

The Undercover Parent

Developed by Megan Munoz and Jennifer Fletcher

TEACHER VERSION

GRADE 9

Reading Selection for This Module

Coben, Harlan “The Undercover Parent.” *Nytimes.com*, New York Times. 16 Mar. 2008. Web. 15 Sept. 2012. <http://www.nytimes.com/2008/03/16/opinion/16coben.html?_r=0>.

Supplementary Reading

Goodman, Ellen. “Big Brother Meets Big Mother.” *Boston.com*, Boston Globe. 2 Nov. 2007. Web. 15 Sept. 2012. <http://www.boston.com/news/globe/editorial_opinion/oped/articles/2007/11/02/big_brother_meets_big_mother/>.

Module Description

“The Undercover Parent” module was developed for use in ninth grade during the beginning of the year and will require approximately two to three weeks of class time. The module is designed to show students how to use evidence effectively in support of an argument and how to address counterclaims. Students are also encouraged to use strategies of scaffolded note-making and personal reactions to write accurate summaries. The final writing assignment is an on-demand essay in which students analyze a brief argument about parents’ use of computer spyware to monitor their child’s Internet use. Subsequent instruction focuses on revision to improve essay organization.

Module Background

The topic of social networking is easily accessible to most if not all students. Many freshmen have a Facebook account and spend much of their time using the computer as their main form of communication with their friends. This module introduces the argument that much of what teens do on the screen feels safe and anonymous but is in fact quite transparent. Therefore, parents are justified and should consider using spyware to monitor what their teens do online.

Acknowledgments

The contents of this curriculum module were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Funding was provided for the initial development of this curriculum module by the Merced County P-16 Education and Community Council through an Advanced Placement Incentive Program grant.

Additional funding was provided by The California State University. Funding was also provided by the Fresno County Office of Education through an Investing in Innovation Development Grant, including these foundation partners: The Rosalinde and Arthur Gilbert Foundation, The William and Flora Hewlett Foundation, Walter S. Johnson Foundation, California Community Foundation, and James Irvine Foundation.

In his article in the *New York Times*, Harlan Coben begins with a personal anecdote of friends of his who have recently turned to spyware to “invade” their child’s privacy. Coben develops his argument by addressing counterarguments to support his claim that not watching what our children do on the Internet may constitute “neglect.”

Students will be asked to consider Coben’s assertions through oral activities in which they argue from their position, but also through the perception of a parent. This reading will enable students to consider both sides of the argument and the complexities of teen Internet use. Many students will have a wealth of anecdotal information of their own to draw upon when creating their argument for or against parents’ use of monitoring spyware.

Module Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Identify the main ideas, including the author’s main argument/claim within a text
- Generate anecdotal evidence and use that evidence to support a claim
- Use context clues to figure out the meaning of unfamiliar vocabulary
- Evaluate the credibility of the overall text
- Annotate the text in a purposeful manner
- Summarize the text in a concise and accurate manner
- Formulate a response to the text based on personal experience as it relates to the text
- Evaluate the credibility of different types of evidence
- Revise an essay with a focus on organizational structure

Note: The activities for students provided in the Student Version for this module are copied here in the Teacher Version for your convenience. The shaded areas include the actual activities the students will see. The use of italics in the shaded areas generally indicates possible student responses and may be interspersed with notes to the teacher that are not shaded. If there are notes to the teacher within the shaded areas, they are indicated by italics and parentheses.

Reading Rhetorically

Prereading

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.

Getting Ready to Read

Before students begin to read “The Undercover Parent,” one option for encouraging them to take a position on some of the issues surrounding the use of parental monitoring of teens’ technology use is to have them discuss the issue of privacy. Ask your students to identify the extent to which they agree or disagree with each of the statements below concerning privacy, parental responsibility, and Internet safety issues. After completing the survey, ask students to complete the Four Corner Activity. First, label the four walls of the classroom “Agree,” “Disagree,” “Strongly Agree,” and “Strongly Disagree.” Students will move to the wall they feel best represents their reaction to the statements below. Read a few of the statements aloud to the class; then ask students to move to the corner of the room that best represents their opinion. Call on two students from each corner to express their opinion using an example to illustrate. Students may move to an opposite side if their opinion changes based on others’ evidence.

Activity 1: Getting Ready to Read

Answer the following questions about parental monitoring with A for Agree, D for Disagree, SA for Strongly Agree, or SD for Strongly Disagree.

- ___ 1. When I become a parent, I will spy on my teenaged son or daughter to find out what he or she is doing.
- ___ 2. The Internet can be a dangerous place.
- ___ 3. I know of friends who have chatted online with people they don’t really know.
- ___ 4. Cyber-bullying takes place on social networking sites (i.e., Facebook, MySpace, etc.) among my friends.
- ___ 5. If you’re old enough to go on the Internet, you’re old enough to know the dangers.
- ___ 6. Parents should monitor some of their teens’ Internet use.
- ___ 7. Teens’ social networking profiles should be set at the highest privacy settings.
- ___ 8. Teens have a right to privacy.

As students share their opinions for each statement, encourage them to support their position by explaining why they think the way they do. (Students may also cite specific examples from their observations or prior

readings for support.) Select four students to be recorders, writing down position statements from the discussion. Transfer these statements to the board or chart paper to keep as reference points throughout the module; some of these examples may be used later for the essay assignment.

For Activity 2, students will now role-play the part of the parents. Shifting to a parent’s point of view—or a teacher’s, or a software company executive’s—can help students explore the issues from a variety of relevant perspectives.

Activity 2: Taking Perspectives—Shifting to a Parent Perspective

Now imagine that you are a parent of teenagers rather than a teenager yourself. Respond to the same eight statements from a parent’s perspective. Will you do some “prying” into your children’s private lives via the Internet? Complete the Four Corners activity once again, this time reacting to the statements as you think a parent might react. Then, complete a quickwrite journal response to the following sentence stems:

- As a parent of a teenager, I would take some precautionary measures in protecting my teen from the dangers of the Internet, which may include . . .
- Some of the reasons I might spy on my daughter or son are . . .
- As a parent of a teenager, I would most like to know . . .

When students write the essay at the end of this module, remind them to reference their initial opinions and their “parent perspective.”

Exploring Key Concepts

Reading and writing about social and personal issues can be seen as entering into a conversation with others who have thought and written about the same questions. Exploring key concepts provides an entry point for the conversation about the issues raised by the module.

Activity 3: Exploring Key Concepts

The following activity will help you think through the meanings and values of a key concept for this module: privacy.

Pairs Conversation: With a partner, discuss what the concept of “privacy” means to you. How would you define this term? How important is it?

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Reading – Informational Text

5a. Analyze the use of text features (e.g., graphics, headers, captions)... CA

Surveying the Text

Before you ask students to read “The Undercover Parent,” read the title aloud and ask students what they think an undercover parent is or does. Have students predict what the article might be about based on their understanding of the title. Read the opening paragraph after discussing the title and add any new information to their predictions.

Activity 4: Surveying the Text

Before you read Coben’s “The Undercover Parent,” discuss the following questions:

1. What does the title “The Undercover Parent” reveal about the main idea of Coben’s article?

The title might mean that the parents are spies; they have to go undercover to find out information about their kids. Maybe the parent has some kind of disguise?

2. Read the first paragraph of Coben’s article. Near the end he writes, “At first I was repelled at this invasion of privacy. Now, after doing a fair amount of research, I get it.” What do you predict the author’s position on parental monitoring spyware will be?

I think he is going to write about why parents should use spyware on their computers to spy on their kids. He’s going to argue how other parents should change their minds too.

3. Now read the last paragraph of Coben’s article. How do you think Coben’s position might have changed throughout the article?

By the end of the article, Coben writes, “it might be enough to show them this article, have a discussion.” These words tell me that Coben is suggesting that parents should talk to their teens about the use of spyware as a possibility. He might also be suggesting that parents talk to their kids about what they’re doing on the computer, instead of installing spyware. He might think parents could use spyware as a threat to scare their kids.

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for ELA/Literacy in the sections of the template that follow.

Making Predictions and Asking Questions

Based on students’ previous discussion and reading of the first and last paragraph, lead students in a preliminary completion of SOAPSTone. Students can generalize what they think the article will be about, based only on the two paragraphs they’ve read. When they do their reading of the entire text, they will then look to confirm their predictions and add to them.

Project the acronym SOAPSTone, and review what each letter represents: Subject, Occasion, Audience, Purpose, Speaking Persona, and Tone. Provide the students with sentence stems to begin their analysis of the

author's subject, occasion, audience, purpose, speaking persona, and tone. A SOAPSTone Organizer is provided at the conclusion of the teacher version of this module.

Directions: Read each letter from the acronym SOAPSTone aloud. Then, begin the sentence for the students, allowing them time to predict what comes next. Ask them to write a completion for each sentence stem. Return to this activity later to add more specific comments to the SOAPSTone.

Activity 5: Making Predictions and Asking Questions

Complete each sentence stem below:

1. S represents the Subject, the general topic, content, and ideas contained in the text. Now complete the subject, beginning with the following sentence stem: The article is mainly about...

The article is mainly about whether or not parents should use spyware on their computers to spy on their kids.

2. O represents the Occasion, the time and place of the piece, the situation at the time the article was written. Now complete the occasion, beginning with the following sentence stem: The events which led up to the writing of this piece include . . .

The events which led up to the writing of this piece include a change in technology, parents who want to know everything about their kids, and the conversation the author had at dinner with friends.

3. A represents Coben's Audience, the group of readers to whom this piece is directed. Now complete the audience information, beginning with the following sentence stem: From the words _____ and _____, it can be assumed that the author's intended audience is . . .

From the words "your children" and "show them," it can be assumed that the author's intended audience is parents of teens.

4. P represents the author's Purpose, or reason behind the text. Now predict Coben's purpose using the following sentence stem: The main purpose of this article is to . . .

The main purpose of this article is to convince parents to use spyware, but talk to their kids about it.

5. S represents Coben's Speaking Persona, the voice he uses to tell the story. Now complete the Speaker information using the following sentence stem: From the words _____ and _____, it can be assumed that the author (is) . . .

From the words, "friends of mine" and "15 year old son" it can be assumed the author is middle aged, possibly a parent himself.

6. T refers to Tone, the emotional attitude a writer expresses toward the subject. We can think of tone as describing the writer’s “voice”—for example, whether that voice is sarcastic, humble, bitter, or reverent. How do the words “confessed,” “monitor,” “all,” and “repelled” contribute to the author’s tone in the first paragraph? Use the following sentence stem to complete information about the tone of the piece: In paragraph 1 his attitude is . . .

In paragraph 1, Coben’s use of the word “monitor” to describe spyware shows that he doesn’t believe spyware is “spying.”

Language

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Consult general and specialized reference materials (e.g., **college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses**), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **CA**
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by

Understanding Key Vocabulary

Before reading the article, introduce key words that are used within the text. Ask students to work with a partner to chart the following words based on their reaction to each word’s connotations. Students should write each word on an index card. Working with a partner, students should move words around until they agree on the word that is most negative in relation to “invasion of privacy” and the word that is least negative. They will then arrange the other terms in a linear array between the most and least negative words. Chart words as a class after partner work is complete to look for consensus. Call on individuals to defend their placement of a word, asking for examples and challenges from other students.

Activity 6: Understanding Key Vocabulary

Working with a partner, write each word on a separate index card. Then chart the connotation of the words’ positive to negative characteristics. Be prepared to defend your choices after you and your partner have completed your chart. Remember that “connotation” means the emotional feeling or cultural association a word evokes in addition to its dictionary definition.

- surveillance
- monitor
- protective
- negligence
- invasion of privacy
- eavesdrop
- overprotective
- independence
- parental responsibility
- guard
- nosy
- watchful

checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Sample Student Chart: Each number correlates with the numbered words above. (Students may number or write the words—followed by an explanation of their reasoning.).

+ 8 12 3 10 9 2 1 7 6 5 4 -

Note that students placed negligence as the most negatively connotative word. This can lead to an interesting discussion of why negligence is worse than an invasion of privacy. It also helps students understand the opposition.

Reading

Reading for Understanding

The first reading is intended to help your students understand the gist, or main argument, of the text and is an opportunity for students to confirm their predictions. This initial, supportive reading is sometimes called reading “with the grain” (Bean, Chappell, and Gillam) or “playing the believing game” (Elbow). You may choose to read parts of the text aloud to your students, using a “Think Aloud” to model how an expert makes meaning.

Activity 7: Reading for Understanding

Read “The Undercover Parent” silently to yourself, or follow along as your teacher reads the text aloud to you. As you read, think about the predictions you made. You may notice words you worked with in the previous activities. As you look at the words, think about personal connections you can make with the words you have studied and any others. Group the words together if they relate.

Discuss the following questions with a classmate:

1. How accurate were your predictions?
2. When you read the whole article, did anything surprise you?
3. Are there any parts of the article that you found confusing?
4. Return to your initial completion of the SOAPStone, and complete your answers more fully and specifically. You may make changes to any predictions you made that were wrong or add details for clarification.

Prerequisite Grade 8 Standard: Reading – Informational Text

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Grades 9-10 Reading – Informational Text

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal

Considering the Structure of the Text

An effective way to help students understand what they read is to chunk the text into manageable sections. Following this method, the teacher can chunk the article for the students or have them do it themselves as he/she gradually releases responsibility to the students further into the school year. When chunking the text, the teacher separates the text into parts (or chunks) where the author uses one mode of development (e.g., introducing, contrasting, arguing, citing, etc.). This helps students see the parts of a text as they combine to make a whole.

Guidelines for Descriptive Outlining of the Text

Divide the text into modes of development sections. After reading each chunk, students will practice writing what Coben does to craft his argument. Model the first chunks aloud for the students; then allow them to practice the third one with a partner. Check for understanding by calling on several students to share what they wrote with their partners for each chunk. Continue to read one chunk at a time, stopping for students to write what Coben does in each chunk. Gradually release responsibility to the individual students to complete the last chunk.

Follow the example below:

- Paragraphs 1-3: Introduces the concept of monitoring your children by installing spyware on your home computer to guard children against Internet dangers.
- Paragraphs 4-5: Acknowledges the aversion to the word “spyware” but points out it’s the same as being watchful in the home and school environment.
- Paragraphs 6-10: Lists the rebuttals or excuses parents will use to argue against spyware and offers his rebuttal for each.
- Paragraphs 11-13: Argues that parents should use spyware for listening for “dangerous chatter” and supports his argument with a personal anecdote about the straight-A daughter.
- Paragraphs 14-15: Concedes to the opposition that spyware does invade privacy, so perhaps it “might be enough” to talk to your kids about installing it.

Here are some key considerations:

Provide students a list of verbs to help them write what the author does; this will move them away from words like “says” and “tells.” If students have never chunked a text before, you may want to model the entire process as a think-aloud activity.

The following chunking activity helps students to understand how the author crafts his argument by developing certain paragraphs or chunks of the piece by rhetorical function or purpose. To begin Activity 8, first model how

- consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

to recognize where one chunk ends and how the other begins. This could include helping students to identify signal words or transitions that Coben uses to cue readers to his next move. Then, read a chunk of text and model how to assign a rhetorically accurate verb to that section of the article that describes what the writer is doing (rather than saying). When students are ready, ask them to work in pairs to continue their practice of recognizing the rhetorical function (e.g., making a comparison, offering a personal narrative, identifying a problem, etc.) or purpose of each section.

Activity 8: Considering Structure—Descriptive Outlining of the Text

Descriptive Outlining of the Text Notetaking Guide: “The Undercover Parent”

Paragraph # Choose a phrase for summarizing what Coben does in each chunk.

Using the sentence starter, write your summary following these guidelines:

Paragraphs 1-3	Introduces with an anecdote Presents the topic of the paper
Paragraphs 4-5	Acknowledges the hesitation Recognizes how parents feel
Paragraphs 6-10	Counters parental arguments Lists and rebuts counterarguments
Paragraphs 11-13	Argues/Contends/Claims that... Suggests that parents...
Paragraphs 14-15	Concedes to... Encourages parents to...

The following quickwrite is an opportunity for students to formulate their position at this point on the issue of parents’ use of spyware to monitor their children. This informal writing-to-learn activity can be used as a formative assessment, identifying students’ grasp of the concept before moving further into the lesson. Students can respond to each other’s ideas, and then you can share some of the responses with the whole class and guide the discussion so that students can see that there are different positions that people can take on the topic. If students have not done quickwrites before, make sure they understand the objectives of the activity before they begin. Quickwrites are “low-stakes” responses that do not need to be written in formal, academic English.

Activity 9: Considering the Structure of the Text—Quickwrite as Formative Assessment

Respond to the following question:

In what ways, if any, should parents monitor their children’s Internet use?

When you have finished writing, exchange responses with your partner. Write a response to what your partner wrote. You may agree or disagree, ask a question, or suggest additional ideas. When you have both finished, your teacher will share some of your joint responses with the whole class.

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Noticing Language

The following activity requires students to review the words they charted in Activity 5. Students are to look closely at the words Coben chose and use them in a sentence to demonstrate their understanding of the language.

Activity 10: Noticing Language

Answer the following questions:

1. Describe a time when your parents have been overprotective.

Sometimes my parents have compared my phone bill to the contacts in my phone. They wanted to match all the numbers I had to people they know. I don’t really talk to very many people on the phone, so they started checking the numbers I texted too. I think they were just being overprotective instead of trusting.

2. Why do you think Coben repeatedly uses the word “monitor” to describe the use of spyware? What are the connotations of the word “monitor”?

Coben probably thinks the other two words are too harsh to describe spyware. He supports its use and doesn’t want to turn parents off from being convinced to download spyware. If he described spyware as an “invasion of privacy,” he’d probably be arguing for parents not to use it. The word “surveillance” sounds like something a security camera does, not a person.

3. Why does Coben also use words like “invasion of privacy,” “eavesdropping,” and “surveillance” to describe parents’ electronic monitoring practices? Can you find examples of other words with negative connotations that Coben uses to describe the use of spyware? How do these words impact the writer’s tone?

Coben admits throughout the article that the idea of using spyware is unpleasant to most parents. Words like “eavesdropping” and “surveillance” acknowledge the discomfort people have with the practice of tracking everything a child does online and contribute to the rather grim tone of the essay. Words like “repelled” and “confessed” further acknowledge the unsavory aspects of using spyware. Throughout the article, Coben’s word choice expresses both his distaste and support for electronic monitoring.

4. Provide an example of a protective parent vs. a nosy parent.

I have a friend whose mom checks on his grades daily to see if he turned in his work and texts his friends about what they're doing to see if the story matches her son's. I think that's being a nosy mom because she doesn't trust him to be where he says he is. In contrast, my mom occasionally checks on my grades, and she asks me to text her to let her know where I am after school or when I need to be picked up. I think my mom is being protective of me, not nosy.

5. What kinds of information do you think parents are looking for when they eavesdrop?

What Parents probably want to hear is gossip about their kids, like whom they're dating or what drama happened at school that day. Kids don't usually talk to parents about that kind of stuff, so if a parent wants to know, they'll have to be sneaky and listen in, or hack their kid's Facebook.

6. Describe when you've heard of a parent being charged with negligence or neglect on the news? Why do you think Coben uses the term "negligence" to describe parents who don't monitor Internet use at all?

I just saw a news clip about a mom who left her baby in the car when it was hot outside to run into the store. I think she was charged with child negligence or something. I think Coben is exaggerating when he uses that word; it seems too dramatic to describe parents who don't check the computer.

7. What kind of independence do you expect to have on the Internet?

I feel like I should be able to chat with my friends and communicate on Facebook with my friends if I want to. But I guess my parents should be concerned about Internet chat rooms or gambling sites, like Coben points out.

8. Why does Coben use words like "all," "every," "everything," and "entire" to describe electronic monitoring and online activity? How do these word choices characterize the scope of the problem?

These extreme words make both electronic monitoring and online activity seem pervasive and almost unlimited. Coben uses these words to show how extensive the problem is and how comprehensive the response needs to be; if kids have access to the entire world through the Internet, then parents need to also be able to watch anything and everything their children are doing online. This language makes the problem seem really big and widespread, almost overwhelming.

9. When you are a parent of a teenager, what do you think your parental responsibility will be for your child's Internet use?

I think I won't totally trust my kids on the Internet; it can be dangerous. I had a friend who met a girl on the Internet. They decided to meet in person, and she brought some thugs with her to beat him up. I think parents should be responsible for setting time limits and watching what sites their kids are visiting, and maybe even checking on whom they're friends with.

10. What are some things parents should be watchful of so they can guard their children from the dangers of the Internet?

Parents should be watchful of bullying on Facebook. I have some friends who post mean comments to other kids because they think they're joking around, but you never know how the other person is going to take it. My mom says you shouldn't write something you wouldn't say. So I think parents could help guard their kids from getting their feelings hurt or from hurting someone else's feelings.

Prerequisite Grade 8 Standard: Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;...

Grades 9-10 Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;...

Annotating and Questioning the Text

Strategic Marking and Annotation of the Text asks students to reread the text and indicate graphically the main ideas, key arguments, and support the author uses. This also allows students to respond to the text from a personal point of view.

Activity 11: Annotating and Questioning the Text

Coben does not use data or studies to support his claims about parental monitoring, but he does offer evidence and supports his viewpoint with concrete details. Complete a rereading of the text in which you identify and mark the examples Coben uses to add evidence to support his argument. Then, identify the supporting details.

First Highlighting: Use a yellow highlighter to mark Coben's article. Highlight the examples Coben uses to make his argument.

Second Highlighting: Go through the text once more, this time with a pink highlighter. Highlight the details that add support to each piece of evidence highlighted in yellow from the previous highlighting.

Responding to the Text: In the margins of the text, use the following questions as guidelines for writing your reactions to the evidence Coben uses:

1. Have you also heard of the examples he uses?
2. Have you observed or experienced anything similar?
3. Which examples are serious? Which seem exaggerated to you?

**Reading –
Informational Text**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Analyzing Stylistic Choices

In Activity 12, students will examine Coben’s stylistic choices.

Activity 12: Analyzing Stylistic Choices

Answer the following questions on your own, in pairs, or in groups:

- How does Coben characterize the challenges of parenting? What language does he use to suggest that parents face painful and sometimes morally ambiguous issues?

Coben makes a strong statement about the difficulties of parenting: “Parenting has never been for the faint of heart.” He also writes that parents enter “difficult ethical ground” when they make decisions on monitoring Internet use, and he says of tracking emails, instant messages, and chat room activity that “this is where it gets tough.” Through these direct admissions of the challenges parents face, Coben portrays parenting as an uncertain business that nevertheless requires the strength and courage to make hard decisions.

- Coben begins six sentences in his short essay with the word “but” or “yet.” What is the rhetorical effect of the abrupt shift in direction that these sentences bring about? Why do you think Coben chose to start so many sentences with such a strong transition?

Coben’s repeated use of the word “but” or “yet” to start sentences illustrates his blunt and direct approach to arguments from the opposition. Each time he starts with a contrasting coordinating conjunction like “but” or “yet,” he rejects an accusation against electronic monitoring as an excessive and inappropriate invasion of privacy. Coben probably uses strong tactics because he knows there’s no easy way to talk about this difficult issue, so he takes it head-on.

- Why does Coben use colons to introduce important ideas in paragraphs 2 and 4? What’s the rhetorical effect of this punctuation choice?

The colons increase the sense of candor and bluntness in the piece. Coben doesn’t beat around the bush, and the colons give him a strong lead-in to the points he wants to emphasize most clearly.

- Why does Coben create a contrast between “loving parents” and “faceless bureaucrats” in paragraph 4?

This contrast suggests that the ends and motives of parents justify the means, at least in terms of using spyware to monitor their children. Unlike government spies, parents are not nameless, secret agents who have no personal relationships with the people they watch. Parents are watching their children because they love them and want to help them, and according to Coben, that makes all the difference.

- What is the purpose of Coben’s observation that “most parents already monitor their children, watching over their home environment, their school”?

This observation presents spyware as a “natural” or “normal” extension of the responsibilities parents already have to supervise their children in a variety of environments. This comparison makes electronic environments seem like just another part of a parent’s domain.

6. Why does Coben use an interruption set off by dashes in paragraph 7 (“and this is where it gets tough”)? What is the rhetorical effect of this interruption?

This interruption acts as Coben’s honest admission that checking what’s being said in their children’s emails and text messages might be difficult for many parents to stomach. He knows that what he’s recommending is not an easy thing to do, and the interrupted sentence functions almost like an aside to his audience; it’s a place in the paragraph where he stops writing for a moment and just levels with his readers.

7. Coben begins both paragraph 11 and paragraph 12 with rhetorical questions that he answers himself: “Am I suggesting eavesdropping on every conversation?” and “Will your teenagers find other ways of communicating to their friends when they realize you may be watching?” What is the rhetorical function of these questions and answers?

Both questions address counterarguments that might arise from misinterpretations of Coben’s argument. Coben qualifies his position by noting the difference between being “responsibly protective and irresponsibly nosy,” and he’s quick to endorse selective listening that tracks only “dangerous chatter.” Coben also distinguishes between the relatively contained and protected boundaries of cell phone communication and the unrestricted and anonymous access that predators have to teenagers through the Internet. In this way, Coben anticipates possible “straw man” arguments that his opponents might wrongly attribute to him (“He’s saying we have to monitor everything!”), and clearly rejects them.

8. Why does Coben refer to computers as a “machine”? What are the connotations of this word?

Machines are unfeeling and inhuman, and Coben suggests it would be irresponsible of parents to allow a piece of technology to expose their children to so much danger.

Postreading

Summarizing and Responding

Utilizing the rhetorical précis summary template, have students write a succinct summary of their reading of Coben’s article. The rhetorical précis template is formulaic but can aide students in determining the most important points of the article to include in their summary. The template also calls for students to determine the main argument of what they’ve read

Prerequisite Grade 8 Standard: Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to

supporting ideas; provide an objective summary of the text.

Grades 9-10 Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

and how the writer achieved his or her purpose. Students should refer to their chunking exercise for sentences they can plug into the précis. (Adapted from *Reading Rhetorically*, 3rd ed. Bean, Chappell and Gillam.)

In the second part of Activity 13 after students have completed the Rhetorical Précis, students will write a response to the article.

Activity 13: Summarizing and Responding—Rhetorical Précis and Response

- Write a rhetorical précis (one paragraph) of the article. A précis is a concise summary of what you've read, including both what the text says and what the text does rhetorically. In other words, a précis presents the what, how, why, and who of a writer's argument. Use the précis template below, as well as the directions provided for you (from *Reading Rhetorically* by John C. Bean, Virginia A. Chappell, and Alice M. Gillam).
 - Sentence 1: Name of the author, genre, and title of work, date in parentheses; a rhetorically accurate verb (such as “claims,” “argues,” “asserts,” “suggests”); and a “that” clause containing the major assertion or thesis statement in the work.
 - Sentence 2: An explanation of how the author develops and supports the thesis, usually in chronological order.
 - Sentence 3: A statement of the author's apparent purpose, followed by an “in order to” phrase.
 - Sentence 4: A description of the intended audience and/or the relationship the author establishes with the audience.

STRONG PRÉCIS

Harlan Coben's op-ed piece, "The Undercover Parent" (2008) argues that using spyware to monitor children's online activity is an unpleasant but probably necessary part of responsible parenting in today's world. Coben approaches this uncomfortable subject with a blunt tone and numerous concessions and anecdotes that candidly acknowledge both the dangers of the Internet and the distastefulness of electronic monitoring. His apparent purpose is to alert parents to the potential dangers of the Internet and increase parental involvement and protection in children's online lives. While Coben does not explicitly identify himself as a parent, he does present himself as a peer of parents of teenagers, and his audience is clearly parents whose children have home access to the Internet.

MIDDLE RANGE PRÉCIS

In the op-ed editorial "The Undercover Parent" (2008), Harlan Coben debates whether or not parents should use spyware to monitor and protect their children on the Internet. Coben cites life examples, and rebuts possible objections, while sharing the dangers he's learned in his research to establish understanding with parents who waver over the decision to use spyware. In a concerned and informative tone, Coben ultimately suggests setting the spyware aside and opening a dialogue with teens to discuss the dangers of the Internet.

WEAK PRÉCIS

In the “The Undercover Parent” (2008), Harlan Coben asserts that parents should discuss installing spyware on their children’s computers so they can be monitored. Coben backs up this claim by using different situations that are possible and by acknowledging both sides of the argument. Coben encourages parents to install the spyware in order to keep teens safe. Coben writes to parents of teens and teenagers themselves as a mediator with a concerned tone.

It can be helpful to project the weaker précis and work to improve it with students. Have them fix the first sentence so it is more reflective of Coben’s actual suggestion. Students should discover that it’s only partially right; the argument is more nuanced.

In the second sentence, have students clarify what may be meant by “different situations,” replacing this phrase with more specific language. For the third sentence, have students reexamine their P from the SOAPS—have them clarify what Coben’s purpose really is and recast the sentence.

Students may then look at the syntactical variety in the second example. Note that each sentence begins “Coben . . .”—challenge students to recast a sentence to begin with an adverb, participle, or prepositional phrase instead.

Have students write their own précis—aiming for accuracy and succinctness.

2. Write a response (one paragraph) to the article. A response is your personal reaction to the text that includes your opinion and reasons from your experiences, observations, or readings. For example, what personal experiences have you had that cause you to agree or disagree with Coben’s argument? Why? Does the author make a particularly strong or weak argument? Explain.

I don’t think parents need to go overboard when it comes to spyware. They should check on their kids to see what they’re doing once in a while. If it is apparent that their kids are putting themselves in risk of danger, then they should have a conversation with them. For example, my little brother looks at pornography—that’s not exactly good for him. My friends try to chat or date through MySpace without really knowing whom they are connecting with. The young and beautiful Megan Meier was only 13 when she fell in love with a “young man” on MySpace. After the “young man” broke up with her and told her hurtful, cruel things, Megan hanged herself. It wasn’t a young man who was flirting with her; it was an ex-friend’s mom who disliked Meier. If Megan’s parents had monitored her Internet use, they may have noticed the mean comments and stepped in to be there for their daughter before she resorted to drastic measures. But I also think just being there for your kids every day can prevent these situations. That’s why parents should start the conversation.

Once students have completed their summary (rhetorical précis) and response papers, have them evaluate what they've written. They should check their paragraphs for a position, topic, concrete supporting details, and analysis. Project the student example to illustrate each part of the paragraph.

Activity 14: Peer Response to Summary and Response

Once you have completed your Summary and Response paper, evaluate what you've written. Check your paragraph for a position, topic, concrete supporting details, and analysis of how your example helps prove your position. Your teacher will project the student example below to illustrate each part of the paragraph:

Position: I don't think parents need to go overboard when it comes to spyware. They should check on their kids to see what they're doing once in a while. If it is apparent that their kids are putting themselves in risk of danger, then they should have a conversation with them.

Concrete Supporting Details: For example, my little brother looks at pornography—that's not exactly good for him. My friends try to chat or date through MySpace without really knowing whom they are connecting with. The young and beautiful Megan Meier was only 15 when she fell in love with a "young man" on MySpace. After the "young man" broke up with her and told her hurtful, cruel things, Megan hanged herself. It wasn't a young man who was flirting with her; it was an ex-friend's mom who disliked Meier.

Analysis: If Megan's parents had monitored her Internet use, they may have noticed the mean comments and stepped in to be there for their daughter before she resorted to drastic measures. But I also think just being there for your kids every day can prevent these situations. That's why parents should start the conversation.

This time should also be used as an opportunity for revision. Ask students to look at the student's position and consider how the position could be clearer and more academic.

1. Have them recast the position. Write the new position beneath the old one for comparison.

Parents should monitor their teens to see what they're doing on the Internet once in a while. If it is apparent that their kids are putting themselves in danger, then they should have a conversation with them.

2. Continue revising the response for each part below. For the concrete supporting details, does the sample response need to include the reference to the little brother? Is the idea developed, or should it be omitted?

I have friends who try to chat or date through MySpace without really knowing whom they are connecting with. I read an article about the young and beautiful Megan Meier who was only 13 when she fell in love with a "young man" on MySpace. After the "young man" broke up with her and told her hurtful, cruel things, Megan hanged herself. It wasn't a young man who was flirting with her; it was an ex-friend's mom who disliked Meier.

- Recast the analysis part of the student response.

Sometimes, just being there for your kids every day can prevent a situation like Megan's. Her parents should have started the conversation about knowing whom you talk to online. The conversation may have allowed Megan to be more aware of whom she chatted with and prevented her death. They could have also monitored her Internet use, and they may have noticed the mean comments and stepped in to be there for their daughter before she resorted to drastic measures.

Reading – Informational Text

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Thinking Critically

The following questions will move your students through the traditional rhetorical appeals. Using this framework, help your students progress from a literal to an analytical understanding of the reading material.

Activity 15: Thinking Critically

Discuss the following questions with your partner:

Questions about Logic (Logos)

- What kind of evidence does Coben use to support his claim?
- Coben claims he did a “fair amount of research” on the subject of parental spyware. Where does he cite his research or reference it?
- What well-known cases of Internet danger does Coben cite? Do these effectively support his claim?
- Coben addresses possible counterarguments throughout his essay. What are they?
- Are there any counterarguments Coben did not consider?

Questions about the Writer (Ethos)

- What does the author reveal about his background in the first paragraph, “Friends of mine confessed over dinner that they had put spyware on their 15-year-old son's computer”?
- Does the author seem knowledgeable about relationships between parents and their teen(s)?
- What does the line “I want to know what's being said in email and instant messages and in chat rooms” reveal about the writer's background? Does this make him more trustworthy?
- After using “I,” Coben then begins to use “we” (“we rely on...”, “we just dismiss...”), then “you” (“you shouldn't monitor to...”, “you are there to...”). What does the change in pronoun use reveal? Does it contradict or support your answer to number 4 above (Logic)?

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement

5. Coben closes with an anecdote about “one friend of mine...” who discovered his daughter using drugs and sleeping with her dealer. Does this anecdote add credible evidence to Coben’s research? Is it convincing?

Questions about emotions (Pathos)

1. Does Coben’s piece affect your concern over the dangers on the Internet?
2. Does the piece scare you about the possibility of your parents “spying” on you?
3. How does Coben try to create a level of concern with parents who may be reading this piece?
4. Some examples Coben uses (drug use and sleeping with the drug dealer, cyber-bullying and suicide, and chatting with pedophiles) are extreme cases of Internet danger. Other examples—online gambling, dangerous chatter, or watching prohibited videos—are less extreme. Which examples elicit a more emotional response? Why?
5. One technique Coben employs is the counterargument. He addresses what doubtful parents will argue in response to his claim. Rank which counterarguments are most effective.

and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the standards in the preceding sections of the template and transfer that learning to other settings.

Reflecting on Your Reading Process

Reflection is an essential component in learning. Students benefit from discussing what they have learned about critical reading and sharing that information with the rest of the class. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader.

Activity 16: Reflecting on Your Reading Process

Think about the skills and knowledge you've developed as a result of the rhetorical reading activities. Then discuss the following questions with a small group or partner:

1. What have you learned from your rhetorical reading of Coben's article? What do you want to learn next?
2. What reading strategies did you use or learn in this module? Which strategies will you use in reading other texts? How will these strategies apply in other classes?
3. In what ways, if any, is your reading process changing?
4. In what ways has your ability to read and discuss texts like "The Undercover Parent" improved?

Connecting Reading to Writing

Discovering What You Think

Considering the Writing Task

Many students have trouble with writing assignments because they do not read the assignment carefully. The following strategies might help your students overcome this problem:

1. Read the assignment carefully with your students. Many problems with student work, particularly in timed, high-stakes writing situations, arise because your students fail to completely understand what the writing assignment asks them to do.

Writing

5. Develop and strengthen writing as needed by planning, ... focusing on addressing what is most significant for a specific purpose and audience.

2. Help your students specify the subject of the essay they are going to write. Is the subject specified for them? Do they have choices to make about the subject?
3. Discuss the purpose of the assignment. Are your students informing or reporting? Are they persuading their readers of something? Help them recognize how the purpose of the assignment will affect the type of writing they will do.
4. Remind your students to read the assignment for information about process and deadlines. You may want to help them sketch out a timeline for completing the assignment in reasonable steps.
5. Ask your students to examine the assignment for information about how they will be graded. On the basis of what criteria will their written work be evaluated? Do they understand each criterion?

Activity 17: Considering the Writing Task

You will have extended time to plan, write, and revise an essay on the topic below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well organized and carefully written as you can make it.

Computer spyware that allows parents to monitor their teens' behavior might be scary, but it's a good idea. Of course, there is a fine line between being responsibly protective and irresponsibly nosy. You shouldn't monitor to find out if your daughter's friend has a crush on Kevin next door, or that Mrs. Peterson gives too much homework, or what schoolmate snubbed your son. You are there to start conversations and to be a safety net. To borrow from the national intelligence lexicon—and yes, that's uncomfortable—you're listening for dangerous chatter. Anything less would be neglect.

Adapted from "The Undercover Parent"
—Harlan Coben

Explain Coben's argument, and discuss the ways in which you agree or disagree with his analysis and conclusion. Support your position by providing reasons and examples from your own experiences, observations, or readings.

Writing

- Develop and strengthen writing as needed by planning, ... focusing on addressing what is most significant for a specific purpose and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Reading – Informational Text

- Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Taking a Stance

In Activity 18, students will revisit their quickwrite from Activity 9.

Activity 18: Taking a Stance

Review the quickwrite you completed in Activity 9 in which you explored your initial stance on what ways, if any, parents should monitor their children's Internet use. Then review what your partner wrote for this activity.

After completing a full rhetorical reading of the article, where do you stand on the issue now? Discuss your response with a partner or small group.

Gathering Evidence to Support Your Claims

Students can select evidence by returning to the readings, their notes, their summaries, their annotations, their descriptive outlining, and other responses in order to highlight information they may use to support their claims and refute the claims of those who disagree. The students determine the relevance, specificity, and appropriateness of their evidence in relation to the rhetorical situation.

Reflecting on the following questions provides an opportunity for students to evaluate their evidence:

- How closely does this piece of evidence relate to the claim it is supposed to support?
- Is this piece of evidence a fact or an opinion? Is it an example?
- If this evidence is a fact, what kind of fact is it (statistic, experimental result, quotation)?
- If it is an opinion, what makes the opinion credible?
- What makes this evidence persuasive?
- How well will the evidence suit the audience and the rhetorical purpose of the piece?

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. **CA**
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Activity 19: Gathering Evidence to Support Your Claims

Choose evidence that supports your thesis statement. Evidence is probably the most important factor in writing an argument essay. Without solid evidence, your essay is nothing more than opinion; with it, your essay can be powerful and persuasive. If you supply convincing evidence, your readers will not only understand your position but may also agree with it.

Evidence can consist of facts, statistics, statements from authorities, and examples or personal stories. Examples and personal stories can be based on your own observations, experiences, and reading, but your opinions are not evidence. Other strategies, such as comparison/contrast, definition, and cause/effect, can be particularly useful in building an argument. Use any combination of evidence and writing strategies that supports your thesis statement.

In “The Undercover Parent,” you can find several different types of evidence. The following are some examples:

1. Examples and Personal Stories

- ...friends of mine confessed over dinner that they had put spyware on their 15-year-old son’s computer so they could monitor all he did online. At first I was repelled at this invasion of privacy. Now, after doing a fair amount of research, I get it (paragraph 1).
- First, we’ve all read about the young boy unknowingly conversing with a pedophile or the girl who was cyber bullied to the point where she committed suicide (paragraph 8).
- One friend of mine, using spyware to monitor his college bound straight-A daughter, found out that not only was she using drugs but also that she was sleeping with her dealer (paragraph 13).

2. Anticipate opposing points of view. In addition to stating and supporting your position, anticipating and responding to opposing views are important. Presenting only your side of the argument leaves half the story untold—the opposition’s half. If you acknowledge that there are opposing arguments and answer them, your argument is stronger. Coben anticipates several rebuttals parents might make in opposition to the use of spyware. He already wrote that he changed his own mind regarding the issue. By acknowledging the opposing argument, he increases his own credibility.

- Some will say you should simply trust your child (paragraph 6).
- Some will say that it’s better just to use parental blocks that deny access to risky sites (paragraph 7).
- One of the most popular arguments against spyware is the claim that you are reading your teenager’s every thought (paragraph 10).

3. Find some common ground. Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, one person might be in favor of gun control and another strongly opposed.

But they might find common ground—agreement—in the need to keep guns out of teenagers’ hands. Locating some common ground is possible in almost every situation. When Coben suggests that reading emails can feel like eavesdropping on every conversation, he clarifies his claim to be protective, not nosy.

- He then suggests to parents that they just “listen for dangerous chatter” (paragraph 11).
4. Maintain a reasonable tone. Just as you probably wouldn’t win an argument by shouting or making mean or nasty comments, don’t expect your readers to respond well to such tactics. Keep the “voice” of your essay calm and sensible. Your readers will be much more open to what you have to say if they think you are a reasonable person.
 - Coben creates a concerned tone with his word choice, at times using strong words when striking concern into his reader, but making sure he selects “monitor” and “protect” when discussing the use of spyware. His readers will be more likely to accept monitoring and protecting their teens over spying and eavesdropping.

Writing

5. Develop and strengthen writing as needed by planning, ...focusing on addressing what is most significant for a specific purpose and audience.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Getting Ready to Write

Students need to now add relevant ideas and observations from their own experience to the evidence they have gathered.

Activity 20: Getting Ready to Write

As you get ready to write, the first step is to carefully analyze the passage that you will be writing about. Answer the following questions in writing:

1. What are the author’s major claims (assertions)?
2. Which claim is the strongest? The weakest? Has he or she left any out?
3. What evidence might you have to use in response to Coben’s position?
4. Are there other articles you’ve read related to this subject, experiences, or observations you can rely on to support your opinion?

Now draft a possible position (a working thesis) for your essay. Write your thesis statement below; remember to support this position as you write. As you write your essay and figure out exactly what your argument is, you may want to go back and change your thesis.

Example: I agree with Coben that parents should consider using spyware as a protection for their teens on the Internet; it can serve to set limits and boundaries to help teens think about what is right and wrong.

Writing Rhetorically

Entering the Conversation

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Composing a Draft

For most writers, writing is a multi-draft process. As they create their first draft, writers take risks, explore ideas, and think on paper, knowing that they will have an opportunity later to revise and edit.

In Activity 13, students composed a précis in which they identified Coben’s claim and summarized his argument. The précis students have already written can serve as a great introduction for answering the writing prompt “Explain Coben’s argument. . . .”

Students have also practiced writing a paragraph response with supporting concrete evidence and analysis of their evidence as it related to their position. Before composing their drafts, have them review what they wrote in these two previous activities. You may want to suggest that the students consider the elements of SOAPSTone as they compose their own drafts.

Also, have students review what they wrote from the parent’s perspective. This will help them keep opposing viewpoints in mind and anticipate reader’s reactions to the topic.

Activity 21: Composing a Draft

When you write an argument essay, it is important to maintain a tone that is appropriate for your audience as it relates to the situation and topic. Before drafting, consider to whom you are writing this piece, the topic, and your opinions associated with the topic. Also consider the points you want to make in support of your position and the final idea you’d like to leave your reader thinking about. Organize your ideas into a beginning (identification of Coben’s argument and your own position in response), middle (supporting body paragraphs), and end (so what).

State your opinion on the topic in your thesis statement. To write a thesis statement for an argument essay, you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

- Not debatable: Spyware can be used as a parental monitoring device that records everything your teen does online.

This example is a definition (a fact based on the product). It is not an opinion and cannot be used as a thesis because it is not debatable.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Considering Structure

No rigid formula will cover all of the writing that students may be asked to do, but almost all writing has a beginning, middle, and end—even lab reports and journal articles have well-established standard sections and subheads. Formulaic essay structures such as the five-paragraph essay may be appropriate for some tasks, but most writing in the real world, and even in the university, does not take this form.

Activity 22: Considering Structure

Organize your essay so that it presents your position as effectively as possible. By the end of your essay, you want your audience to agree with you, so you want to organize your essay in such a way that your readers can easily follow it. The number of paragraphs in your essay will vary depending on the nature of your assignment, but the following outline shows the order in which the features of an argument essay are most effective:

Introduction

- Background information that the audience may need
- Introduction and explanation of Coben's argument
- Statement of your opinion (your thesis statement)

Body Paragraphs

- It is important to incorporate specific evidence that directly supports your position (thesis statement). The evidence can come in the form of concrete examples from your experience, observations, or readings.
- Paragraphs that address opposing points of view should also be included.
- Include a response to an opposing point of view, then refute the opposing view's position or show how your position is better.

Conclusion

- So what factor—a new point of view or a concise statement that reinforces your position
- Call for action or agreement

Example for “The Undercover Parent”**Introduction**

- A vivid description of “today's digital kids”
- Healy's own position that kids who spend lots of time on social media sites are the best adjusted

Body Paragraphs

- Research that supports that social media use is not harmful to adolescents
- Megan Mills and her mother's experiences with social media
- More research supporting the claim that online friendships are similar to offline ones

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA

Conclusion

- Teens form identities separate from their parents using social media in ways that are similar to how they formed them without social media.

Using the Words of Others (and Avoiding Plagiarism)

In Activity 23, students will practice using the words of others by practicing quoting, summarizing, and paraphrasing with proper documentation.

Activity 23: Using the Words of Others

This activity will help you decipher the differences between quoting, summarizing, and paraphrasing. First, look through Coben’s article and choose one point you might be able to use in your essay. Below you will copy the passage as a correctly punctuated and cited direct quotation. Then paraphrase the material in your own words, citing the material following MLA formatting. Lastly, use the same quote to create a summary you will respond to with your own opinion, again using correct citation. You will use this exercise in your essay later. An example of each is provided below.

1. Copy one idea from Coben’s article from the following points:

Example: “One of the most popular arguments against spyware is the claim that you are reading your teenager’s every thought, that in today’s world, a computer is the little key-locked diary of the past. But posting thoughts on the Internet isn’t the same thing as hiding them under your mattress. Maybe you should buy your children one of those key-locked diaries so that they too can understand the difference” (Coben 1).

MLA style requires in-text documentation for every direct quotation, indirect quotation, paraphrase, and summary. If the author’s name is given in the text of what you are writing, only the page number should be given in parentheses at the end of the sentence containing the author’s words or ideas. If the author’s name is not mentioned, then their name and the page number are required in parentheses.

2. Using the same direct quotation from above, paraphrase it by presenting Coben’s idea in your own words. Remember to use proper citation.

Example: Coben suggests that parents won’t use spyware because it’s like reading their kid’s diary. However, Coben points out that diaries are much more private than what is posted online and kids need to understand that (1).

3. Finally, summarize Coben’s idea and respond using your own voice. Here you are entering into a conversation with Coben. What is your position in response to his? Agree or disagree with the summary you wrote, again using correct citation.

Example: Coben claims that parents won’t read what their kids post online because it feels as though they’d be reading a diary. Coben is right about the

messages some teens post online; they forget that their words can be seen by hundreds when in a diary you're only having a conversation with yourself. That's why it's a good idea to talk about the difference between a private diary and what seems like a private online post, as Coben suggested (1).

Prerequisite Grade 8 Standard: Reading – Informational Text

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading – Informational Text

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

- 1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Negotiating Voices

The goal of negotiating voices is for students to be able to distinguish their ideas from those of their sources and to make clear their stance in relationship to those sources.

Activity 24: Negotiating Voices – Completing Sentence Frames

In Coben's article "The Undercover Parent," he imagines what parents may say in response to his encouragement to download spyware to monitor their children's Internet use. To introduce each of these counterarguments, he writes: "Some will say..." and completes the sentence with a paraphrase of what he has heard parents say in defense of not spying.

Imagining what others might say in defense of privacy, complete the following sentence frames:

1. Many of my friends post comments that they would like to keep private from their parents. One of my friends claims that spyware is...

... an invasion of her privacy because her parents know most of what she does online, but some stuff I post would be too embarrassing for my parents to read.

2. Although some of my friends are friends with their parents on Facebook, they agree that they should control the privacy setting because...

... parents can get too nosy and want to eavesdrop on everything [they're] doing or what [their] friends are doing.

Now, imagining what others might say in defense of using spyware, complete the following sentence frames:

1. When my classmates and I were asked to imagine being parents of a teenager faced with the choice of installing monitoring spyware, the majority of us imagined that we would use spyware because...

... we see what our friends go through online and as parents we would want to protect our kids from stupid mistakes or dangerous situations.

2. Parents who have difficulty talking to their teens about their Internet activities may want to consider spyware to...

... confirm trust in their kids by making sure they are who they present themselves to be, making sure their social friends are friends they really know, ensuring they're not spending too much time online, and making sure pictures posted online won't come back to embarrass them.

Revising and Editing

Writing

- 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Revising Rhetorically

Your students will now need to work with the organization and development of their drafts to make sure their essays are as effective as possible.

Your students should produce the next drafts on the basis of systematic feedback from others. These drafts will be more reader-based than the first draft because the students will take into consideration the needs of the readers as they respond to the text.

Directions: Assign students to groups of four. (Try adding one opposing viewpoint to each group.) Have them read their paper aloud to the other members of their group, stopping after their thesis and then after each supporting example. Students should discuss each other's position and whether the examples supporting their position are clear or too general.

Activity 25: Revising the Draft—Peer Group Work

As your peers respond, take notes on your paper for possible revisions to make. Note weak examples and any possible reader's opposition(s). Also note any viewpoints that you may have not considered.

Individual Work

After listening to three other papers and hearing reactions to your own, you should be prepared to revise your drafts on the basis of your notes and peer feedback. Use the following set of questions as a guideline for revising your paper:

1. Does my thesis offer a debatable position?
2. Have I clarified Coben's argument?
3. Which of my examples are most effective?
4. Which examples need more details?
5. Do I need to analyze my examples more thoroughly to show how they relate to my position?
6. Are there any examples that I need to omit because they didn't prove my thesis?
7. How did my peers react to my tone? Do I need to make stronger word choices, or tone some words down to sound knowledgeable and credible?
8. Have I addressed different points of view?
9. Does my conclusion reinforce my position?

6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Revising Objectively with the EPT Scoring Guide

Using the Evaluation Form, Part I (Assignment Template, Appendix K) based on the EPT Scoring Guide (Appendix L) with your students, explain each category of the form and have them make initial marks in the appropriate fields. This will highlight for students the areas in which they need to improve upon before submitting a final draft. This also helps students see that writing is much more objectively graded than subjectively graded, and will help them set goals for obtaining the score they want.

Revising Rhetorically

When students revise rhetorically, they are “re-seeing” their writing through the rhetorical situation. They should “re-see” their paper considering the audience, the writer’s persona, and the occasion.

What they choose to revise should depend on the purpose of the writing task. How will they most effectively communicate their opinion to a specific audience within a specific context?

Activity 26: Revising Rhetorically

Consider each of the following questions to help you think about to whom you are writing, how you want to sound to that audience, and in which context (or for what purpose) you are completing the writing assignment:

1. Who will read your essay? What do your readers probably think or believe about your topic? How will your audience likely react to your position? How much background information will they need?
2. What sort of image do you want to project to your reader? How will you achieve it? What words or type of language might you choose to help construct the image you want to project (ethos)?
3. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish: informing, persuading, suggesting?
4. What are your main arguments (Aristotle would call this “logos.”)? What support do you have? (For example, you can use facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples.) What is your strongest evidence?
5. Are there any emotional appeals (pathos) you want to use? Do strong emotional examples work for the topic or should they be more subtle? Which emotions should you appeal to (fear, passion, love, concern, pride)?
6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Writing

- 2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Considering Stylistic Choices

Writers can make stylistic choices in order to enhance the clarity of their messages, make emotional connections with readers, and establish their ethos. These choices draw readers in or push them away. Students can consider the effectiveness of their stylistic choices by responding to the following questions:

- How will the language you have used affect your reader's response?
- Which words or synonyms have you repeated? Why?
- What figurative language have you used? Why did you use it?
- What effects will your choices of sentence structure and length have on the reader?
- In what ways does your language help convey your identity and character as a writer?
- Is your language appropriate for your intended audience?

Activity 27: Considering Stylistic Choices

Take your audience into consideration as you review and revise your essay. Assume that your audience is well informed generally, but may not have the specific knowledge that you have gained by reading and discussing as you moved through “The Undercover Parent” unit. Remember that when you use others' words or ideas, you need to provide your readers with information for your sources to give them credibility. In a timed-writing situation, you will not have access to sources, but you can still refer to information you learned in a class, read in an article, or found from watching a news report. Just be sure to mention where you found it (not a formal reference but an acknowledgment that it comes from another source).

Consider the words you chose to use as well. The words you chose create your tone of voice. It is important to maintain an appropriate voice for your reading audience. In a timed-writing situation, you could be writing for a group of teachers you may or may not know. Nevertheless, you will want to maintain a tone of maturity and academic voice.

Now discuss the following questions with a partner or small group:

1. How will the language you have used affect your reader's response?
2. Which words or synonyms have you repeated? Why?
3. What figurative language have you used? Why did you use it?
4. What effects will your choices of sentence structure and length have on the reader?
5. In what ways does your language help convey your identity and character as a writer?
6. Is your language appropriate for your intended audience?

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.

Writing

5. Develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

Editing the Draft

In Activity 28, students will turn their attention to the grammar and mechanics of their drafts.

Activity 28: Editing the Draft

You now need to work with the grammar and mechanics of your draft to make sure that your use of language is effective and conforms to the guidelines of standard written English.

Individual Work

Edit your draft based on the information you have received from your instructor or tutor. Use the Editing Checklist (Assignment Template, Appendix K, Part II) provided by your teacher. The following suggestions will also help you edit your own work:

Editing Guidelines for Individual Work

- Read your essay aloud to yourself. This will slow you down and allow you to hear your errors. If possible have someone else read it aloud to you.
- In order to focus on individual words, read your paper backwards.
- Check for sentence variety. Do your sentences tend to begin the same way, have the same length, and/or appear to be of the same type? Recast some to make them shorter or longer; compound, complex, or simple; and make sure their beginnings differ.
- Only look for one type of error at a time. Then go back and look for a second type, and if necessary, a third.
- Use the dictionary to check spelling and confirm that you've chosen the right word for the context.

Writing

5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for

Responding to Feedback

When students get their papers back with feedback, ask that they consider all of the feedback they got from various peers, instructors, and others and make decisions about what changes they are going to implement. If you have collected and marked essays by this point, students can respond to the feedback they received from their teacher, as well as from their peers.

Activity 29: Responding to Feedback

Review the feedback on your essay that you received from your peers and/or teacher. Discuss the following questions with a partner or small group:

1. What are the main concerns my readers had in reading my draft?
2. Do all of the readers agree with my position?
3. What global changes should I consider? (thesis, arguments, evidence, organization)
4. What do I need to add?
5. What do I need to delete?
6. What sentence-level and stylistic problems do I need to correct?
7. What kinds of grammatical and usage errors do I have? How can I correct them?

Your teacher will let you know if you will be applying this feedback to another revision of your essay or to future writing assignments.

It is useful for instructors to model this revision process with a sample paper. When students can observe and collaboratively participate in how to move from feedback to revision, they are better able to internalize the moves proficient writers make in revision and subsequently engage in these moves independently.

Reflecting on Your Writing Process

When you return the essays to your students, ask them to reflect in writing about the process of writing the essay. Identify what they learned and write it down so they can apply these skills to their next writing assignment.

Activity 30: Reflecting on Your Writing Process

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?

a range of tasks,
purposes, and
audiences.

3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, writing the first draft, revising, and editing?

SOAPSTone Organizer

What is the **Subject**? The general topic, content, and ideas contained in the text

What is the **Occasion**? The time and place of the piece, the current situation

Who is the **Audience**? The group of readers to whom this piece is directed

What is the **Purpose**? The author's reason behind the text

Who is the **Speaker**? The voice which tells the story

What is the overall **Tone** of the piece? How does the diction create meaning?

S The article is mainly about...

- The main idea explored in this article is...
- The author is mainly claiming that...
- This article ... (choose a developmental mode below) argues/ classifies/compares/contrasts/defines/describes/exemplifies/ illustrates/informs/ persuades/summarizes

O The events which led up to the writing of this piece include...

- The reason the author wrote this article is because currently...
- This article was written in response to _____ event(s).

A The author is addressing ...

- From the words _____ and _____, it can be assumed that the author's intended audience is...

P The main purpose of this article is to...

- The author claims _____ in order to persuade his/her audience to...
- To call the audience to _____ the author suggests. . . .

S From the words _____ and _____, it can be assumed that the author (is)...

- Because this article was published in/on _____, it can be inferred that...
- The italicized information at the beginning/end of the article reveals that...

Tone Overall/In general/On the whole, the author's tone is...

- In paragraph his attitude is...
- A shift in tone occurs between _____ from _____ to _____.