**File Name: A9-10P To Teachers and Whom It May Concern**

**Argument/Opinion**

**Grade 9-10**

**On-Demand Writing- Uniform Prompt**

To Teachers and Whom It May Concern:

**Introduces a precise claim:** The introduction gives context about the subject of technology, acknowledging it as a **substantive topic,** and then states a claim

 A proposal has been brought to the school board concerning the possibility of participating in “Shut Down Your Screen Week,” a movement in which students do not use any electronic media for a seven day duration. Technology and electronic media have been shown to have a variety of negative impacts on people, especially youth. For this reason, I believe that participating in “Shut Down Your Screen Week” would benefit our students in a variety of ways.

**Uses words, phrases, and clauses to create cohesion and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims**

 There are many negative impacts of electronic media upon our students, but among the most severe is its effects on the brain. According to the article, “Attached to Technology and Paying a Price,” technology is “rewiring our brains.” Technology has been proven to have significant effects on the way brains take in and process information. That’s not surprising considering people use an average of 12 hours a day (one half of every day) of media each day. The brain behaves hyperactively while using electronic media, as it is presented with a “deluge of data.” This hyperactivity transfers into one’s daily life, causing troubles focusing, forgetfulness, and boredom. A break from social media and technology would help students become more focused and attentive, giving their brains a break from technology.

**Establishes and maintains a** **formal style and objective tone while attending to the norms and conventions of the discipline**

**Creates an organization that establishes clear relationships among claim, counterclaims, reasons, and evidence**

 Additionally, students could better obtain information without technology or social media. High-result-yielding search engines are not the most productive way for students to take in information. When a brain is using a computer, it is taking in a great amount of information quickly. According to the article, “Is Google Making Us Stupid?” deep thinking “happens only when our minds are calm and attentive.” With an overload of information, the brain is not at all calm and does not deeply interpret information. Although search engines like Google may present much information, with its use, little information will be internalized, and little knowledge will be gained. During a week without technology, students could gain and truly internalize knowledge.

**Develops the claim fairly, supplying evidence** for it, **using valid reasoning** in form of text-based evidence

 I do understand that there are many benefits of technology in education. I understand that technology can help students efficiently find information, and technology has even shown signs of “growing neural circuitry” in brains, according to “Attached to Technology and Paying the Price.” Additionally, according to the article “Is Google Making Us Stupid?’ the efficiency of search engines “outweigh the distractions.” Due to the positive aspects of technology and social media, I would not suggest that the school remove technology or social media for good. I believe that, since technology is so addictive, it would be beneficial to students to experience a week without it. During this time, students would be more focused, attentive, and better internalize information, along with innumerable other benefits.

**Provides a concluding statement that follows from** but does not add support to **the argument presented**

**Develops claim and counterclaim fairly, supplying evidence for each while pointing out the strength and limitations of both in a manner that anticipates the audience’s (**other students, parents, teachers, school board) **knowledge level and concerns**

**Uses words, phrases, and clauses to create cohesion and clarify the relationships between claim and reasons, between reasons and evidence, and between claim and counterclaims**

 Thank you for your time, and I hope that you will consider my proposal.

In this on-demand assignment, students were asked to take a position on whether their school should participate in the national “Shut Down Your Screen Week.” To provide context concerning this substantive issue, this writer begins by noting that technology has harmful effects. He then asserts the claim that, in his view, the school should not participate.

The writer develops his claim with several reasons, which he supports with sufficient, relevant, credible evidence, demonstrating his understanding of the topic and the texts he has read. The evidence in this piece comes from those texts and from the writer’s experience. The writer organizes his ideas clearly and supports his claim with logical reasoning. In addition, he acknowledges a counterclaim, distinguishes it from his own claim, and acknowledges the limitations this places on his own position. In this case, the writer introduces the counterclaim specifically to anticipate the concerns of the likely audience (other students, parents, teachers, school board members). Throughout the essay, the writer uses words, phrases, and clauses as transitions to clarify the relationships among claim, counterclaims, reasons, and evidence and to create cohesion.

The writer maintains a formal style and objective tone throughout the piece. The conclusion follows from the argument but does not significantly support it.

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 There are many negative impacts of electronic media upon our students, but among the most severe is its effects on the brain. According to the article, “Attached to Technology and Paying a Price,” technology is “rewiring our brains.” Technology has been proven to have significant effects on the way brains take in and process information. That’s not surprising considering people use an average of 12 hours a day (one half of every day) of media each day. The brain behaves hyperactively while using electronic media, as it is presented with a “deluge of data.” This hyperactivity transfers into one’s daily life, causing troubles focusing, forgetfulness, and boredom. A break from social media and technology would help students become more focused and attentive, giving their brains a break from technology.

 Additionally, students could better obtain information without technology or social media. High-result-yielding search engines are not the most productive way for students to take in information. When a brain is using a computer, it is taking in a great amount of information quickly. According to the article, “Is Google Making Us Stupid?” deep thinking “happens only when our minds are calm and attentive.” With an overload of information, the brain is not at all calm and does not deeply interpret information. Although search engines like Google may present much information, with its use, little information will be internalized, and little knowledge will be gained. During a week without technology, students could gain and truly internalize knowledge.

 I do understand that there are many benefits of technology in education. I understand that technology can help students efficiently find information, and technology has even shown signs of “growing neural circuitry” in brains, according to “Attached to Technology and Paying the Price.” Additionally, according to the article “Is Google Making Us Stupid?’ the efficiency of search engines “outweigh the distractions.” Due to the positive aspects of technology and social media, I would not suggest that the school remove technology or social media for good. I believe that, since technology is so addictive, it would be beneficial to students to experience a week without it. During this time, students would be more focused, attentive, and better internalize information, along with innumerable other benefits.

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