Argumentative Essay

The main purpose of an argumentative essay is to show your side of an issue. You will make a decision on what side of issue you want to take and then present a case to support it. You will want to make sure that you convince your audience to agree with your side of the issue by only using facts and not opinions. Argumentative essays work to prove one side of an issue by presenting evidence. This essay is different from a persuasive essay that relies on your opinion because you will try to avoid giving your opinion. You will also add an additional paragraph where you will present the opposing opinion and specifically refute the ideas.

This argumentative essay will lead into our next novel, Fahrenheit 451. This unit can be difficult, as many of the topics relate to education, government, and technology. Choose a stance on one of the following essay prompts:

1. Responsibility to others will diminish since there will be a large push to please oneself.
2. Educational expectations will eventually have to be lowered.
3. Taken as a whole, the media is a force for good / bad in American society in 2019
4. Education is concentrated on knowing facts rather than thinking and questioning the material.
5. Censorship will eventually remove everything to prevent offending anyone.
6. Learning leads to inequality.
7. Do we still need libraries?
8. Schools should / should not be able to access your social media accounts.
9. Are children smarter (or more socialized) because of the internet?
10. Is it ever a good idea for the government to censor reading material for the good of the society?
11. Is social media making our society more narcissistic?
12. Does technology make us more alone?
13. Are self-driving vehicles the wave of the future?

Details

● Essay presents and defends an arguable claim in response to one of the prompts listed below (or otherwise approved).
● No page-length requirement; however, in terms of organization, you should plan to write a minimum of five paragraphs (intro, conclusion, three body paragraphs), unless otherwise approved by Mrs. Lawrence.
● Essay must be submitted to Turnitin.com by the 11:50pm on Jan. 17th to be accepted for full credit.
Timeline:

- **Thursday, Jan. 9:** Begin brainstorming ideas for responses to prompts & submit your prompt selection to Mrs. Lawrence by the end of class.
- **Friday, Jan. 10:** Thesis statements are on google classroom.
- **Monday, Jan. 13:** Two outside articles are due to classroom. Work on essay – begin developing claims and identifying supporting evidence; begin writing.
- **Tues, Jan. 14:** Conferences with Mrs. Lawrence – at least two paragraphs must be completed by this time!
- **Thurs, Jan. 16:** Completed rough drafts are due for full credit. Peer reviews will take place and conferences will continue.
- **Friday, Jan. 17:** Finish essay in class; Essay due on Turnitin.com by 11:59pm.

Grading Rubric: Argumentative Essay

**HEADER/PAPER IN MLA FORMAT 5 points**
- 1-inch margins, typed and double-spaced
- Times New Roman/Times – 12-point font size
- Proper essay header in top left corner of essay body
- Proper page header in top right corner of essay (header box)
- Properly formatted and centered title
- No extra spaces in between paragraphs

**CONTENT 10 points**
- Thesis statement/claim responds directly to prompt and is clear and arguable
- Argument is based on a comprehensive understanding of the text with no misrepresentations
- Argument is not too broad and allows for a specific and thorough analysis of the text
- Argument is effectively supported throughout body paragraphs with adequate amounts of textual evidence (each body paragraph must include textual evidence in the form of direct quotes; it is my recommendation you use at least two direct quotes to support each main idea/body paragraph)
- Textual evidence is aptly chosen (the writer chooses the most apt portion of the quote to use/it clearly supports the argument)
- Textual evidence is supported by appropriate amounts of context and explanation of the quote
- Textual evidence is thoroughly analyzed in connection to how it supports the argument made in the topic sentence/thesis
- Writer addresses counterarguments where necessary

**ORGANIZATION 5 points**
- Introductory paragraph includes both context/background information and the writer’s major claim/thesis
- Position statement (claim/thesis) is written concisely as the last sentence in the introductory paragraph
- Body paragraphs begin with a clear topic sentence that is clearly connected to the thesis
- Ideas in body paragraphs are organized logically to allow the reader to follow the writer’s line of reasoning
- Writer includes effective transitions between and within paragraphs
- Writer includes an effective conclusion
QUOTE INTEGRATION, and CITATION 5 points
- Quotes are embedded, not left alone as a sentence beginning with a quote mark
- Quotes are integrated properly (grammar and punctuation) using integration method one, two, or three as instructed in class
- Quotes are punctuated properly in regard to the use of quote marks around narration, dialogue, or a combination of both
- Quotes and paraphrases are cited properly in the text using parenthetical citations
- Quotes are analyzed using present-tense verbs
- Any changes to directly quoted material are documented properly within the quote using brackets or ellipsis

GENERAL WRITING AND PROOFREADING 5 points
- Writer uses proper, standard English conventions (few errors in grammar, spelling, punctuation, capitalization)
- Writer proofreads to avoid issues with sentence structure—fragments, run-ons, other faulty sentence structures
- Writer uses varied and appropriate word choice (avoiding the use of first or second person pronouns, or personal language)

TOTAL: 30 summative points possible