

FOURTH EDITION-EXTENSIVELY REVISED

# CRAFTING EXPOSITORY ARGUMENT

PRACTICAL APPROACHES TO  
THE WRITING PROCESS FOR  
STUDENTS AND TEACHERS

INCLUDES  
GRAMMAR FOR STRUCTURE AND SYNTAX:  
THE FUSION OF GRAMMAR INSTRUCTION  
WITH THE WRITING PROCESS

Michael Degen, Ph.D.

# Crafting Expository Argument Practical Approaches To The Writing Process For Students Teachers

**Michael Degen**



## **Crafting Expository Argument Practical Approaches To The Writing Process For Students Teachers:**

Crafting Expository Argument Michael Degen, 2009-07 Degen a College Board consultant begins with four principles to help students become better writers His Foreword includes a ten week lesson planning sequence for grammar infusion

**Crafting Expository Argument** Michael Degen, 1999 Crafting Expository Argument focuses on providing secondary students the universal writing skills required for producing the expository essay The approach to teaching writing found in this text weaves practical grammar instruction into the writing process Annotated writing samples all of which are student written illustrate the process by which young writers create clear coherent prose precise topic sentences and thesis statements and extensively elaborated supporting details The editing symbols the author uses will facilitate productive communication among young writers and their instructors during the revision stage of composition **Writing Instruction for English Learners** Eugenia Mora-Flores, 2008-10-29 Focusing on narrative expository and persuasive writing and poetry this guide provides strategies and tools to facilitate writing development for English learners in Grades 2-8

**Understanding Written Grammar** Jane Walpole, 2000 Unlike a standard grammar handbook that merely states the rules and provides an example or two Understanding Written Grammar seeks to illuminate the rationale and logic of grammar and therefore treats its subject as a reflection of the way the human mind thinks *Prospero's Magic* Michael Degen, 2000 This text provides active learning strategies for teachers of literature Activities include small group presentations large group projects mock court trials discussion quizzes news conferences student performances and more Education Teaching *English Journal*, 2004 **Forthcoming Books** Rose Arny, 2000 **Resources in education**, 1987-08 Books in Print Supplement, 2002 **Resources in Education**, 1987 *Rehumanizing Assessment* Tom Schimmer, Natalie Vardabasso, 2025-05-09 Discover the transformative power of storytelling in assessment and student learning Drawing on culturally responsive practices this approach fosters innovation self reflection and student engagement Through narrative based strategies educators can elevate formative and summative assessments promoting authentic competency based learning meaningful growth and deeper connections to critical competencies as well as cultural archetypes This guide helps educators reimagine assessment in diverse student centered classrooms K-12 teachers can use this book to Revitalize assessment to encourage students growth as critical creative thinkers Elevate student engagement through creative responses and personal reflections Employ elements of narrative structure to explore and hone student competencies Cultivate student agency and innovation in contemplating and expressing knowledge Create opportunities for students to find personal meaning in their learning experiences Contents Introduction Part 1 Looking Back to Look Forward Chapter 1 Humanity Through Story Chapter 2 Essential Assessment Through Story Chapter 3 Critical Competencies Through Story Part 2 Learning Through Story Chapter 4 Conflict Through Story Chapter 5 Harmony Through Story Chapter 6 Reflection Through Story Chapter 7 Perspective Through Story Chapter 8 Imagination Through Story Chapter 9 Craft

Through Story Epilogue References and Resources Index      The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 1 ISLS,2014-04-23 The Computer Supported Collaborative Learning CSCL Conference 2013 proceedings Volume 1      **Perspectives on Teaching, Learning and Development** Andrew Garrod,1984      Catalog Oregon State Agricultural College,1975      Developing Writers of Argument Michael W. Smith,Jon-Philip Imbrenda,2017-12-22 The ability to make effective arguments is not only necessary in students academic lives it s a transferable skill that s essential to students future success as critical thinkers and contributing members of society But in the here and now how do we engage students and ensure they understand argument writing s fundamental components How do we take them from Here s what I think to Here s what I think Here s what makes me think that And here s why it matters This stunning full color book by Michael Smith and Jon Philip Imbrenda shows the way with ready to implement lessons that make argument writing topical and relevant Students are first asked to form arguments about subjects that matter to them and then to reflect on the structure of those arguments a process that provides learners with valuable reusable structural models Throughout the book the authors provide helpful instructional tools including Literary nonfiction and author created simulated texts that inspire different points of view Essential questions to create a context that rewards argumentation Lessons introducing students to the three essential elements of an argument claim data and warrant and how to make each effective Questioning probes semantic differential scales and other innovative instructional approaches Samples of writing from the authors own students and enlightening details on how this work informed the authors subsequent teaching approach Complete with guidance on applying the lessons techniques in a broader unit wide context Developing Writers of Argument offers a practical approach for instructing students in this crucial aspect of their lifelong development      The Craft of Argument Joseph M. Williams,Gregory G. Colomb,2001 A guide for students on the art of crafting arguments to solve problems or answer contested questions It explains the elements of argument in clear concise terms with abundant illustrations and practical methods for planning drafting and revising written arguments Emphasis is placed on showing

**Teaching Expository Writing** ,1986      **Teaching Expository Writing** Mary Louise Stewart,University of Hong Kong,1986      **The Well-Crafted Argument** Fred D. White,Simone J. Billings,2010-02-23 Incorporating new articles expanded commentary and the latest changes from the 2009 MLA Handbook and 2009 APA Publication Manual the 4th Edition of THE WELL CRAFTED ARGUMENT guides students through the process of writing effective arguments across the disciplines The two part structure of this rhetoric reader includes a complete pedagogical apparatus with coverage of critical reading strategies as well as writing researching and documenting a topic and an anthology of readings grouped into nine thematic clusters In depth instruction combined with real student writings engages students and helps them discover their own voices The Fourth Edition continues the visual emphasis from the 3rd Edition while maintaining the authors practical skill building approach Each chapter in Part I ends with a Summary Checklist and Writing Projects while each cluster in Part

It ends with Connections Among the Clusters Writing Projects and Suggestions for Further Reading These sections encourage students to apply what they've learned and go beyond the classroom if a topic is of particular interest to them In addition to guidance on drafting and revising arguments the authors provide a variety of composition strategies including freewriting outlining and shared reading

### **Intervention in the Teaching of Expository Writing** Antonia

Chandrasegaran, Clara Kah Mun Kong, Deborah Fengyi Chua, 2007 The objectives of this research were To devise and test instructional materials for teacher intervention in students expository writing processes with the aim of shaping student thinking and writing behaviour in the direction of the norms of school based expository text types To evaluate the effect on student writing of explicit instruction in cognitive procedures and genre practices associated with school based expository text types To determine the viability of moving from a grammar and topic knowledge focused approach to teaching expository writing to an approach that prioritises the teaching of the thinking processes and social practices of expository writing page 2

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