

## ARGUMENT

**Directions:** Closely read each of the **four** texts provided on pages \_\_ through \_\_ and write a source-based argument on the topic below. You may use the margins to take notes as you read and scrap paper to plan your response. Write your argument beginning on page 1 of your essay booklet.

**Topic:** Is the impact of social media on an individual beneficial or harmful?

**Your Task:** Carefully read each of the **four** texts provided. Then, using evidence from at least **three** of the texts, write a well-developed argument regarding the impact of social media on an individual. Clearly establish your claim, distinguish your claim from alternate or opposing claims, and use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument. Do *not* simply summarize each text.

### Guidelines:

#### Be sure to:

- Establish your claim regarding the impact of social media on an individual
- Distinguish your claim from alternate or opposing claims
- Use specific, relevant, and sufficient evidence from at least **three** of the texts to develop your argument
- Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

### Texts:

Text 1 – A Word about Social Networking

Text 2 – Impact of Social Media on Adolescent Behavioral Health in California

Text 3 – The Flight from Conversation

Text 4 – Solitude and Leadership

## Text 1

### A Word About Social Networking

5 The Internet has significantly changed the way our society connects with one another, does business, and socializes. Today's youth have never known a world without the Internet, which is a piece of information adults must put into context when they think about and compare, generationally, social networking to face-to-face communications. According to the Pew Internet & American Life Project, more than 93% of both teens (12–17) and young adults (18–29) in the United States use the Internet regularly, and more than 70% use social networking sites. Furthermore, among online teens, 62% use the Internet to get news about current events and politics, 48% use it to make purchases (books, clothing, and music), and 31% use it to get health, dieting, or physical fitness information. ...

#### ADVANTAGES OF SOCIAL MEDIA:

- 15 • **Social skills.** Social networking allows people to keep up with current friends and make new ones. When used in the right way, social media can increase self-esteem and help someone feel less isolated.
- 20 • **Independence and self-expression.** Creating your own “home page” allows people to express themselves and discuss their interests. They can join groups and support fan pages, and find out about other people’s interests.
- 25 • **Digital competence.** Technology is evolving faster than ever before. As teens and young adults learn to adapt to new technologies (or new applications of existing technologies), they will be better equipped to adapt to future technology.
- **Educational development.** Young adults in secondary and post-secondary education will often use social networking to discuss schoolwork and share discussions about assignments.
- 30 • **Research.** Young adults can gather information about topics that are hard to discuss with others, such as drug use and sexual health. ...

#### RISKS OF SOCIAL NETWORKING:

- **Sharing one’s personal information with the wrong crowd.** Young adults need to be aware that information given out online

35 could also put them at risk of victimization. People looking to do harm could use posted information to identify them or gain their trust. They can also be deceptive by pretending to know a young person. Encourage young people to privatize their online social networking accounts (such as Facebook and Twitter).

40 • **Bullying.** Harassment may occur online only (cyberbullying), or it may spill over to offline bullying committed by a person who has located his victim online. Cyberbullying can cause significant emotional harm resulting in depression, anger, school avoidance, violence, and suicide.

45 • **The permanency of online profiles.** Once information has been shared on the Internet, it's out there — forever! Retrieving information that others have read and captured is nearly impossible. Inappropriate pictures, captions, and comments could come back to haunt youth as they start applying to colleges or looking for jobs.

50 • **Disclosure.** People tend to be far bolder and less discretionary with information shared online versus in person. This means there is a greater risk of giving out information including the presence of a disability that, given a second thought, we might not have wanted to disclose. ...

(excerpted)

## Text 2

### Impact of Social Media on Adolescent Behavioral Health in California

Teenagers throughout the country regularly use the internet, cell phones, and video games to gather information and communicate with each other. This *ability to interact with others* is the unique feature of **social media** which provides powerful new ways for teens to create and navigate their social environments. ...

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#### Most Commonly Used Social Media by Teens

| TYPE                                    | EXAMPLE                     | % TEENS WHO USE<br>NATIONALLY   |
|---|-----------------------------|---|
| Text Messaging                          | Cell phone feature          | 75% of all teens own a cell phone<br>88% of cell phone-owning teens text<br>72% of all teens use text messaging |
| Social Networking Sites                 | Facebook, My Space          | 73% of online teens have used a social networking site  |
| Online video sites                      | YouTube.com                 | 63% of online teens watch online videos   |
| Online gaming                           | SecondLife.com              | 61% of online youth play games online, including multiplayer online games                                       |
| Blogging within social networking sites | Facebook or MySpace feature | 52% of online teens have commented on a blog  |

Source: (Lenhart, 2010) except for Online Video sites (Nielsen, 2009) & Online gaming (McAfee, 2010) ...

#### What Teens Do Online: Protective Aspects

| ACTIVITY  | % OF TEENS (N=760-763)* |
|---|-------------------------|
| Join an online community or a "group" on Facebook or MySpace in support of a cause            | 54                      |
| Post creative writing or artwork that you've done   | 53                      |
| Post or share videos or music that you've created   | 50                      |
| Organize or invite people to an event using a social networking site like Facebook or MySpace | 45                      |
| Volunteer for a campaign, nonprofit organization, or charity                                  | 34                      |
| Participate in online study groups  | 26                      |

Available from <http://www.commonssensemedia.org/sites/default/files/Social%20Networking%20Poll%20Summary%20Results.pdf> ...

(excerpted)

\*number of teens sampled

### Text 3

#### The Flight from Conversation

...In today's workplace, young people who have grown up fearing conversation show up on the job wearing earphones. Walking through a college library or the campus of a high-tech start-up, one sees the same thing: we are together, but each of us is in our own bubble, furiously connected to keyboards and tiny touch screens. A senior partner at a Boston law firm describes a scene in his office. Young associates lay out their suite of technologies: laptops, iPods and multiple phones. And then they put their earphones on. "Big ones. Like pilots. They turn their desks into cockpits." With the young lawyers in their cockpits, the office is quiet, a quiet that does not ask to be broken.

In the silence of connection, people are comforted by being in touch with a lot of people -- carefully kept at bay. We can't get enough of one another if we can use technology to keep one another at distances we can control: not too close, not too far, just right. I think of it as a Goldilocks effect.

Texting and e-mail and posting let us present the self we want to be. This means we can edit. And if we wish to, we can delete. Or retouch: the voice, the flesh, the face, the body. Not too much, not too little -- just right.

Human relationships are rich; they're messy and demanding. We have learned the habit of cleaning them up with technology. And the move from conversation to connection is part of this. But it's a process in which we shortchange ourselves. Worse, it seems that over time we stop caring, we forget that there is a difference.

We are tempted to think that our little "sips" of online connection add up to a big gulp of real conversation. But they don't. E-mail, Twitter, Facebook, all of these have their places -- in politics, commerce, romance and friendship. But no matter how valuable, they do not substitute for conversation. ...

FACE-TO-FACE conversation unfolds slowly. It teaches patience. When we communicate on our digital devices, we learn different habits. As we ramp up the volume and velocity of online connections, we start to expect faster answers. To get these, we ask one another simpler questions; we dumb down our communications, even on the most important matters. It is as though we have all put ourselves on cable news. Shakespeare might have said, "We are consum'd with that which we were nourish'd by."

And we use conversation with others to learn to converse with ourselves. So our flight from conversation can mean diminished chances to learn skills of self-reflection. These days, social media continually asks us what's "on our mind," but we have little

45 motivation to say something truly self-reflective. Self-reflection in conversation requires trust. It's hard to do anything with 3,000 Facebook friends except connect. ...

(excerpted)

## Text 4

### Solitude and Leadership

...“Your own reality – for yourself, not for others.” Thinking for yourself means finding yourself, finding your own reality. Here’s the other problem with Facebook and Twitter and even *The New York Times*. When you expose yourself to those things, especially in the constant way that people do now — older people as well as younger people — you are continuously bombarding yourself with a stream of other people’s thoughts. You are marinating<sup>1</sup> yourself in the conventional wisdom. In other people’s reality: for others, not for yourself. You are creating a cacophony<sup>2</sup> in which it is impossible to hear your own voice, whether it’s yourself you’re thinking about or anything else. That’s what Emerson meant when he said that “he who should inspire and lead his race must be defended from travelling with the souls of other men, from living, breathing, reading, and writing in the daily, time-worn yoke of their opinions.” Notice that he uses the word *lead*. Leadership means finding a new direction, not simply putting yourself at the front of the herd that’s heading toward the cliff.

So why is reading books any better than reading tweets or wall posts? Well, sometimes it isn’t. Sometimes, you need to put down your book, if only to think about what you’re reading, what *you* think about what you’re reading. But a book has two advantages over a tweet. First, the person who wrote it thought about it a lot more carefully. The book is the result of *his* solitude, *his* attempt to think for himself.

Second, most books are old. This is not a disadvantage: this is precisely what makes them valuable. They stand against the conventional wisdom of today simply because they’re not *from* today. Even if they merely reflect the conventional wisdom of their own day, they say something different from what you hear all the time. But the great books, the ones you find on a syllabus, the ones people have continued to read, don’t reflect the conventional wisdom of their day. They say things that have the permanent power to disrupt our habits of thought. They were revolutionary in their own time, and they are still revolutionary today. And when I say “revolutionary,” I am deliberately evoking the American Revolution, because it was a result of precisely this kind of independent thinking. Without solitude — the solitude of Adams and Jefferson and Hamilton and Madison and Thomas Paine — there would be no America.

So solitude can mean introspection, it can mean the concentration of focused work, and it can mean sustained reading. All of these help you to know yourself better. But there’s one more thing I’m going to include as a form of solitude, and it will seem counterintuitive: friendship. Of

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<sup>1</sup> marinating — soaking

<sup>2</sup> cacophony — harsh sound

course friendship is the opposite of solitude; it means being with other people. But I'm talking about one kind of friendship in particular, the deep friendship of intimate conversation. Long, uninterrupted talk with one other person. Not Skyping with three people and texting with two others at the same time while you hang out in a friend's room listening to music and studying. That's what Emerson meant when he said that

45 "the soul environs itself with friends, that it may enter into a grander self-acquaintance or solitude."

Introspection means talking to yourself, and one of the best ways of talking to yourself is by talking to another person. One other person you can trust, one other person to whom you can unfold your soul. One other person you feel safe enough with to allow you to acknowledge things — to acknowledge things to yourself — that you otherwise can't. Doubts you aren't supposed to have, questions you aren't supposed to ask.

50 Feelings or opinions that would get you laughed at by the group or reprimanded by the authorities.

This is what we call thinking out loud, discovering what you believe in the course of articulating it. But it takes just as much time and just as much patience as solitude in the strict sense. And our new electronic world has disrupted it just as violently. Instead of having one or two true friends that we can sit and talk to for three hours at a time,

60 we have 968 "friends" that we never actually talk to; instead we just bounce one-line messages off them a hundred times a day. This is not friendship, this is distraction. ...

(excerpted)





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

New York State Regents Examination in English Language Arts (Common Core)  
Part 2 Rubric

Writing From Sources: Argument

| Criteria   | 6<br>Essays at this Level:   | 5<br>Essays at this Level:  | 4<br>Essays at this Level:   | 3<br>Essays at this Level:  | 2<br>Essays at this Level:  | 1<br>Essays at this Level:  |
|--|--|---|--|---|---|---|
| <b>Content and Analysis:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts | -introduce a precise and insightful claim, as directed by the task<br>-demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims                               | -introduce a precise and thoughtful claim, as directed by the task<br>-demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims                       | -introduce a precise claim, as directed by the task<br>-demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims           | -introduce a reasonable claim, as directed by the task<br>-demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims   | -introduce a claim<br>-demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims  | -do not introduce a claim<br>-do not demonstrate analysis of the texts  |
| <b>Command of Evidence:</b> the extent to which the essay presents evidence from the provided texts to support analysis  | -present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis<br>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis<br>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis<br>-demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas briefly, making use of some specific and relevant evidence to support analysis<br>-demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material | -present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant<br>-demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material | -present little or no evidence from the texts<br>-do not make use of citations  |
| <b>Coherence, Organization, and Style:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language  | -exhibit skillful organization of ideas and information to create a cohesive and coherent essay<br>-establish and maintain a formal style, using sophisticated language and structure  | -exhibit logical organization of ideas and information to create a cohesive and coherent essay<br>-establish and maintain a formal style, using fluent and precise language and sound structure   | -exhibit acceptable organization of ideas and information to create a coherent essay<br>-establish and maintain a formal style, using precise and appropriate language and structure   | -exhibit some organization of ideas and information to create a mostly coherent essay<br>-establish but fail to maintain a formal style, using primarily basic language and structure                                       | -exhibit inconsistent organization of ideas and information, failing to create a coherent essay<br>-lack a formal style, using some language that is inappropriate or imprecise   | -exhibit little organization of ideas and information<br>-are minimal, making assessment unreliable<br>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts |
| <b>Control of Conventions:</b> the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling | -demonstrate control of conventions with essentially no errors, even with sophisticated language   | -demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language  | -demonstrate partial control, exhibiting occasional errors that do not hinder comprehension  | -demonstrate emerging control, exhibiting occasional errors that hinder comprehension   | -demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult  | -are minimal, making assessment of conventions unreliable   |

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.