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## Teaching notes

## How to use this resource

This resource, *Persuasive Writing*, is designed to support student use of laptops in both online and offline classroom environments.

This resource is part of a series on composing texts designed to support students in Stage 4 and 5 English. Persuasive writing is used in a wide range of texts that students respond to and compose. In persuasive writing, the writer needs to convince the reader of his or her point of view or opinion on a topic. The writer needs to use appropriate factual information to support the thesis or argument, and to use effective persuasive devices and an authoritative tone to convince the reader. The use of effective cohesive devices further enhances the writing. Persuasive writing may deal with controversial issues such as capital punishment, cloning, drugs in sport, experimenting on animals and genetic engineering.

When students have completed using this resource, they will know how to compose an effective persuasive text.

### Explore

Students can learn more about persuasive writing by exploring the laptop wraps [Writing an exposition](https://app.education.nsw.gov.au/rap/resource/access/d26b95ff-4958-40c1-8691-a5f47d021dea/1) and [Writing a discussion](https://app.education.nsw.gov.au/rap/resource/access/6b242a11-0515-4333-a92d-ceb9ef06991e/1).

### Your tasks

Students can click on either the icons or the hyperlinked text to view each task in a pop-up window.

**Task 1**

When asked to do a piece of persuasive writing, students need to decide on their line of argument or thesis. Then they need to choose relevant facts to support their line of argument. Students look at a persuasive text and state what the thesis is and list the facts that the writer has used to support the thesis. They can do a BBC Bitesize [interactive activity](https://www.bbc.com/bitesize/guides/zwt3rdm/revision/1) to revise aspects of persuasive writing.

Students look at the sample NAPLAN [writing task](C://LRR%20Resources/12807%20Persuasive%20Writing%20TODO/documents/Example_writing_prompt_TV_vs_books.pdf) prompt. They decide whether they will compose an exposition (agreeing or disagreeing with the topic) or a discussion (where they consider both sides of the argument before concluding with their opinion).

They prepare to write by listing facts they will use in their writing.

**Task 2**

To convince the reader, students need to use persuasive devices such as emotive language and an authoritative tone. Students look at the effective use of emotive language in three persuasive texts. They take the list of facts they developed in Task 1 and write a paragraph for each one.

Students can learn more about tone in [this article](https://classroom.synonym.com/write-authoritative-voice-3391414.html) that gives tips on how to write with an authoritative tone. Then they look at their writing and decide if the tone they have used will convince the reader or if they need to revise their work.

**Task 3**

Cohesion is an important part of making meaning clear in a text and is achieved by the use of conjunctions and text connectives as well as referring words, substitutions and word associations. The links provide some examples of cohesive devices.

Students look at the effective use of cohesive devices to link ideas in a persuasive text. Then they revise their own writing to ensure that they have used a variety of appropriate cohesive devices.

Students share their work with classmates to receive feedback before their final revision of their work.

They can share their published copy with their classmates. You will have to set up a class blog before the students can start blogging. A great place to set up a class blog is through [Edublogs](http://edublogs.org/). This site also contains various video tutorials to guide you through setting up a blog. Another blogging site is <http://www.edmodo.com/> which is a free microblogging site for education.

### Quality teaching framework

This resource supports students to:

* develop deep knowledge and understanding of the language of discussion, exposition, persuasive writing, argument and opinion
* use the metalanguage associated with argument and persuasive writing
* integrate knowledge by making meaningful connections between texts.