Revision Project

Directions: Revise Argumentative Essay One using the comments, feedback and the rubric for the second Argumentative Essay to help see the paper anew. Make sure to highlight changes made to the Revised Argumentative Essay One. In addition, students will write an In-Class Essay that explains their revision process by using specific examples from the original and/or revised papers. The In-Class essay should argue for the grade students think they deserve on the revision.

Therefore, two components of the project will be submitted:
1. revised argumentative essay one (make sure to highlight changes) submitted through Turn It In
2. explanation in-class essay (with your proposed grade) constructed and submitted the final day of class

Each component will receive a separate grade (worth 15% of the final). As a project, both components together equal 30% of the final grade for the class.

Argumentative Essay Two

Directions: Write a well-developed, argumentative essay that explains quoted evidence as part of a series of analytical paragraphs that provide transition to prove or support a complex thesis statement.

Sample Prompts
1. In his article “The Dying Art of Disagreement,” Bret Stephens argues that Americans no longer have informed and respectful disagreements with each other because the issues of the day have become personalized and politicized. As a journalist, Stephens acknowledges that the media – including social media – bears some responsibility. Does he have point? Support the analysis of Stephens’s argument by providing specific examples of current debates.

2. Ta-Nehisi Coates, the writer of “Civil-Rights Protests Have Never Been Popular,” makes a connection between NFL players taking a knee with the boycotts and marches instigated by Martin Luther King, Jr. As the title of the article suggests, these various types of protests and the people engaging in them are often despised and ridiculed. At the end of the piece, Coates wonders if “the manner of protest isn’t the real problem.” What is the real problem? Is it fixable?

3. What happens when two rights outlined in the First Amendment collide with each other? The article titled “Inside the Free-Speech Case That Caught Jeff Sessions’ Eye” details a lawsuit filed by two Georgia Gwinnett College students claiming that their freedom of speech has been unduly limited because they were preaching an unpopular religious message in public. Consider what limitations on free speech (if any) ought to be respected by both religious and non-religious students alike.
Guidelines:
Length: 3-4 pages (at least 3 full pages of text)
Spacing: double-spaced
Paragraph Style: Paragraph with No Spacing
Margins: One inch
Font: Times New Roman or Courier New
Size: 12 point
MLA Documentation Style

Outline
Intro
Opening:
Introduction
Text:
Topic:
Thesis: text + topic + position
Analysis (a series of paragraphs)
Topic Sentence: text + topic + position [+ transition]
Evidence (from the text):
Explanation
Content: What does the evidence mean?
Context: Why is it important to the topic?
Judgment: How does it prove, support the thesis?
Conclusion
Restate Thesis:
Summary:
Closing:

Rubric for Essay 3
To earn a “C” on essay #3, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines with no major errors.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the assigned topics.
2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised primarily of textual analysis in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond the surface level.
3. Present a well-organized essay:
   a. Essay should contain distinguishable introductory and conclusion paragraphs of adequate length and appropriate tone.
   b. The majority of body paragraphs should provide supporting evidence and accompanying analysis, with few in need of further elaboration.
   c. Paragraphs should contain topic sentences and/or transitions.
4. Maintain a tone appropriate for the audience:
   a. Essay should not contain colloquialisms or excessively informal language.
   b. Essay should not rest on personal opinion.
5. Construct grammatically sound paragraphs with no pervasive pattern of grammatical errors and/or sentence-level incoherence.

To earn a “B” on essay #3, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via concrete thesis statement focusing on a thoughtful analysis of the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication) and displays adequate paragraph development.
4. Have no distracting pattern of error and no more than two major grammatical errors.
5. Display tangible improvement with respect to errors marked on previous essays/graded writing (meaning the student cannot have a repeated pattern of errors marked on previously graded work).

To earn an “A” on essay #3, a student must
1. Adhere to all assignment requirements, with no major errors in MLA style or formatting.
2. Provide a thesis that is insightful, sophisticated and well-articulated.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay.
5. Have very few grammatical errors, none of which interfere with coherence.
6. Display significant improvement with respect to errors marked on previous essays/graded writing.

A “D” grade results from
1. Failing to adhere to basic assignment requirements (length, flagrant disregard for MLA style and formatting).
2. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
3. A pervasive pattern of minor errors that undermines sentence-level coherence.
4. A pattern of repeated errors marked on previously graded work.

An “F” grade results from
1. Failure to adhere to basic assignment requirements.
2. Two or more of the faults listed under “D.”

**Argumentative Essay One**
Directions: Write a well-developed, argumentative essay that explains quoted evidence as part of a series of analytical paragraphs to prove or support a clear thesis statement.

Sample Prompts
1. Focus on one of the three declarations read for this section. Decide on a particular audience for the document. Then evaluate its effectiveness by examining the words and ideas -- both positive and negative -- the declaration contains. As a final assessment, answer the question: how persuasive is the document for its intended reader?

2. Compare/Contrast the Draft of Declaration of Independence with the final version. Concentrate on key differences between the two stages of the document. Do the changes make the Declaration more or less effective?

3. Consider the Declaration of Sentiments alongside the Declaration of Independence. Although these two documents are strikingly similar, they may have been written for vastly different audiences. Which declaration makes the best appeal to its target audience?

Guidelines:
Length: 3-4 pages (at least 3 full pages of text)
Spacing: double-spaced
Paragraph Style: Paragraph with No Spacing
Margins: One inch
Font: Times New Roman or Courier New
Size: 12 point
MLA Documentation Style

Outline
Intro
  Opening:
  Introduction
    Text:
      Topic:
  Thesis: text + topic + position
Analysis (a series of paragraphs)
  Topic Sentence: text + topic + position
  Evidence (from the text):
    Explanation
      Content: What does the evidence mean?
      Context: Why is it important to the topic?
      Judgment: How does it prove, support the thesis?
Conclusion
  Restate Thesis:
  Summary:
  Closing:
Rubric for Argumentative Essay

Essay #2
C  To earn a “C” on essay #2, a student must
1. Respond to all of the constraints of the assignment:
   a. Format essay according to MLA style guidelines with few errors
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should adequately respond to one of the topics assigned.
2. Posit a clear thesis/argument:
   a. Thesis must center on a claim, though it may lack specificity.
   b. Essay should be comprised primarily of textual analysis, though it may lack development in some areas.
   c. Essay should demonstrate an understanding of the text(s).
3. Present a reasonably organized essay:
   a. Essay should contain introductory and conclusion paragraphs.
   b. Body paragraphs should be of reasonable length with supporting textual evidence and accompanying analysis, though further elaboration may be in order.
   c. Most paragraphs should contain recognizable topic sentences with appropriate transitions.
4. Maintain a tone appropriate for the audience:
   a. Avoid excessive colloquialisms or informal language.
   b. Essay should not rest on personal opinion.
5. Construct grammatically sound paragraphs with no pervasive pattern of grammatical errors and/or sentence-level incoherence.

B  To earn a “B” on essay #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Anchor essay via a clear thesis statement that posits concrete claim(s) about the assigned text(s) and topic(s).
3. Provide sound analysis that follows standard rules of paragraph construction (topic sentences, supporting evidence, explication), with most paragraphs adequately developed.
4. Have no distracting pattern of error, with no more than three major grammatical errors.

A  To earn an “A” on essay #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic).
2. Provide an insightful and sophisticated thesis.
3. Remain focused on the topic and thesis, providing effective textual evidence and compelling analysis throughout the essay.
4. With few exceptions, guide the argument via strong topic sentences and appropriate transitions.
5. Have few grammatical errors, none of which interfere with coherence.

D  A “D” grade results from
1. Failing to adhere to basic assignment requirements.
2. A lack of substantive analysis (i.e. an essay that rests primarily on observation or summary).
3. A pattern of major grammatical errors and/or sentence-level incoherence.
An “F” grade results from Two or more of the issues listed under “D” above.

**Reader-Response Essay**

**Directions:** Construct a well-developed personal response to the reading of The Declaration of Independence that uses basic essay elements.

**Sample Prompts**
1. The Declaration of Independence focuses on the “unalienable Rights” to “Life, Liberty, and the Pursuit of Happiness.” Reflect on each right individually. How do these rights pertain to you in America today?

2. At the outset, the rights that Thomas Jefferson proclaimed only applied to men – and rich, white men at that. How has the document’s meaning changed over time? Think of devoting a paragraph each to the past, present, and future.

3. Consider America as a country at large. From your personal experience and observations, discuss how it meets the promise of the opening of the Declaration’s second paragraph. Are there any improvements that need to be made to the country in order to safeguard these rights to all people?

*Students may also pursue a topic of their own devising, but it must be approved by the instructor beforehand.*

**Guidelines:**
- Length: 3-4 pages (at least 3 full pages of text)
- Spacing: double-spaced
- Paragraph Style: Paragraph with No Spacing
- Margins: One inch
- Font: Times New Roman or Courier New
- Size: 12 point
- MLA Documentation Style

**Outline**

Intro

Opening:
Introduce

   Text:
      Topic:

Thesis:
Response (a series of paragraphs)
      Topic:
Rubric for the Reader-Response Essay

C To earn a “C” on essay #1, a student must . . .

1. Respond to the constraints of the assignment:
   a. Paper should be formatted according to MLA style guidelines. Minor formatting errors should not prevent an essay from receiving a C.
   b. Paper should meet the minimum length requirement specified on the assignment sheet.
   c. Paper should respond to one of the topics assigned.

2. Posit a recognizable thesis/argument:
   a. Thesis must center on a claim, though it may be broad or vague.
   b. Thesis should respond to the topic assigned.
   c. Essay should contain some detail, though it may be scant and underdeveloped.
   d. Essay should indicate an understanding of the text.

3. Present an essay with some semblance of organization:
   a. Essay should contain an identifiable introduction and conclusion, though both may need more specificity or clarity.
   b. Body paragraphs should be of reasonable length with some supporting details.

4. Maintain a tone appropriate for the audience:
   a. Essay should avoid colloquialisms or excessively informal language.
   b. Essay should rest primarily on a personal experience or observation.

5. Be able to construct generally grammatically sound paragraphs; grammatical errors should not undermine basic sentence-level coherence.

B To earn a “B” on essay #1, a student must

1. Adhere to all assignment requirements, with only minor formatting errors.
2. Anchor essay via a clear thesis statement that posits a concrete claim about the assigned text(s) and topic(s), though it may need further specificity and/or development.
3. Provide paragraphs that follow standard rules of construction (topic, detail, and explanations that are consistent).
4. Some paragraphs may be lacking effective detail but not enough to compromise overall clarity and development.
5. Have no distracting pattern of grammatical error.

A To earn an “A” on essay #1, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic) with few formatting errors, if any.
2. Provide a clear, specific, and insightful thesis.
3. Remain focused on the topic and thesis, often providing sound and compelling details.
4. Employ effective organization.
5. Guide essay using clear topics that will govern the paragraph development.
6. Have very few grammatical errors, none of which interfere with coherence.

D

A “D” grade results from

1. Failing to adhere to basic assignment requirements (length, assigned topic, or flagrant disregard for MLA style).
2. A lack of substantive personal or observational detail (i.e. an essay that rests primarily summary).
3. A pattern of major grammatical errors and/or basic sentence-level incoherence.

F

An “F” grade results from

1. Failure to adhere to basic assignment requirements.
2. Absence of any statements of assertion or claims; paragraphs consisting almost entirely of opinion, or summary.
3. Obvious misunderstanding of the text and/or rhetorical task.
4. Pervasive pattern of grammatical errors and/or basic sentence-level incoherence.