**Argumentation Notes**

**Part 1 - Basic Parts**

1. Read the argument below. How does this draft compare to the response you or your group created? Is this argument stronger? How so?

*Dear MUHSD School Board,*

*As a high school student, I disagree with the proposal that we have to turn in our cell phones at the start of each school day, starting in the fall of 2017.*

*Most of the students at Merced High School agree with me, as evidenced by a survey conducted through the English classes. When asked if they would support the removal of cellular devices from students’ possession, 92 percent of students said they would not comply. This is not simply a majority of students that disagree with this position; it is an overwhelming majority. Because this sentiment is so widespread, it is necessary to take it seriously. When this many students feel strongly about the cell phone issue, the proposed policy is due for reevaluation. It is possible that the administration may challenge the validity of this survey, but please know that in an attempt to eliminate bias, it was administered to every student in the school (as opposed, for example, to only giving it to sophomores). As such, it is an accurate representation of the feelings of this student body.*

2) Watch the video tutorial on basic parts of an argument. Identify each components in the text above, by annotating the text. Include a definition for yourself, as you will refer back to this page for our final project this unit.

**Claim Reason Evidence Warrant Backing Rebuttal of the counterargument**

3) In your letter, revise your response so that it includes all of the above elements.