Essay One

Directions: Using one of the sources below as background for the topic of the paper, develop an argumentative essay that uses specific evidence (from the soundtrack to Hamilton) as part of a series of analytical paragraphs to support a clear position articulated in the thesis statement.

Basic Guidelines:
- Length: 4-5 pages (at least four full pages of text)
- Paragraph style: Paragraph with No Spacing
- Spacing: double-spaced
- Margins: one inch
- Font: Times New Roman or Courier New
- Size: 12 point
- MLA Documentation Style

Approved Sources


Outline:

Intro
- Opening:
  - Introduction
    - Text:
      - Topic:
        - Thesis: text + topic + position

Expository (secondary source)
- Topic Sentence:
- Detail (from the source):
- Explanation
  - Content: What does the detail mean?
  - Context: Why is it important?

Analytical (primary text) [a series of paragraphs]
- Topic Sentence: mini-thesis
- Evidence (from text):
Grading Rubric:

To earn a C on essay #1, 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 incorporate at least one secondary source.
   c. Paper should meet the minimum length requirement specified on the assignment sheet.
   d. 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 of textual analysis from both primary and secondary sources in support of the thesis.
   c. Essay should illustrate an understanding of the text that extends beyond surface level or summary.

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 from both primary and secondary sources with accompanying analysis.
   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 #1, a student must

1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic, incorporation of secondary sources).

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. Effectively incorporate secondary source(s) in support of the thesis.

5. Have no distracting pattern of error.

6. 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 #1, 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.

4. Demonstrate the ability to connect primary and secondary sources in a logical.

5. Guide argument via strong topic sentences and appropriate transitions.

6. Have very few grammatical errors, none of which interfere with coherence.
7. 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.
Essay Two

Directions: Using one source found through research as background for an expository paragraph, develop an argumentative essay that uses specific evidence (from the film O Brother, Where Art Thou?) as part of a series of analytical paragraphs to support a clear position articulated in the thesis statement.

Basic Guidelines:
- Length: 4-5 pages (at least four full pages of text)
- Paragraph style: Paragraphs with No Spacing
- Spacing: double-spaced
- 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
   Expository (secondary source)
      Topic Sentence:
      Detail (from the source):
         Explanation
            Content: What does the detail mean?
            Context: Why is it important?
   Analytical (primary text) [a series of paragraphs]
      Topic Sentence: mini-thesis
      Evidence (from text):
         Analysis
            Explanation
               Content: What does the evidence mean?
               Context: Why is it important?
               Judgment: How does the evidence support/prove the thesis?
   Conclusion
      Restate Thesis:
      Summary (of essay):
      Closing:

Grading Rubric:
To earn a “C” on essay #2, a student must
1. Respond to all of the constraints of the assignment:
   a. Paper should incorporate at least one secondary source.
b. Paper should meet the minimum length requirement specified on the assignment sheet.
c. Paper should adequately respond to one of the assigned topics.
d. Paper should be formatted according to MLA style guidelines with no major errors.

2. Posit a clear thesis/argument:
   a. Thesis must center on a concrete claim.
   b. Essay should be comprised of textual analysis from both primary and secondary sources in support of the thesis.
   c. Essay should demonstrate an understanding of how/why the secondary source supports the argument.

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 from both primary and secondary sources with accompanying analysis.
   c. Paragraphs should contain adequate, recognizable 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 #2, a student must
1. Adhere to all assignment requirements (MLA style and formatting, length, assigned topic, incorporation of secondary source).
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. Enter into a dialogue with secondary source in support of the central argument.
5. Demonstrate an ability to analyze the text through an interdisciplinary lens (situating the text within a cultural or political context, for example).
6. Have no distracting pattern of error.
7. 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 #2, 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.
4. Demonstrate the ability to draw thoughtful connections between primary and secondary sources, engaging with both to articulate an effective textual analysis.
5. Provide a sophisticated analysis of the ways in which other disciplines relate to the text (again, be they historical, political, etc.)
7. Have very few grammatical errors, none of which interferes with coherence.
8. 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. Failure to adequately incorporate secondary source.
3. A lack of substantive analysis (i.e. an essay resting primarily on observation or summary).
4. A pervasive pattern of minor errors that undermines sentence-level coherence.
5. 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.”
Essay Three

Directions: Using multiple sources (at least two) found through independent research as background for an expository paragraph and explanation in at least one analytical paragraph, develop an argumentative essay that uses specific evidence from your chosen primary text to support a clear position articulated in the thesis statement.

Basic Guidelines:
- Length: 4-5 pages (at least four full pages of text)
- Paragraph style: Paragraphs with No Spacing
- Spacing: double-spaced
- Margins: one inch
- Font: Times New Roman or Courier New
- Size: 12 point
- MLA Documentation Style

Outline:

Intro
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Expository (secondary source)
- Topic Sentence:
- Detail (from the source):
- Explanation
  - Content: What does the detail mean?
  - Context: Why is it important?

Analytical (primary text) [a series of paragraphs]
- Topic Sentence: mini-thesis
- Evidence (from text):
- Analysis
  - Explanation
    - Content: What does the evidence mean?
    - Context: Why is it important?
  - (Detail [from source]:
    - Expl content: What does the detail mean?)
  - Judgment: How does the evidence support/prove the thesis?

Conclusion
- Restate Thesis:
- Summary (of essay):
- Closing:
Grading Rubric:

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 incorporate at least two independently chosen secondary sources.
   c. Paper should meet the minimum length requirement specified on the assignment sheet.
   d. 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 of textual analysis from both primary and secondary sources in support of the thesis.
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 from both primary and secondary sources, demonstrating an understanding of context and purpose in relating secondary sources to essay’s claims.
   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, incorporation of secondary sources).
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. Demonstrate an ability to analyze the text through an interdisciplinary lens (situating the text within a cultural or political context, for example).
5. Have no distracting pattern of error.
6. 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 sophisticated thesis demonstrating independent thinking.
3. Remain focused on the topic and thesis, providing sound and compelling analysis throughout the essay
4. Provide secondary sources that indicate independent research.
5. Present original ideas with respect to secondary sources, illustrating a meaningful
dialogue with said sources and how they relate to the primary text
6. Provide a sophisticated analysis of the ways in which other disciplines relate to the text
(again, be they historical, political, etc.)
8. Have very few grammatical errors, none of which interfere with coherence.
9. 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. Failure to adequately incorporate secondary sources
3. A lack of substantive analysis (i.e. an essay resting primarily on observation or
summary).
4. A pervasive pattern of minor errors that undermines sentence-level coherence.
5. 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.”