

# Grade 12▶

## Unit One

### PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Analysis and Argument
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

### GENRE FOCUS

Expository: Analysis and Argument

### NOTES

Analysis and argument may be the most challenging and yet most important forms of writing students can learn to do well. A good analysis requires multiple waves of critical thinking. Initially, the writer must analyze the argument being made by another communicator. The writer must then assess that argument, looking for strengths and weaknesses based on sound thinking and logic. That assessment then informs the writer's response (or argument), which must be carefully crafted to avoid the very weaknesses it identifies and discusses in the original argument. During revision, the writer must then apply critical thinking capacities to his own writing, analyzing and assessing his discussion of the original argument.

Writing a good analysis and argument requires respect for the opinions of others, courage to express one's own, and workmanship that deserves attention. Be sure to provide several good models for students to read and review. Publications and websites such as those developed by *The Atlantic Monthly* may offer some good resources.

Because the focus of this unit is on mastering the genre, there is no practice text. If needed, review revision skills according to student needs.

### PATTERN STATEMENT

*Determining value requires thorough review*

### ADDITIONAL NOTES

The pattern, *Determining value requires thorough review*, can be illustrated by having students consider how various individuals look at a house. A real estate agent often sees “what is” in the house—number of bedrooms, closet space, square footage, etc. An inspector also sees “what is,” but does so with an evaluative mindset: Is the wiring done according to code? Is the foundation solid? The inspector looks beyond the surface to assess the structure's soundness. A perspective buyer sees “what is” in relation to what is desired: Does the square footage allow for everything that would be moved in? Are the walls recently painted? The potential buyer is drawing conclusions about the house in relation to his own thoughts, experiences, and desires. Finally, the home owner often views “what is” with a dose of justification: “Sure, the kitchen is a bit small, but we like to be close when cooking together.”

If possible, show the students video clips from home improvement television shows—one that shows a real estate agent seeing a house, one that shows an inspector reviewing a house, one that shows potential owners seeing a house, and one that includes a home owner talking about her home. (Several possible clips can likely be found at <http://www.hgtv.com>. It is not necessary for the clips to come from the same show or feature the same house.) If possible, show the clips with individuals reviewing the house in the following order: agent→inspector→potential buyer→owner. Direct student focus to how each individual provides different insights about the house (EX-ex).

The students can then discuss the following questions (EX-co):

- How did each individual approach reviewing the house? What did each individual see in the house?
- What do you get by combining their insights?
- How did the order (agent→inspector→potential buyer→owner) relate to the order of the type of information that was considered?
- What did it take to determine the value (or price) of the home?
- What general principle is illustrated by the relationship of the review (agent, inspector, etc.), the types of information, and determining the home's value?

Using additional questioning, the teacher can then guide students to recognize the pattern: *Determining value requires thorough review* (EX-el). The EXperience strand can conclude with students identifying examples of other things that need thorough review before value is determined (e.g., a car—a salesman, a mechanic, a potential buyer, and an owner) (EX-ap).

When teaching the students the components of an analysis, the teacher can connect to the pattern by

referring to the roles. An agent objectively looks at what is, noting square footage, number of bedrooms, etc. Similarly, in presenting differing viewpoints on an issue, the writer should be objective, presenting both sides of an “argument” with a matter-of-fact perspective. The inspector goes deeper, looking at the support elements of a house, such as plumbing, foundation, wiring, etc. When evaluating the arguments made by two sides, the writer digs deep, searching for logical fallacies and other weaknesses that would influence the strength of each argument, as well as noting positive thinking that fortifies each viewpoint. A potential buyer examines the information presented by the agent and the inspector in relation to his own ideas about what a house should be. He draws conclusions about the house based on the information as it compares with his own thinking. The writer draws similar conclusions, comparing the opposing arguments to her own ideas, values, and beliefs, and drawing a conclusion about which, if either, side fits better with her own thinking. Finally, a home owner may seek to explain his decision to others, justifying the purchase with reasons drawn from the information he gathered during the process of buying the house and other discoveries he has made about the house. Similarly, the writer supports her conclusion by citing elements of the argument that agree with her and by offering new thinking about the issue that she has developed during the process.

## GENRE

EXPOSITORY: Analysis and Argument	
Definition	Objective
<p>Examines and details a debatable issue and the writer's claims regarding the issue. The writing traces the writer's critical thinking and conclusions. Common components include:</p> <ul style="list-style-type: none"> <li>• an objective summary of the original arguments for each perspective on the issue</li> <li>• the writer's claim or conclusion regarding the issue</li> <li>• a critical analysis of the assumptions, arguments, and thinking supporting each perspective</li> <li>• a critical analysis of the evidence offered for each perspective</li> </ul> <p>Clarity of thought, thoroughness of coverage, and fairness characterize an excellent analysis.</p>	<p>With teacher prompting, student writes a cohesive and coherent analysis, examining the claims, evidence, and assumptions of the major sides of an argument, posing questions that guide an assessment of each side's position, interpreting the merits and weaknesses of each position, and offering a reasoned conclusion for supporting one side over another.</p>

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GENRE

Expository:  
Analysis &  
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GENRE

Expository:  
Analysis

**EXPOSITORY: Analysis and Argument**

EXPOSITORY: Analysis and Argument			
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, summarizing the original arguments, examining the claims, evidence, and assumptions of the argument's major sides, assessing each side's position by identifying the merits and weakness of each, and offering a conclusion and justification for supporting one side over another.</li> <li>▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end.</li> <li>▶ Writing presents the original arguments with objectivity and fairness.</li> <li>▶ Writing conveys both respect for the supporters of both sides of the argument and a humility in offering a conclusion and justification.</li> <li>▶ Additional revision may minimally improve the analysis.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, summarizing the original arguments, examining the claims, evidence, and assumptions of the argument's major sides, assessing each side's position by identifying the merits and weakness of each, and offering a conclusion and justification for supporting one side over another.</li> <li>▶ Analysis flows with all ideas connected so that reader can easily follow the writer's points from beginning to end.</li> <li>▶ Writing presents the original arguments with objectivity and fairness.</li> <li>▶ Additional development or revision may give the essay a tone with greater respect and humility evident.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) analysis, summarizing the original arguments, examining the claims, evidence, and assumptions of the argument's major sides, assessing each side's position by identifying the merits and weakness of each, and offering a conclusion and justification for supporting one side over another.</li> <li>▶ Analysis reads like a list of facts. Writing lacks flow and connection between ideas.</li> </ul> <p>AND/OR</p> <p>Writing fails to present the original arguments with objectivity and fairness. The writer's bias is prematurely evident.</p> <ul style="list-style-type: none"> <li>▶ Additional development or revision could significantly improve flow of the analysis and/or edit the author's bias where it is inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) analysis, examining the claims, evidence, and assumptions of the major sides of an argument, assess each side's position, interpret the merits and weakness of each position, and offer a conclusion for supporting one side over another.</li> <li>▶ Additional development or revision could significantly improve the content and/or presentation of the analysis.</li> </ul>