**File Name: A11-12P Proposal to Shut Down Screen**

**Argument/Opinion**

**Grade 11-12**

**On-Demand Writing- Uniform Prompt**

**Introduces a knowledgeable claim** and **establishes its significance:** The introduction gives context about the subject of technology, acknowledging it as a **substantive topic**, and then states a claim, albeit not very precisely

**Proposal to Shut Down Screen**

To whom it may concern:

 A group of parents, and some teachers, have made a proposal to

 the school board. They would like the school to participate in the national

 “Shut Down Your Screen Week.” A week without any electronics is what

 parents believe the school needs. Technology is a big contradiction. It is

useful with all the tools it has, yet it can be a distraction, or addicting. Our school should participate in the national “Shut Down Your Screen Week” because of the following issues with technology.

**Develops the claim and a counterclaim fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the concerns, values, and possible biases of the audience** (other students, parents, teachers, school board members)

 “Based on a representative survey of 2,500 Americans…those who used social media had more close confidants,” says Keith Hampton.

Facebook, Twitter, and other social media allow people to connect with

each other and have social interactions, but through the web. The web,

or a phone, that allows people to be more social is a major issue today.

Kids, especially high school students, feel no need to talk to a friend in

person. They can just text them. The problem with Facebook, or texting,

is that people interact differently than they would in person. Cyberbullying

**Addresses significance of claim** and topic

is one of the biggest issues with the web today. People say things on the web that they wouldn’t say to the person’s face. Bullies feel safe when hidden behind a screen. Whether or not the survey of 2,500 people was accurate, it still did not account for the differences in interactions for media and in person. Having no electronics for a week would allow students to see that difference.

**Points out limitation** on claim

 Although technology allows students to do research, that research

**Uses words, phrases, and varied syntax to create cohesion, clarify the relationships among claims and reasons**

 isn’t helping students to do strategic and logical thinking. “What really

makes us intelligent isn’t our ability to find lots of information quickly.

It’s our ability to think deeply about that information, “ says Nicholas Carr,

author of the book *The Shallows: What the Internet is Doing to Our Brains.*

Brain scientists have researched and found out that deep thinking only

happens with a calm mind. “The greater our concentration, the richer our

**Acknowledges counterclaims, then distinguishes from claim with reasons and relevant, credible evidence from text, using valid reasoning**

 thoughts,” Nicholas Carr says. The internet is a useful search engine, but

does not allow students to go deeply into thought. Google allows people to

 find anything by the click of a button. This isn’t the way students should

learn. Nicholas Carr says, “If you’re really interested in developing your

mind, you should turn off your computer and your cellphone – and start

**Creates an organization that logically sequences claim, counterclaims, reasons, and evidence** throughout

thinking. Really thinking.”

 Technology can be distracting, but most of all it is addictive.

Scientists say that using email, texting, or searching the web can change

 how someone thinks or behaves. “The stimulation [of technology use]

 provokes excitement – a dopamine squirt – that researchers say can be

**Develops the claim fairly and thoroughly, supplying evidence** for it **in a manner that anticipates the concerns, values, and possible biases of the audience** (other students, parents, teachers, school board members).

Uses depth of evidence

addictive. In its absence, people feel bored,” says Matt Richtel of the New

 York Times. Addiction to technology may not compare to the addiction

of certain drugs, but being a student who is addicted to something that

creates different social interactions, and doesn’t allow deep thought, could

 be very bad. “In 2008, people consumed three times as much [technology]

 each day as they did in 1960,” Matt says. This rate has already increased,

and a break from it wouldn’t be a bad thing. Researchers worry that

constant digital stimulation like this creates attention problems for children

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

with brains that are still developing, who already struggle to set priorities

and resist impulses,” Matt says. Students in high school, or even in college,

have brains that are still developing. A week off from the technology would

 allow these students to develop skills, with their growing brains, that

 could be used instead of electronics.

 Our school should start participating in the national “Shut Down

**Provides a conclusion that follows from and supports the argument presented**

Your Screen Week.” It would allow students to see the difference in social

 interactions of electronics and in person. The week would allow students

to go into deep thought and understand subjects and ideas that Google

cannot. Lastly, technology is addictive and a break is what students need

 to understand the consequences of it being addictive. By our school doing

Recognizes and appeals to the **audience’s concern**s, values, and **possible biases**, coming back to further **establishing the** **significance of the claim**

 this national movement, we could change the way school is taught to better

 help each and every student.

In this on-demand assignment, students were asked to take a position on whether or not his school should participate in the national “Shut Down Your Screen Week.” This student gives an introduction about technology in a broad and substantive sense as context on the issue and makes a claim that in his view the school should not participate.

The writer reminds the reader of the significance of his claim by pointing out one of the reasons to support that claim *(“Cyber bullying is one of the biggest issues with the web today”*), then develops the overall 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 and treats fairly multiple counterclaims, distinguishes them from his own claim, and refutes them with support for his own position, which again includes evidence from the texts. The writer introduces counterclaims specifically to anticipate the concerns, values, and possible biases of the likely audience (other students, parents, teachers, school board members). Throughout the essay, the writer uses words, phrases, and clauses as well as varied syntax 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 and supports the argument presented, reminding the reader of the significance of the topic and claim to this particular audience (other students, teachers, parents, school board members).

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 “Based on a representative survey of 2,500 Americans…those who used social media had more close confidants,” says Keith Hampton. Facebook, Twitter, and other social media allow people to connect with each other and have social interactions, but through the web. The web, or a phone, that allows people to be more social is a major issue today. Kids, especially high school students, feel no need to talk to a friend in person. They can just text them. The problem with Facebook, or texting, is that people interact differently than they would in person. Cyberbullying is one of the biggest issues with the web today. People say things on the web that they wouldn’t say to the person’s face. Bullies feel safe when hidden behind a screen. Whether or not the survey of 2,500 people was accurate, it still did not account for the differences in interactions for media and in person. Having no electronics for a week would allow students to see that difference.

 Although technology allows students to do research, that research isn’t helping students to do strategic and logical thinking. “What really makes us intelligent isn’t our ability to find lots of information quickly. It’s our ability to think deeply about that information, “ says Nicholas Carr, author of the book *The Shallows: What the Internet is Doing to Our Brains.* Brain scientists have researched and found out that deep thinking only happens with a calm mind. “The greater our concentration, the richer our thoughts,” Nicholas Carr says. The internet is a useful search engine, but does not allow students to go deeply into thought. Google allows people to find anything by the click of a button. This isn’t the way students should learn. Nicholas Carr says, “If you’re really interested in developing your mind, you should turn off your computer and your cellphone – and start thinking. Really thinking.”

 Technology can be distracting, but most of all it is addictive. Scientists say that using email, texting, or searching the web can change how someone thinks or behaves. “The stimulation [of technology use] provokes excitement – a dopamine squirt – that researchers say can be addictive. In its absence, people feel bored,” says Matt Richtel of the New York Times. Addiction to technology may not compare to the addiction of certain drugs, but being a student who is addicted to something that creates different social interactions, and doesn’t allow deep thought, could be very bad. “In 2008, people consumed three times as much [technology] each day as they did in 1960,” Matt says. This rate has already increased, and a break from it wouldn’t be a bad thing. Researchers worry that constant digital stimulation like this creates attention problems for children with brains that are still developing, who already struggle to set priorities and resist impulses,” Matt says. Students in high school, or even in college, have brains that are still developing. A week off from the technology would allow these students to develop skills, with their growing brains, that could be used instead of electronics.

 Our school should start participating in the national “Shut Down Your Screen Week.” It would allow students to see the difference in social interactions of electronics and in person. The week would allow students to go into deep thought and understand subjects and ideas that Google cannot. Lastly, technology is addictive and a break is what students need to understand the consequences of it being addictive. By our school doing this national movement, we could change the way school is taught to better help each and every student.