Course Guide for English 100

This guide contains writing assignment prompts, grading rubrics, examples of essays that you will be writing this term, and the study guides for the two exams.

Table of Contents

Course Syllabus	p. 2
Five Rules for Submitting Assignments in Blackboard	p. 8
E-mail Etiquette & Example Successful & Unsuccessful E-mails	p. 9
Discussion Board Guidelines & Example Posts	p. 12
Essay of Introduction Writing Prompt	p. 13
Annotated Bibliography, Example, and Grading Rubric	p. 14
Assignment 1 Prompt (Argument Synthesis), Example Essay, and Grading Rubric	p. 21
Assignment 2 Prompt (Rhetorical Analysis), Grading Rubric, and Example Essays	p. 26
Assignment 3 Prompt (Trump Op/Ed Essay), Grading Rubric	p. 31

English 100-34 College Composition Fall 2016

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Office Hours: TR 9-11 and by appt
Class Meeting Times: MWF 11:30-12:25
Class Location: CH 104

Learning Contract

Your continued enrollment in this course constitutes your acceptance of this syllabus as a learning contract. By remaining enrolled in this course, you agree to abide by the policies outlined below. This syllabus is subject to change, but any changes will be made deliberately and will be announced in advance.

Overview of the Course

This section of English 100 emphasizes a variety of ways to develop *arguments* and to support those arguments with appropriate and credible *evidence*. We'll practice writing for targeted audiences for various rhetorical purposes and persuasive genres and selecting appropriate evidence to support a variety of arguments. We'll also spend some time analyzing an argument.

Course Theme

This semester we will be using the 2016 presidential race as a lens for our reading and writing. Three out of the four assignments will involve researching and writing about issues the national and local candidates are taking positions on.

Required Texts

Lunsford, Andrea, John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument w/Readings*. 6th ed. Boston: Bedford/St. Martins, 2013. Print. ISBN 9781457606045.

Lunsford, Andrea. *Easy Writer*. 5th ed. Boston: Bedford/St. Martins, 2014. Print. ISBN 9781457640469.

Blackboard and downloadable articles and other materials.

- Ebook available at CourseSmart for 180-day rental for *Everything's an Argument* ($40.99): http://www.coursesmart.com/everything-an-argument-with-readings-sixth/andrea-lunsford-ruszkiewicz-john-j-keith/dp/9781457606045
- Ebook at CourseSmart for *Easy Writer* ($15.99): http://www.coursesmart.com/easywriter-fifth-edition/lunsford-andrea-a/dp/9781457640469
- Amazon, *Everything's an Argument* (from $53.82 new): http://www.amazon.com/Everythings-Argument-Readings-Andrea-Lunsford/dp/1457606046/ref=sr_1_2?ie=UTF8&qid=1435676129&sr=8-2&keywords=lunsford+everything%27s+an+argument
- Amazon, *Easy Writer* (from $26.84 new): http://www.amazon.com/EasyWriter-Andrea-Lunsford/dp/1457640465/ref=sr_1_1?ie=UTF8&qid=1435676455&sr=8-1&keywords=lunsford+easy+writer
- Be sure to consider joining Amazon Prime for free 2-day shipping on textbooks and many other Amazon products (special student rate): http://www.amazon.com/gp/student/signup/info?ie=UTF8&refcust=OG6IWK3TRTJFCSLEVBQ3XKBOVU&ref_type=generic
- Course texts are also available in the WKU Store, at local independent textbook stores like University Textbook Supply, and online. Online bookstores: Barnesandnoble.com, Abebooks.com, and Alibris.com .

Course Grades*

Annotated Bibliography	100 pts	
Essay 1 Argument Synthesis	150 pts	1000 – 900 = A
Essay 2 Rhetorical Analysis	200 pts	899-800 = B
Essay 3 Media Analysis of Group/Culture		799-700 = C
+ Annotated Bibliography	300 pts	699-600 = D
Exams	200 pts	below 600 = F
Participation[1]	50 pts	
Total 1000 pts		

[1] Participation includes homework, in-class writing, discussion board, participation in peer review, and other participatory activities. The 50 points grade is based on a holistic evaluation of your participation activity over the semester.

Minimum Requirements for Passing the Course

Students who wish to pass this course will (1) complete multiple drafts of each major writing assignment; and (2) submit ONLY writing that has been written by the student and produced during the current term and only writing that has been written for English 100. Course grades will then be determined as outlined above.

Major Assignments

Annotated Bibliography (1200 words total, 100 points)

Short introduction + list of six sources summarized with MLA citations

Essay 1, Argument Synthesis (1200 words; 150 points)

An argument supporting a presidential candidate's position on an issue relevant to the current presidential election. Research required.

Essay 2, Rhetorical Analysis (900+ words; 200 points)

A rhetorical analysis of a text related to the current presidential election.

Essay 3, Analysis of Culture in the Media + Annotated Bibliography (1800+ words; 300 points).

Original researched argument about a community, culture, or group's representation in the media. Scholarly and primary research. Includes annotated bibliography.

Two Exams (200 points total)

Midterm exam about argumentation; final exam about researching, citing sources, quoting, and paraphrasing in MLA style.

Peer Review Workshops

Several times this semester you will work in small groups with other students in the course. The purpose of these groups is to offer feedback on early drafts of essays. Practicing writers write, share writing with readers, solicit feedback, revise, and repeat. Finally they share with a wider audience (they publish their writing). Peer review in this course is a contrived (somewhat artificial) means of reproducing that real-world process so that students can share writing within a small community of writers working on similar writing tasks.

Participation in your peer review group is considered a "minimum requirement" for each essay. Peer review will happen either in Blackboard or face-to-face during the week between the due dates of first and second drafts. Deadlines on peer review submission are firm. Failure to complete peer review in a timely manner will result in a penalty of up to 25% on the essay grade. Students should make every effort to take the peer review process seriously and to use it to their advantage.

A Note on the Length of Writing

Writing assignment prompts and exam questions will specify *word ranges* or *minimum length requirements*, such as "150-200 words" or "900+ words." Grades on assignments that do not meet these length requirements will be subject to the 25% rule (see below). This applies to assignments that exceed the maximum word count when a word range has been specified.

Recycled Writing

All writing submitted for English 100 must be produced this semester. Students who submit writing completed during previous attempts at English 100 or writing submitted for other courses must rewrite the assignment, and the assignment will be subject to the 25% rule (see below). Students who insist on submitting recycled writing will fail the course.

Submission of Work

All work will be submitted in Blackboard as typewritten, uploaded documents (not copied->pasted into the text box on the submission page). Microsoft Word (.doc or .docx), OpenOffice (.odt), or Rich Text Format (.rtf) are the only acceptable file formats for document submission for this course. **When submitting an assignment in Blackboard, students must click the "Submit" button to finish uploading the file, not the "Save as Draft" button at the bottom of the submission screen.** Clicking "Save as Draft" will allow the document to be retrieved by the student, but the instructor will NOT have access to the document. Assignments that are late because the students clicked "Save as Draft" instead of "Submit" will not receive credit or will be subject to the 25% rule, depending on the type of assignment. Accidentally saving the document instead of submitting it is **the most common reason an assignment fails to submit correctly.**

Attendance

Students are expected to attend all classes and participate fully. Students who must miss class should e-mail me in advance. See late work policy below, also. Students who miss more than four MWF class meetings may find their final course grade reduced by a full letter grade for each absence beyond the fourth. Instructor will use his own discretion to determine whether a grade penalty is appropriate.

Class Disruption and Technology Use in the Classroom

Disruption of class is grounds for dismissal from class for the day. Repeated disruption of class will result in permanent dismissal from the course and a failing grade. Disruption includes using laptops or computers in CH 104 for inappropriate purposes, listening to Mp3 players or using other portable electronic devices, arriving late, leaving early, sleeping, and disrupting others by talking out of turn. **Cell phones must be turned to silent and put away completely during class.**

Due Dates

All work in the course will be due by **the beginning of class** or at a time listed on the unit schedule for work submitted online.

Late Work and Make Up Policy

College classes require that you recognize deadlines and meet them. Grades on major assignments that are submitted late will be reduced according to the 25% rule, (see below). ***No other coursework will be accepted late***. It is the student's responsibility to keep up with class assignments. Unit schedules, assignment submission links, and Discussion Board prompts all have clear due dates listed. Students are encouraged to work ahead and submit their assignments early rather than late in order to earn the highest grade possible. Students who know they will be unavailable for any reason may arrange **in advance** to submit work according to an appropriate alternative schedule that is agreed upon by the instructor and student. Otherwise, no "make-up" for assignments, quizzes, etc., will be accepted.

The 25% Rule

The grade on any major assignment that does not meet the minimum requirements (indicated by * in the writing assignment prompts) will be reduced by up to 25% automatically. Examples of "minimum requirements" are length, submission deadline, minimum number of drafts, minimum number of sources, participation in peer review, type of sources required, and so on. For example, if an assignment has a 1200-word minimum requirement, that means that 1200 words excluding works cited/references are the absolute *minimum* accepted and that, for example, an assignment that is 970 words long, including the works cited/references, does not meet the "minimum requirements." Grades for such assignments will be reduced by up to 25%, at the discretion of the instructor. Another example: If peer review is required for an essay and a student does not participate in the peer review workshop, the grade on that essay will be reduced by up to 25%. NOTE: This rule applies only to the essays, not participation homework activities, **which are not accepted late for any reason. Exams may not be made up except under extenuating circumstances, and only when the instructor has been consulted in advance of the absence.**

Failure of Technology

Technological failure of any kind is no excuse for submitting assignments late or failing to submit assignments. Students who are not confident with their technology skills are encouraged to work ahead and submit work early. All students should back up their work on a flash drive or e-mail files to themselves. The WKU-provided "P-drive," Google Drive, iCloud, and DropBox are also great ways to back up work and get access to it from multiple computers and portable devices.

Student E-mail and Blackboard Announcements

All students should check their WKU email accounts and the Blackboard Announcements page **regularly.** Official correspondence for the course will be communicated via the Blackboard Announcements page and/or via e-mail.

When you e-mail me, appropriate etiquette for professional e-mails is expected. Don't take offense if you receive a response to a poorly-written e-mail with a request for you to revise it and send it again. The Purdue OWL (Online Writing Lab) provides a useful set of guidelines for composing professional e-mails, and in the course FAQ in Blackboard, I have provided an e-mail etiquette document. Please use it.

Research Requirements

Typically, all sources used in this course must be current, relevant, credible, and mostly scholarly sources accessed from print sources or library databases. Other sources, like credible websites, newspapers, magazines, and the like **will be accepted only if the student justifies the use of such non-scholarly sources, and only when approved in advance**. Use of scholarly sources constitutes a "minimum requirement" on all assignments unless otherwise noted on the assignment prompt.

Documentation Requirement

The standard formatting and documentation style in the course is MLA, eighth edition, as provided in Lunsford's *Easy Writer*.

Academic Integrity

Plagiarism/Academic Fraud occurs when a student knowingly or unknowingly submits another person's published or unpublished (print or web) writing as his/her own, has another person dictate what should be written, has another person write an assignment and submits that work as his/her own, or copies/"borrows" another person's ideas/progression of argument without acknowledgment or permission. Students must complete their own work in this class, and they should not ask for or receive inappropriate assistance on their work. Students who violate this policy should understand that, at the instructor's discretion, they might automatically fail this course.

On the other hand, students who decide to do their own work will challenge themselves intellectually; these students decide to abide by ethical principles that illustrate they value the educational opportunities presented to them and that they believe the quality of their contributions should be given a fair evaluation.

In this course, we trust each other to adhere to the principles of academic integrity discussed in this section of the course syllabus. My assumption is that you will submit work that is your own because you wish to be evaluated on the quality of your own work rather than the quality of someone else's and that you understand that doing otherwise is unethical. However, if I begin to question the integrity of your work, I will investigate the originality of your work using SafeAssign and other plagiarism detection tools.

Plagiarism or academic dishonesty on any single assignment, including quizzes, exams, reflective assignments, outlines, proposals, Discussion Board posts, other short papers, or early drafts of longer papers will result in a course penalty up to course failure. The severity of the penalty will be at the discretion of the instructor, depending on the nature of the violation. Length or nature of the assignment are not factors affecting the course penalty. In other words, plagiarism on a one-page paper could result in course failure just like plagiarism in a six-page paper might; or cheating on a daily quiz could result in course failure just like cheating on a final exam might.

Take these scenarios, for example. A student posts his outline and rough draft for essay 1 to the Discussion Board. Then, another student "borrows" that draft, rewrites her own version of it, which is very similar to the first student's draft, and submits it as her own. The second student is guilty of plagiarism, and the penalty for such a breach of ethics is described above.

Another example: For a restaurant review, a student in the class submits to his peer workshop partners a review of the Mellow Mushroom Pizza restaurant on Chestnut. The review is generally positive with one or two negative points—price and location. One of the student's peer workshop partners "borrows" the evaluative points and reviews Mellow Mushroom in Nashville, using the same positive descriptions and negative points. That's also plagiarism. In short, students must do their own work and be evaluated accordingly.

All instances of academic dishonesty will be referred formally to the WKU Office of Judicial Affairs and, in some cases, to the department heads or program directors of the student's major discipline.

Safe Assign Submission

Students will submit drafts of papers to SafeAssign prior to final submission in order to check for inadequate paraphrasing or errors in quoting.

The Writing Center

The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Glasgow Writing Center is located in room 231 on the Glasgow campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website for making online or face-to-face appointments. Or call (270) 745-5719 during operating hours (also listed on the website) for help scheduling an appointment. More information about the Glasgow Writing Center hours can be found at the website.

General Course Structure and Calendar

This schedule is subject to change. Any changes will be announced in advance. Specific deadlines will be included in unit schedules in Blackboard.

Unit 1, Introduction to the Course, Theme, and Doing Research (August 22-September 9)

- Activities: Reading; MLA Works Cited; Summary; Using Research Databases
- Major assignment due: Annotated Bibliography

Unit 2, Essay 1: Argument Synthesis (September 12-30)

- Activities: Reading; Introduction to Argument; Quoting and Paraphrasing
- Major assignment due: Essay 1

Unit 3, Exam 1 on Argumentation (October 3-5)

- Activities: Reading, study groups
- Major assignment due: Exam 1 on argumentation

Unit 4, Essay 2: Rhetorical Analysis (October 10-21)

- Activities: Reading; discussion board
- Major assignment due: Essay 2 (Rhetorical Analysis) due

Unit 5, Media and Cultural Analysis (October 24-November 23)

- Activities: Reading; discussion board; research activities; quoting/paraphrasing/summarizing
- Major assignment due: Annotated bibliography and Essay 3 due

Unit 6, Exam 2 (December 5, 10:30-12:30)

- Major assignment due: Exam 2 on MLA quoting, paraphrasing, works cited, and research skills

The Fine Print

Course Prerequisite & Catalog Description
English 100. Introduction to College Writing: Emphasizes writing for a variety of rhetorical situations with attention to voice, audience, and purpose. Provides practice in development, organization, revision, and editing. Introduces research skills. Students who have unsuccessfully attempted English 100 (earned grade of W, F, or FN) may not retake English 100 as a WEB section except under extraordinary circumstances, and then only with the written permission of the Director of Composition. **Prerequisites**: Minimum score of 16 on English section of ACT or successful completion of DENG 055C with a grade of "C" or better.

Colonnade Learning Outcomes Met by this Course
English 100 helps to fulfill the written communication (WC) Colonnade Foundations requirement. Upon completion of English 100, students will demonstrate the ability to:

1. Write clear and effective prose in several forms, using conventions appropriate to audience (including academic audiences), purpose, and genre.
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development and clarity of ideas.

Incompletes
Typically, incompletes will not be granted for this course. When extenuating circumstances arise—for example, if a student in the military is deployed toward the end of the semester, or if a student has a personal or medical crisis that comes up toward the end of the semester—the student must discuss the situation with the instructor (if possible) and the instructor will consider an incomplete. Temporary incompletes will be considered only for students who are in good standing (D or higher) in the course.

Respectful Behavior and General Civility
In my classes, I like to have free and open discussions of what we think and feel about the things we read and write. To that end, I ask that everyone be respectful of each other, even if we don't agree about everything. If someone chooses to use hateful, bigoted, or inappropriate language, I will first consult with that student and, if the behavior continues, I will remove that student from the course.

Resolving Complaints about Grades
The Student Handbook (available online) outlines procedures for resolving complaints about grades or other matters. Under most circumstances students must attempt to resolve the issue with the instructor *first*. **I encourage you to ask me about all matters pertaining to grading, fairness, and course policies when those concerns arise.**

Assessment
A random sample of student papers from this course will be submitted to the department for assessment at the end of the term. This has no bearing on your grade, and names will be removed.

ADA Notice
ADA notice: Students with disabilities who require accommodations (academic and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center, Room 1074, Downing Student Union. The SARC telephone number is (270) 745-5004 (TDD: 270-745-3030). Please do not request accommodations directly from the instructor without a letter of accommodation from the Student Accessibility Resource Center.

Important Dates for Fall 2016
Monday, August 29, 2016: Last day to add or drop a class.
Monday, September 5: Labor Day holiday. University closed.
Thursday/Friday, October 6-7: Fall Break. No classes.
Wednesday, October 12: Last day to withdraw from a class.
Sunday, October 23: 60% point in the semester. Students who stop attending before this date will be assigned an FN instead of an F.
Tuesday, November 8: Election Day. University closed.
Wednesday - Friday, November 23–25: Thanksgiving break. University closed.

Final Exam: Monday, December 5, 10:30-12:30 in CH 104.

Your continued enrollment in this course constitutes your acceptance of this syllabus as a learning contract. By remaining enrolled in this online course, you agree to abide by the policies outlined above.

The Five Rules for Submitting Assignments in Blackboard

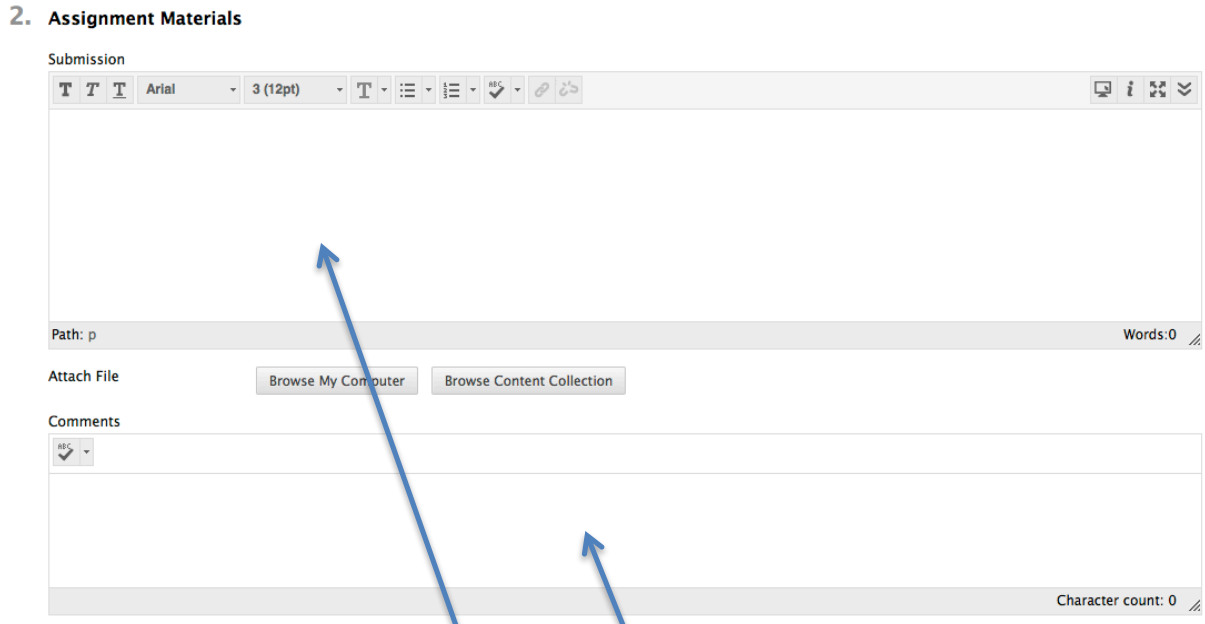
Rule 1. The first rule begins before you even get to Blackboard. To assist your instructor in keeping your work organized, always begin your assignments with the proper title page or heading with your name, instructor's name, date, etc. according to the documentation style you've chosen to use in this course. AND when you save the file, name it according to this template:

yourfirstname_yourlastname_assignment-title.docx

Example:

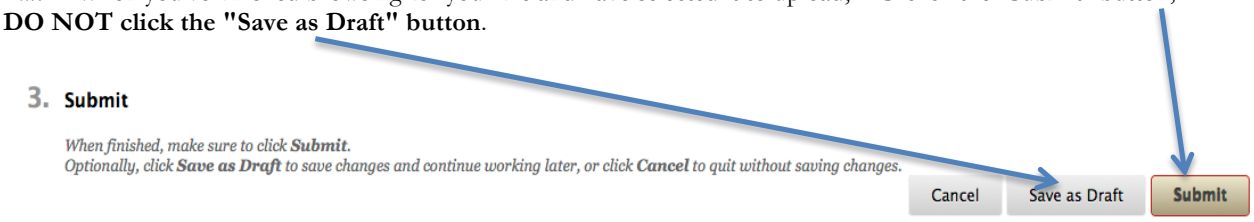
albert_dumbledore_synthesisessay.odt

Rule 2. Submit assignments by uploading them (using the "Attach File" tool) as MS Word (.doc or .docx), Rich Text Format (.rtf), or OpenOffice (.odt) files. The preferred file format is MS Word, which is free for WKU students. No exceptions to this rule.



Rule 3. Never write **anything** in the Submission or Comments box on the assignment submission page. Don't write "Hey Dr. Ervin, here's my paper. Peace out! -JakeZ" in the comments box. I don't read those comments, so don't write anything.

Rule 4. When you've finished browsing for your file and have selected it to upload, **DO** click the "Submit" button; **DO NOT click the "Save as Draft" button**.



Rule 5. Always back up your work, especially if you're working in a public lab. E-mail your assignments to yourself, upload them to your Z-drive, X-drive, X-men drive, or whatever. See the course FAQ or syllabus for more about this option.

Basic E-mail and Etiquette and Guidelines

E-mail is a means of correspondence that can take many forms, from informal/personal to formal/professional. That said, e-mail is more like letter or memo writing than it is like texting, so complete (spelled-out) words, correct punctuation, and complete sentences are important qualities of almost all e-mail. Beyond that, the rules vary depending on whether the e-mail is personal or professional. Since professional emails are expected in this course, students should err on the side of formality. Visit the Purdue OWL and type in "e-mail etiquette" in the search box for a primer on writing professional e-mails.

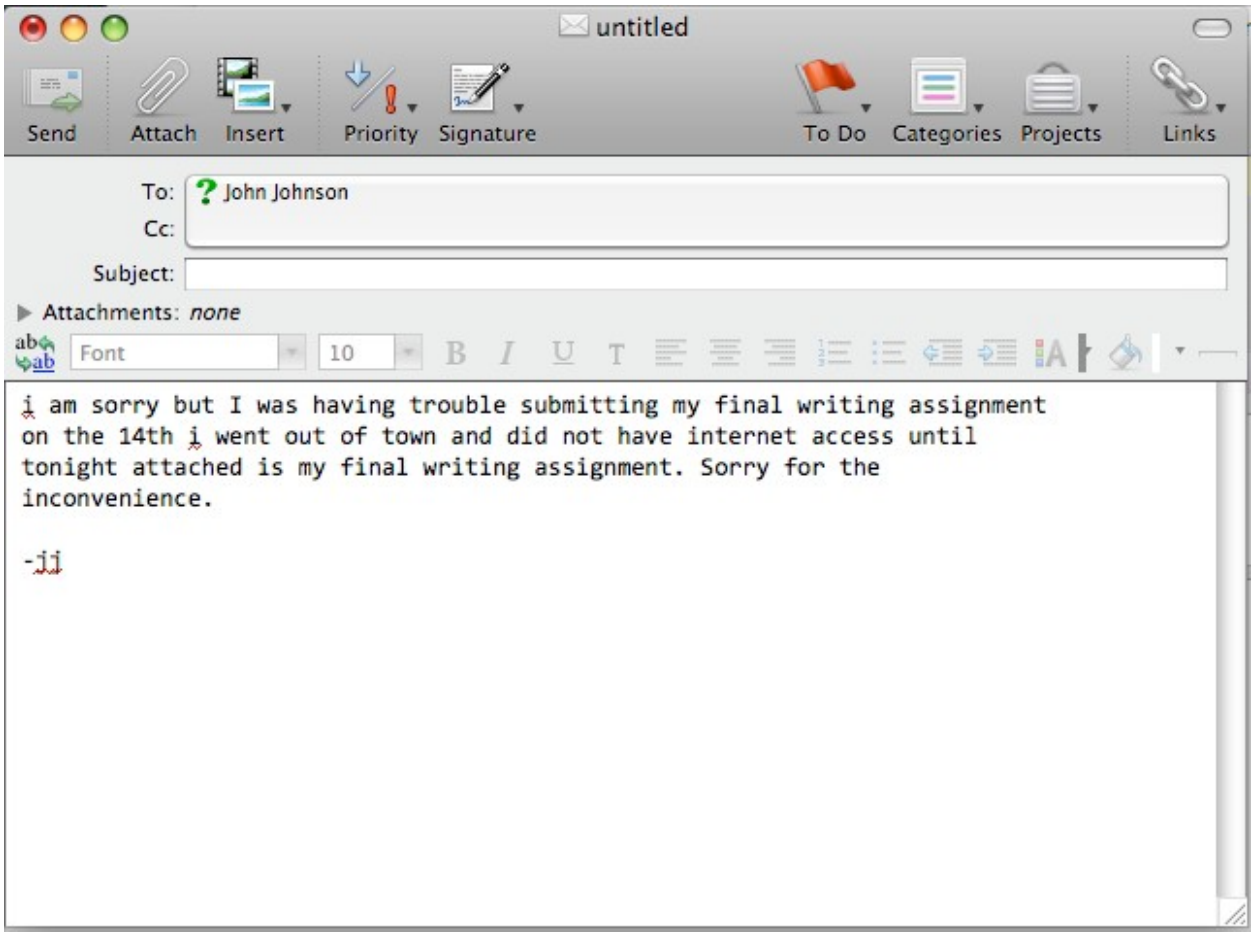
In this course, when you send me an e-mail I expect it to be professionally written and formal in diction, tone, and content. If it is not, I will e-mail back with either some feedback on how to do better next time or, if it's too far from the mark, a request for you to revise the e-mail and resend it, along with instructions on how what to change. Don't be offended if you receive either of these kinds of responses; learning to write appropriate professional e-mails is a goal for this writing course, and you will be graded on your improvement over the term as well as the overall quality of your e-mail correspondence with me.

In most instances, use these guidelines for communicating via e-mail:

- E-mails should be professionally written with descriptive subject lines, appropriate salutations, complete sentences and full/correct punctuation, and appropriate closings. Salutations include "Dear Dr. Ervin," or "Dear Professor Ervin." Appropriate closings include, but aren't limited to, "Sincerely," "Best regards," "Cordially," and "Thank you."
- E-mail should be written with appropriate capitalization, not in ALL CAPS, and not all lower case.
- Words should be spelled out fully, and should be spelled correctly. No txting, BIODTL.
- Students should re-read and proofread e-mails before sending them; students should check to make sure that any files that are supposed to be attached are actually attached before clicking "send."

Example Successful and Unsuccessful E-mails

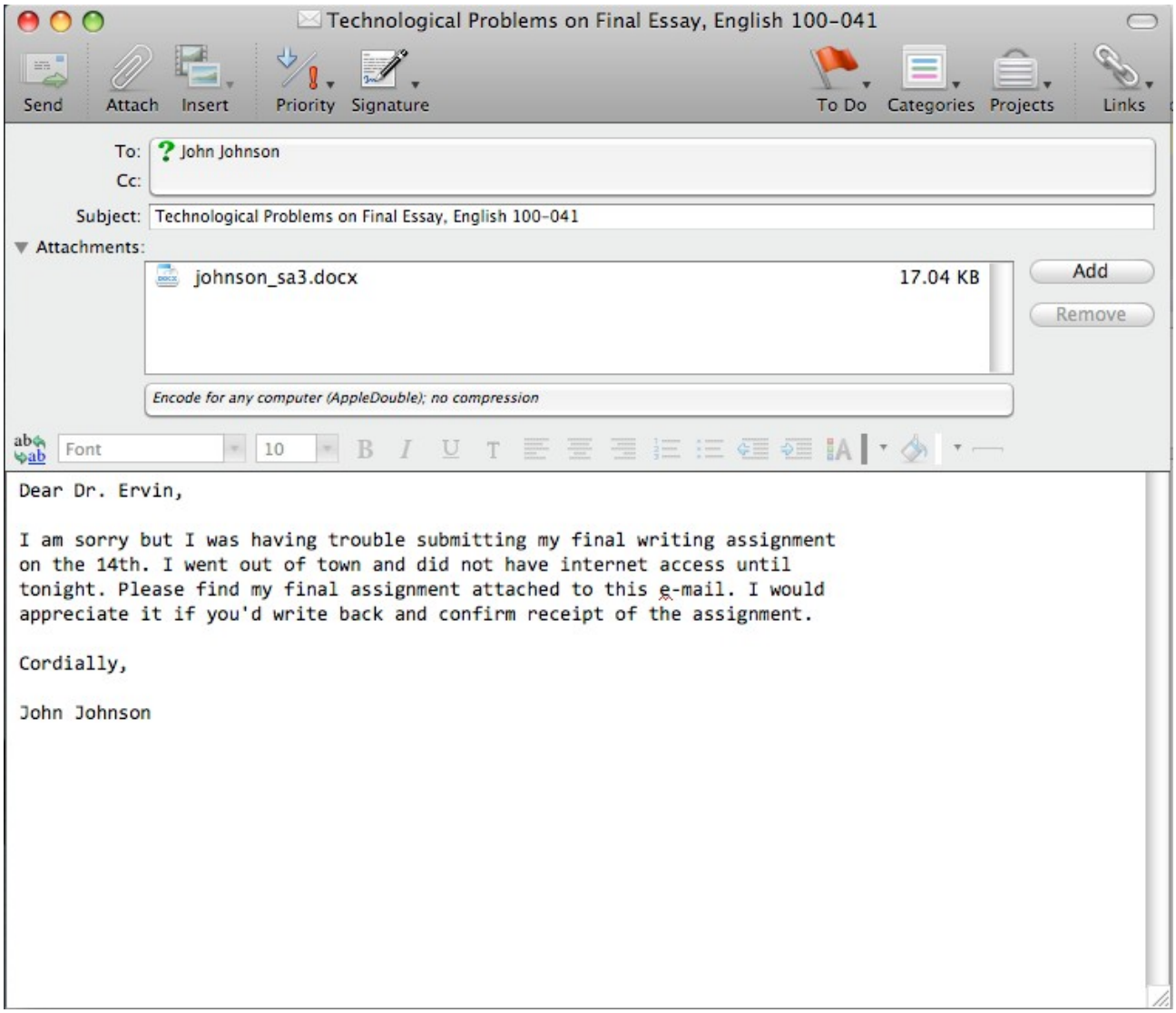
Poorly-Written E-mail



What's wrong with this e-mail?

- No subject line
- No attached document
- No salutation
- "I" isn't capitalized; the text is almost all in lower case.
- Missing periods at the ends of sentences
- No closing
- Initials only (no name to close the e-mail), and they're lower case.

Same E-mail Revised After Feedback



What's new in this revision?

- Subject line appropriately describes the contents of the e-mail message and includes the course number and section
- The promised document is attached
- The salutation "Dear Dr. Ervin," begins the e-mail
- The e-mail is punctuated properly and is written using appropriate capitalization
- The closing "Cordially," closes the e-mail, with the full name of the student following it.
- Also, it doesn't utilize TXT-speak or emoticons, and it asks for a confirmation response from the instructor.

Discussion Board Guidelines

Discussion Board (DB) postings are comparable to class discussion, so they can be less formal than professional e-mails, but DB postings should still adhere to basic grammar, spelling, and punctuation guidelines for standard written English. NO TXTING in the DB, but smilies and other emoticons are fine ☺. Also, DB postings should be civil and polite, detailed and thorough.

Poorly-written DB postings, which will earn no credit:

"I agree."
"Wow, that must have been really annoying!"
"I'll check."
"Visit www.cnn.com" [These 4 are fine for periodic posting and are viewed favorably as signs of sociability, but they don't reveal thoughtfulness about the course material.]

"In my humble opinion, this situation is one that requires a lot of thought and expertise before an answer can be achieved. It is something the experts will debate for many years, no doubt." [However lengthy, there is no content in this posting.]

Sufficient postings, which earn some credit:

"I agree. The point you bring up is similar to the author's comments in chapter 2." [Not enough information.]

"Wow, that must have been really annoying! I once was trying to take a standardized test and the teacher started giving out the answers. I really question the validity of that measure." [Not clear if the person knows what validity is or is just using it because it sounds good there.]

Example of a superior posting, which earns full credit:

"I've studied the politics of the 1950s in my History class, and we read about McCarthyism and the Red Scare, and we also read about more recent developments in losses of privacy with regard to the 'War on Terror.' What I find fascinating are these historical parallels. Seems we're doomed to repeat the mistakes of the past so long as the context changes ever so slightly. For example, we don't go Communist-hunting anymore; now we go terrorist hunting.

Government intrusion into the private lives of its citizens fundamentally contradicts the Bill of Rights and the principles upon which democracy is founded. Wire-tapping without FISA approval (see this government website for details about FISA) is just one contemporary development that mirrors the atrocities of the McCarthy era. With every new warrantless surveillance operation on U.S. citizens, our democratic rights are diminished a bit.

I don't know if this contradicts your point or not. Maybe research on FISA would help your argument."

Academic Integrity Warning for Discussion Board

All writing in the Discussion Board must be original unless proper quotation/paraphrase/summary plus documentation provides credit to borrowed material. Assume that DB assignments that are found to contain undocumented borrowed ideas or language from other sources will result in a significant course penalty, up to course failure.

Writing Prompt for Essay of Introduction

Overview/Purpose
The purpose of this essay is to introduce yourself to your instructor and to practice the process of writing in MLA format and submitting an assignment in Blackboard.

Audience
Your instructor

Format
Use correct MLA formatting. See Bboard->Style & Documentation for an MLA template.

***Length**
200-300 words

***Due Dates**
Friday, August 26. Submit before the beginning of class.

Submitting the Assignment
Submit as .docx, .rtf, or Open Office document in Bboard->Submit Writing Here->Submit Unit 1 Assignments Here.

Process for Completing the Assignment:

1. Download the MLA template in Bboard->Style & Documentation
2. Save the document to your desktop.
3. Replace the info with your info. Delete the Works Cited page.
4. Write a 200-300 word essay in which you introduce yourself to me. Topics may include your feelings about writing, your experience with writing, experience with reading; OR your thoughts about ONE of the current political issues being debated in the presidential election. Do NOT use any sources. This essay of introduction must be entirely your own opinions/beliefs.
5. Submit the document in Blackboard.

Writing Prompt for Annotated Bibliography

*Items marked with an * are considered "basic requirements" for this assignment, and failure to meet those basic requirements will reduce the assignment grade per the "25% Rule" in the course syllabus.

Overview/Purpose
The purpose of this essay is to do some preliminary research on an issue that's currently being debated in the presidential campaign, locate and read six sources about the issue, write a brief (150-250 words) introduction to the issue, and write a brief summary of each source. You will present the summary, along with an MLA citation, in alphabetical order to your reader (me).

Audience: Your instructor and other students in the class

***Research, Documentation, and Quoting/Paraphrasing**
1. The assignment must include six sources, two of which must be **scholarly journal articles of at least five pages in length** that you've **accessed from the WKU research databases**. The other four sources may be a combination of newspaper articles (web or print), magazine articles (web or print), reputable websites, government reports, books/book chapters, t.v. news reports, or documentary films. You may use up to two infographics such as the one at https://www.washingtonpost.com/graphics/politics/2016-election/campaign-finance/ . Make every effort to select unbiased sources, but when you do identify bias in the source, you should discuss the bias in the summary. Book reviews and dissertations are not allowed.
2. MLA documentation and formatting are required. See Bboard->Style & Documentation for an MLA template.
3. Summaries must be written entirely in your own words. Do NOT quote from the source texts.

***Evidence of Active Reading**
Each student must submit a research folder that includes printed copies of sources, with evidence of active reading on each printed copy. (Notes, questions, cross-referencing, etc.)

***Length**
Introduction must be 150-250 words. Each summary, **excluding the MLA citation**, must be 100-150 words.

***Due Date**
Due Friday, September 9 by the end of class.

***Peer Review Requirement**
A draft of this annotated bibliography must be workshopped in peer review groups. Non-participation in peer review will result in an assignment grade reduced by up to 25%.

Submitting the Assignment
Submit as .docx, .rtf, or Open Office document in Bboard->Submit Writing Here->Submit Unit 1 Assignments Here.

Topics that ARE pre-approved for this Annotated Bibliography

- Solutions to illegal immigration
- Common core standards
- Development of renewable energy
- The Affordable Care Act ("Obamacare")
- Citizens United and SuperPAC spending, campaign finance reform
- Gun control legislation, outlawing of large-capacity firearms and clips, background checks
- "Dreamers" legislation, path to legalization
- Debt-free college education
- Federal minimum wage of $12-$15 per hour
- See more issues at http://2016election.procon.org/ . I'll need to approve your subject first.

Topics that ARE NOT approved for this Annotated Bibliography

- Abortion
- Building a wall between U.S. and Mexico
- Mandatory vaccinations
- Obama's birthplace

Academic Integrity Warning: Many journal articles have **abstracts** (summaries) that precede the article. You may be tempted to read the abstract rather than the article. Do not do this. Summarize the article after reading the entire article. You also might find summaries of other texts online, like summaries of books or documentary films on *Wikipedia*. Do not use these summaries to write your summaries. Your summary must be composed entirely by you.

Grading Rubric for Assignment 1: Annotated Bibliography

FORMAT

❑ yes ❑ no 1-inch margins
❑ yes ❑ no Paragraphs indented half an inch in introduction
❑ yes ❑ no Hanging indent for citation/summaries
❑ yes ❑ no Left alignment
❑ yes ❑ no 12-point Times New Roman, Arial, or similar font
❑ yes ❑ no **Double-spaced only** throughout (no additional spacing between lines/paragraphs)
❑ yes ❑ no Your last name and page number ½ inch from upper right-hand corner of each page, including the first page
❑ yes ❑ no MLA standard heading
❑ yes ❑ no Assignment contains a descriptive title, which is not larger, underlined, ALL CAPS, *italicized*, **boldfaced**, or placed in "quotation marks"

SUBMISSION REQUIREMENTS

❑ yes ❑ no Minimum length requirement met (150-250 words for introduction and 100-150 words for each summary, excluding the citation)
❑ yes ❑ no Research requirements met
❑ yes ❑ no Evidence of active reading submitted
❑ yes ❑ no Participated in peer review
❑ yes ❑ no Submitted by deadline

	Superior	Avg	Below Avg
1. Introduction: The intro provides a clear and sufficiently detailed overview of the issue and briefly characterizes the sources contained in the annotated bibliography.			
2. Relevance: The sources are relevant to the issue.			
3. Currency: The sources are current and reflect the most up-to-date thinking about the issue.			
4. Credibility/bias: The sources are from credible publications or, when slight bias is present, such bias is acknowledged in the summary and accounted for appropriately (justified).			
5. Content of summaries: Summaries provide an overview of the main points of the sources without dwelling on the details. Writer has not editorialized or personalized the summary.			
6. Grammar/Mechanics: Assignment is not rendered difficult to read by problematic grammar, punctuation, etc.			
7. Ethos: Reviewer makes his/her expertise clear through word choice, writer's persona, tone, use of evidence, etc.			
8. Quoting, paraphrasing are correctly formatted and integrated into the text using lead-in phrases/clauses; parenthetical citations, when appropriate, follow quoted and paraphrased text			
9. Source election: The writer has selected sources that show various perspectives on the issue; sources meet the requirements of the assignment as outlined on the prompt.			
10. MLA formatting: Margins, font size, line spacing, header, etc. are properly formatted in MLA style.			
11. MLA bibliographic citations: Formatted correctly according to *Easy Writer* chapter 41d.			

Do the assignment meet all minimum requirements (length, research requirements, due dates)? YES NO

Overall evaluation:

❑ Superior--Needs some revision and/or minor editing

❑ Average--needs substantial revision and/or editing

❑ Needs extensive revision and/or major editing

Letter/numerical grade: _____

Comments:

Student's Name

Dr. Christopher Ervin

English 300, Section 14

26 August 2016

What Climate Models Are Telling Us

In order to fully comprehend how the Earth's climate is evolving, as well as provide evidence for these changes, we need to develop accurate mathematical models to quantitatively show what kinds of changes are taking place. Without these models, we would only have massive amounts of statistical data, trying to make sense of pages and pages of numbers. Climate models are directly related to sustainability in the context of how our energy sources are affecting the environment. Using simple mathematics, we can find relationships between things such as carbon dioxide emissions and global temperature change. Using more complex mathematics, more variables can be taken into account, leading to newly discovered trends/consequences.

The list of summarized sources that follow are a sample of the significant body of scholarship on mathematical modeling and climate change. All sources are scholarly articles from academic journals and have been evaluated for their currency, relevance, and credibility.

Annotated Bibliography

Cooper, Caren. "Media Literacy as a Key Strategy toward Improving Public Acceptance of Climate Change Science." *Bioscience* 61.3 (2011): 231-237. *Academic Search Premier*. Web. 15 Aug. 2016. This article explains that the general public considers all scientific views as acceptable until they are proven wrong. It also describes how this primes the public to accept the skeptical view, generally the one with the most optimistic result. When regarding climate change, this takes the form of global warming deniers and is being perpetuated by the media. The article also explains that understanding how the global warming deniers use mass communication will help with getting the public to understand the real scenario.

Räisänen, Jouni, and Leena Ruokolainen. "Estimating Present Climate in a Warming World: A Model-based Approach." *Climate Dynamics* 31.5 (2008): 573-585. *JSTOR*. Web. 20 Aug. 2016. This article uses a (very) mathematical model involving quasi-linear regressions and probability distributions. The author explains the

differences in each mathematical method used and the trends they display. They determine that "more than half of all months should be warmer than the 90th percentile for 1971-2000 by about the year 2065" (583). They explain that when the goal is providing the public and media with information, the best information should be used, as opposed to outdated information.

Xiao, Chenyang. "Public Attitudes Toward Science and Technology and Concern for the Environment: Testing a Model of Indirect Feedback Effects." 45.1 (2011): 113-137. *JSTOR*. Web. 16 Aug. 2016. This article explains the relationship between a society's view on science and technology, and their stance on the environment, using a large survey used to determine public opinions on each variable. The study found that when a society is not as fond of science and technology, it tends to be more in favor of environmentalist view-points. The article also describes how the idea of science and progress can lead to environmental degradation, as the focus is less on how the progress is being made and more on what type of progress is being made.

NOTE: This annotated bibliography is truncated—shortened—to save space. Your annotated bibliography will contain more than just three sources.

Name: _____

Worksheet: Identifying and Focusing an Issue, Formulating a Question, and Locating Sources

Use this worksheet in class to get started on the Annotated Bibliography assignment.

Identifying and Focusing an Issue

1. Use the writing prompt and procon.org to identify **TWO** issues that are important to you personally or professionally and describe each issue here. Use complete sentences in your description of each:

Issue 1: _____

Issue 2: _____

2. Do some preliminary research online about each issue using THREE websites to learn about issue 1, and use THREE websites to learn about issue 2. There may be some overlap of the websites you use. Describe how you decided each website is **credible, current, accurate, and unbiased.**

Issue 1 website 1: _____

_____

Issue 1 website 2: _____

_____

Issue 1 website 3: _____

_____

Issue 2 website 2: _____

_____

Issue 2 website 2: _____

_____

Issue 2 website 3: _____

_____

Formulating a Research Question

3. Decide which of the two issues you will research. Then write a *researchable question* relevant to the issue. Remember, a *researchable question* is one that you would need research to answer. It cannot be answered in a "yes/no" manner; the answer will be complex. Begin your research question with *questions words* (where, how, why, what, who, when), not verbs (does, is, will, etc.).

_____

_____

_____

Instructor signature to approve topic and research question: _____ **Date**: _____

Researching Your Subject

This assignment requires you to identify, download/print, read (actively!), cite and summarize SIX sources, at least TWO of which must be articles from academic (scholarly, peer reviewed) journals.

4. First, locate TWO scholarly journal articles.

- Which databases did you use to locate the journal articles? _____
- Describe how you determined the articles are scholarly:

  _____

  _____

  _____

- Describe how you determined the articles are relevant (to the issue), current, and unbiased:

  _____

  _____

  _____

5. Next, locate FOUR additional source. These could be scholarly journal articles, magazine or newspaper articles, documentary films, credible websites, or other sources listed in the writing assignment prompt. Describe below how you located each source and how you determined each source is current, relevant, and unbiased. If the source is biased, explain how it's biased and provide a rationale for using it in your annotated bibliography.

Source 3: _____

_____

_____

Source 4: _____

_____

_____

Source 5: _____

_____

_____

Source 6: _____

_____

_____

You must submit this worksheet, along with your **evidence of active reading**, in your assignment folder at the end of class on Friday, September 9.

Writing Prompt for Argument Synthesis Essay

*Items marked with an * are considered "basic requirements" for this assignment, and failure to meet those basic requirements will reduce the assignment grade per the "25% Rule" in the course syllabus.

Overview/Purpose
Deciding which candidate to support for public office is not a simple process. No candidate's values and positions are going to line up 100% with our own, and often we find that even those candidates with values diametrically opposed to our own take a position on some issues that we find appealing. For example, one might be a Bernie Sanders supporter but part with Sanders on the issue of universal tuition-free education, siding more with Clinton, who sees that issue a little differently.

The purpose of this essay is encourage you to figure out where a handful of candidates stand on an issue that's important to you. Be mindful that you might not know where your chosen candidate stands on the issue you choose, and you might find out that you don't see eye to eye with your candidate when it comes to the issue you choose for the assignment. In fact, I strongly encourage you to choose an issue that's important to you but that you haven't researched with regard to the candidates' positions.

In this essay, you'll research the positions of a number of candidates (at least three) about an issue currently being debated in one of our national, state, or local elections, support one candidate's position about that issue, and attempt to persuade your readers of the merit of that candidate's position.

***Audience/Audience Statement:** Your readers are those who do not support the candidate's position on the issue you're investigating. You will write an audience statement in which you imagine a specific targeted audience and describe that audience in detail.

***Research, Documentation, and Quoting/Paraphrasing**
1. The assignment must include at least six credible sources, at least two sources per candidate.
2. At least one source per candidate must be an unbiased source. The other source can be the candidate's website or a statement made by the candidate about the issue (a speech, for example).
3. Any source you use must have some substance; no soundbyte sources.

***Evidence of Active Reading**
Each student must submit a research folder that includes printed copies of sources, with evidence of active reading on each printed copy. (Notes, questions, cross-referencing, etc.)

***Length**
Final draft must be at least 900 words

***Due Date**
Listed in Bboard->Unit Schedules->Unit 2

***Peer Review Requirement**
A draft of this essay must be workshopped in peer review groups. Non-participation in peer review will result in an assignment grade reduced by up to 25%.

Submitting the Assignment
Submit as .docx, .rtf, or Open Office document in Bboard->Submit Writing Here->Submit Unit 1 Assignments Here.

Issues: Topic Selection
Choose an issue that's currently being debated in one of our national, state, or local elections. Do not choose a topic in the "unapproved topics" list in the annotated bibliography assignment prompt. You may choose the same issue from your annotated bibliography, or you may choose a new issue.

Academic Integrity Warning: Many journal articles have **abstracts** (summaries) that precede the article. You may be tempted to read the abstract rather than the article. Do not do this. Summarize the article after reading the entire article. You also might find summaries of other texts online, like summaries of books or documentary films on *Wikipedia*. Do not use these summaries to write your summaries. Your summary must be composed entirely by you.

Grading Rubric for Argument Synthesis Essay **Name: _____**

FORMAT

❑ yes	❑ no	1-inch margins
❑ yes	❑ no	Paragraphs indented half an inch in introduction
❑ yes	❑ no	Left alignment
❑ yes	❑ no	12-point Times New Roman, Arial, or similar font
❑ yes	❑ no	**Double-spaced only** throughout (no additional spacing between lines/paragraphs)
❑ yes	❑ no	Your last name and page number ½ inch from upper right-hand corner of each page, including the first page
❑ yes	❑ no	MLA standard heading
❑ yes	❑ no	Assignment contains a descriptive title, which is not larger, underlined, ALL CAPS, *italicized*, **boldfaced**, or placed in "quotation marks"

SUBMISSION REQUIREMENTS

❑ yes	❑ no	Minimum length requirement met (900+ words, excluding Works Cited page)
❑ yes	❑ no	Research requirements met
❑ yes	❑ no	Evidence of active reading submitted
❑ yes	❑ no	Participated in peer review
❑ yes	❑ no	Submitted by deadline

EVALUATION

Superior Average Below Avg

_____ Purpose: The essay sufficiently characterizes three candidates' positions on an issue and takes a position on that issue, advancing an argument about the issue.

_____ Organization: The essay proceeds logically; is developed with effective paragraphs; shows readers the relationship between ideas through logical transitions; and is organized around the candidates' positions and the writer's position.

_____ Development: The essay provides supporting evidence from credible source material to support the argument (quoted text, specific facts, and so on).

_____ Thesis: The draft contains a clear, identifiable thesis that (a) identifies the issue and (b) suggests takes a position on the issue.

_____ Grammar/punctuation/spelling: The essay is generally error-free with no patterns of serious grammar, etc. errors.

_____ Clarity: Essay makes smart use of sentence structure, word choice, etc. to achieve clarity of expression.

_____ Documentation/Bibliography: Sources are listed correctly on a Works Cited page.

_____ Documentation: In-text citations: MLA parenthetical citations are correct.

Does the essay meet all minimum requirements, as indicated with an asterisk* on the assignment prompt? YES NO

_____ Penalty for failure to meet minimum requirements?

_____ Grade before "minimum requirements" reduction

_____ Grade after reduction

Name: _____

Worksheet: Identifying and Focusing an Issue, Formulating a Question, and Locating Sources for Argument Synthesis Essay

Use this worksheet in class to get started on the Argument Synthesis assignment.

Identifying and Focusing an Issue

1. Identify the issue you'll be writing about below. Write 2-3 complete sentences explaining what your interest is in the issue and what your position is *prior* to researching the issue.

2. Do some preliminary research online about the issue and about at least three candidates' positions on the issue. Describe your research below.

Candidate: _____

Candidate: _____

Candidate: _____

Researching Your Subject

This assignment requires you to identify, download/print, read (actively!) at least six credible sources, at least two sources per candidate. One source can be the candidate's website, but the other must be unbiased. What are your sources? Describe them below and provide a brief summary of each.

Candidate 1, Source 1:

Candidate 1, Source 2:

Candidate 2, Source 1:

Candidate 2, Source 2:

Candidate 3, Source 1:

Candidate 3, Source 2:

You must submit this worksheet, along with your **evidence of active reading**, in your assignment folder on the due date for this assignment.

Essay 2: Rhetorical Analysis of a Presidential Debate, Inaugural Address, or Speech

*Items marked with an * are considered "minimum requirements" for this assignment, and failure to meet those minimum requirements will result in grade penalties outlined in the "25% rule" in the course syllabus.

Overview/Purpose of Assignment
Write an essay in which you analyze one of the following: a **historically significant** presidential debate, inaugural address, or speech. You will find links to the speeches and debates that you can analyze in Bboard->Course Materials->Unit 4->Speeches You Can Analyze for Essay 2. **You may choose from the speeches we've already worked with in the short analysis papers OR choose from one of the speeches in the folder listed above.**

The focus of this essay is to analyze the speech or debate *rhetorically*: You're analyzing **one or more** rhetorical elements (logos, ethos, pathos, and/or kairos) that contribute to one of the arguments in the speech. Explanations of what a rhetorical analysis is and help with writing a rhetorical analysis are included in *Everything's an Argument*, chapter 6. You'll use the Guide on pages 112-117 to plan, draft, and revise your rhetorical analysis.

***Statement of Rhetorical Context**
Prior to the beginning of the essay, write a statement describing the rhetorical context for the speech. This statement should be a paragraph of **around 150 words** in which you describe the occasion of the speech—the purpose, the argument you're focusing on in your analysis (speeches often have multiple arguments, so focus on one), the audience (both immediate and secondary), and the context in which the speech was given (is it in response to a national tragedy? concession at the end of a presidential election? celebratory of some victory? etc.). **You will need to do some secondary research, preferably using scholarly or other credible sources, to understand the rhetorical context fully.**

Thesis
Underline your thesis statement in all drafts. The thesis should (1) identify the debate or speech being analyzed and (2) communicate your overall analytical conclusion about the debate.

Audience
Your readers will be the users of the website *The Conversation*, which is located at http://www.theconversation.com . Familiarize yourself with this non-partisan, academic/journalistic website that strives for full transparency in its reporting and analysis.

Use of First Person
Very limited use of first person is acceptable, but generally the subject of each sentence in your analysis essay should be the argument or elements of the argument. Instead of "I think the argument is sound because of X," you would write "The argument is sound because of X."

Grade
200 points

***Research Requirements**
You will need to do research for the rhetorical context statement and possibly for the analysis. **Use at least 1-2 scholarly or comparable sources** for the rhetorical context statement. You might also need to do research to test claims, fact check, etc. You may use up to 3 additional **credible, unbiased sources** for additional research beyond the rhetorical context statement. Any research, as well as the debate or speech you're analyzing, must be included on the Works Cited page.

Documentation
MLA

***Length**
The essay itself, **not including the statement of rhetorical context and the Works Cited, must be no fewer than 900 words**.

***Evidence of Active Reading**
In your essay folder, you must submit all research and a transcript of the speech with your evidence of active reading on all.

***Due Dates and Submission**
See Bboard->Unit Schedules for due dates. Submit in Bboard->Submit Writing Here.

Academic Integrity Warning
Failure to properly document your work, including quoting and paraphrasing and bibliographic citations, will result in a penalty up to course failure. See syllabus for more. If in doubt, cite it. If you have questions, contact your instructor.

Grading Rubric for Rhetorical Analysis Essay **Name: _____**

FORMAT

❑ yes ❑ no 1-inch margins
❑ yes ❑ no Paragraphs indented half an inch in introduction
❑ yes ❑ no Hanging indent for citation/summaries
❑ yes ❑ no Left alignment
❑ yes ❑ no 12-point Times New Roman, Arial, or similar font
❑ yes ❑ no **Double-spaced only** throughout (no additional spacing between lines/paragraphs)
❑ yes ❑ no Your last name and page number ½ inch from upper right-hand corner of each page, including the first page
❑ yes ❑ no MLA standard heading
❑ yes ❑ no Assignment contains a descriptive title, which is not larger, underlined, ALL CAPS, *italicized*, **boldfaced**, or placed in "quotation marks"

SUBMISSION REQUIREMENTS

❑ yes ❑ no Statement of rhetorical context included
❑ yes ❑ no Minimum length requirement met (900+ words, excluding rhetorical context and Works Cited)
❑ yes ❑ no Research requirements met
❑ yes ❑ no Evidence of active reading submitted for all sources plus transcript of speech
❑ yes ❑ no Submitted by deadline

EVALUATION

Superior Average Below Avg

_____ Statement of Rhetorical Context: Preceding the essay is a paragraph of around 150 words that describes in detail the occasion for the speech (as outlined in the writing prompt)

_____ Purpose: The essay sufficiently analyzes the argument (breaks down the argument into its parts, puts them back together in a way that makes the text meaningful for the reader). The analysis addresses the rhetorical elements of the argument—ethos, logos, pathos, or kairos—and logical fallacies, possibly—one or more than one element. The analysis highlights one or two elements of the debate or speech, focusing on those elements and not attempting to cover the entire debate or speech.

_____ Introduction: Provides readers with context and background for the debate or speech. This paragraph will repeat *some* of the information included in the Statement of Rhetorical Context but will not be a direct repetition of that paragraph.

_____ Organization: The essay proceeds logically; is developed with effective paragraphs; shows readers the relationship between ideas through logical transitions; and is organized around the analysis of the argument, not a summary of the debate or speech.

_____ Development: The analysis provides supporting evidence from the debate or speech and secondary source material to support the analysis (quoted text, specific facts, and so on). Paragraphs make analytical points and illustrate those points with quotes, paraphrases, etc.

_____ Thesis: The draft contains a clear, identifiable thesis that (a) identifies the debate or speech under analysis and (b) suggests the direction of the analysis.

_____ Grammar/punctuation/spelling: The essay is generally error-free with no patterns of serious grammar, etc. errors.

_____ Clarity: Essay makes smart use of sentence structure, word choice, etc. to achieve clarity of expression.

_____ Documentation/Bibliography: Sources are listed correctly on a Works Cited page.

_____ Documentation: In-text citations: MLA parenthetical citations are correct.

Does the essay meet all minimum requirements, as indicated with an asterisk* on the assignment prompt? YES NO

_____ Penalty for failure to meet minimum requirements?

_____ Grade before "minimum requirements" reduction

_____ Grade after reduction

Essay 3: Op-Ed on the Trump Presidency

*Items marked with an * are considered "minimum requirements" for this assignment, and failure to meet those minimum requirements will result in grade penalties outlined in the "25% rule" in the course syllabus.

Overview/Purpose of Assignment
Write an op-ed essay in which you anticipate the effects of the Donald Trump presidency and the policies and legislation he will pursue on a specific group. Examples include gun owners, illegal immigrants, U.S. citizens with health insurance purchased on the Affordable Care Act's insurance exchanges, LGBTQ individuals, the remaining Supreme Court justices, and so on. You may write about any specific group, and you may write about positive effects, negative effects, or a mix of effects.

Thesis
Underline your thesis statement in all drafts. The thesis should (1) identify the group affected and (2) identify the effect you think the Trump presidency will have on the group.

Audience
Readers of the *Bowling Green Daily News* or your own hometown newspaper. Describe your targeted readers (see below).

***Audience Analysis Statement**
An audience analysis statement must be included prior to the essay and must not be included in the word count. You will be attempting to persuade your readers regarding the effect of the Trump presidency on this group, so you're writing to those who are skeptical of Trump's policies and the legislation he'll pursue.

Use of First Person
Very limited use of first person is acceptable, but generally the subject of each sentence should be the group you're writing about, the potential policies Trump will propose, etc.

Grade
A grade of B- or higher will add 5 percentage points to your final course grade.

***Research Requirements**
Use at least 2 sources, which must be scholarly articles, books, or government documents/reports/legislation, etc.

Documentation
MLA

***Length**
The essay itself, **not including the audience statement and the Works Cited, must be no fewer than 900 words**.

***Evidence of Active Reading**
In your essay folder, you must submit all research with your evidence of active reading.

***Due Dates and Submission**
Due no later than Friday, December 9 at 3:00 pm in Blackboard and in Dr. Ervin's office (essay folder).

Academic Integrity Warning
Failure to properly document your work, including quoting and paraphrasing and bibliographic citations, will result in a penalty up to course failure. See syllabus for more. If in doubt, cite it. If you have questions, contact your instructor.

Grading Rubric for Op/Ed on Trump Presidency **Name: _____**

FORMAT

❑ yes ❑ no 1-inch margins
❑ yes ❑ no Paragraphs indented half an inch in introduction
❑ yes ❑ no Hanging indent for citation/summaries
❑ yes ❑ no Left alignment
❑ yes ❑ no 12-point Times New Roman, Arial, or similar font
❑ yes ❑ no **Double-spaced only** throughout (no additional spacing between lines/paragraphs)
❑ yes ❑ no Your last name and page number ½ inch from upper right-hand corner of each page, including the first page
❑ yes ❑ no MLA standard heading
❑ yes ❑ no Assignment contains a descriptive title, which is not larger, underlined, ALL CAPS, *italicized*, **boldfaced**, or placed in "quotation marks"

SUBMISSION REQUIREMENTS

❑ yes ❑ no Audience statement submitted
❑ yes ❑ no Minimum length requirement met (900+ words, excluding audience statement and Works Cited)
❑ yes ❑ no Research requirements met
❑ yes ❑ no Evidence of active reading submitted for all sources
❑ yes ❑ no Submitted by deadline

EVALUATION

Superior Average Below Avg

_____ Audience statement: Preceding the letter is a paragraph of around 150 words that describes in detail the targeted audience of the letter (as outlined in the writing prompt)

_____ Purpose: The essay sufficiently presents and argument for a specific targeted audience and effectively uses some combination of logos, ethos, pathos, and kairos in support of the argument.

_____ Introduction: Provides readers with brief context and background for argument.

_____ Organization: The essay proceeds logically; is developed with effective paragraphs; shows readers the relationship between ideas through logical transitions; and is organized around the argument.

_____ Development: The essay provides supporting evidence from a combination of news sources and scholarly or comparable source material.

_____ Thesis: The draft contains a clear, identifiable thesis that (a) identifies the subject and (b) the position the writer is taking on the subject.

_____ Grammar/punctuation/spelling: The essay is generally error-free with no patterns of serious grammar, etc. errors.

_____ Clarity: Essay makes smart use of sentence structure, word choice, etc. to achieve clarity of expression.

_____ Documentation/Bibliography: Sources are listed correctly on a Works Cited page.

_____ Documentation: In-text citations: MLA parenthetical citations are correct.

Does the essay meet all minimum requirements, as indicated with an asterisk* on the assignment prompt? YES NO

_____ Penalty for failure to meet minimum requirements?

_____ Grade before "minimum requirements" reduction

_____ Grade after reduction