept with identifying key supporting details helps students contextualize the lesson in both their reading and writing practice.

Tips for Teaching English Language Learners
English language learners might analyze the sentences more easily by finding the verbs first, and “going left” to find the subject, and “left again” to look for subordinators or prepositions. (Students may have used this technique in previous lessons.) This analysis will help students distinguish between the main clause and introductory prepositional phrases and subordinate clauses, something they must do before they can decide if a comma is required.
Commas With Transitions:
Like “Commas with Introductory Phrases,” this foundation focuses on helping students express more complex ideas in a way that makes them clear and easy to understand for the reader. The two lessons should be approached in tandem even though they are presented as separate foundations. It is also useful to include the general foundation lesson, “Using Transitional Words and Phrases,” so that students understand the purpose of transitions, how and why to include them in their own writing, and how to identify them in a reading. Students typically find that transitional words or phrases are easy to punctuate at the beginning of a sentence, but they have more difficulty with those appearing in the middle of a sentence. Use of conjunctive adverbs is addressed in the foundation, but the focus is on applying the rule rather than on memorizing the nomenclature associated with the concept.

The Grammar, Punctuation, Usage lens in the Active Reader helps students see how transitions are used and punctuated in the reading and points out that students may see the comma dropped in some published works. As with other exceptions to grammar rules presented throughout this course, students are advised to always follow the rule until they have mastered grammar and punctuation.

Tips for Teaching English Language Learners
Sentence Glue: It can be useful to make the analogy that this is one more type of “sentence glue.” If we “glue together” two sentences with the conjunctive adverbs—each with at least one independent clause on either side—then we must use a semicolon + conjunctive adverb + comma.

If students ask why they cannot use commas to join sentences with conjunctive adverbs, remind them about Unit 2 and the Foundation lesson on run-ons—and that the FANBOYS (for, and, nor, but, or, yet, so) are the only seven words in English we can use as “sentence glue” with a comma.

Location: For ELLs, difficulty may occur with remembering that the punctuation depends upon where the adverbs are located in the sentence. Students may have seen the adverbs at the beginning—or ends—of sentences. If they ask, point out that in this case commas are used because they serve as introducer words or sentence tags, not “glue”:

- However, social media can have harmful effects.
- Social media can have harmful effects, however.

Faulty Parallel Structure:
Faulty Parallel Structure is a complex idea that can be particularly challenging for many students. In fact, students can often read sentences with faulty parallel structure and see nothing wrong with them, since the core meaning of the sentence is typically not lost. It is useful, then, to have students read examples aloud where they can recognize the faulty parallel structure in the stumbling cadence of the reader as he/she tries to make auditory sense of the phrases or clauses lined up in a series. Once identified, fixing the problem is often easy for students.

The Grammar, Punctuation, Usage lens in the Active Reader shows examples of items and phrases in a series and the underlying structure of each sentence that makes them work. These mini lessons further develop awareness of independent clauses and the
importance of identifying them in every sentence. If students continue to struggle with this skill, it would be useful to direct them to a foundation in Unit 5: “Understanding the Four Sentence Types.”

**Tips for Teaching English Language Learners**

**Circle and Check:** Train students to be alert for set-up words, or “words to watch,” when editing for parallel structure. Parallel pairs and series are very common, so have students circle or highlight the conjunctions **and, or, but** in these cases when doing the Foundation exercises together, and then check to see that the elements in the pair or series on either side match in form:
- noun, noun, or noun
- adjective **but not** adjective
- because clause **and** because clause

Additionally, circle or highlight the set-up pairs and correlative conjunctions **both/and, not only/but also, neither/nor, and either/or**. Students can check that **what comes immediately after** each term of these pairs matches in form:
- **not only** verb, **but also** verb
- **either** gerund or gerund
- **both** noun phrase **and** noun phrase

**Oral vs. written language:** Reassure students that no one minds if our everyday spoken language is not parallel. Remind students that parallel structure is important in writing, and that parallel elements are often very visible in topic sentences, thesis statements, outlines, and PowerPoints with bulleted lists, etc. Students might be relieved to know that most educated native speakers have to return to their writing to edit for correct parallel structure.

**Logical parallelism (tenses and order):** ELLs may focus on matching **word form** (**verb, verb, and verb**) and forget to check for logical parallelism. They might switch parallel verbs in a pair or series from past to future or to present tense, or from simple to progressive aspect, which is not logical and should be avoided. Likewise, parallelism expects a certain logical order. You can demonstrate by writing these sentences on the board and asking students if they are logical:

He finished his homework, and then was walking home from the library. (tense)

He woke up, **got dressed**, and **took a shower**. (order)

**Extra practice:** ELLs will likely require extra practice with parallel structure. Find exercises online here:
- [http://www.chompchomp.com/structure01/structure01.htm](http://www.chompchomp.com/structure01/structure01.htm)
- [https://owl.english.purdue.edu/engagement/2/1/35/](https://owl.english.purdue.edu/engagement/2/1/35/)

**Adjectives and Adverbs:**
The final GPU foundation for this unit focuses on adding additional and specific detail to sentences in order to be more precise and persuasive. This last lesson not only pushes students to write more clearly, but helps them look for authorial bias in the specific words used by a writer. Most students understand what adjectives and adverbs are, so working on this subject can seem easy and enjoyable. What students often fail to understand is the importance of using precise adjectives and adverbs. Including them in their own
writing often needs to be addressed during the editing and proofreading stage of the writing process.

Even though the Grammar, Punctuation, Usage lens in the Active Reader shows how the blogger in this unit utilized adjectives and adverbs, the true contextualization for this lesson comes in the Writing Center during the first-draft review and the second-draft edit and proofread. Students should be encouraged (and taught) how to use a thesaurus and dictionary to help them with this lesson. New words should be discovered in a thesaurus, but precise definition of those new words should always be looked up in a dictionary before being used.

**Tips for Teaching English Language Learners**

**Adjective agreement, order:** ELLs are more likely to have issues with adjectives than with adverbs because in many languages, adjectives agree with nouns in number and gender, and adjectives may also appear after the nouns they modify, resulting in sentences such as “The classes I took last year were very interesting.”

Instructors can both remind English language learners of the rules and alert future peer editors about this potential difficulty, by saying to the entire class, “Isn’t it interesting that in some languages, the adjectives come after the noun and agree in number with the noun? Does anyone have examples to share?” (Or similar).

**Participial adjectives:** Participial adjectives—the –ed/-ing pairs such as interested/interesting or confused/confusing—tend to be difficult for English language learners. This causes students to make mistakes such as, “I felt very boring at the group meeting.” Instructors may need to do a mini-lesson on the difference in meaning between the two: **The cause** (-ing adjectives) vs. **the effect** or **the resulting feeling** (the –ed adjectives).

ELLs can find additional exercises at the following site: 
http://eslgrammarpractice.blogspot.com/2010/06/adjective-endings-ed-or-ing.html*

Finally, students should be instructed to view the Grammar in Context video presentation located in Resources for the unit before editing and proofreading their essay. The video presentation addresses all four topics in order to help students during the editing and proofreading stages of essay development. A good strategy would be to have students watch the video and immediately begin editing and proofreading their final response paragraph.

**ENRICHMENT**

**Suggested Activities**

- Take a passage from the unit reading assignment and remove all of the commas. Have students work in pairs or small groups and go through the passage and insert the commas, explaining why each one comma is necessary.
  - Variation 1: Tell students how many commas were removed.
  - Variation 2: Have groups insert commas, then change papers with another group who must go through and explain why each comma inserted by the first group is correct or incorrect.
- Have all of the conjunctive adverbs listed in the Foundation lesson written on separate, small pieces of paper and placed in a hat or small container. Form students into small groups and have each member of the group pick out one of
the conjunctive adverbs. As a group, they write one sentence for each word chosen, using and punctuating the transitional word correctly.

- To work on faulty parallel structure, have students use simple sentences to write down a list that includes their favorite place, favorite activity, and favorite person. Then, have them trade papers and combine each list into one sentence using items or phrases in a series (noun, adjective, verb, etc.).

- To work on adjectives and adverbs, take a passage from the unit reading and remove all of the adjectives and adverbs. Have students work in pairs or small groups and have them go through the passage, inserting adjectives and adverbs as they see fit.

- Have students bring in their completed second drafts of the writing assignment. For a grammar workshop, collect all of the drafts, then have students randomly pick one from the stack and do three rounds, each with a different essay.
  - Round 1: focus on adding adjectives and adverbs (15 minutes)
  - Round 2: focus on combining sentences and proper parallel structure in those sentences (15 minutes)
  - Round 3: focus on transitions and comma usage (15 minutes)

  - **Note:** It is also useful to have each student write down three positive things about each of the essays they work on. This should be done on a separate sheet of paper and can be turned in to the instructor after each round, allowing the instructor to review those comments and gather them for each student.

- To edit and proofread their own essay for these grammar issues, have students separate each of the sentences in their second draft by doing a “Search and Replace” in Microsoft Word. Have them “Replace” every period (.) with a period and three returns (.^p^p^p) (the carat symbol in MSWord is made by hitting “Shift” and “6”). Then, have them edit and proofread each sentence individually.

### About the Writing Assignment

**WRITING ASSIGNMENT**
Write a multi-paragraph essay that takes a side to Kara Woodridge’s blog article, “Social Media: Friend or Foe?” Support your belief with varied personal examples.

**INSIGHT INTO THE WRITING ASSIGNMENT**

*Why it was chosen:* A large part of the college process is self-discovery and self-expression. Students should strive to find their voice and offer views on the world that are interesting, unique, and convincing. But having an opinion does not mean that one can convey it well. Therefore, this writing assignment allows students to practice expressing their views on a common topic in a way that is purposeful, coherent, and persuasive. The three-to-four paragraph response gives them enough opportunity to state and support multiple points without the task becoming overwhelming.

*Task difficulty:* One of the difficulties is the topic itself. Although it is familiar for the students, which makes it easier to write about, it can also be too familiar, making it difficult for students to present unique views. The focus then becomes how to report the information in a fresh way. Instructors can prompt students by asking them to tap into their perspective to generate a new look at the topic. If the support comes from their experiences, then the result is bound to be original.
Students might also have trouble pulling in enough evidence to support their points. If they have generated sufficient support, they may skip the step of explaining how the evidence proves that their opinion is valid. This means instructors should be prepared to guide students deeper into textual analysis with scaffolding. (Example: “So, your grandmother talks to you through skype? What does that mean in terms of social media being a friend or a foe? Tie the evidence back to the main point.”) Once students recognize the impact of the connection between opinion + evidence + analysis, they will internalize the process more, making it easier for them to continue drawing conclusions in future tasks.

Finally, the common plague of any writing task could surface here—making coherent connections between and within ideas. Even with an outline, students sometimes veer off course as they present points independently of other details in the text. To avoid this, instructors should employ peer and self-review opportunities throughout the writing process that specifically ask students to look at transitions and coherency. It is helpful to remind students that the text cannot be effectively created and edited simultaneously. The processes of getting something down and making it coherent are different tasks and should be addressed separately. This may mean more time initially, but it is time that becomes less frustrating and more efficient with a more desirable final product. This means closely examining transitions so that they function well and avoid sounding like they bounce from point-to-point.

**Rubric:** The following rubric can be used to score a student’s response using five separate categories (Purpose, Thesis Statement, Supporting Ideas, Paragraph Development, and Grammar & Punctuation). Each of these five categories will be rated as Proficient, Developing, and Needs Improvement.

Proficient means that students have met the standards of an effective response. Developing means students have partially met the standards of a response, but it needs some revision. Needs Improvement means students did not meet the standards of a response.
## MULTI-PARAGRAPH ESSAY

<table>
<thead>
<tr>
<th>Purpose (persuasive writing)</th>
<th>Proficient</th>
<th>Developing</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>Clearly presents a well-supported, interesting claim on social media and includes fresh, thoughtful views on the issue.</td>
<td>Includes a claim about social media, but the position is not fully supported and/or represents a commonly accepted view of the issue.</td>
<td>Does not include a clear claim or provide sufficient support.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Thesis Statement</th>
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<tbody>
<tr>
<td>Clearly presents a thesis statement in an interesting way and shows how the essay will progress.</td>
<td>Vaguely identifies a functional but uninteresting thesis statement. The overall direction of the essay is present but inconsistent.</td>
<td>Does not include a thesis statement about social media and the direction of the essay is unclear.</td>
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<tr>
<th>Supporting Ideas (use of Major and Minor Details)</th>
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<tbody>
<tr>
<td>Uses solid examples to support the thesis statement and prove important points.</td>
<td>Partially uses examples as proof; lacks support for some important points.</td>
<td>Does not develop or provide examples to prove or illustrate the claim.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph Development (strength of introduction, conclusion and coherency)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoothly connects ideas between/within paragraphs in a purposeful manner; introduction and conclusion make interesting, effective statements about the topic.</td>
<td>Ideas between/within paragraphs are partially connected or moderately purposeful; introduction and conclusion are present but not effective.</td>
<td>Missing connection between ideas; purpose of content is unclear; incomplete introduction and conclusion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar &amp; Punctuation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay contains appropriate uses of commas, parallel structure, and adjectives and adverbs.</td>
<td>Essay needs further editing and/or contains some comma, parallel structure, and adjective/adverb usage problems.</td>
<td>Displays little attention to editing or correct usage of commas, parallel structure, and adjectives/adverbs.</td>
<td></td>
</tr>
</tbody>
</table>

## UNIT 4 WRITING ACTIVITIES

**Pre-Reading:**
- **Reading Overview: Blog Features**  
  - List at least two characteristics of a blog.
- **Preview: The Author’s Viewpoint**  
  - Based on your brief preview of the blog, which side do you think the author takes: Social Media as Friend or Social Media as Foe?  
  - Why do you think that?
- **Connect to the Reading: Understanding Your Bias**  
  - Are you for or against using social media? List at least two experiences you have had with social media that have helped form your opinion.
- **Make Predictions and Ask Questions: Your Predictions**  
  - Given that the author is a tech writer, can you predict how she will end her blog?
Post-Reading:
- Review: Paragraph Annotation
  o Annotate the reading selection.
- Discuss: Social Media
  o Based on the student discussion, which points do you agree with?
  o Which points do you disagree with?
  o Explain why.
- Reflect: Evaluation
  o Think about why the author said she wrote this blog:
  “One of the main reasons I decided to start my blog was to help people understand that technology can help us in many ways, but only if we use it the right way and make it work for us. It’s up to each of us to be aware of the correct ways to use social media and avoid the things that can make it harmful.”
  o Do you feel that she achieved her purpose in writing it? Explain your answer.

Pre-Writing:
- Understand the Assignment: Social Media: Friend or Foe?
  o Do you think social media is a friend or a foe? Write one or two sentences to explain why you feel this way.
- Generate Ideas: Five Reasons Social Media is Friend or Foe
  o List five reasons that support why you feel social media is a friend or a foe. To help generate ideas, think about experiences you have had with social media that make you feel the way you do. If you’re not sure whether you are writing reasons, try putting the word because in front of what you write. If it makes sense, it’s probably a good reason.
- Develop a Thesis Statement: Draft Thesis
  o Think about your claim regarding social media. Now you need to express your position as a one or two sentence thesis statement. Remember, your thesis statement should be interesting and make readers challenge your opinion!
- Organize Ideas: Create the Outline
  o You created a list of the top five ideas that support your thesis statement. Select your top three ideas and put them into the order in which they should appear in your essay.
  o Which one should be first, second, and third?
  o Once you have put them in order, write one sentence of support for each of your three ideas.

TIPS
Helping students connect reading and writing:
The topic is important, but many efforts throughout the unit focus on idea development. This means students should focus on effective persuasion and make connections between author writing strategies and reader impact. Therefore, to help students with their writing intentionality, find sample blogs on a class-voted topic. You can choose two that present the same side, two representing opposing viewpoints, or a combination of both. Draw attention to specific points within the text (or they can find their own comparison points individually, in small groups, or pairs), and ask students to notice their
response. Do they believe the author? Why or why not? What was their reaction to that statement? What about the way it was written made them come to that conclusion? Follow up a lengthy examination and discussion on this issue with talk about what this means for their writing. What is important for them to include or avoid in their own text?

**If students have difficulty:**
- Break the task into smaller chunks and monitor student progress through each stage.
- Observe and scaffold the student through the portions that seem most challenging, asking probing questions meant to trigger important realizations: “What’s another way to say that?”; “What does this detail prove in your mind?”; or “How are these points connected?”
- Provide a writing sample that students can model.
- Have students repeat the task with a different prompt (see http://www.procon.org/* for suggestions) until mastery seems likely.

**Tips for Teaching English Language Learners**
**Give students language:** ELLs may struggle to develop their writing. In addition to the suggestions for helping students connect reading and writing, when you work with students, **give them specific language** to help them explicitly connect their examples to their points:
- This means that….
- This example shows that….
- This is (interesting/important/surprising) because….
Instructors might want to write these phrases on the board during a work period.

**“How?” and “Why?”:** Whether the students are struggling to include adjectives and adverbs or to think of minor details for their writing, these questions are useful in helping them add the level of detail they need. Encourage students to ask themselves these questions regularly as they write. Examples:
- My sister spends hours a day on Facebook. (How? Why?)
- My sister spends several hours a day constantly updating Facebook on her phone because she wants her friends to know what she is doing at every moment.

In my opinion, people should limit their use of social media. (How? Why?)
In my opinion, people should only connect with social media two or three times per day because human interaction, not online activity, is where “real life” happens.

**ENRICHMENT**
**Optional activities:**
- **Practice counterarguments.** Ask students to develop the point of view opposite the one they argued in the writing task, and then respond with a statement about why that point is not ultimately valid. This accomplishes three main objectives:
  - By writing something that goes against their opinion, students often become more aware of what it takes to be convincing and can make influential realizations about the impact of evidence and analysis. For this reason, you could also have students spend more time developing oppositional points rather than countering them immediately.
Students learn how to include counterarguments in future tasks, which is a strategy that can make them more convincing.

- Students get more practice with persuasion.

- **Genre comparison.** Identify other sources that present persuasive views on this topic in a more formal lens (the opinion section in newspapers, essays, etc.; i.e., [http://www.nytimes.com/pages/opinion/*](http://www.nytimes.com/pages/opinion/*)) and compare them. Ask students to consider what is similar and different in the writing, style, impact, strategies, language, and other relevant features. Walk students through the connection between writing purpose, format, genre, and intended audience and how those elements shape the text.

- **Evaluate the implications of your argument.** This activity is a follow-up to the writing task. Ask students to consider this question: If what you said is true, then what does that mean to the overall argument about social media’s benefits or harms? This gets students thinking about the impact of their opinions, gives them practice recognizing the effects of well-constructed persuasive elements, and provides them with an additional opportunity to make inferences and draw conclusions based on known information.

### Common Core State Standards

**EXTENSION ACTIVITIES**

Once your students have completed Unit 4: Interpreting Bias, you can continue teaching with these extension activities. These activities build upon the skills learned in the unit and correlate with the reading selections. The material is designed to assist in addressing Common Core State Standards. The content is organized by grade level to mirror the organization of the standards.

**Grades 9-10 students:**

1. Read Robert Frost’s poem *“A Time to Talk.”* Discuss the words and phrases used in the poem and the impact they create. Extend the discussion by posing the question, “How has the nature of friendship changed with the advent of social media?”

2. Conduct a classroom debate on the merits of social media. To begin, create small teams or pairs to use the SPAR (or similar) format. [Click here to learn more about the SPAR format](#). SPAR debates do not require outside research, so debaters would need to rely only on their knowledge of social media and the information provided in the unit reading selection “Social Media: Friend or Foe.” Debaters have five minutes to prepare after being given a side, pro or con. The debate follows this format: affirmative opening speech (90 seconds), cross-examination (60 seconds), negative opening speech (90 seconds), cross-examination (60 seconds), affirmative closing (45 seconds), negative closing (45 seconds).

3. Have students present their multi-paragraph opinion essay on “Social Media: Friend or Foe” to the class or a small group. As students present their essays, have the rest of the class takes notes and identify the writer’s point of view, use of reasoning, and any bias that may be present in the essay.
Grades 11-12 students:
1. Study *A Brave New World* by Aldous Huxley or *Fahrenheit 451* by Ray Bradbury. Have the students come to class prepared to discuss how technology impacts society. Are these impacts mostly negative or positive? How can society prevent negative impacts? During the discussion, the students should respond thoughtfully to various perspectives and resolve contradictions. Ask students to write a summary of information gathered during the discussion, synthesizing claims and comments. In the summary, the students should list topics or ideas that would need further research/exploration to deepen the investigation and formulate a finalized argument.

Accessibility

CLOSED CAPTIONS
All of the videos in NROC English include Closed Captions (CC)—text versions of what is being spoken. To access the Closed Captions, click on the CC button in the controller bar for each video.

Once you click the CC button, the captions will open to the right of the video and will automatically advance as the video progresses.
To close the captions window, click the CC button again.

**SCREEN READERS**
The NROC English Unit Player has been designed for use with screen readers. We have provided an [Accessibility Guide](http://gradeservice.montereyinstitute.org/courses/DevelopmentalEnglish/files/Accessibility.html), which you can share with anyone who will be using NROC English with a screen reader. You can also put the link to this accessibility guide directly into your course:

http://gradeservice.montereyinstitute.org/courses/DevelopmentalEnglish/files/Accessibility.html

We have also provided a video that demonstrates how to use the NROC English Unit Player with a screen reader. The demonstration video can be accessed from the Accessibility Guide or directly at this URL: [https://player.vimeo.com/video/132236450](https://player.vimeo.com/video/132236450)

**ADDITIONAL RESOURCES**
We have also provided an alternate form of two Active Reader lenses since they are not implemented for a screen reader:

- Grammar, Punctuation, Usage lens: [https://gradeservice.montereyinstitute.org/courses/DevelopmentalEnglish/files/U04GPU.html](https://gradeservice.montereyinstitute.org/courses/DevelopmentalEnglish/files/U04GPU.html)
## UNIT 4, FORM A, CONSTRUCTED RESPONSE

### Question 19

<table>
<thead>
<tr>
<th>Learning Objective text</th>
<th>Develop an outline for an essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point Value</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td>Create a formal outline that you could use to write an essay about the topic below.</td>
</tr>
</tbody>
</table>

**Topic:** Is sports participation an essential part of the high school experience?

Write your outline in the space below.

### Sample Answer

<table>
<thead>
<tr>
<th>I. Participating in sports is an essential part of the high school experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Playing a sport can improve physical health.</td>
</tr>
<tr>
<td>i. A sport can improve flexibility, coordination, and aerobic health.</td>
</tr>
<tr>
<td>ii. Sports can fight against obesity—a major issue for young Americans.</td>
</tr>
<tr>
<td>B. Playing a sport can improve social skills.</td>
</tr>
<tr>
<td>i. Being on a team will foster friendships with teammates and opponents.</td>
</tr>
<tr>
<td>ii. Playing a sport provides opportunities to work with coaches and mentors.</td>
</tr>
<tr>
<td>C. Playing a sport can improve self-confidence.</td>
</tr>
<tr>
<td>i. Participating in a sport will build self-esteem.</td>
</tr>
<tr>
<td>ii. Being part of a team will foster leadership skills.</td>
</tr>
</tbody>
</table>
**Question 20**

<table>
<thead>
<tr>
<th>Learning Objective text</th>
<th>Use adjectives and adverbs to create more detailed sentences.</th>
</tr>
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<tbody>
<tr>
<td>Point Value</td>
<td>2</td>
</tr>
<tr>
<td>Prompt</td>
<td>Read the following sentence.</td>
</tr>
<tr>
<td></td>
<td>Everyone in class will write an essay about an inventor.</td>
</tr>
<tr>
<td></td>
<td>Add at least one adjective and one adverb to the sentence to</td>
</tr>
<tr>
<td></td>
<td>create a more detailed sentence.</td>
</tr>
<tr>
<td>Sample Answer</td>
<td>Everyone in my history class will write an essay about an</td>
</tr>
<tr>
<td></td>
<td>inventor tomorrow.</td>
</tr>
</tbody>
</table>

**UNIT 4, FORM B, CONSTRUCTED RESPONSE**

**Question 19**

<table>
<thead>
<tr>
<th>Learning Objective text</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Point Value</td>
<td>2</td>
</tr>
<tr>
<td>Prompt</td>
<td>Create a formal outline that you could use to write an essay about the topic below.</td>
</tr>
<tr>
<td></td>
<td>Topic: Should it be legal to download movies and music for free without permission from the copyright holder?</td>
</tr>
<tr>
<td></td>
<td>Write your outline in the space below.</td>
</tr>
<tr>
<td>Sample Answer</td>
<td>I.  Downloading movies and music for free without permission should be illegal.</td>
</tr>
<tr>
<td></td>
<td>A.  It raises legal issues.</td>
</tr>
<tr>
<td></td>
<td>i.  Music artists and movie producers own the rights to the art they create.</td>
</tr>
<tr>
<td></td>
<td>ii.  Music and movies are under copyright protection.</td>
</tr>
<tr>
<td></td>
<td>B.  It raises moral and ethical issues.</td>
</tr>
<tr>
<td></td>
<td>i.  Downloading a song without paying is the same as stealing from a store.</td>
</tr>
<tr>
<td></td>
<td>ii.  Intellectual property is the same as physical property.</td>
</tr>
<tr>
<td></td>
<td>C.  It causes artists to lose money.</td>
</tr>
<tr>
<td></td>
<td>i.  Artists could be discouraged from creating new music.</td>
</tr>
<tr>
<td></td>
<td>ii.  Music-related jobs will decrease in order to make up for lost profit.</td>
</tr>
</tbody>
</table>
**Question 20**

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<td>Add at least one adjective and one adverb to the sentence to</td>
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<td></td>
<td>create a more detailed sentence.</td>
</tr>
<tr>
<td><strong>Sample Answer</strong></td>
<td>Everyone in my history class will write an essay about an</td>
</tr>
<tr>
<td></td>
<td>inventor tomorrow.</td>
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</table>

**UNIT 4, ADDITIONAL CONSTRUCTED RESPONSE QUESTIONS**

This question is not included in the course itself, but is included here for your use.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Point Value</td>
<td>2</td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td>Read the following sentence.</td>
</tr>
<tr>
<td></td>
<td>After the round, the competitors must eat before the next</td>
</tr>
<tr>
<td></td>
<td>round begins.</td>
</tr>
<tr>
<td></td>
<td>Add at least one adjective and one adverb to the sentence to</td>
</tr>
<tr>
<td></td>
<td>create a more detailed sentence.</td>
</tr>
<tr>
<td><strong>Sample Answer</strong></td>
<td>After the second round, the competitors must eat quickly</td>
</tr>
<tr>
<td></td>
<td>before the next round begins.</td>
</tr>
</tbody>
</table>
**ADJECTIVES AND ADVERBS SCORING GUIDE**

**Learning Objective:** Use adjectives and adverbs to create more detailed sentences.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventions: ADVERB and ADJECTIVE USE</td>
<td>The sentence (or sentences) has both an adjective to modify a noun and adverb to modify a verb.</td>
<td>The sentence (or sentences) has either an adjective to modify a noun or an adverb to modify a verb, or attempts to use both, but does so incorrectly.</td>
<td>The sentences lack structure and appear incomplete or rambling. Writer did not follow or complete the task.</td>
</tr>
<tr>
<td>(grammar and structure)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>Writer makes no errors in convention that distract the reader from the content: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.</td>
<td>Writer makes 1 or 2 minor errors in convention appropriate to the task that distracts the reader from the content: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.</td>
<td>Writer makes multiple errors in convention appropriate to the task that distracts the reader from the content: sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.</td>
</tr>
</tbody>
</table>
# OUTLINING AN ESSAY SCORING GUIDE

**Learning Objective:** Develop an outline for an essay.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong></td>
<td><strong>OUTLINE FORMAT</strong></td>
<td><strong>OUTLINE FORMAT</strong></td>
<td><strong>Illegible or otherwise unscorable: blank responses, restatements of the prompt, responses that are off-topic or incoherent.</strong></td>
</tr>
<tr>
<td></td>
<td>Either standard formal or informal outline format is used. Clear headings and subheadings are presented for each paragraph. Details below subheadings relate to paragraph topic.</td>
<td>Outline format is unclear: standard formal or informal outline formats are not obvious. Headings are incomplete. It is unclear how subheadings relate to headings. There are missing details below subheadings.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>ACCURACY</strong></td>
<td><strong>ACCURACY</strong></td>
<td><strong>Illegible or otherwise unscorable: blank responses, restatements of the prompt, responses that are off-topic or incoherent.</strong></td>
</tr>
<tr>
<td></td>
<td>Accurate information included in outline.</td>
<td>Information missing or inaccurate in the outline.</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>RELATIONSHIP TO TOPIC</strong></td>
<td><strong>RELATIONSHIP TO TOPIC</strong></td>
<td><strong>Illegible or otherwise unscorable: blank responses, restatements of the prompt, responses that are off-topic or incoherent.</strong></td>
</tr>
<tr>
<td></td>
<td>Outline fully addresses research question.</td>
<td>Outline may not fully relate to research question.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contains: main idea major supporting details minor supporting details</td>
<td>Missing one or more of the following: main idea major supporting details minor supporting details</td>
<td></td>
</tr>
</tbody>
</table>
Member Suggested Supplements

We encourage our members to share teaching ideas, as well as any additional resources they create to pair with NROC English. To find materials other members have donated, go to The NROC Network and select “Professional Development”. 
http://www.nrocnetwork.org/professional-development

Additional member-suggested resources to use with Unit 4 include:
  • There are currently no member suggested resources.

Please email editorial@thenrocproject.org if you would like to contribute resources or suggestions for this Instructor Guide.

Join the Community

We recommend that all instructors join the NROC English group at the NROC Community so they have access to all updates and notices about the English course.

The NROC Community is a user community of teachers and administrators who want to learn, share ideas, help each other, and work together to improve educational opportunities for everyone. We encourage all members to actively participate and support each other through posts in the Community.

*Any links to non-NROC, third-party resources listed in this Instructor Guide may change over time. We update the Instructor Guides annually and correct any broken links.