

## Chapter 3: The Moves of Argument in Web-based Text

### *Taking it to the Classroom - How do we teach the craft of composing arguments with blogs?*

In thinking about the ways that web-based texts can be used to craft an effective argument, we must be mindful of...

- The quality of the writing itself
- The media elements allowed through the web-based platform (i.e. links, images, videos)
- How, when, and why to include elements (reduce superfluosity)
- Clarity of claim
- Clarity of reasoning
- Effectiveness of evidence to support claims

<b>Craft Element</b>	<b>The Ability to Create a Blog Post (Procedural Knowledge of Form)</b>	<b>The Ability to Find &amp; Generate Content for a Blog Post (Procedural Knowledge of Substance)</b>
Hyperlinks	<ul style="list-style-type: none"> <li>• Create a hyperlink from your blog post to other content available on the internet?</li> </ul>	<ul style="list-style-type: none"> <li>• Choose exactly what content the link is directed at?</li> <li>• Choose the words that will become a hyperlink?</li> <li>• Use links strategically to advance the argument you are making?</li> </ul>
Concision	<ul style="list-style-type: none"> <li>• Write short, focused paragraphs that accentuate main ideas and may include bulleted lists of key points?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a focus?</li> <li>• Articulate a claim?</li> <li>• Use evidence to support a claim, through statements, bullets, links, or multimedia?</li> <li>• Warrant that evidence implicitly or explicitly, through statements or links?</li> <li>• Generate the content of the post?</li> </ul>
Media  Media (cont'd)	<ul style="list-style-type: none"> <li>• Embed images, video, or other multimedia?</li> </ul>	<ul style="list-style-type: none"> <li>• Choose existing images, videos, or multimedia content?</li> <li>• Acknowledge sources and respect copyright, fair use, or other forms of content licensing?</li> <li>• Align your media within the text of the blog post for maximum effect?</li> </ul>
Web-based Features	<ul style="list-style-type: none"> <li>• Use an HTML editor to publish a post and distribute the link via social networks?</li> </ul>	



	<ul style="list-style-type: none"> <li>• Respond to comments left on your blog post as well as provide comments to other bloggers writing about a similar topic?</li> </ul>	
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In teaching the **craft of composing arguments in blogs**, we must help students consider that...

- Digital texts have **technical elements** (hyperlinks, embedded media, text and features such as images, subheadings, bulleted lists) that **can be employed as rhetorical elements**, too.
  - *How can students use these elements to get their readers' attention and support their arguments with evidence?*
- Digital texts **offer opportunities for readers to comment** and **can be circulated to wide audiences**.
  - *In what ways can students invite their readers' into a broader conversation by including links to relevant sources and posing questions that spark conversation?*
- Digital texts, while they open up opportunities for students to cite and use the work of others – including quotes, pictures, charts, videos, and other media – **raise questions about plagiarism and fair use**.
  - *How can you engage students in conversations about fair use and citation during the digital reading and writing process?*



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