



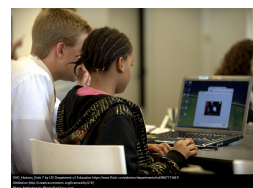
## Project Package: Argument Essay

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This essay project helps you in two ways. First, it helps you develop a *mindset* and *approach* to technology in teaching and learning. Second, if you need to take the Praxis Core Academic Skills for Educators Exam, this will help prepare you to succeed on the Argument writing part of the test. **Here is your writing prompt:**

“...[T]he digital technology now coming, more or less rapidly, into our classrooms—if used properly—can help make our students’ learning real, engaging, and useful for their future.” (Marc Prensky, “Teaching Digital Natives”)

Your job is to construct an argument *in support of* Marc Prensky’s statement about technology’s place in education (Prensky, 2010). Remember that—as Grant Wiggins (2015) points out—arguments are written to *demonstrate your understanding* of a topic so that your reader will consider your ideas when forming their own position rather than persuading your reader that you are right.



Your argument should be single-spaced, between 1 **full** page and 2 pages long. Remember to use the *argument structure*: (1) introduction that highlights the importance of the topic, (2) your *claim* and at least two items of *evidence* you bring to support your claim, (3) *reasoning* that connects your evidence to your claim and helps your reader better understand your evidence, and (4) your conclusion that summarizes your argument. You are highly encouraged to draw on your own experiences, things that you have read outside of class, and the readings you have completed for this class. This next part is different than the requirements of the Core Exam, but if you do quote or refer to a reading, make sure to use APA format for in-text citations (see the *Course Tools and Practices* document for more information). Include a list of references at the end of your essay.

Here are some resources to help you successfully complete this essay:

- *The readings for class so far*
- Praxis Core Writing Exam Study Companion (<https://www.ets.org/s/praxis/pdf/5722.pdf>)
- Video about hyperbole (<http://goo.gl/MUtnU4>)
- The *Course Tools and Practices* Document



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You should plan on visiting the Writing Center with a draft of your essay and 2-3 questions by **September 11**. The final draft of your essay is due in TaskStream by **September 18**. Schedule a meeting with your professor to discuss your feedback by **October 16**.

## EDUC2201: Argumentative Essay 2015

	No Evidence	Beginning	Developing	Succeeding
Clarity (states or clearly implies the writer's position)	No clear position or thesis.	The essay provides a limited statement or implicated position or thesis.	The essay states or implies the writer's position or thesis.	The essay states or clearly implies the writer's position or thesis.
Reasoning (clearly explains key ideas)	The essay provides no relevant key ideas to support the position or thesis.	The essay explains some key ideas to support the position or thesis.	The essay explains key ideas to support the position or thesis.	The essay clearly explains key ideas to support the position or thesis.
Supporting Details and Evidence (supporting them with well-chosen reasons, examples, or details)	The essay does not support key ideas with relevant reasons, examples, or details.	The essay supports key ideas with some level of reasons or examples, although there may not be detail.	The essay supports key ideas with adequate reasons, examples, or details.	The essay supports key ideas with well-chosen reasons, examples, or details.
Academic Writing Conventions and Recognition of Audience	The essay displays serious and persistent writing errors and may be incoherent.	The essay displays an adequate use of language and shows control of grammar, usage, and mechanics but may display errors. The essay is written in a manner that is more conversational and more appropriate for a friend or classmate than a professor or future employer. There are many colloquialisms and exclamation points throughout the essay that may demonstrate the enthusiasm but not necessarily the credibility of the author as a professional teacher.	The essay displays some sentence variety, facility in the use of language, and only limited errors. The essay is written in a manner that is more appropriate for a professor or future employer, with only occasional colloquialisms or other slips of conversational tone. The tone sets a solid foundation for the credibility of the author as a professional teacher.	The essay clearly displays effective sentence variety, facility in the use of language, and is generally free from errors in grammar, usage, and mechanics. The essay is written in a manner that is very appropriate for a professor or future employer, with few slips into a conversational tone. The tone firmly establishes the credibility of the author as a professional teacher.
Practices that Avoid Hyperbole and Promote Understanding	The essay is written in a way that promotes hyperbole (My position is right! Things were always done better in the past!) and does not allow the reader to make connections.	The essay is written with little hyperbole and demonstrates some of the author's understanding of the subject, but may not allow the reader to make connections.	The essay is written with little to no hyperbole, demonstrates the author's understanding of the subject, and allows the reader to make connections.	The essay is written with little to no hyperbole, demonstrates the author's understanding of the subject in depth, and allows the reader to make personal connections with the topic.