

English 1, Semester 2 Credit Recovery

Name: _____

Along with the Assignment Prompt, this packet provides you with structures and support that will guide you along the writing process. Throughout these pages, you will find:

- The writing assignment and requirements
- Key terms to help understand the writing process
- Outlines to organize your thinking
- Additional sources for optional additional support

Assignment

Your assignment is to defend, challenge, or qualify the following quote:

“What’s money? A man is a success if he gets up in the morning and goes to bed at night and in between does what he wants to do.” — Bob Dylan

Refer to the Scoring Guide for this writing task—it will help you understand where to focus your attention and efforts.

OR

Your task is to defend, challenge, or qualify the following quote by American essayist and social critic H. L. Mencken (1880–1956).

“The average man does not want to be free. He simply wants to be safe.”

Refer to the Scoring Guide for this writing task—it will help you understand where to focus your attention and efforts.

Minimum of 3 double-spaced pages at Times New Roman pt 12 font.

1. Prewriting/Drafting

- Read the quote carefully. Be sure you understand both what it says and what it implies.
- Brainstorm a bank of evidence. Identify opportunities to defend, challenge, or qualify the quote.
- Select a position to argue in your essay.
- Generate reasons that your position is correct and align these reasons with evidence.
- Anticipate audience concerns and counterclaims and address these with evidence.
- Generate an outline.
- Draft an introduction, body paragraphs, and conclusion.
- Remember to include transitions within and between paragraphs.
- Revise for sentence structure, making sentences more parallel and balanced.

3. Evaluating and Revising: Create opportunities to review and revise to produce the best work

After meeting with your peer reviewers and hearing their feedback, work with your partner(s) to revise and edit your argument. After rereading the work your class completed together, use the following writing strategies to revise the piece:

Adding: Are there any changes that you believe should be made to strengthen the argument? Does anything need to be reorganized or more elaborately explained?

Rearranging: What revisions should be made to the structure of paragraphs or sentences?

Deleting: Are there redundancies that could be eliminated? Is there information that does not directly support the central argument?

Editing: Are there mistakes in conventions that should be corrected before the draft can be considered polished?

	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> - asserts an insightful thesis and claims that effectively anticipate and distinguish alternate positions - provides a variety of precise and convincing evidence and authoritative commentary - demonstrates thoughtful consideration of relevance and sufficiency of evidence and presents information on the range of relevant perspectives 	<p>The essay</p> <ul style="list-style-type: none"> - presents a clear thesis and claims that often anticipate alternate positions - supports reasons with specific and relevant evidence and commentary - demonstrates consideration of the relevance and sufficiency of evidence and presents information on other perspectives 	<p>The essay</p> <ul style="list-style-type: none"> - presents a limited or unfocused thesis and/ or claims that do(es) not present alternate positions - contains reasons with insufficient evidence and vague commentary - demonstrates little or no consideration of relevance of evidence and present insufficient information on other relevant perspectives 	<p>The essay</p> <ul style="list-style-type: none"> - presents a limited or unfocused thesis and/or claims without alternate positions - contains insufficient reasons and evidence with vague commentary - includes irrelevant and/or insufficient evidence and information on other relevant perspectives
Structure	<p>The essay</p> <ul style="list-style-type: none"> - skillfully uses an organizing structure appropriate to the purpose, audience, and context - presents a sustained focus that displays a progression of ideas with clarity - effectively sequences ideas and uses graceful transitions 	<p>The essay</p> <ul style="list-style-type: none"> - includes an organizing structure appropriate to the purpose, audience, and context - includes a sustained focus that displays ideas with coherence - sequences ideas logically and uses transitions appropriately 	<p>The essay</p> <ul style="list-style-type: none"> - may lack an organizing structure or contain one that is inappropriate to the purpose, audience, and context - presents a lack of focus and/or underdeveloped ideas - presents disconnected ideas and employs a limited use of transitions 	<p>The essay</p> <ul style="list-style-type: none"> - contains structure that is inappropriate to the purpose, audience, and context - lacks focus and/ or development of ideas - presents disconnected ideas with limited or no use of transitions
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> - uses syntactical structures effectively to enhance clarity of ideas and persuasive effect - uses diction deliberately crafted for the topic, audience, and purpose - consistently uses semicolons and parallelism correctly when appropriate - uses conventions skillfully to enhance rhetorical effectiveness 	<p>The essay</p> <ul style="list-style-type: none"> - uses varied syntax for effect - uses diction appropriately for the topic, audience, and purpose - usually uses semicolons and parallelism correctly in sentences - uses conventions correctly 	<p>The essay</p> <ul style="list-style-type: none"> - shows little or no variety in sentence structure - uses diction inappropriate for the topic, audience, and purpose - little attention to parallel structures or semicolon use - uses conventions incorrectly; errors in are numerous enough to be distracting and/or interfere with meaning 	<p>The essay</p> <ul style="list-style-type: none"> - shows no deliberate variety in sentence structure - uses diction without consideration for the topic, audience, and purpose - does not use semicolons correctly - contains errors numerous enough to be distracting and/or interfere with meaning

Process Checklist

Use this list to help guide your writing process. If all steps are completed, you are much more likely to succeed.

<input type="checkbox"/>	Outline
<input type="checkbox"/>	Rough Draft
<input type="checkbox"/>	Revision
<input type="checkbox"/>	Final Draft
<input type="checkbox"/>	Reflection

Reflection Process

Provide your answers to the following questions. The reflection process is to help us be more aware of our writing and think about our PURPOSE for writing.

1. What is the importance of being able to effectively structure an argument? Where do we see well-structured arguments in the “real world”?

2. What does a well-structured argument need in order to be successful? What would happen if one of those elements is missing?