

# Writing T-Chart – Proposition/Support Outline

## CIP 15.1202 Computer Technology & Computer Systems Technology

**Produce arguments that have a clear thesis statement and support.**

<b>Program Task:</b>	<b>PA Core Standard: CC.3.6.11-12.A</b>
805: Compare and contrast various types of wired and wireless networks.	Description: Write arguments focused on discipline-specific content.

<b>Program Associated Vocabulary:</b>	<b>Writing Associated Vocabulary:</b>
Wired Networks Wireless Networks Hardware Peripherals Internet	Arguments Proposition Support Thesis Statement Inference Logic

<b>Program Strategy:</b>	<b>Literacy Strategy:</b>						
<p>Use the proposition/support outline strategy to prepare students to write thesis statements for argumentation pieces.</p> <p>After introducing the proposition/support outline strategy and before starting the project, present the following prompt to students:</p> <p><i>You have been hired to set up a network for XYZ Manufacturing, a new corporation. The network will be used for simple office communication, research and development support and to serve as a library for company functions. Off-site employees will also be given access to the network. Develop a proposal to the chief executive officer that recommends all components of the best network for the company. Support your recommendations with specific rationales from research and experience.</i></p> <p>Lead students through a discussion of which components should be under consideration for this project. Generate a list of all possible components and why they would be best.</p> <table border="1" data-bbox="159 1921 748 1955"> <thead> <tr> <th>Component</th> <th>Use</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Component	Use	Reason				<p>The proposition/support outline provides a graphic organizer by which students identify the "propositions"—statements that can be argued as true, false or debatable—of a document. It can be used as a reading strategy for students to identify evidence for the author's propositions and used as a pre-writing organizer for students to develop their thesis statements and the evidence they will use to support their propositions.</p> <p><i>Whole Group</i> Introduce the exercise by reminding students of the differences in fact (provable) and opinion (belief or judgment).</p> <p>Provide students with a list of statements for them to classify as facts, opinions, examples or inferences. Provide enough examples until you are sure that students can identify and explain the differences.</p> <p>Display a short paragraph for students and model locating the thesis statement and types of evidence supporting it.</p>
Component	Use	Reason					

Program Strategy:	Literacy Strategy:
<div data-bbox="159 132 748 163" style="border: 1px solid black; width: 100%; height: 15px; margin-bottom: 10px;"></div> <p>After students have created this initial list, have them defend their reasons. Are they facts, opinions, inferences? Do they need additional research to support their recommendations?</p> <p>Remind students that they are developing a proposal that they must be able to defend. What proposition do they need to make?</p> <p>Share the opening paragraph of business proposals. Work with students to identify the proposition/thesis statement and any evidence that is identified in the opening paragraph.</p> <p>Have students develop their proposition/thesis statement for the XYZ Manufacturing proposal.</p> <p>Once you are confident that students have a good thesis statement, have them complete the organizer for the types of support that they will develop for their proposals. If they need to do additional research, they may add to the organizer until they are ready to draft the proposal.</p>	<p>Using the current project, have students generate propositions/statements that they could defend.</p> <p><i>Guided Practice</i> Lead students in a discussion of what they learned in the most recent project that the class completed. Ask them to work in their teams to develop a proposition related to their findings. Use the proposition/support outline for them to identify different types of evidence they collected to support that proposition. Teams should have similar propositions and evidence if they completed the same project. Have teams share and discuss any differences.</p> <p><i>Application</i> Share and discuss the scenario for the current project. Have project teams develop their propositions and begin identifying evidence to complete the proposition/support outline. Remind them that if they have additional research and experimentation to complete, they may change their position or identify different evidence. Students should use the organizer to develop their thesis statement and outline before writing the argumentative final paper.</p> <p>In debriefing, use the following questions:</p> <ul style="list-style-type: none"> <li>• How can you identify the different types of evidence?</li> <li>• What are the characteristics of a good thesis statement?</li> <li>• Why is it important to develop a strong thesis statement for an argumentative paper?</li> </ul> <p>Listen for:</p> <ul style="list-style-type: none"> <li>• Understanding the role of different types of evidence.</li> <li>• Understanding the importance of a good thesis statement to guide writing.</li> <li>• A thesis statement without support is simply an opinion.</li> </ul>

## Instructor’s Script – Proposition/Support Outline

It is always important that students consider their evidence before constructing an argumentative paper. A business proposal is an argument: my solution is better than any other for your problem.

Propositions should be clearly stated and backed clearly by evidence. There are different types of acceptable evidence, but personal opinion is not one of them.

## Common Mistakes Made by Students

Students frequently believe that their experiences are the best evidence to support their opinions or arguments. They need to understand that evidence to support a position/proposition needs to address what will be most effective for their reader, rather than just what they consider important.

Students also can be confused about the types of evidence. They need to consider the credibility of authorities, for instance, and whether their reasoning is logical.

## CTE Instructor's Extended Discussion

Experimentation and hands-on research are critical kinds of evidence to be used for business proposals. However, students need excellent documentation for citing their experiences as evidence and it should be, whenever possible, triangulated with evidence from expert authorities.

## Sample Questions

### Career and Technical Concepts

Question	Answer
A business proposal is an argumentative paper because it A. Presents a proposition and evidence. B. Is written for an audience. C. Expresses the writer's opinions. D. Contains only facts.	A. Presents a proposition and evidence

### PA Core Reading Concepts

Question	Answer
A writer has developed the following thesis statement: The quality of fast food is a function of food retailers, manufacturers, suppliers and restaurant employees. Which of the following would be the best evidence to support that thesis? A. I eat a lot of fast food. B. <i>USA Today</i> has reported that the cost of fast food is rising rapidly. C. Fast food is not good for teens, according to Dr. James Jones. D. A recent study of Hamburger Haven showed that there were 14 different companies and individuals that contributed to each hamburger sold.	D. A recent study of Hamburger Haven showed that there were 14 different companies and individuals who contributed to each hamburger sold.

## Proposition/Support Outline

<b>Proposition</b>
<b>Thesis Statement</b>
<b>Facts</b>
<b>Inferences</b>
<b>Examples</b>
<b>Expert Authority</b>
<b>Logic and Reasoning</b>