

Arguments in Action– The Undercover Parent

UNIT 6

RI3, RI6, W1, W8, SL3, SL4A

TRANSITION JOURNAL

Romeo and Juliet keep their love and relationship a complete secret (except for a couple trusted individuals), and it ends in complete disaster, violence, and tragedy. How would the story play out differently if Romeo and Juliet were teenagers in modern society who communicated electronically (e.g., social media, email, private messages, etc.), and their respective parents had spyware to track and monitor their correspondence?

INTRO TO UNIT 6

Parental Monitoring:

Invasion of privacy or parental responsibility?

This unit we will:

Task 1: Close read 6 articles focused on parental monitoring to create a SOAPSTone chart and a Rhetorical Précis for each article

Task 2: Engage in a debate

Task 3: Write an argumentative essay

Culminating Learning Experience: Engage in a mock open school site forum to decide whether parental monitoring is appropriate or an unnecessary invasion of privacy

Close Reading

Soapstone & Rhetorical Précis

TASK 1

#1 ANTICIPATION GUIDE

I will give you 8 different statements.

PART 1:

1. Copy down each statement. Leave 4 lines between each statement

2. Decide if you agree or disagree with the statement

A for Agree

D for Disagree

SA for Strongly Agree

SD for Strongly Disagree.

3. Then write one sentence explaining your position

Your Opinion:

Parent's Perspective:

- A for Agree
- D for Disagree
- SA for Strongly Agree
- 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.

LEAVE 4 LINES IN BETWEEN EACH SENTENCE: Write one sentence of explanation

___ / ___ 2. The Internet can be a dangerous place.

___ / ___ 3. Chatting online with people you don't really know is normal and fine.

___ / ___ 4. Cyber-bullying takes place on social networking sites (i.e., Facebook, Instagram, etc.) among my friends and is a problem.

___ / ___ 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.

#1 ANTICIPATION GUIDE

PART 2: PARENT'S 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 and react as you think a parent might react.

1. Decide if you agree or disagree with the statement

A for Agree

D for Disagree

SA for Strongly Agree

SD for Strongly Disagree.

2. Then write one sentence explaining your position from the perspective of a parent

#2 WORD STUDY – CONNOTATION

With a partner, discuss what the concept of “privacy” means to you.

Together try and define privacy.

Then copy down the correct definition...

privacy (n.): the state or condition of being free from being observed or disturbed by other people.

#2 WORD STUDY – CONNOTATION

Order the words by their positive to negative connotation. Be prepared to defend your choices after you and your partner have completed your chart. *“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

Most Positive



Most Negative

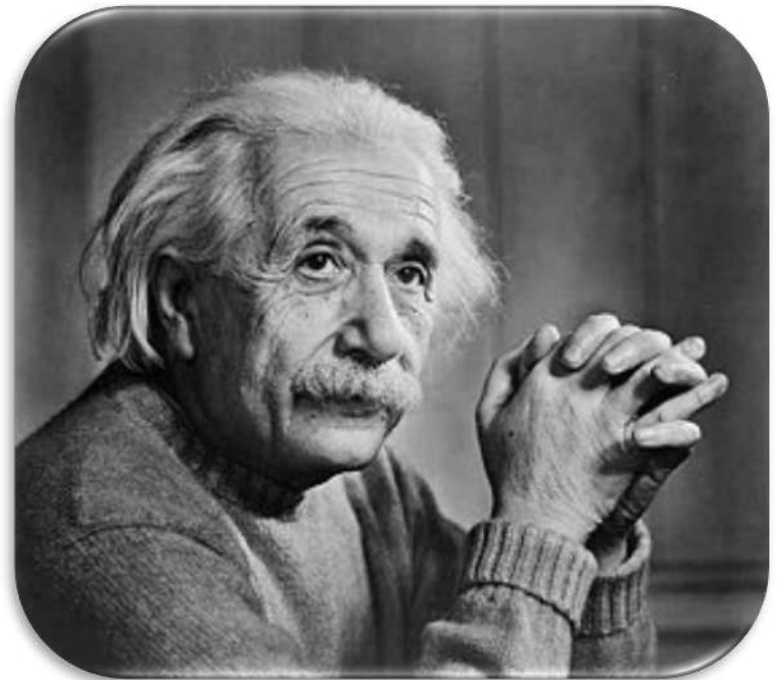
#3 METHODS OF PERSUASION NOTES

- Rhetoric is the art of persuasion.
- The goal of persuasion is to change others' point of view or to move others to take action.
- There are three methods of persuasion:

LOGOS = LOGIC / REASON

Logos is an argument based on facts, evidence and reason.

Using logos means appealing to the readers' sense of what is logical.



ETHOS = ETHICS / IMAGE

Ethos is an argument based on character.

The writer or speaker presents him or herself to the reader as credible, trustworthy, honest, and ethical.



PATHOS = PASSION / EMOTIONS

Pathos is an argument based on feelings

Using pathos means appealing to readers' emotions and feelings (ex. fear, sympathy, love, pride, etc.)



#4 CLOSE READING NOTES

- **Annotation Symbols**
- **Annotation Colors**
- **1st Read and Discussion – Key Ideas and Details**
- **2nd Read and Discussion – Craft and Structure**
- **3rd Read and Discussion – Author’s Argument**

ANNOTATION SYMBOLS

Symbol	Comments/Questions/Response
?	<ul style="list-style-type: none">• Questions I have• Confusing parts for me
+	<ul style="list-style-type: none">• Ideas/statements I agree with
-	<ul style="list-style-type: none">• Ideas/statements I disagree with
*	<ul style="list-style-type: none">• Significant Ideas
!	<ul style="list-style-type: none">• Shocking statements or parts• Emotional parts
o	<ul style="list-style-type: none">• Ideas/sections you connect with• What this reminds you of

ANNOTATION COLORS

Color	Device
Yellow	Vocabulary Words
Pink	Language (ex. analogy, allusions, repetition, parallelism, personal anecdote, hyperbole, appositives, connotation, root words, etc.)
Blue	Logos
Green	Ethos
Purple	Pathos

1ST READ

Read for Key Ideas and Details

What does the article explicitly say about the topic?

What is the central/main idea of the article?

How does the author unfold the main idea throughout the article?

1ST DISCUSSION

- **With a partner discuss the Key Ideas and Details you found:**
 - What does the article explicitly say about the topic?
 - What is the central/main idea of the article?
 - How does the author unfold the main idea throughout the article?

***After, we will discuss as a class**

2ND READ

Read for Craft and Structure

What words and phrases are used to shape the author's tone?

How is the article structured? Is it effective?

What is the author's point of view?

2ND DISCUSSION

- **With a partner discuss the examples of Craft and Structure you found:**
 - What words and phrases are used to shape the author's tone?
 - How is the article structured? Is it effective?
 - What is the author's point of view?

***After, we will discuss as a class**

3RD READ

- **Read for author's argument**

- How does the author develop his/her argument?

- What rhetorical techniques does the author use to advance his/her argument?

 - Logos

 - Ethos

 - Pathos

- How does this author's argument compare to the other arguments we have read?

- What are some additional counterclaims to this author's argument that you can brainstorm?

3RD DISCUSSION

- **With a partner discuss the examples you found that support the author's argument:**
 - How does the author develop his/her argument?
 - What rhetorical techniques does the author use to advance his/her argument?
 - Logos
 - Ethos
 - Pathos
 - How does this author's argument compare to the other arguments we have read?
 - What are some additional counterclaims to this author's argument that you can brainstorm?

3rd read (Author's Argument)

Logic (Logos)

- What reasonable arguments or evidence does the author use to make his point?
- **Highlight** sentences that show his reason and make sense logically

The Writer (Ethos)

- What does the author reveal about his /her background? Does he/she seem knowledgeable?
- **Highlight** sentences that show his/her credibility and trustworthiness

Emotions (Pathos)

- Does the piece affect your concern about the topic?
- **Highlight** sentences that elicit an emotional response from the reader

Undercover Parent – 1st read (Key ideas and Details)

For each chunk of paragraphs summarize what Coben is trying to do. By annotating your article in the margin.

Example: Paragraphs 1-3: Coben introduces the concept of...monitoring your children by installing spyware on your computer to guard children against internet dangers

Your Turn:

Paragraphs 4-5: Coben acknowledges...

Paragraphs 6-10: Coben lists the rebuttals that...

Paragraphs 11-13: Coben argues that...

Paragraphs 14-15: Coben concedes...

Undercover Parent – 2nd read (Craft and Structure)

- 1. Why does Coben repeatedly use the word “monitor” to describe the use of spyware? What are the connotations of the word “monitor”?**
- 2. 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?**
- 3. Why does Coben use the term “negligence” to describe parents who don’t monitor Internet use at all?**
- 4. 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?**

Undercover Parent – 3rd read (Author's Argument)

Logic (Logos)

- What reasonable arguments or evidence does Coben use to make his point?
- **Highlight** sentences that show his reason and make sense logically

The Writer (Ethos)

- What does the author reveal about his background? Does he seem knowledgeable about relationships between parents and their teen(s)?
- **Highlight** sentences that show his credibility and trustworthiness

Emotions (Pathos)

- Does Coben's piece affect your concern over the dangers on the Internet?
- **Highlight** sentences that elicit an emotional response from the reader

Undercover Parent – 3rd read (Author's Argument)

Logic (Logos)

- 1. What kind of evidence does Coben use to support his claim?**
- 2. What well-known cases of Internet danger does Coben cite? Do these effectively support his claim?**
- 3. Coben addresses possible counterarguments throughout his essay. What are they? Which one is most effective?**

Undercover Parent –

3rd read

The Writer (Ethos)

- 1. 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”?**
- 2. Does the author seem knowledgeable about relationships between parents and their teen(s)?**
- 3. 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?**

Undercover Parent –

3rd read

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. 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 & #6

We just finished close reading “The Undercover Parent” and now we will complete #5 SOAPSTone chart and #6 Rhetorical Précis.

Once you have completed “The Undercover Parent” activities, you will complete the same process with the following articles:

- “Big Brother meets Big Mother”**
- “Brutally Honest: Is it OK to spy on your kids?”**
- “Is it OK to spy on your children's online activities?”**
- “Dear Well-Meaning (But Ignorant) Parents: This Is What Your Teens Are Really Doing on the Internet”**
- “Parents, Teens and Digital Monitoring”**

#5 SOAPSTone Charts

<p>TITLE: “The Undercover Parent”</p> <p>S - O - A - P - S - Tone -</p>	<p>TITLE: “Is it OK to Spy”</p> <p>S - O - A - P - S - Tone -</p>
<p>TITLE: “Big Brother meets Big Mother”</p> <p>S - O - A - P - S - Tone -</p>	<p>TITLE: “Dear Parents”</p> <p>S - O - A - P - S - Tone -</p>
<p>TITLE: ”Brutally Honest”</p> <p>S - O - A - P - S - Tone -</p>	<p>TITLE: “Parents, Teens, and Digital Monitoring”</p> <p>S - O - A - P - S - Tone -</p>

#5 SOAPSTONE

SOAPSTONE

- **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 or issue
- **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 speaker and who they are based on textual references
- **What is the overall Tone of the piece?** How do style and word choice create fit the piece

#5 SOAPSTONE

Subject, Occasion, Audience, Purpose, Speaker, Tone

Complete the following sentence starters for each article:

S: The article is mainly about...

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

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

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

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

Tone: From the words _____ and _____, it can be assumed that the author is trying to create a _____ tone.

#6 Rhetorical Précis

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

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.

“The Undercover Parent” Précis

Harlan Coben, in his article, “The Undercover Parent” (2008), asserts that spyware can be effective in protecting children from the dangers of the Internet if used properly. He develops his claim by first acknowledging that spyware has a negative connotation, then by listing rebuttals against spyware and giving his own, and finally concedes that spyware can be an invasion of privacy; therefore, a discussion about internet dangers might be sufficient. Coben’s purpose is to persuade parents to install spyware or at the least engage in a discussion with their child in order to protect them for the dangers of the Internet. Coben creates a concerned and informal tone for parents that want to uphold their parental responsibility.

#6 Rhetorical Précis

complete a Précis for each article

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.

PHILOSOPHICAL CHAIRS

TASK 2

#7 PRO/CON CHART

What are the Pros and Cons of using Parental Monitoring/Spyware?

PROs –
reasons for monitoring

- Write examples given from the articles
- You may use direct quotes from the articles
- Either way, in an in-text citation put the author's last name of the article where you found that example (Coben)

CONs –
reasons against spying

#8 PHILOSOPHICAL CHAIRS

BEFORE:

- COPY DOWN THE STATEMENT
- EXPLAIN IF YOUR ANSWER IS YES/NO/UNDECIDED AND WHY?

DURING:

- HOW MANY TIMES DO YOU SPEAK?
- HOW MANY TIMES DO YOU MOVE SIDES?

AFTER:

1. SUMMARIZE THE DEBATE IN 5 SENTENCES.
2. EXPLAIN WHY YOUR POSITION STRENGTHENED, WEAKENED, OR CHANGED, AND THE REASONS FOR YOUR THINKING.
3. WHAT WAS THE MOST FRUSTRATING PART OF TODAY'S DISCUSSION?
4. WHAT WAS THE MOST SUCCESSFUL PART?

#8 PHILOSOPHICAL

CHAIRS – 5TH

SECTION

- 1. TEENS SHOULD ALWAYS BE MONITORED ELECTRONICALLY, SOMEHOW, SOMEWAY.**
- 2. PARENTS ARE NOT RESPONSIBLE FOR TEEN'S DECISIONS.**
- 3. THERE SHOULD BE LIMITS TO TEEN'S USE OF ELECTRONICS AND TECHNOLOGY.**
- 4. ONCE A CHILD TURNS A CERTAIN AGE, THEIR ACTIONS ARE NO LONGER THE RESPONSIBILITY OF THE PARENT.**
- 5. TECHNOLOGY IS ALWAYS IN USE BY "BIG BROTHER" (THE GOVERNMENT), AND SO TEENS SHOULD NOT USE IT EXCESSIVELY.**
- 6. TEENS HAVE LOGICAL THINKING SKILLS; THEY CAN MONITOR THEMSELVES.**
- 7-8. *CREATE YOUR OWN STATEMENTS. WRITE THEM DOWN ON A SEPARATE PIECE OF PAPER AS WELL AS IN YOUR NOTES FOR THE PHILOSOPHICAL CHAIRS.***

PHILOSOPHICAL CHAIRS RULES OF ENGAGEMENT

- 1. BE SURE YOU UNDERSTAND THE CENTRAL STATEMENT OR TOPIC BEFORE THE DISCUSSION BEGINS. DECIDE WHICH SECTION YOU WILL SIT IN.**
- 2. LISTEN CAREFULLY WHEN OTHERS SPEAK AND SEEK TO UNDERSTAND THEIR ARGUMENTS EVEN IF YOU DON'T AGREE.**
- 3. ONLY ONE PERSON SPEAKS AT A TIME.**
- 4. YOU MUST FIRST SUMMARIZE BRIEFLY THE PREVIOUS SPEAKER'S ARGUMENT BEFORE YOU MAKE YOUR RESPONSE.**
- 5. BE SURE THAT WHEN YOU SPEAK, YOU ADDRESS THE IDEAS, NOT THE PERSON STATING THEM.**
- 6. KEEP AN OPEN MIND AND MOVE TO THE OTHER SIDE OR THE UNDECIDED SECTION IF YOU FEEL THAT SOMEONE MADE A GOOD ARGUMENT OR YOUR OPINION IS SWAYED.**
- 7. SUPPORT THE MEDIATOR BY MAINTAINING ORDER AND**

TOPIC:

Parental Monitoring...

**Invasion of
privacy or
parental
responsibility?**

ARGUMENT ESSAY

**PARENTAL MONITORING: INVASION OF
PRIVACY VS. PARENTAL RESPONSIBILITY?**

TASK 3

ESSAY WRITING

ARGUMENT ESSAY PROMPT

After completing all of the readings, take a stance on the issue of parental monitoring. Support your position by providing reasons and examples from the readings or your own research. Incorporate rhetorical strategies to strengthen your argument.

GATHERING EVIDENCE TO SUPPORT YOUR CLAIM

- **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.**
- **All evidence must be cited...even if it is not a direct quote**
- **Evidence can consist of facts, reasons, incidents, examples, details, and statistics.**

ANTICIPATE OPPOSING POINTS OF VIEW - COUNTERCLAIM

- **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.**
- **You must address the counterclaim, but then explain in your rebuttal why your side of the argument is still the best**

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.**
- **Eliminate some person pronouns to remain objective (Ex. You, your, us, we, I, etc.)**

CHECK YOUR WORD CHOICE

Kid → Child

Teen → Adolescent

Big → problem Significant issue

Good → Effective or Beneficial

Bad → Poor or unfortunate

Could of → Could have

Says → Claims, asserts, suggests, admits, argues, etc.

Thing → more specific noun

Got → more specific verb

Very → Significantly, exceedingly, exceptionally, etc. (use a thesaurus)

THESIS STATEMENT IS AN OPINION/ARGUMENT

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.

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

DRAFT YOUR THESIS STATEMENT

**Decide your stance on parental monitoring and write your claim.
Include:**

- 2 points to support your claim**
- 1 counterclaim/opposing view point**

FOR parental monitoring:

Although privacy is important, parents should monitor their adolescents' internet usage in order to teach them about internet responsibility and protect them from harm.

AGAINST parental monitoring:

Even though it is frightening to parents to not know what their adolescent is doing online, parents should not monitor their child's Internet usage because it is an invasion of privacy and shelters adolescents from making their own mistakes.

BODY PARAGRAPHS

- **2 supporting/main points to your claim**

TS – Introduce main point supporting claim

CD – Fact, reason, statistics, etc. to support main point

CM – Analysis of Concrete Detail

CM – Analysis of Concrete Detail

CD – Fact, reason, statistics, etc. to support main point

CM – Analysis of Concrete Detail

CM – Analysis of Concrete Detail

CS – Conclusion of main point in relation to your claim

- **Counterargument**

TS - Explain a counterclaim that opposes your opinion and rebut

Begin with a phrase that lets the reader know it is an opposing point of view,
ex: “Some may claim...”

Argue back. State your logical argument refuting that reason. Begin with a
transition word that shows contrast, ex: “However...”

Finish with Proper Paragraph Form: CD, 2CM, CD, 2 CM, CS

INTRODUCTION

- **Hook**
- **Background information that the audience may need**
- **Introduction and summary of the issue of Internet safety, parental monitoring, growing danger of the internet, etc.**
- **Your thesis statement/claim/argument**

CONCLUSION

- **Restatement of your claim**
- **Summary of your main points**
- **“So what” factor; why does this topic matter to the reader or to your audience?**
- **Call for action or agreement**

SAMPLE OUTLINE

Introduction

Hook to introduce the topic to the reader (ex. Something about...spyware, internet, social media, short anecdote, etc.)

Background information that the audience may need about the internet or spyware

Summarize the issue: explain popular arguments for and against monitoring

What your argument about parental monitoring is...your THESIS

Body Paragraphs

Body Paragraph 1: One reason to support your THESIS

TS: Introduce the main idea of the paragraph

2 CD: Evidence, experience, observations, readings that support THESIS

4 CM: Your analysis or interpretation of the concrete detail

CS: Conclude the main idea of the paragraph

Body Paragraph 2: Another reason to support your THESIS

Body Paragraph 3: Include a response to an opposing point of view, then refute the opposing view's position or show how your position is better (counterargument)

Conclusion

Restate your argument

Summary of main points

So what factor—a new point of view or a concise statement that reinforces your position

Call for action or agreement (in order to persuade!)

Be watchful of...

- No personal pronouns: you, we, I, and us. Instead use: one, his, her, reader, parent, teen, and adolescent.
- ~~Don't~~ do not use contractions
- Said is dead (use rhetorically accurate verbs...claimed, argued, supports, suggests, adds, asserts, etc.)
- Commentary is not summary of someone else's ideas...commentary is your analysis on their ideas
- “Article Titles” are always in quotations *Newspaper Names* are always in italics if typed and underlined if handwritten
- **ALWAYS** introduce your quotations!!!
- In response to parents that believe spyware is an invasion of privacy, Coben suggests to “have a discussion about [their] concerns and let [their teens] know the possibility [of spyware] is there” (Coben).
- **MLA format should be FLAWLESS** now. Check header, quotation integration, double spaced, times new roman, 12 pt font. 1 inch margins, works cited.

MLA Works Cited

Structure:

Last name, First name. "Article Title." *Website Title*. Publisher of Website, Day Month Year article was published. Web. Day Month Year article was accessed. <URL>.

Example:

Cain, Kevin. "The Negative Effects of Facebook on Communication." *Social Media Today RSS*. N.p., 29 June 2012. Web. 2 Jan. 2013.

Hints:

- Only include URL if the source cannot be found easily
- n.p. if publisher cannot be found
- N.d. if published date cannot be found

PEER EDITING

(EVERY PAPER YOU PEER EDIT, WRITE YOUR NAME)

1st read: Read your own paper entirely and give a rubric score

Pass paper

2nd read: Read with pen in hand to edit for grammar and mechanics

3rd read: Highlight BODY PARAGRAPHS - TS and CS, CD, CM

Pass paper

4th read: Read while going through outline

5th read: Read while going through checklist

Pass paper

6th read: Read while going through dead words

CHECKLIST:

- ≡ Capitalize
- ✓ delete
- insert period
- ∨ insert apostrophe
- spelling error
- tense fix tense
- / lowercase
- ^ insert
- ^ insert comma
- ∨ insert quotation marks
- WC word choice
- ~ reorder words or letters

- No personal pronouns: **you, we, I, our, and us.**
- ~~Don't~~ do not use **contractions**
- **Said** is dead (so is saying and says)
- Commentary is not summary of someone else's ideas... **commentary is your analysis** on their ideas
- Each body paragraph has a **TS** and **CS**
- "Article Titles" are always in **quotations**
Newspaper/Magazine Names are always in **italics**
- **ALWAYS introduce** your quotations with context in this format:
 - In response to parents that believe spyware is an invasion of privacy, Coben suggests to "have a discussion about [their] concerns" (**Coben 2**).
 - Check **header, double spaced, times new roman, 12 pt font, 1 inch margins, works cited (also double spaced)**:

Last name, First name. "Article Title." *Website Title*. Publisher of Website, Day Month Year article was published. Web. Day Month Year article was accessed. <URL>.

MOCK SCHOOL SITE FORUM

**SHOULD PARENTS MONITOR THEIR
CHILDREN?**

**PARENTAL RESPONSIBILITY VS. INVASION OF
PRIVACY**

CLE: CULMINATING LEARNING EXPERIENCE

WHAT DOES IT LOOK LIKE?



WHAT DOES IT LOOK LIKE?



WHAT IS A FORUM?

a : the marketplace or public place of an ancient Roman city forming the center of judicial and public business.

b : a public meeting place for open discussion.

c : a medium (as a newspaper or online service) of open discussion or expression of ideas.

WHAT IS OUR FORUM?

You will engage in an open school site forum to decide whether parental monitoring/spying involving electronic devices is appropriate or an unnecessary invasion of privacy.

Situation: It has come to the attention of your school's community that electronic usage and communication among students may need to be rigorously but appropriately monitored by parents and guardians to ensure the safety and well being of pupils. Due to cyber bullying and questionable online activity, this is an emergent issue that needs to be addressed immediately.

Challenge: Having been assigned a particular side of the topic and representing a certain group of people, you will create a convincing campaign and argument to persuade the members of the school community present in the forum.

Role: Presenters represent varying groups of people (e.g., students, parents, teachers, administrators, etc.), and their style of argument will change depending on who they are.

Audience: The school community.

Product: Aside from a written version of your argument that you will present, you will create a campaign that can contain anything from digital presentations, posters, banners, costumes, and/or videos/commercials in order to attract the attention of the members of the community.

SCHOOL SITE FORUM GROUPS

- **Parents FOR**
- **Parents AGAINST**
- **Students/Adolescents FOR**
- **Students/Adolescents AGAINST**
- **Teachers/Administrators/School workers**
- **Various community members**

AGENDA

Day 1:

Each group will have 5-7 minutes to present their position speech/campaign with visual aids.

Day 2:

Opposing views will have an opportunity to ask questions of the different groups and each group will have an opportunity to respond. The day will end with a survey/poll to determine the conclusion of the forum.

REQUIREMENTS

Group Possible Roles:

- Campaign manager
- Main spokespeople/presenters (at least 2)
- Speech/position writers (at least 2)
- Visual aids workers/creators (at least 2)

Each group must have:

- Visual Aids: digital presentations, posters, banners, costumes, and/or videos/commercials
- Typed out position speech/script of presentation
- Prepared possible impromptu statements: anticipate what the opposing viewpoints are going to ask your group, and prepare rebuttals



**Teen
Safe**

*Protecting Your
Greatest Treasure*



KEEP YOUR **KIDS**
SAFE Online



 **Parental Controls**
for today's technology

Shield your children from web sites containing inappropriate, mature content.

Helps parents control access to websites, email, chat, games and more, even when you're not watching.

You will be graded on...

- **Collaboration/Preparation**
- **Organization**
- **Professionalism**
- **Visuals/Creativity**
- **Evidence of understanding the
perspective of your role**

UNIT 6 REFLECTION

- 1. What did you like about the unit and would want to do again?**
- 2. What would you have changed about this unit or how would you improve this unit if we had to do it over again?**
- 3. What is the most memorable or interesting thing you have learned this unit?**
- 4. What advice would you give to a freshman next year?**