



WRITING PERSUASIVE TEXTS

After writing activities

Oral arguments

Oral arguments are another forum in which to explore the building of a persuasive argument. The following activities are centred on the following topic: *Sportswomen should be paid as much as sportsmen.*

IMMERSION

Conduct a whole class discussion to:

- ▶ activate students' background knowledge of debating concepts and vocabulary
- ▶ make the link between debating and the persuasive genre
- ▶ emphasise purpose (and audience), structure, rhetorical devices and specific vocabulary; eg affirmative, rebuttal, negative, summary, tie, opposition and closing statements.

Model the building of a persuasive argument using a framework (see Appendix 1). Introduce the topic: *Sportswomen should be paid as much as sportsmen.* You may wish to share and build on the framework provided (see Appendix 2). Whole class – activate background knowledge, identify key debating concepts and vocabulary and make the link between debating and the persuasive genre.

BUILDING THE ARGUMENT

Form students into groups of three. Allocate an affirmative or negative side to each group and provide each group with a template to direct group discussion (Appendix 3).

TRANSFORMERS

Write down a series of arguments in one or two sentences. Transform them using the rhetorical devices.

EXAMPLE

Statement: *We need to promote all that is civil and just: equality.*

RHETORICAL QUESTION	REPETITION	DIRECT APPEAL/ EMPATHETIC STATEMENTS	AUTHORITATIVE STATEMENTS	HYPERBOLE/ EXAGGERATION
Don't you want to be a part of a society that is seen as civil and just?	Civil, just and fair. Reflection of us all.	Mothers and fathers of daughters – fight for equality for your girls, create the world where they will be treated...	We need to represent Australia as a civilised country, a fair country...	Other countries already see us as a chauvinistic, male- dominated, and unequal society.

Debates**TEACHERS MAY WISH TO PROGRESS TO DEBATES**

Human debate worm suggestion: Whilst the debate is in progress, allow the audience to move from one side of the class to the other as they become convinced of one argument or the other. This physical indication reinforces the effectiveness of the argument and /or rhetorical devices. A group may be assigned the observer's role – that is to record when the bulk of the movement happened, eg when that example was given, when he repeated that or when she raised her voice.

Debate topics suggestions:

- Fashion is dangerous.
- The driving age should be raised to 21.
- Computer games are destroying our young people.
- School does not prepare us for life.
- Education is more important than money.
- Competition is a good thing.
- Students in every year who are failing to gain a 'c' grade in any of their subjects, should have to go to summer school.

LETTER TO THE EDITOR

Please note that the structure and model given in Appendix 5 are illustrative, and are not designed to be prescriptive in terms of the forms of persuasive writing students may undertake. In particular, students with strong writing abilities who are able to play with or subvert the rules of the genre may find the effectiveness of their persuasive writing limited by such clear lines. As with all genres, please use the structure and the models to demonstrate a process that students may wish to refer to in organising and developing their writing.

ACTIVITY

Begin by reminding students of paragraph structure and the persuasive writing framework, outlined above, which they will need to refer to when writing their own letter. Work through the framework and model, drawing students' attention to the text and paragraph structures. You may wish to get students to identify the topic, developing, supporting and concluding sentences by highlighting as you read through the model.

With the students, generate a number of issues through class discussion, provide students with a list of topics, or use the same topic as looked at for the persuasive letter model.

Students should now be ready to begin writing their persuasive letter. You may wish to further scaffold this process by modelling how to transform planning notes to full-sentence paragraphs after selecting a student's chosen topic and plans. This may also be followed up by students working in pairs to write the next two paragraphs and conclusion, before drawing on pairs' work to develop an authentic model from the class (you may wish to use a smart board, laptop and projector, or overhead projector for the modelling). It will be necessary to correct and guide student responses when gathering responses from the class. Once completed, you may wish to model some revision and editing processes to make the language, style and structure even more effective as a persuasive piece.

Orally analyse class texts for immediate evaluation of student learning. Begin with raising hands to indicate who addressed each of the criteria, and then pair and share by swapping student responses and critiquing work against the criteria and comparing it to their own.

To place students under 'test conditions', you may wish to set a limited timeframe available to them in completing this activity once they have become familiar with the process.

Once a first draft is completed, you may wish to model the peer review questions reflection process (below) on either a model persuasive exposition that you have developed, one written by one or more of the students, or the example above.

Reflecting on your writing

PERSUASIVE WRITING: REVIEWING PARAGRAPHS

Having developed short, paragraph-based writing, remind students of the following criteria looked at in the during activities:

- Does the text persuade?
- Does it stay on the chosen topic?
- Does it have paragraphs that are correctly organised?
- Is low or high modality used?
- Is sentence punctuation present? (capital letters used at the beginning and full stops used at the end.)

ACTIVITY

Orally analyse class paragraphs for immediate evaluation of student learning. Begin with raising hands to indicate who addressed each of the criteria, and then pair and share by swapping written student responses and students peer evaluate and critique each others work against the criteria and comparing it to their own (self-evaluation).

Once students have become familiar with this process of self and peer-evaluation, please refer to Appendix 6 for a structured overview that asks students to examine their own writing and that of their peers. Having completed a sustained focus on persuasive writing, allow students to review their folio of work by selecting their three best persuasive pieces. These will then be subjected to the review process outlined in Appendix 6 by both individual students and by their peers.

Once the self and peer-review process has been completed on three pieces of work, the student is to refine their work based on their own comments and the feedback of their classmates to develop the most effective piece of persuasive writing possible.

You may wish to model the self-evaluation process on a piece of writing that you have developed for your class, or one of the models provided.

APPENDIX 1

Topic:

ARGUMENTS

**FOR:
(AFFIRMATIVE)**

**AGAINST:
(NEGATIVE)**

Define the topic to suit the affirmative

Define the topic to suit the negative

APPENDIX 2

Topic:

Sportswomen should be paid as much as sportsmen**ARGUMENTS****FOR:
(AFFIRMATIVE)**

- Equal pay for equal work in a developed and progressive country
- Gender should not be a discriminator in any situation
- The effort, time and support required is just as much for women as it is for men
- Women are already disadvantaged because of our patriarchal society
- By not paying women equally for equal work, we are undermining ourselves as a just and civil society

**AGAINST:
(NEGATIVE)**

- Female sports do not generate as much income as male sport so there is not as much money to distribute
- Men's sport generates commercial interest and sponsorship
- Sportsmen are more 'spectacular' to watch

*Define the topic to suit the affirmative***Break the discrimination cycle: give women equal pay for equal work (or play)***Define the topic to suit the negative***Equal pay for equal play****COPYRIGHT TERMS OF USE**

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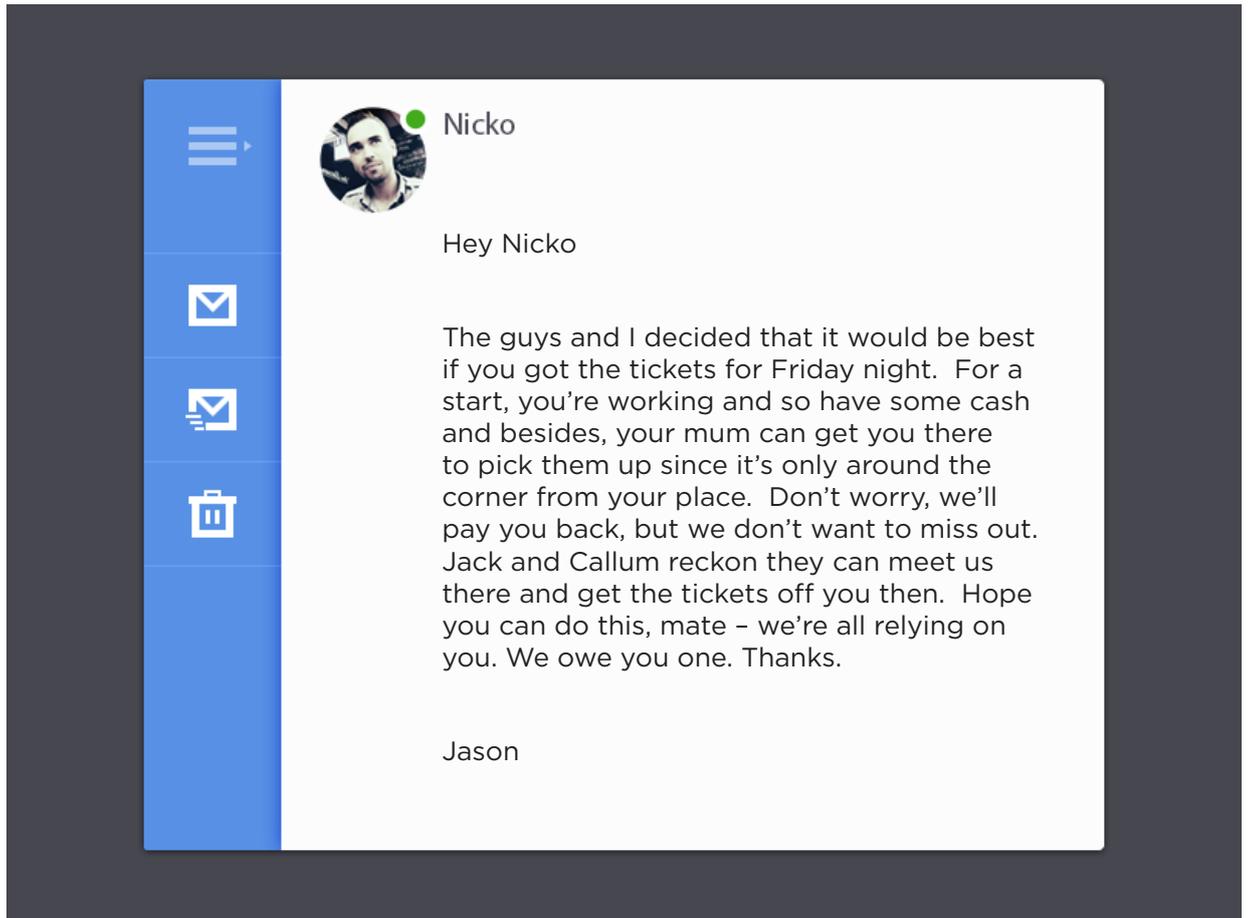
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APPENDIX 1 – EMAIL TO A FRIEND



APPENDIX 2 – LETTER TO THE EDITOR

**Ms I Parks
26 Clean Street
JOONDALUP WA 6919**

**The Chief Executive Officer
Joondalup City Council
PO Box 21
JOONDALUP WA 6919**

19th July 2015

Dear Sir/Madam,

I feel compelled to bring to your Council's attention the unacceptable litter experienced on my daily walks in Energy Park. I am constantly shocked by the rubbish left by the sporting teams who use the park for week day practice and weekend games.

Over the three years that I have lived in this area, I have witnessed the seasonal rubbish levels that occur on the oval. During the cricket season relatively little litter is left on the oval and surrounding car parks. In contrast, during the soccer season, the amount of rubbish left escalates to such a level that I spend my time crisscrossing the oval to pick up empty water bottles and energy drinks. Worst of all are the piles of PVC tape used by the players and left spread over the ground. Why do these people think it is okay to abuse the environment with their waste?

On three separate occasions I have approached different coaches or team managers and asked them to remind players and spectators to remove their rubbish. Firstly, their response is to blame the council for the lack of bins in the appropriate places. They contend it is too far to walk to the bins at either end of the oval. Secondly, they shrug their shoulders and say, "What can we do?" This apathetic response is not good enough. Action is needed now!

In response, I have decided not to pick up the rubbish any more as I believe it is only hiding the issue. It is time the teams saw and understood the impact of their littering.

It is time for the Council to step in. I urge you to send rangers regularly to the oval to monitor the rubbish levels occurring on weekday afternoons and at weekend games. Enforcing responsibility and re-education is the key to reclaiming our environment!

I look forward to your early response.

Yours sincerely



APPENDIX 3 – WORD BANK CARDS

Main contention**Alliteration****Attacks****Assonance****Clichés****Connotations****Emotional appeals****Emotive language****Evidence****Generalisations****Inclusive Language****Puns****Logic****Repetition****Expert opinion****Rhetorical questions****Tone****Subject matter****Media attention****Metaphors****Exaggeration**

APPENDIX 4 – STUDENT GLOSSARY

Word or phrase	Student prediction	Definition	Variations/ thesaurus	Diagram/ example

APPENDIX 5 – CARS SHOULD BE BANNED FROM THE INNER CITY: SENTENCE CARDS

If we want to be like the great cosmopolitan cities of the world, then we need to be prepared to make the hard decisions that will make the inner city a great place to live, work and play.

Cities these days are trying to create a sense of community by encouraging people to live in the city centre, but who would want to live in a place where traffic noise would make it hard to sleep at night or concentrate on your homework?

Of course, cities are always noisy places and, while cars are not the only culprit, they are still a constant and significant source of noise pollution.

Finally, cars are very noisy

These things occur when people are pressed for time and are crowding into small areas that were not designed for large volumes of traffic.

Only recently, there was a serious altercation between a motorist and a cyclist, which left the cyclist requiring hospitalisation.

Even though crosswalks, traffic lights and other traffic modification strategies are usually in place, the sheer number of people in the inner city area makes the risks far too high to accommodate also a growing number of vehicles.

Cities are busy places filled with vehicles, pedestrians and cyclists and, therefore, road safety becomes an issue.

Many people have little choice but to spend most days in the city as a result of their work and all of them have the right to breathe air that will not make them sick.

Cars emit deadly gases that can cause bronchitis, trigger asthma and lead to a range of lung-related problems.

Firstly, cars make a significant contribution to air pollution in our cities.

APPENDIX 6 – MOBILE PHONES AND SCHOOLS DON'T MIX (TEACHER RESOURCE)

STRUCTURE	TEXT	DEVICES
<ul style="list-style-type: none"> ➤ Context ➤ States key arguments ➤ Thesis statement 	<p>The use of mobile phones in schools has created problems for students and teachers. Mobile phones, especially the more powerful 3G phones, can be used not only to phone, but also to take photos, record video, store music and have a range of gaming applications. As a teacher, I have seen a huge increase in their use by younger students in our school. Mobile phones have been associated with serious cases of student and teacher bullying. They can contribute to a loss of discipline due to arguments between students and teachers about the use of the phones during class time and they contribute to unhealthy competition between students. We should ban the use of mobile phones in schools.</p>	<p>Use of personal voice and experience</p> <p>Descriptive adjectives</p> <p>Modal verbs to suggest necessity or possibility</p> <p>Passive use of past tense to draw attention to persons acted upon</p> <p>Direct appeal to audience</p>
<p>First argument:</p> <ul style="list-style-type: none"> ➤ Topic sentence ➤ Elaboration or expansion ➤ Example ➤ Concluding sentence 	<p>Teachers should be able to teach and students should be able to learn without fear of being photographed or filmed without permission. Powerful mobile phones work as mini video and sound recording devices. News reports indicate that in some schools, students use mobile phones to record events in the classroom and the playground and then upload these onto Youtube for anyone in the world to see. I think it is an outrageous invasion of privacy to be filmed without your consent and a key reason we should ban mobile phones in schools.</p>	<p>Use of personal voice</p> <p>Emotive language</p> <p>Modal verbs</p>
<p>Second argument:</p> <ul style="list-style-type: none"> ➤ Topic sentence ➤ Examples explanation ➤ Concluding sentence connects to first sentence 	<p>There are other more dangerous issues associated with increased use of mobile phones by young people. There have been reported cases in Australia and overseas of mobiles being used as a tool to bully classmates through 'texting', causing emotional harm and distress. In addition, children are being exposed to unsuitable images sent to their phones. These dangerous uses make such devices unsuitable for a school environment.</p>	<p>Use of cohesive ties to connect to previous points</p> <p>Emotive language</p>
<p>Third argument:</p> <ul style="list-style-type: none"> ➤ Acknowledges opposing argument as context for third point ➤ Examples ➤ Close 	<p>While mobile phones can be used positively for education, in the main, they are used by students for social networking and gaming. These activities take students away from their learning and cause all kinds of disruptions in classrooms. For example, students compete with each other for the social recognition that comes with having lots of 'cool' applications and downloads. Secondly, and more importantly, teachers face the added burden of trying to monitor mobile phone use in the classroom whilst also attending to the learning needs of their various students. In some cases this can lead to unnecessary conflicts with phone addicts who are reluctant to part with their beloved device.</p>	<p>Use of cohesive ties to connect to previous points</p> <p>Subject specific language. Emotive language, and sarcasm used to attack opponent</p>

<p>➤ Counter argument.</p>	<p>Students who own mobile phones argue that they need them in case of an emergency and that their parents allow them to have phones, especially if they travel on public transport. What did we do before mobile phones? We used the school phone! What did we do when lost? We asked a responsible adult to assist us! I would argue that mobile phone usage contributes to a more isolated world where people keep to themselves and lose trust in the world around them.</p>	<p>Invitation to audience and repetition Emotive language</p>
<p>➤ Conclusion – call to action</p>	<p>I call on educators to ensure that mobile phones are safely stowed away during class time. Better still, parents should stand firm against constant nagging from children, demanding that they be allowed to take their phones to school. Mobile phones are a great invention, but they need to be used responsibly- particularly in school settings.</p>	<p>Modal verb Use of personal voice Alliteration</p>

APPENDIX 6 – MOBILE PHONES AND SCHOOLS DON'T MIX (STUDENT RESOURCE)

STRUCTURE	TEXT	DEVICES
	<p>The use of mobile phones in schools has created problems for students and teachers. Mobile phones, especially the more powerful 3G phones, can be used not only to phone, but also to take photos, record video, store music and have a range of gaming applications. As a teacher, I have seen a huge increase in their use by younger students in our school. Mobile phones have been associated with serious cases of student and teacher bullying. They can contribute to a loss of discipline due to arguments between students and teachers about the use of the phones during class time and they contribute to unhealthy competition between students. We should ban the use of mobile phones in schools.</p>	
	<p>Teachers should be able to teach and students should be able to learn without fear of being photographed or filmed without permission. Powerful mobile phones work as mini video and sound recording devices. News reports indicate that in some schools, students use mobile phones to record events in the classroom and the playground and then upload these onto Youtube for anyone in the world to see. I think it is an outrageous invasion of privacy to be filmed without your consent and a key reason we should ban mobile phones in schools.</p>	
	<p>There are other more dangerous issues associated with increased use of mobile phones by young people. There have been reported cases in Australia and overseas of mobiles being used as a tool to bully classmates through 'texting', causing emotional harm and distress. In addition, children are being exposed to unsuitable images sent to their phones. These dangerous uses make such devices unsuitable for a school environment.</p>	
	<p>While mobile phones can be used positively for education, in the main, they are used by students for social networking and gaming. These activities take students away from their learning and cause all kinds of disruptions in classrooms. For example, students compete with each other for the social recognition that comes with having lots of 'cool' applications and downloads. Secondly, and more importantly, teachers face the added burden of trying to monitor mobile phone use in the classroom whilst also attending to the learning needs of their various students. In some cases this can lead to unnecessary conflicts with phone addicts who are reluctant to part with their beloved device.</p>	

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I call on educators to ensure that mobile phones are safely stowed away during class time. Better still, parents should stand firm against constant nagging from children, demanding that they be allowed to take their phones to school. Mobile phones are a great invention, but they need to be used responsibly- particularly in school settings.

APPENDIX 7 – *I HAVE A DREAM SPEECH* – MARTIN LUTHER KING

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

Find examples of:

TECHNIQUE	WORD OR PHRASE
<p>Cohesive tie:</p> <p>Linking word: <i>new point of a contrasting nature</i></p> <p>Linking phrase: <i>summative point</i></p>	
<p>Assonance :</p> <p><i>Repetition of similar sounds in words, particularly vowel sounds.</i></p>	
<p>Appeal:</p> <p><i>eg Appeal to tradition or custom</i></p>	
<p>Emotive or subjective language:</p> <p><i>Deliberately strong language which is designed to provoke an emotional response in the reader or listener.</i></p>	
<p>Metaphor:</p> <p><i>Language which describes one thing in terms of another and may have immense emotional impact on the reader/listener</i></p>	
<p>Parallelism (parallel construction):</p> <p><i>An arrangement of the parts of a composition so that elements of equal importance are balanced in similar constructions. This arrangement may be applied to words, phrases, clauses, sentences, paragraphs, or complete units of compositions.</i></p>	
<p>Repetition of words or phrases for emphasis and persuasion</p>	

APPENDIX 7 – *I HAVE A DREAM SPEECH* – MARTIN LUTHER KING

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges...

Find examples of:

TECHNIQUE	WORD OR PHRASE
<p>Alliteration: Repetition of a sound, particularly at the beginning of words.</p>	
<p>Allusion/intertextual reference Reference, indication to something outside the text, to another text for example.</p>	
<p>Appeal: eg Appeal to patriotism, to justice, to the American ideal of Freedom.</p>	
<p>Attack: Used to denigrate an opponent, and, by implication, their point of view.</p>	
<p>Cohesive Tie: linking phrase – new point linking phrase – summative point</p>	
<p>Metaphor: Language which describes one thing in terms of another and may have immense emotional impact on the reader/listener</p>	
<p>Modality: Term used to refer to modal verb forms (can, might, should etc) which, when used with a main verb, express ideas such as possibility, probability, permission, obligation or intention. Persuasive writing may use verbs very deliberately in this way.</p>	Look for the movement from 'possible' mode to 'probable' mode in the verbs used in the passage.
<p>Parallelism (parallel construction): An arrangement of the parts of a composition so that elements of equal importance are balanced in similar constructions. This arrangement may be applied to words, phrases, clauses, sentences, paragraphs, or complete units of compositions.</p>	Look for words which have similarities such as 'summer' and 'autumn' and bind the text together by their use.
<p>Binary opposition: A pair of terms or concepts that are theoretical opposites. Using one of the pair then connotes the other within the text. The balanced writing and cohesion of the text help to engage and persuade.</p>	Look at: end/beginning. Find others.

There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality... We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: “For whites only.”

Find examples of:

TECHNIQUE	WORD OR PHRASE
<p>Allusion</p> <p>Reference, indication to something outside the text</p>	<p>What situation in America is alluded to by reference to the sign?</p>
<p>Connotation</p> <p>Suggests a meaning implied by a word or phrase in addition to that which is explicit; association.</p>	<p>What other idea systems or countries might be connoted by the sign?</p>
<p>Emotive or subjective language</p> <p>Deliberately strong language which is designed to provoke an emotional response in the reader or listener.</p>	<p>Examine the strong verbs in the last sentence.</p>
<p>Nominalisation</p> <p>Nominalisation is the process of forming a noun from a verb or clause. Arguments often use nominalisations as they can effectively remove agency and time from statements and therefore render the propositions more difficult to refute.</p>	<p>Find the noun made from; ‘those who are devoted to the cause of civil rights.’</p> <p>Find the noun made from; ‘those in authority who are unfair and violent towards citizens.’</p>
<p>Parallelism (parallel construction)</p> <p>An arrangement of the parts of a composition so that elements of equal importance are balanced in similar constructions. This arrangement may be applied to words, phrases, clauses, sentences, paragraphs, or complete units of compositions.</p>	
<p>Repetition of words or phrases for emphasis and persuasion</p>	
<p>Rhetorical question</p> <p>A question to which the listener or reader requires no answer, used as a focusing device. The writer or text provides or implies the answer.</p>	

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today!

Find examples of:

TECHNIQUE	WORD OR PHRASE
<p>Cohesive Tie: Linking phrase- new point</p>	
<p>Conclusion: End part of the linear structure of an argument, following the introduction and elaboration or development. Persuasive writing usually ends strongly by reiterating the contention or inspiring the audience.</p>	
<p>Emotive or subjective language: Deliberately strong language which is designed to provoke an emotional response in the reader or listener.</p>	
<p>Inclusive language: Involves the reader directly in the issue by using words such as 'we' or 'us' and other words which 'include' the audience.</p>	List the 'inclusive' words you can find.
<p>Metaphor: Language which describes one thing in terms of another and may have immense emotional impact on the reader/listener.</p>	
<p>Sentence structure for effect: Simple sentences, which can be quite long, may effectively 'grab' the reader's attention for summing up an argument. Compound sentences may be very effective when used to create a sense of balance or contrast between two or more equally-important pieces of information.</p>	
<p>Tri colon: A series of three examples, a device of rhetoric.</p>	
<p>Anaphora: A rhetorical term for the repetition of a word or a phrase at the start of successive clauses. By building towards a climax, anaphora can create a strong emotional effect.</p>	