

E-Learning Paper Prototype:
Evidence-Based Writing for the Academic Literacy Skills Test

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June 5th, 2016

EDCI 569

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Context, Learners, and Objectives

Context

The Ithaca College Department of Education prepares undergraduate and graduate students to become certified teachers. In order to gain initial teacher certification in New York State, candidates must pass a suite of certifications exams required by the New York State Education Department. In an interview, the Chair of Graduate Programs in Education revealed that teacher candidates at Ithaca College are currently underperforming on one of these exams, the Academic Literacy Skills Test (ALST), which measures critical reading and evidence-based writing.

Teacher candidates who fail the ALST must retake the exam, wasting time and money (the exam costs \$131, a significant amount for students) and potentially delaying their certification and opportunity for employment. The Chair stated that because faculty and students consider the skills tested by the ALST to be the least obviously relevant to the daily practice of teaching, they are the least emphasized within the curriculum. Better incorporating academic literacy instruction into students' coursework is viewed as a costly solution and is not a department priority. The Chair believes that a standalone ALST preparation course could address this gap more immediately.

The course will not need to be delivered to learners for nearly a year, and my goal is to complete a course covering the entire exam by that time. However, as the timeframe for this assignment is considerably more limited, this project provides instruction for just one of the three ALST question-types, the extended-response question.

Topic

The instruction is a standalone, self-paced module focusing on the Writing to Sources section of the ALST, specifically the extended-response component. The extended-response component requires test-takers to type a 400-600 word essay arguing a position on a specific issue using evidence from two provided passages and provided graphics. The essay is scored based on four criteria: content and analysis; command of evidence; coherence, organization, and style; and control of conventions (New York State Education Department, 2014).

This module will teach learners how to write an essay meeting the first three criteria. Due to the limited time frame for this project and the educational background of the target learners, writing style and conventions will not be addressed. Numerous resources are already freely available for learners who need to improve these skills, so the ability to use formal language following standard written English conventions will be considered a prerequisite for this module, as will college-level reading ability.

Target Learners

The target learners for this instruction are students in the undergraduate and graduate programs in teacher education at Ithaca College, referred to as teacher candidates. Some candidates are completing bachelor degrees in fields that can lead directly to initial certification

in adolescent education (grades 7-12): art, biology, chemistry, physics, English, social studies, German, French, Spanish, mathematics, or computer science. They are predominantly in their early 20s, and have already completed four years of education in their discipline, core education coursework, fieldwork, and a semester of student teaching. The remaining candidates are students in one-year graduate programs in either adolescent or childhood education. These candidates have more diverse backgrounds, from recent Ithaca College graduates to those seeking a career change after many years in the workforce.

The education programs are small, selective, and rigorous: the graduate programs are especially intensive. Candidates prepare for and take the ALST at the conclusion of their programs, when they have become accustomed to a high degree of self-directed learning. They are passionate about teaching and eager to find jobs, so they are highly motivated to pass their exams. Students already devote considerable time to preparing for their other exams, but prepare inadequately for the ALST. A major reason for this is that the study resources that currently available are extremely limited, so it is expected that candidates would eagerly use a preparation course if it were available. This analysis is based on an interview with the Chair of Graduate Programs in Education and on my familiarity with the learners as a faculty member in the Education Department.

Learning Environment and Delivery Method

The target learners have busy schedules and need the freedom to complete the instruction at whatever time and location is convenient to them. The instruction will be offered in a web-based, in-browser format that can be accessed from any computer with an internet connection. The ALST is a computer-based test and computer-based practice will be ideal for learning. Instruction will be developed using Adobe Captivate, a highly flexible authoring tool that can output to HTML. The finished course will be delivered to learners through Ithaca College's course management system, Sakai. For this assignment, however, the module will be hosted on my personal website for ease of access to users outside of Ithaca College.

Learning Objectives

The following learning objectives have been constructed using Mager's (1997) guidelines for objective writing. The objectives have been revised from the initial proposal for this project.

Instructional Goal:

Given the written passages, graphics, and writing prompt on the Writing to Sources section of the Academic Literacy Skills Test, teacher candidates will write one extended response of 400 to 600 words that conveys complex ideas clearly and accurately, presents evidence from sources, and uses logical organization.

1. Given a written argument, identify its claim, evidence, and warrant.
 - 1.1 Given the terms claim, evidence, and warrant, and a set of definitions, select the definition for each term.

- 1.2 Given a set of statements, classify each statement as claim, evidence, or warrant.
- 1.3 Given a claim and evidence, identify the warrant that connects the evidence to the claim.
2. Given a written argument, evaluate the specific claims, including the validity of the reasoning and the relevance and sufficiency of the evidence.
 - 2.1 Given a written argument, judge the quality of the evidence based on its validity, relevance, and sufficiency.
 - 2.2 Given a written argument, judge the quality of the warrant based on the logic and completeness of its reasoning.
3. Given a written argument, delineate the argument and specific claims, including evaluation.
4. Given multiple sources, prepare an argument supporting claims that are synthesized from information in the sources.
 - 4.1 Given multiple sources, compare the approaches taken by the authors on similar topics.
 - 4.2 Given multiple sources, identify possible counterclaims.
 - 4.3 Given multiple sources, propose a specific claim that can be supported by valid, relevant, and sufficient evidence from multiple sources.
 - 4.4 Given multiple sources, construct a logically organized argument.

Assessment

Mastery will be assessed using quiz questions and self-evaluated exercises. Because the instruction will be stand alone, self-paced, and unmonitored, assessment items replicate the skill specified in the objective as best as possible without requiring a human grader. Mastery of the overall goal will be assessed by having learners write an essay under the conditions of an extended-response question, which will be self-scored using a rubric.

Topic	Objective	Assessment Item
1. Identifying Parts of an Argument	<p>1.1 Given the terms claim, evidence, and warrant, and a set of definitions, select the definition for each term.</p> <p>1.2 Given a set of statements, classify each statement as claim, evidence, or warrant.</p>	<p>Match each term with its definition and corresponding statement from the argument below by dragging them into the table.</p> <p>Definitions</p> <p>A. An assertion or conclusion that something is true</p> <p>B. Information or data that supports a conclusion</p> <p>C. Explanation of how information supports a particular conclusion</p>

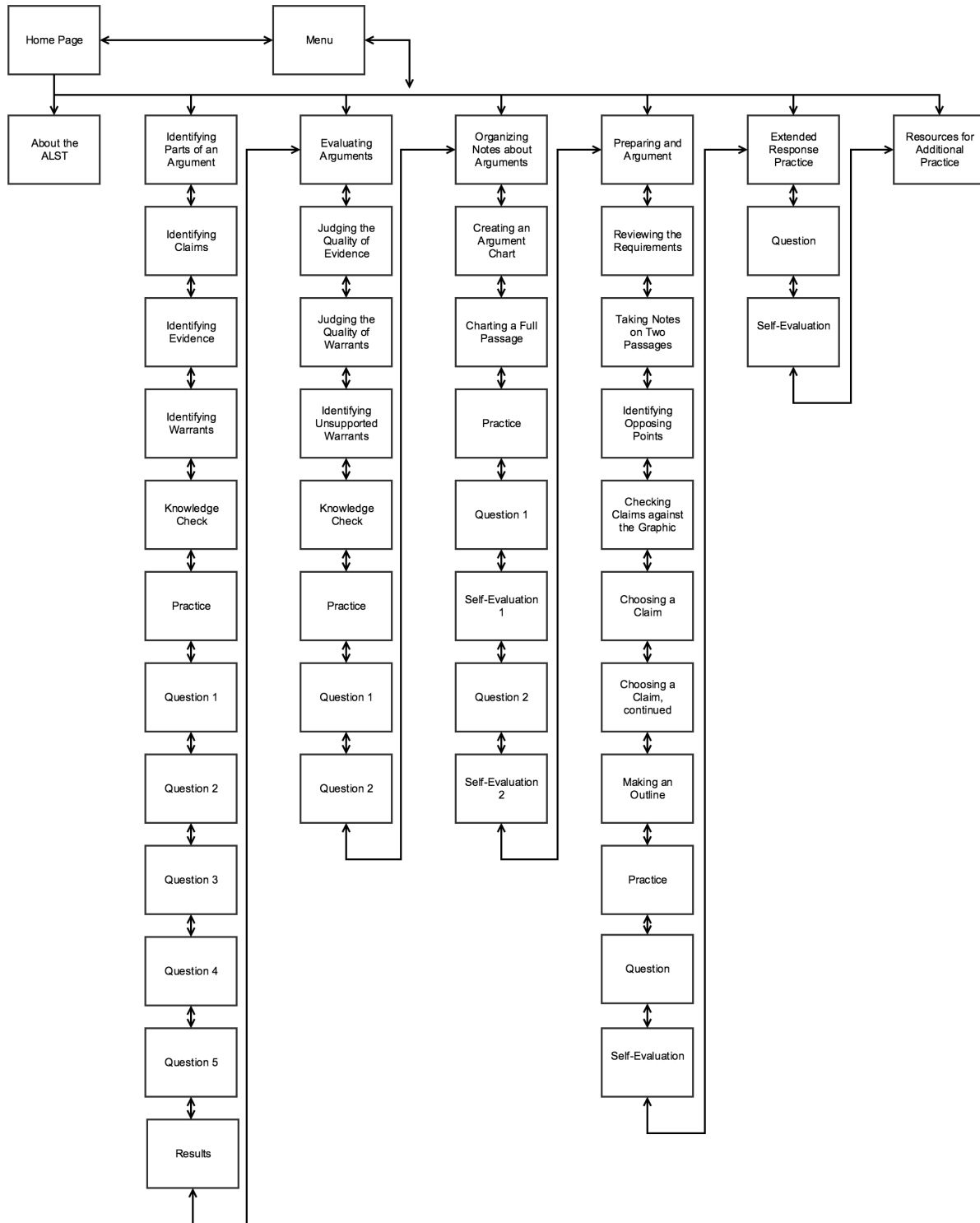
		<p>Statements</p> <p>A. The schools in our district are badly in need of reform.</p> <p>B. This year, only 30% of our 10th graders received passing scores on the state standardized tests.</p> <p>C. A student who does not pass this test has not received a quality education.</p> <table> <tr> <td></td><td>Definition</td><td>Statement</td></tr> <tr> <td>Claim</td><td>_____</td><td>_____</td></tr> <tr> <td>Evidence</td><td>_____</td><td>_____</td></tr> <tr> <td>Warrant</td><td>_____</td><td>_____</td></tr> </table>		Definition	Statement	Claim	_____	_____	Evidence	_____	_____	Warrant	_____	_____
	Definition	Statement												
Claim	_____	_____												
Evidence	_____	_____												
Warrant	_____	_____												
1. Identifying Parts of an Argument	1.2 Given a set of statements, classify each statement as claim, evidence, or warrant.	<p>Match the labels to the corresponding statement from the argument.</p> <p>A. Claim B. Evidence</p> <p>1. Research has shown that people who do at least 30 minutes a day of vigorous exercise reduce their risk of heart disease and some forms of cancer.</p> <p>2. We should all begin a daily program of exercise.</p> <p>Match the labels to the corresponding statement from the argument.</p> <p>A. Claim B. Evidence</p> <p>1. A number of teenagers who have committed violent crimes at schools have spent many hours playing video games filled with graphic violence.</p> <p>2. We must have some stricter controls on the content of entertainment that is viewed by teenagers.</p>												
1. Identifying Parts of an Argument	1.3 Given a claim and evidence, identify the warrant that connects the evidence to the claim.	<p>What is the warrant in this argument?</p> <p>Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A.</p> <p>Correct: Vitamin A is good for your health.</p>												

		<p>Distractors:</p> <ul style="list-style-type: none"> • Carrots are good for your health. • One carrot contain 10000 IU of vitamin A. • Carrots are low in fat. • Diet is important for good health. <p>Select the best description of the warrant for this argument.</p> <p>Argument: Research has shown that people who do at least 30 minutes a day of vigorous exercise reduce their risk of heart disease and some forms of cancer. We should all begin a daily program of exercise.</p> <p>Correct: People want to avoid heart disease and cancer.</p> <p>Distractors:</p> <ul style="list-style-type: none"> • Exercise is necessary for good health. • Most people do not do 30 minutes of exercise a day. • Heart disease can be caused by narrowing blood vessels. <p>Select the best description of the warrant for this argument.</p> <p>Argument: A number of teenagers who have committed violent crimes at schools have spent many hours playing video games filled with graphic violence. We must have some stricter controls on the content of entertainment that is viewed by teenagers.</p> <p>Correct: Teenagers imitate the behaviors they see in entertainment.</p> <p>Distractors:</p> <ul style="list-style-type: none"> • Parents do not want their teens exposed to violence. • Violent video games are unrealistic. • School violence is increasingly common.
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2. Evaluating Arguments	2.1 Given a written argument, judge the quality of the evidence based on its validity, relevance, and sufficiency	Evaluate the evidence in the argument below using the checklist. Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A. Checklist Text: Is it valid? Is a source given? Is it specific? Is it relevant? Is it sufficient?
2. Evaluating Arguments	2.2 Given a written argument, judge the quality of the warrant based on the logic and completeness of its reasoning.	Evaluate the warrant in the argument below using the checklist. Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A. Checklist Text: Is it reasonable? Is it supported?
3. Organizing Notes on Arguments	3. Given a written argument, delineate the argument and specific claims, including evaluation.	Read and take notes on the following passage as though you needed to use the material to construct your own argument. Passage: In embedded document
4. Preparing an Argument	4.1 Given multiple sources, compare the approaches taken by the authors on similar topics. 4.2 Given multiple sources, identify possible counterclaims.	Read and take notes on the following passages in preparation for writing an essay for the extended-response question.
4. Preparing an Argument	4.3 Given multiple sources, propose a specific claim that can be supported by valid, relevant, and sufficient evidence from multiple sources.	Use these materials to create an outline for the argument you would create for this item. Feel free to reuse any notes you have from reading these passages during the previous topic.
4. Preparing an Argument	4.4 Given multiple sources, construct a logically organized argument.	Use Passages A and B and the Graphic to respond to the following assignment. Should the production of corn ethanol in the United States be expanded or reduced? In an essay in your own words of

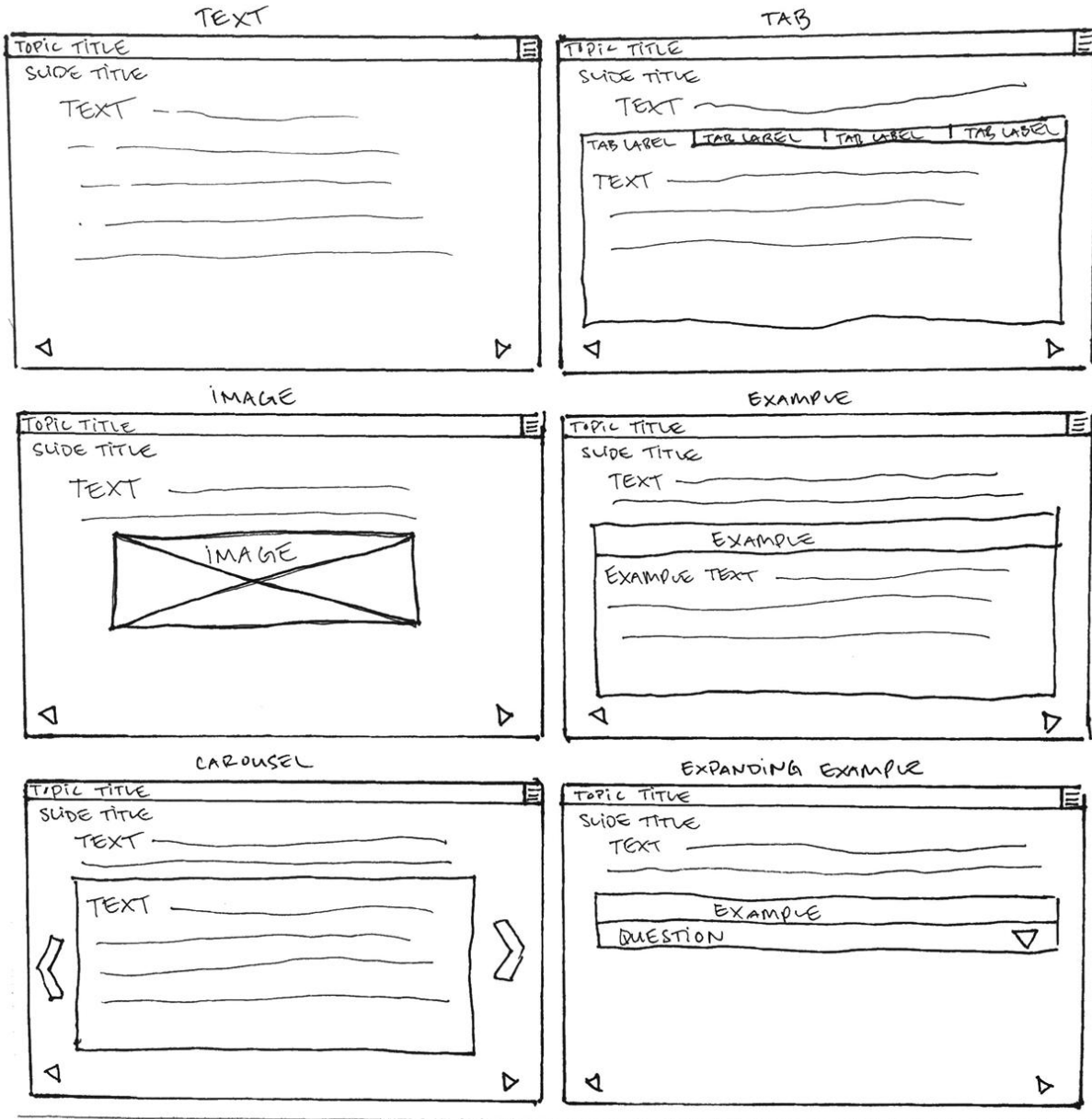
		<p>approximately 400–600 words, present a fully developed argument that introduces and supports a claim assessing the benefits and risks of U.S. corn ethanol production. Your argument must:</p> <ul style="list-style-type: none"> • include a knowledgeable claim that demonstrates an understanding of the topic; • use valid reasoning that draws on and extends the arguments in the sources provided; • support your claim with relevant and sufficient evidence from all three sources; and • anticipate and address at least one counterclaim. <p>Your essay should be written for an audience of educated adults. You must maintain an appropriate style and tone and use clear and precise language throughout. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your essay should conform to the conventions of edited American English.</p>
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Site Map



Wireframe

Wireframes depict possible layouts for slides. Pairings of slides to templates is including in the instructional content section. Some templates occur on interaction: Expanding Example slides become Example slides when clicked, and question slides become the corresponding feedback slide either when answer is clicked or when answer is submitted. The Menu is accessible from any slide by clicking the icon in the upper right corner; the Menu expands out from the left and collapses again when the icon is clicked.



START PRACTICE

TOPIC TITLE

PRACTICE

TOPIC TITLE

START

CHECKLIST

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

ARGUMENT

TEXT	✓	X
TEXT	✓	X
TEXT	✓	X

MULTIPLE CHOICE

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

ARGUMENT

A

B

C

D

SUBMIT

CHECKLIST FEEDBACK

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

ARGUMENT

TEXT	✓	X	FEEDBACK
TEXT	✓	⊗	FEEDBACK
TEXT	✓	X	FEEDBACK

MULTIPLE CHOICE FEEDBACK

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

ARGUMENT

A

B

C

D

FEEDBACK

RESULTS

TOPIC TITLE

SLIDE TITLE

TEXT

DRAG-AND-DROP 1

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

CATEGORY TITLE	CATEGORY TITLE
A	A
B	B
C	C

CATEGORY		
CATEGORY		
CATEGORY		

Submit

DRAG-AND-DROP 2

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

A

B

TEXT

TEXT

Submit

DRAG-AND-DROP 1 FEEDBACK

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

CATEGORY TITLE	CATEGORY TITLE
CATEGORY	A
CATEGORY	B
CATEGORY	C

FEEDBACK

DRAG-AND-DROP 2 FEEDBACK

TOPIC TITLE

QUESTION TITLE

QUESTION TEXT

TEXT

A

FEEDBACK

TEXT

B

EMBEDDED DOCUMENT

TOPIC TITLE

SLIDE TITLE

TEXT

TEXT

MENU EXPANDED

TOPIC TITLE

- HOME
- TOPIC
- TOPIC
- TOPIC
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- TOPIC
- TOPIC

Instructional Content

Introduction

1

Slide Title: Home

Template: Text

Text: The Academic Literacy Skills Test (ALST) is an exam you need to pass to become certified as teacher in New York State. The ALST measures two major competencies, critical reading and evidence-based writing. The Writing to Sources portion of the exam consists of two short focused-response writing assignments and one extended-response writing assignment. This course will prepare you to present an appropriate argument as required by the ALST extended-response item. You will learn to...

- Identify an argument's claim, evidence, and warrant.
- Evaluate an argument's specific claims, including the validity of the reasoning and the relevance and sufficiency of the evidence.
- Delineate the argument and specific claims, including evaluation.
- Prepare an argument supporting claims that are synthesized from information in the sources.

2

Slide Title: About the ALST

Template: Carousel

Topic 1: Identifying Parts of an Argument

Objectives:

- 1.1 Given the terms *claim*, *evidence*, and *warrant*, and a set of definitions, select the definition for each term.
- 1.2 Given a set of statements, classify each statement as claim, evidence, or warrant.
- 1.3 Given a claim and evidence, identify the warrant that connects the evidence to the claim.

3

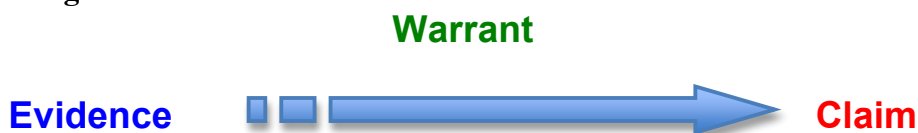
Slide Title: Identifying Parts of an Argument

Template: Image

Text: The extended-response question on the ALST measures your ability to evaluate and construct written arguments. An argument is an attempt to convince someone of something by presenting a logically defensible case.

Arguments have three major components: A CLAIM, some sort of EVIDENCE, and a WARRANT.

Image:



4

Slide Title: Identifying Claims

Template: Example

Text: A claim is an assertion or conclusion that something is true. It is the point that an author wants to convince readers to believe. A thesis statement is a claim. The thesis is the major claim of a text, but most texts also consist of multiple smaller claims that are combined to support the thesis.

Example: Carrots are a healthy snack.

Example Text: This statement is a claim. The author is asserting that carrots are healthy. However a claim by itself is not an argument. To become an argument, the author must provide some support.

5

Slide Title: Identifying Evidence

Template: Example

Text: Evidence is information or data that supports a conclusion. Facts, statistics, and observations are all common forms of evidence. Take this example:

Example: Carrots contain high amounts of vitamin A.

Example Text: This statement offers a piece of information that suggests that carrots are nutritious. When a claim is combined with supporting evidence, an argument is formed:

Carrots are a healthy snack. Carrots contain high amounts of vitamin A.

But there is yet a third component to an argument.

6

Slide Title: Identifying Warrants

Template: Expanding Example

Text: The warrant is the explanation of how the evidence supports the claims. The warrant is the reasoning of the argument. The warrant may not be stated, but there is always some reasoning connecting the evidence to the claim.

Example: The sun is shining, so it is daytime.

Question: Can you identify the claim and the evidence in this argument?

Example Text: The claim is that it is daytime, based on the evidence that the sun is shining. The warrant is unstated, but we can still identify it. Why does the fact that the sun is shining support the conclusion that it is daytime? Because the sun only comes out during the day. We can put all three parts together now:

Evidence: The sun is shining.

Warrant: The sun only shines during the day

Claim: Therefore, it is daytime.

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Slide Title: Identifying Warrants: Knowledge Check

Template: Multiple Choice/Feedback

Question Title: Check Your Understanding

Question Text: What is the warrant in this argument?

Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A.

Correct: Vitamin A is good for your health.

Distractors:

Carrots are good for your health.

One carrot contain 10000 IU of vitamin A.

Carrots are low in fat.

Diet is important for good health.

8

Slide Title: Practice: Identifying Claims, Evidence, and Warrants

Template: Start Practice

9

Slide Title: Topic 1 Question 1

Template: Drag-and-Drop 1/Feedback

Question Title: Question 1

Question Text: Match each term with its definition and corresponding statement from the argument below by dragging them into the table.

Definitions

A. An assertion or conclusion that something is true

B. Information or data that supports a conclusion

C. Explanation of how information supports a particular conclusion

Statements

A. The schools in our district are badly in need of reform.

B. This year, only 30% of our 10th graders received passing scores on the state standardized tests.

C. A student who does not pass this test has not received a quality education.

	Definition	Statement
Claim	_____	_____
Evidence	_____	_____
Warrant	_____	_____

Feedback:

	Definition	Statement
Claim	__A__	__A__
Evidence	__B__	__B__
Warrant	__C__	__C__

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Slide Title: Topic 1 Question 2

Template: Drag-and-Drop 2

Question Title: Question 2

Question Text: Match the labels to the corresponding statement from the argument.

A. Claim

B. Evidence

1. Research has shown that people who do at least 30 minutes a day of vigorous exercise reduce their risk of heart disease and some forms of cancer.
2. We should all begin a daily program of exercise.

Feedback:

(B) Research has shown that people who do at least 30 minutes a day of vigorous exercise reduce their risk of heart disease and some forms of cancer.

(A) We should all begin a daily program of exercise

11

Slide Title: Topic 1 Question 3

Template: Multiple Choice/Feedback

Question Title: Question 3

Question Text: Select the best description of the warrant for this argument.

Argument: Research has shown that people who do at least 30 minutes a day of vigorous exercise reduce their risk of heart disease and some forms of cancer. We should all begin a daily program of exercise.

Correct: People want to avoid heart disease and cancer.

Distractors:

Exercise is necessary for good health.

Most people do not do 30 minutes of exercise a day.

Heart disease can be caused by narrowing blood vessels.

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Slide Title: Topic 1 Question 4

Template: Drag-and-Drop 2/Feedback

Question Title: Question 4

Question Text: Match the labels to the corresponding statement from the argument.

A. Claim

B. Evidence

1. A number of teenagers who have committed violent crimes at schools have spent many hours playing video games filled with graphic violence.

2. We must have some stricter controls on the content of entertainment that is viewed by teenagers.

Feedback

(B) A number of teenagers who have committed violent crimes at schools have spent many hours playing video games filled with graphic violence.

(A) We must have some stricter controls on the content of entertainment that is viewed by teenagers.

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Slide Title: Topic 1 Question 5

Template: Multiple Choice/Feedback

Question Title: Question 5

Question Text: Select the best description of the warrant for this argument.

Argument: A number of teenagers who have committed violent crimes at schools have spent many hours playing video games filled with graphic violence. We must have some stricter controls on the content of entertainment that is viewed by teenagers.

Correct: Teenagers imitate the behaviors they see in entertainment.

Distractors:

Parents do not want their teens exposed to violence.

Violent video games are unrealistic.

School violence is increasingly common.

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Slide Title: Practice Results

Template: Results

Topic: 2: Evaluating Arguments

Objectives:

2.1 Given a written argument, judge the quality of the evidence based on its validity, relevance, and sufficiency.

2.2 Given a written argument, judge the quality of the warrant based on the logic and completeness of its reasoning.

15

Slide Title: Evaluating Arguments

Template: Example

Text: The purpose of an argument is to convince someone of something. Any claim supported by evidence that is connected by a warrant can be considered an argument, but the mere presence of these three components does not make an argument convincing. For the ALST extended-response question, you must determine whether the arguments in the provided materials are convincing and compose your own convincing argument. To do so, you need to be able to evaluate the strength of an argument.

The strength of an argument is based on how well it presents a defensible case. It is unrelated to whether you personally agree with the claim. Take this example:

Example: Dogs are much cuter than cats. Therefore, dogs make the best pets.

Example Text: You may agree with the claim, but this is a very weak argument: it does not make a convincing case that dogs are the best pets. To evaluate the strength of an argument, we judge the quality of the evidence and the warrants.

16

Slide Title: Judging the Quality of Evidence

Template: Carousel

Text: A strong argument is based on evidence that is:

Valid: Is the evidence sound and verifiable?

Relevant: Is the evidence related and appropriate to the claim?

Sufficient: Is the evidence enough to support the claim and rule out alternatives?

Carousel Text 1: VALID

Normally, you might conduct an internet search to try to confirm the validity of evidence. On the ALST, you will not have these resources, so you will have to make this judgment based on the information in the materials. Ask yourself:

Does the author provide a source for the evidence? The source provides the reader information about the validity of the data, so an argument that gives sources is stronger than one that does not.

Is the evidence from a credible source? Some sources are viewed as more legitimate and authoritative than others. Data from a government study or an expert in the field is usually more trustworthy than data from someone with no relevant qualifications.

Is the evidence specific? Detailed data give the reader greater ability to verify the author's interpretation of the evidence. Specific figures are more compelling than terms like "more" and "many."

Is the evidence consistent with the provided graphic? On the ALST, the graphics are typically simple charts showing just a few variables or relationships, so not every piece of evidence can be checked against the graphic. For data that are included in the graphic, verify whether the author's description matches what is shown in the charts. If not, its validity is in doubt.

Carousel Text 2: RELEVANT

The evidence should clearly have something to do with the claim. The more similar the conditions of the evidence are with the conditions of the claim, the more relevant the evidence.

Carousel Text 3: SUFFICIENT

A piece of evidence can be consistent with many different claims. Evidence that does rule out competing claims is insufficient. Typically, complex claims require multiple pieces of evidence to be sufficiently supported. Examine the evidence in the pets example:

Dogs are much cuter than cats. Therefore, dogs make the best pets.

Valid? No source is given. The evidence is entirely subjective and appears to simply be the author's opinion.

Relevant? Cuteness is a characteristic we might value in a pet, although probably not the most important one.

Sufficient? Even if we accept that dogs are cuter than cats, there are many other factors that influence the quality of a pet.

This author does not give valid or sufficient evidence to support the claim.

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Slide Title: Judging the Quality of Warrants

Template: Example

Text: Warrants are often unstated and must be inferred. Take this argument:

Example: The sun is shining, so it is daytime.

Example Text: Sometimes, as in this case, a warrant is a rule, principle, or definition that people generally accept as true. Readers probably would not question that this evidence is appropriate support for this claim. More often, warrants can be questioned.

Warrants must show sound reasoning. Logical problems with warrants can include:

- Overgeneralizing, or making a broad claim from specific evidence

- Conflating correlation and causation, or assuming that one thing causes another just because they occur together
- Inappropriate analogies, or comparing two things that are importantly dissimilar

When these errors occur, the reasoning of the argument is not valid. Examine this argument:

Example: If you want to be happy, get married. Studies have shown that married people are happier than single people.

Example Text: The warrant is that marriage causes happiness. However, the evidence only suggests that there is a relationship between marriage and happiness. Perhaps happy people are more likely to get married, a third factor causes both, or this is simply a coincidence. In assuming a cause-and-effect relationship, this argument shows flawed reasoning.

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Slide Title: Identifying Unsupported Warrants

Template: Expanding Example

Text: A warrant may be reasonable, but incomplete:

Example: The sun is not shining, so it is nighttime.

Question: What is the warrant here?

Example Text: The warrant is that the sun does not shine at night. Although readers may accept the truth of this warrant, but it does not fully connect the evidence to the claim because other explanations are possible. The sun might not be shining because it is cloudy out, for instance.

This type of flawed reasoning is due to insufficient evidence. A plausible but unsupported warrant leaves gaps in the chain of logic.

Example: Many of our employees have reported that they are dissatisfied with the workplace atmosphere. To raise our productivity, we should work to improve our corporate culture.

Question: What is the warrant here?

Example Text: The warrant is that workers who are satisfied with workplace culture are more productive than those who are not. But is this actually true? The argument contains no evidence that workplace satisfaction is related to productivity. To make this case defensible, the author would need to provide additional evidence to support the warrant. Strong arguments rule out alternative explanations.

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Slide Title: Identifying Unsupported Warrants: Knowledge Check

Template: Expanding Example

Text: Let's look at another example.

Example: The state of the U.S. economy is improving. According to the Bureau of Labor Statistics, the national unemployment rate decreased from last quarter.

Question: What is the warrant here? Is the warrant logical? Is the warrant supported?

Example Text: The warrant is that when the economy improves, there are more jobs and more people can find work, decreasing the unemployment rate. However, this is not the only plausible interpretation of this evidence. For instance, the unemployment rate doesn't include people who had so much trouble finding work that they stopped looking, so the decreased rate could be due to more people giving up on their job search. To make this argument stronger, the

author would need to provide additional evidence to rule out this possibility and support the warrant that a decreasing unemployment rate means more jobs.

To evaluate an argument, assess the quality of the evidence and warrants. Ask whether the evidence is valid, relevant, and sufficient, and whether the warrants are logical and supported.

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Slide Title: Practice: Evaluating Arguments

Template: Start Practice

21

Slide Title: Topic 2 Question 1

Template: Checklist/Feedback

Question Title: Question 1

Question Text: Evaluate the evidence in the argument below using the checklist.

Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A.

Checklist Text:

Is it valid?

Is a source given?

Is it specific?

Is it relevant?

Is it sufficient?

Feedback

Is it valid?

Is a source given? NO

Is it specific? NO, It doesn't say how much vitamin A a carrot contains and how this compares to other foods or the needs of the body

Is it relevant? YES, The evidence and claim both pertain to the nutritious value of carrots

Is it sufficient? NO, The carrots might be unhealthy despite having vitamin A

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Slide Title: Topic 2 Question 2

Template: Checklist

Question Title: Question 2

Question Text: Evaluate the warrant in the argument below using the checklist.

Argument: Carrots are a healthy snack. Carrots contain high amounts of vitamin A.

Checklist Text:

Is it reasonable?

Is it supported?

Slide Title: Topic 2 Question 2 Feedback

Template: Checklist

Question Title: Question 2 Feedback

Feedback:

- Is it reasonable? YES, Vitamins are usually necessary nutrients, so it is reasonable to suggest vitamin content relates to health
- Is it supported? NO, The warrant assumes that the amount of vitamin A in a carrot is good for you. The warrant does not rule out the possibility that carrots have other qualities that are detrimental to health.

Topic 3: Organizing Notes about Arguments**Objectives:**

3. Given a written argument, delineate the argument and specific claims, including evaluation.

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Slide Title: Organizing Notes about Arguments

Template: Text

Text: For this topic, you will need a writing utensil and something to write on.

Note: When you take the ALST, the testing center will provide you with a notebook of laminated pages and a wet erase marker for note taking. You will not be able to erase or fit as much text on a page, and you may otherwise find this less convenient than a pen and paper. For more realistic practice, try taking notes with a marker or using a dry erase board.

24

Slide Title: Creating an Argument Chart

Template: Expanding Example

Text: Creating a Chart

One method for organizing your notes is to create a chart of all the arguments presented in the passage. Keep track of all the claims the author makes and what support and explanation they provide, if any.

Claim	Evidence	Evidence Quality: Source, Issues	Warrant	Warrant Quality/Support Needed/Counterclaims

While you read, think about how you could either defend or refute each claim. Both time and writing space will be limited, so in your chart, focus on noting problems with arguments, so that you can easily see which claims to avoid or counter. The the absence of notes can indicate soundness. Write the minimum amount needed to convey the point, and use easily understood abbreviations whenever possible.

Example: Most violent crimes are committed with guns. Reports submitted by state and local law enforcement agencies to the Federal Bureau of Investigation (FBI) and published annually in the *Uniform Crime Reports* indicate that both the crime rate and the violent crime

rate have declined since 1981. Of the homicides in which the type of weapon could be identified, from 60% to almost 70% have involved firearms each year. Restricting gun ownership will likely reduce the number of violent crimes.

Question: Create your own chart and take notes on this argument.

Example Text:

Compare your chart with this model.

C	E	EQ	W	WQ
Will reduce violence	60-70% murders w/ gun	FBI report	Fewer guns, fewer murders	Murderers could use different weapon?

25

Slide Title: Charting a Full Passage

Template: Expanding Example

Text: When taking notes on a full passage, also note the major claim, or thesis, of the passage at the top of your chart. Fill in the chart with each argument that is used in support of the major claim. Arguments that build on each other (A, therefore B, therefore C) can be indicated using arrows.

Example: In a survey conducted by the government of Mason City, residents ranked water sports (swimming, boating and fishing) among their favorite recreational activities. The Mason River flowing through the city is rarely used for these pursuits, however, and the city park department devotes little of its budget to maintaining riverside recreational facilities. For years there have been complaints from residents about the quality of the river's water and the river's smell. In response, the state has recently announced plans to clean up the Mason River. Use of the river for water sports is therefore sure to increase. The city government should for that reason devote more money in this year's budget to riverside recreational facilities.

Question: Create your own chart and take notes on this argument

Example Text: Compare your chart with the chart below. Your chart may look different or use different wording but should capture the same arguments and at least some of the same problems.

More gov \$ to river facilities

C	E	EQ	W	WQ
Sports on river will increase	Ppl like H2O sports	Gov survey, vague	Would do sports on river	Is river suited for sports?
	Ppl complain river is gross	No source, vague	Grossness has prevented sports	Other reasons river not used? Complaints from sports lovers?
	River will be cleaned	State, just plans	Will use if clean	Can grossness be cleaned? This year?

Facilities need more \$	Little \$ now	No source, vague	If river used, need more maintenance	Maintained well now? Facilities needed for sports?
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26

Slide Title: Practice: Organizing Notes on Arguments

Template: Start Practice

27

Slide Title: Topic 3 Question 1

Template: Embedded Document

Text: Read and take notes on the following passage as though you needed to use the material to construct your own argument.

Document:

Bob Dinneen, from "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act? Con: Renewable Fuels Association (RFA)"

Promoting the U.S. Economy and Energy Independence

1 Expansion of the domestic biofuels industry will provide significant economic benefits in terms of a larger and more robust economy, increased income, new job creation in all sectors of the economy, and enhanced tax revenues at both the Federal and State levels. Increased biofuels production and use stimulated by the RFS1 will also enhance America's energy security by displacing imported crude oil. Specifically, expansion of the U.S. biofuels industry will:

- Add more than \$1.7 trillion (2008 dollars) to the U.S. economy between 2008 and 2022.
- Generate an additional \$366 billion (2008 dollars) of household income for all Americans over the next 15 years.
- Support the creation of as many as 987,000 new jobs in all sectors of the economy by 2022.
- Generate \$353 billion (2008 dollars) in new Federal tax receipts.
- Improve America's energy security by displacing 11.2 billion barrels of crude oil over the next 15 years and reduce the outflow of dollars to foreign oil producers by \$1.1 trillion (008 dollars).

Benefits to the Consumer

2 With the ever-increasing price of oil, ethanol is helping to give consumers some relief. Using ethanol in the U.S. transportation fuel market helps lower gasoline prices by expanding gasoline supplies and reducing the need for importing expensive, high-octane, petroleum-based gasoline components or more crude oil from unstable parts of the world.

3 Recently, ethanol has received harsh criticism for allegedly driving up the price of corn and contributing to a rise in food prices. However, the evidence does not support that conclusion. A host of reasons play a role in driving food prices higher, including, for example, record oil prices, soaring global demand for commodities from oil to grains, poor weather conditions, a collapsing dollar, and restrictive agricultural policies around the world.

4 In fact, energy prices are a large component of the retail food dollar. The U.S. Department of Agriculture's Economic Research Service estimates direct energy and transportation costs account for 7.5 percent of the overall average retail food dollar. "This suggests that for every 10 percent increase in energy costs, the retail food prices could increase by 0.75 percent if fully passed on to consumers." In fact, oil prices have twice the impact on rising consumer food prices than does the price of corn.

5 Ethanol production also provides highly valuable feed coproducts, keeping food production costs down. A modern dry-mill ethanol refinery produces approximately 2.8 gallons of ethanol and 17 pounds of distillers grains from one bushel of corn. The distillers grains are a protein-rich animal feed that can be supplemented by low-cost bulk foods like alfalfa, keeping the farmer's costs down.

28

Slide Title: Topic 3 Question 1 Self-Evaluation

Template: Results

Text: Compare your chart with the chart below. Your chart may look different or use different wording but should capture the same arguments and at least some of the same problems.

Ethanol will promote economy/energy security and have benefits for consumers.

C	E	EQ	W	WQ
Good for econ	List of figures	No source, specific but how do we know?	?	But how will these things happen?
Lower gas prices	Eth will replace gas	No source	More gas supply, lower prices	Both increase supply and reduce importing?
Doesn't increase food \$	Other factors affect prices	No source, vague	Other factors more important than ethanol	Is this true? No support
Energy \$ increase food \$	7.5% food price from energy	USDA, specific	10% increase, .75% increase	Increase seems insignificant?
	Oil twice impact of corn \$	No source	Reduce oil price, reduce food price	Is this true? No support
Keeps food production \$ down	Produce 17lbs grain/bushel	No source	Byproducts are efficient feed	But how does this compare w/ corn as feed?

29

Slide Title: Topic 3 Question 2

Template: Embedded Document

Text: Read and take notes on the following passage as though you needed to use the material to construct your own argument.

Document:

Gawain Kripke, from "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act? Pro: Oxfam America"

1 Diversion of corn to ethanol is playing a significant role in reducing corn supplies for food and feed. In 2008, the USDA estimates that 3.1 million bushels of U.S. corn will be used to produce biofuels. That's an increase of nearly 50 percent over 2.1 million bushels last year and close to twice the 1.6 million bushels of 2006. What do these figures mean? It means that in 2008 the United States will convert approximately one-quarter (23.7 percent) of our corn production into biofuels. That's an increase from 20 percent last year and 14 percent the year before. In short, we're rapidly diverting larger portions of our corn supply to fuel, leaving less for food.

2 This conversion of corn to fuel appears to be having an impact, not just in the United States, but globally. For about 1.2 billion people around the world, corn is the preferred staple cereal. Consider that the United States produces more than 40 percent of the world's corn supply. Dedicating 3.1 million bushels of corn for ethanol this year will take more than one-tenth of the global corn supply off the market for food and feed.

3 It's important to recognize that the United States is a massive exporter of corn, the largest supplier in the world. We export nearly twice as much corn as all the other exporters combined. So, reduced supply and/or higher prices in the U.S. corn market have significant implications for the rest of the world.

4 Although ethanol mandates and subsidies directly impact on corn prices, they also have cascading impacts on other agricultural commodities. This is because higher corn prices are encouraging farmers to commit more acreage and agricultural inputs to corn production. This leaves less acreage and agricultural inputs available for other crops, especially soybeans, which are often planted in alternate years with corn. As a result, production for other commodities like soybeans is lower and prices are higher.

5 Higher corn prices also lead consumers to choose other, cheaper cereals to substitute for food or feed. Over time, this increased demand increases the prices for other commodities.

6 While the current situation around corn-based ethanol raises concerns about the impact on food prices and poor people, there are more ominous clouds on the horizon. The 2005 Energy Policy Act mandated 7.5 billion gallons of renewable fuels to be mixed into gasoline by 2012. Actual ethanol production is at least four years ahead of that schedule, with expected production of more than 7 billion gallons this year. But this is just the beginning of the planned expansion of corn ethanol.

7 The 2007 Energy Independence and Security Act mandates 36 billion gallons of biofuels by 2022. While the majority of this amount is meant to be "advanced biofuels," 15 billion gallons would be corn ethanol. This would double current corn ethanol production and implies a much larger diversion of corn from food and feed. The potential for truly disastrous shortages in food supply with accompanying price inflation is very real.

Slide Title: Topic 3 Question 2 Self-Evaluation**Template:** Results

Text: Compare your chart with the chart below. Your chart may look different or use different wording but should capture the same arguments and at least some of the same problems.

Ethanol will reduce food supply and inflate food prices

C	E	EQ	W	WQ
Reduces food/feed supply	23.7% for biofuels	USDA, specific but estimate	More for fuel, less for food	But only if overall amount stays same
Impact global food \$	Largest exporter, 10% off global market	No source, specific	U.S. exports less, less total supply, prices increase	Can other exports make up loss? (maybe not)
Impact other ag \$	Farmers planting more corn	No source, vague	More corn, less other food, higher other food \$	Is this true? No support
	Will choose cheaper substitutes	No source, vague	More demand for subs, higher \$	Could this balance out above effect?
	Oil twice impact of corn \$	No source	Reduce oil price, reduce food price	Is this true? No support
Keeps food production \$ down	Produce 17lbs grain/bushel	No source	Byproducts are efficient feed	But how does this compare w/ corn as feed?

Topic: Preparing an Argument**Objectives:**

- 4.1 Given multiple sources, compare the approaches taken by the authors on similar topics.
- 4.2 Given multiple sources, identify possible counterclaims.
- 4.3 Given multiple sources, propose a specific claim that can be supported by valid, relevant, and sufficient evidence from multiple sources.
- 4.4 Given multiple sources, construct a logically organized argument.

31

Slide Title: Preparing an Argument**Template: Text**

Text: Before deciding on the claim for your argument, make sure to read the instructions for the extended-response question so that the requirements for your essay are fresh in your mind. Look at this example:

Assignment 3: Use Passages A and B and the Graphic to respond to the following assignment.

Should the death penalty be banned as a form of punishment in the United States?

In an essay in your own words of approximately 400–600 words, present a fully developed argument that introduces and supports a claim about whether or not the U.S should ban the death penalty. Your argument must:

- include a knowledgeable claim that demonstrates an understanding of the topic;
- use valid reasoning that draws on and extends the arguments in the sources provided;
- support your claim with relevant and sufficient evidence from all three sources; and
- anticipate and address at least one counterclaim.

Your essay should be written for an audience of educated adults. You must maintain an appropriate style and tone and use clear and precise language throughout. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your essay should conform to the conventions of edited American English.

32

Slide Title: Taking Notes on Two Passages

Template: Tab

Text: To decide on a claim, you first need to create organized notes on both of the provided passages. Read and take notes on the following passages in preparation for writing an essay for the extended-response question.

Tab A Label: Passage A

Tab A Text: Society has always used punishment to discourage would-be criminals from unlawful action. Since society has the highest interest in preventing murder, it should use the strongest punishment available to deter murder, and that is the death penalty. If murderers are sentenced to death and executed, potential murderers will think twice before killing for fear of losing their own life.

For years, criminologists analyzed murder rates to see if they fluctuated with the likelihood of convicted murderers being executed, but the results were inconclusive. Then in 1973 Isaac Ehrlich employed a new kind of analysis which produced results showing that for every inmate who was executed, 7 lives were spared because others were deterred from committing murder. Similar results have been produced by disciples of Ehrlich in follow-up studies.

Moreover, even if some studies regarding deterrence are inconclusive, that is only because the death penalty is rarely used and takes years before an execution is actually carried out. Punishments which are swift and sure are the best deterrent. The fact that some states or countries which do not use the death penalty have lower murder rates than jurisdictions which do is not evidence of the failure of deterrence. States with high murder rates would have even higher rates if they did not use the death penalty.

Finally, the death penalty certainly "deters" the murderer who is executed. Strictly speaking, this is a form of incapacitation, similar to the way a robber put in prison is prevented from robbing on the streets. Vicious murderers must be killed to prevent them

from murdering again, either in prison, or in society if they should get out. Both as a deterrent and as a form of permanent incapacitation, the death penalty helps to prevent future crime.

Tab B Label: Passage B

Tab B Text: Those who believe that deterrence justifies the execution of certain offenders bear the burden of proving that the death penalty is a deterrent. The overwhelming conclusion from years of deterrence studies is that the death penalty is, at best, no more of a deterrent than a sentence of life in prison. In fact, some criminologists, such as William Bowers of Northeastern University, maintain that the death penalty has the opposite effect: that is, society is brutalized by the use of the death penalty, and this increases the likelihood of more murder. Even most supporters of the death penalty now place little or no weight on deterrence as a serious justification for its continued use.

States in the United States that do not employ the death penalty generally have lower murder rates than states that do. The same is true when the U.S. is compared to countries similar to it. The U.S., with the death penalty, has a higher murder rate than the countries of Europe or Canada, which do not use the death penalty. The death penalty is not a deterrent because most people who commit murders either do not expect to be caught or do not carefully weigh the differences between a possible execution and life in prison before they act. Frequently, murders are committed in moments of passion or anger, or by criminals who are substance abusers and acted impulsively.

There is no conclusive proof that the death penalty acts as a better deterrent than the threat of life imprisonment. A survey of the former and present presidents of the country's top academic criminological societies found that 84% of these experts rejected the notion that research had demonstrated any deterrent effect from the death penalty.

Once in prison, those serving life sentences often settle into a routine and are less of a threat to commit violence than other prisoners. Moreover, most states now have a sentence of life without parole. Prisoners who are given this sentence will never be released. Thus, the safety of society can be assured without using the death penalty.

33

Slide Title: Identifying Opposing Claims

Template: Image

Text: One of the requirements of the extended-response question is to “anticipate and address one counterclaim.” Refuting a counterclaim can also be an effective way to incorporate information from all materials.

In your notes on passages A and B, identify any claim that directly opposes a claim from the other passage. Clearly label pairs of opposing pairs. Try using letters, numbers, or arrows to mark them.

34

Slide Title: Checking Claims Against the Graphic

Template: Image

Text: Examine this graphic. What conclusion does this graphic support?

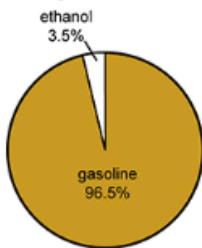
In your notes on passages A and B, identify any claims that are supported or contradicted by the evidence presented in the graphic. Try using circles, stars, checks, or Xs to mark them.

Image:

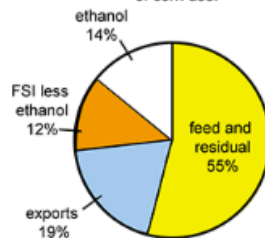
United States Department of Agriculture
Ethanol's Role in Gasoline and Corn Markets

2005/2006 Relationships

Ethanol use is small relative to overall gasoline use.

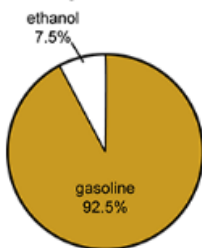


Ethanol accounts for a large and growing share of corn use.

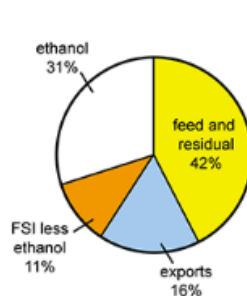


2016/2017 Relationships (projected)

Ethanol use is still small relative to overall gasoline use.



Ethanol accounts for over 30 percent of corn use.



Note: FSI = food, seed, and industrial

Westcott, P. C. (2007). *Ethanol expansion in the United States: How will the agricultural sector adjust?* (USDA Outlook No. FDS-07D01). Washington, DC: U. S. Department of Agriculture.

35

Slide Title: Choosing a Claim

Template: Text

Text: The major claim, or thesis, of your essay must do more than state support for one side of the issue. It must support one side of the issue for a particular reason. You also need to be able to make multiple smaller claims that supporting that reason. To choose a major claim, ask whether a potential claim can be:

Supported by the graphic evidence?

Supported by other high quality evidence from the passages?

Supported by smaller claims made in the passages?

Supported by extensions of the claims made in the passages?

Defended against counterclaims?

36

Slide Title: Choosing a Claim: Knowledge Check

Template: Text

Text: Compare your notes with this example.

37

Slide Title: Making an Outline

Template: Text
Text: Organize Points Using Template

38

Slide Title: Practice: Preparing an Argument
Template: Start Practice

39

Slide Title: Topic 4 Question 1
Template: Tab

Text: Use these materials to create an outline for the argument you would create for this item. Feel free to reuse any notes you have from reading these passages during the previous topic.

Tab A Label: Passage A

Tab A Text: From “Taking Notes on Two Passages”

Tab B Label: Passage B

Tab B Text: From “Taking Notes on Two Passages”

Tab C Label: Graphic

Tab C Text: Image from “Checking Claims Against the Graphic”

40

Slide Title: Topic 4 Question 1 Self-Evaluation
Template: Results

Text: Compare your outline with the example below. Although you may have chosen to make different claims, confirm that your outline:

41

Slide Title: Topic 4 Question 2
Template: Tab

Text: Using the outline you prepared and the materials provided, write an essay following the requirements of the extended response, posted below, in a separate text editor.

Use Passages A and B and the Graphic to respond to the following assignment.

Should the production of corn ethanol in the United States be expanded or reduced?

In an essay in your own words of approximately 400–600 words, present a fully developed argument that introduces and supports a claim assessing the benefits and risks of U.S. corn ethanol production. Your argument must:

- include a knowledgeable claim that demonstrates an understanding of the topic;
- use valid reasoning that draws on and extends the arguments in the sources provided;
- support your claim with relevant and sufficient evidence from all three sources; and
- anticipate and address at least one counterclaim.

Your essay should be written for an audience of educated adults. You must maintain an appropriate style and tone and use clear and precise language throughout. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your essay should conform to the conventions of edited American English.

42

Slide Title: Topic 4 Question 2 Self-Evaluation

Template: Embedded Document

Text: Compare your essay with the example below.

Document: Devoting an ever larger percentage of our nation's corn harvest to the production of ethanol will do very little to address our long-term needs for energy security. The effects of such a decision on food prices, however, could be nothing short of disastrous.

As enthusiastic as many supporters are about the development of ethanol as a gasoline additive, the projected benefits of increased ethanol production are minimal. In 2007, the U.S. Department of Agriculture estimated that the amount of ethanol use relative to overall gasoline use would increase from its 2006 level of 3.5% to only 7.5% by 2017, despite what the study expected to be a massive diversion of corn from food to fuel production. This slight increase in ethanol use is unlikely to have a significant effect on gasoline prices. It will, however, result in a rise in the price of corn, due to increased demand.

This elevation of the price of corn would have a negative impact on consumers, who would find themselves paying more for corn. As Garwain Kripke explains in a 2008 article, however, higher prices for corn are only the beginning. Kripke points out that increases in ethanol production "have cascading impacts on other agricultural commodities" as well. With more farm acreage devoted to corn for ethanol, for example, less will be available for other food crops. In addition, the diversion of corn to fuel production leaves less available for animal feed, raising the cost of livestock production, and, subsequently, the cost to consumers of meat.

The effect on those who depend on U.S. exports could be even more dire. Kripke notes that corn is a crucial staple food for some 1.2 billion people worldwide. Furthermore, the United States accounts for over 40 percent of global corn production. A rise in price would painfully stretch budgets of people all over the planet. Energy companies are likely to be able to pay more per bushel for corn than people who need corn simply to eat.

Proponents of increased corn ethanol production minimize the impact it would have on the cost of food. In a 2008 article, for example, Bob Dinneen acknowledges climbing food prices but argues that higher fuel prices are the primary cause. Furthermore, Dinneen predicts that production of ethanol and other biofuels will yield benefits including "a larger and more robust economy, increased income, new job creation in all sectors of the economy, and enhanced tax revenues at both the Federal and State levels."

If Dinneen's predictions are accurate, the benefits of ethanol production would outweigh any increase in the prices consumers pay for food. Because he offers no evidence to support these claims, however, they remain merely optimistic predictions. Meanwhile, food costs are climbing in the United States and abroad. The certainty of higher prices for staple foods on which people rely is not an acceptable trade-off for economic advantages that might never materialize.

Energy security is a worthy goal, especially given U.S. reliance on petroleum imports. The costs that increased ethanol production would impose on consumers, however, is unacceptably high. Instead of diverting needed food to fuel production, scientists and energy companies should focus on seeking out alternatives to petroleum and other fossil fuels for meeting the nation's energy needs. New, as yet undiscovered, energy technologies could have economic and environmental benefits far greater than those of ethanol. No such alternative technologies are available for food production.

43

Slide Title: Extended Response Practice

Template: Start Practice

44

Slide Title: Extended Response Question

Template: Tab

Text: Use Passages A and B and the Graphic to respond to the following assignment.

Should the United States increase the minimum wage?

In an essay in your own words of approximately 400–600 words, present a fully developed argument that introduces and supports a claim about the U.S. minimum wage. Your argument must:

- include a knowledgeable claim that demonstrates an understanding of the topic;
- use valid reasoning that draws on and extends the arguments in the sources provided;
- support your claim with relevant and sufficient evidence from all three sources; and
- anticipate and address at least one counterclaim.

Your essay should be written for an audience of educated adults. You must maintain an appropriate style and tone and use clear and precise language throughout. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your essay should conform to the conventions of edited American English.

Tab A Label: Passage A:

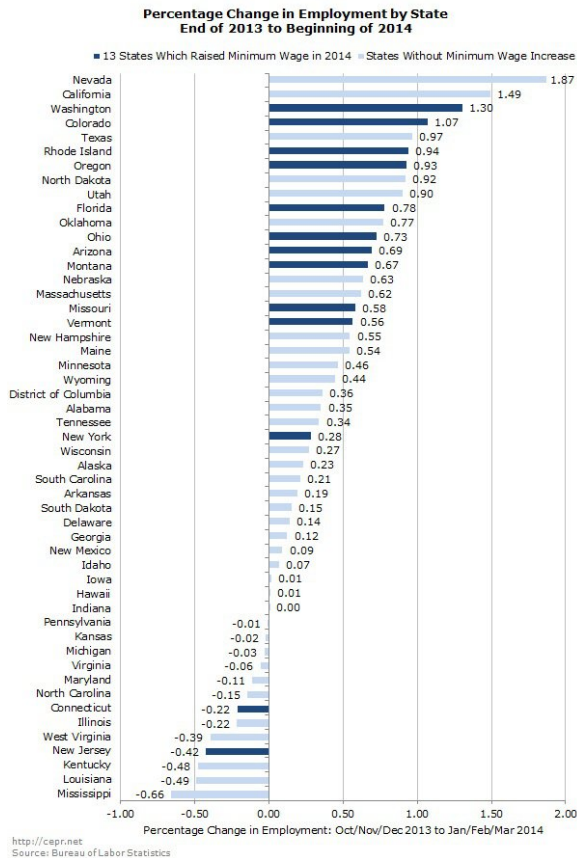
Tab A Text:

Tab B Label: Passage B:

Tab B Text:

Tab C Label: Graphic

Tab C Text:



45

Slide Title: Extended Response Question Self-Evaluation

Template: Embedded Document

Text: Evaluate your essay using the following rubric used by the graders of the ALST.

Document: http://www.nystce.nesinc.com/STUDYGUIDE/PDFs/NY202_Rubric.pdf

46

Slide Title: Resources for Additional Practice

Template: Text

Self-Evaluation Using Merrill's 5 Star Instructional Design Rating

Type of Instruction: Tutorial

Stage	Criteria	Explanation
PROBLEM Is the courseware presented in the context of real world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course?	Course is on passing an independent exam, so authenticity of the instruction is limited by the authenticity of the exam, but exam question is presented realistically and students work with increasingly complex versions of the problem.
	Are students engaged at the problem or task level not just the operation or action levels?	
	Does the courseware involve a progression of problems rather than a single problem?	
RATING FOR PROBLEM STAGE: Silver		
ACTIVATION Does the courseware attempt to activate relevant prior knowledge or experience?	Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?	Course assumes a low level of experience but does make attempts to activate prior knowledge (e.g., connecting concepts to thesis statements, a concept students are likely to be familiar with). Course does provide examples to use as foundation for new knowledge.
	Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?	
	If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill.	
RATING FOR ACTIVATION STAGE: Bronze		

Stage	Criteria	Explanation
DEMONSTRATION Are the demonstrations (examples) consistent with the content being taught?	Are the demonstrations (examples) consistent with the content being taught? <ul style="list-style-type: none">• Examples and non-examples for concepts?• Demonstrations for procedures?• Visualizations for processes?• Modeling for behavior?	Demonstrations are highly consistent with content. Course depends heavily on textual representations (other media are limited) but subject itself is also heavily textual and thus examples provide appropriate practice.
	Are at least some of the following learner guidance techniques employed? <ul style="list-style-type: none">• Learners are directed to relevant information?• Multiple representations are used for the demonstrations?• Multiple demonstrations are explicitly compared?	
	Is media relevant to the content and used to enhance learning?	
RATING FOR DEMONSTRATION STAGE: Silver		
APPLICATION Are the application (practice) and the posttest consistent with the stated or implied objectives?	Are the application (practice) and the posttest consistent with the stated or implied objectives? <ul style="list-style-type: none">• Information-about practice requires learners to recall or recognize information.• Parts-of practice requires the learners to locate, name, and/or describe each part.• Kinds-of practice requires learners to identify new examples of each kind.• How-to practice requires learners to do the procedure.• What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence.	Practice and posttest are consistent with objectives. First for types of practice are represented. Feedback is not ideal, as best feedback would require a human evaluator. Course is entirely standalone and will not be monitored once deployed, so using a human grader was not possible. Learners must instead self-evaluate using rubrics and examples. Earlier practice is more structured and detailed feedback can be given, and in that regard, coaching is gradually diminished.

Stage	Criteria	Explanation
	Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?	
	In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?	
RATING FOR APPLICATION STAGE: Bronze		
INTEGRATION Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?	Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?	Course is designed for a specific one-time task. Skills taught are generally applicable to everyday life, but the course does not explicitly encourage this transfer. This is a longterm goal for the project, but given limited resources, ensuring performance on the intended task was prioritized over encouraging broader transfer and integration.
	Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?	
	Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?	
RATING FOR INTEGRATION STAGE: No Star		

References

- Mager, R. F. (1997). *Preparing instructional objectives* (3rd ed.) Atlanta, GA: Center for Effective Performance.
- Merrill, M. D. (2001). Five star instructional design rating.
- New York State Education Department (2014). *Field 202: Academic Literacy Skills Test (ALST): Sample constructed-response items*. Retrieved from http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_202.htm