

Persuasive Essay

Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
				February 21 -Silent reading -Friday free write -Provided with package -Initial brainstorming and ideas
February 24 Room 206 -Silent reading -Research and note taking	February 25 Room 206 -Silent reading -Research and planning	February 26 Room 206 -Silent reading -Research and detailed planning	February 27 WEST FEST	February 28 Room 105 -Silent reading -Friday free write (may type and print) -Detailed planning
March 3 Room 105 -Writing -Conferences with teacher	March 4 Room 105 -Writing	March 5 Essay due @ the beginning of class		

Assignment Basics

You will be writing a persuasive essay based on research. For a persuasive essay, you are going to have a thesis (point that you are trying to persuade your readers about) that will be the foundation of your essay. From this thesis, you are going to provide three main points that helps to persuade the reader to agree with your main idea.

Learning Goal: To write a well-structured five paragraph essay that is based on research, planning, and editing.

Success Criteria: Please see the rubric for the success criteria.

Assignment Details

When you submit your final essay, you will be expected to include:

- Brainstorming
- Research notes
- Detailed plan (see attached template)
- Edited copy/copies
- Final draft

The order above is the order that you should complete the tasks in.

On Friday 21st you should develop your topic, thesis, and basic ideas that you will be researching. The week of February 24th – 28th you should be conducting your research and preparing a detailed plan. For Monday 5th your detailed plan should be prepared and you should be ready to type your final essay. This should be a simple process as your plan will include all of the necessary information for your essay.

Topic

You have freedom in your topic as long as it is persuasive and appropriate.

However, I know that some people prefer some additional guidance. Here are some essay ideas (*hint: the wordings of these are a basic but appropriate thesis for this essay*):

- Snow days are great for family quality time
- Magazine advertisements send unhealthy signals to young women
- Recycling should be mandatory for everyone
- Cell phones should never be used while driving
- At least one parent should work from home
- Students should not be required to take physical education courses
- Zoos are internment camps for animals and should be shut down
- All students should be allowed to have cell phones in high school
- Cities should provide free public Wi-Fi

Detailed Plan

You may complete your plan on this page (extras will be available), on the computer, or in your own format. It is expected that your detailed plan use full sentences and that all required information will be included. Essentially, you will take this plan and type it to create the first draft of your essay.

Introductory Paragraph

Introductory sentence (*this sentence should hook your reader into your topic*)

Main Point #1 (*this is the first main idea that will support your thesis – this should be one clear and concise sentence*)

Main Point #2 (*this is the second main idea that will support your thesis – this should be one clear and concise sentence*)

Main Point #3 (*this is the third and final main idea that will support your thesis – this should be one clear and concise sentence*)

Thesis (*this is where you made the clear and direct statement about what you want the reader to believe after reading your essay*)

Body Paragraph #1

Introductory sentence (*this sentence should be on the same topic as your Main Point #1 sentence from your introduction*)

Supportive Point #1 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #1 (*this is where you will connect your supportive point #1 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #2 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #2 (*this is where you will connect your supportive point #2 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #3 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #3 (*this is where you will connect your supportive point #3 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Conclusion and Transition Sentence(s) (*this is where you will conclude this point, and lead the reader to the next main body paragraph topic idea*)

Body Paragraph #2

Introductory sentence (*this sentence should be on the same topic as your Main Point #2 sentence from your introduction*)

Supportive Point #1 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #1 (*this is where you will connect your supportive point #1 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #2 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #2 (*this is where you will connect your supportive point #2 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #3 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #3 (*this is where you will connect your supportive point #3 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Conclusion and Transition Sentence(s) (*this is where you will conclude this point, and lead the reader to the next main body paragraph topic idea*)

Body Paragraph #3

Introductory sentence (*this sentence should be on the same topic as your Main Point #3 sentence from your introduction*)

Supportive Point #1 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #1 (*this is where you will connect your supportive point #1 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #2 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #2 (*this is where you will connect your supportive point #2 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Supportive Point #3 persuasion fact / detail (*this is where you include a research point, this information should be from credible sources and help to support your thesis*)

Expansion of Supportive Point #3 (*this is where you will connect your supportive point #3 back to your thesis, remember that you are trying to persuade the reader into having the same opinion as your thesis*)

Concluding sentence (*this is where you will conclude this point, and lead the reader to the next main body paragraph topic idea*)

Conclusion Paragraph

Introduction to conclusion (*this sentence should re-introduce the topic of the essay, but should not state the thesis*)

Main Point #1 (*this is where you re-state but re-word your first main point*)

Main Point #2 (*this is where you re-state but re-word your second main point*)

Main Point #3 (*this is where you re-state but re-word your third main point*)

Thesis (*this is where you re-state but re-word your thesis*)

Transition Words

Transition words help to create a well flowing essay. After you have written your detailed plan and first draft, use this guide during your editing process in order to enhance and strengthen your writing. This is not an all-inclusive list but rather a starting point for your essay writing future.

Additive Transitions:

Use these between your supporting information within your body paragraphs

Also, indeed, further, furthermore, likely, in addition, as well, additionally, not only (this) but also (that) as well, moreover

Main Body Paragraphs:

To begin each of your main body paragraphs, you can use additive transitions or you can use a structure below.

First, Second, Third OR Firstly, Secondly, Thirdly OR Firstly, Secondly, Finally

Concluding Paragraph:

Your final paragraph should also begin with a transition.

In conclusion

Re-Statement of Thesis in Conclusion:

These are used as a way to connect your concluding thesis statement to your conclusion.

Thus, in the end, all in all

	Level One 50-59%	Level Two 60-69%	Level Three 70-79%	Level Four 80-100%
Brainstorming	-limited brainstorming	-some brainstorming	-significant brainstorming	-detailed brainstorming
Research Notes	-few research notes -sourcing is included, but is not in MLA format -notes do not relate to brainstorming and final essay	-some research notes -MLA information included with many errors -some notes relate to brainstorming and final essay	-significant amount of research notes -MLA information included with few errors -notes mostly relate to brainstorming and final essay	-detailed research notes -MLA information included without errors -notes directly relate to brainstorming and final essay
Detailed Plan	-a very limited plan is included -the plan is missing the all details and cannot be interpreted by another individual as a basis for an essay	-a plan is included with some detail -the plan is missing the detail needed in order for others to be able to read it and fully understand the foundation of the essay	-a clear, and detailed plan is included -the plan can be taken by anyone and reads almost as a complete essay	-a thorough, clear, and extensively detailed plan is included -the plan can be taken by anyone and reads almost as a complete essay
Knowledge & Understanding	-thesis connected to issue -rudimentary understanding of topic	-thesis addresses part of issue -moderate understanding of topic	-thesis deals with major aspects of the issue -solid understanding of topic	-thesis addresses issue effectively -insightful understanding of topic
Evidence	-evidence is not relevant to thesis -evidence is sparse and general in nature	-evidence has some relevance to thesis -textual evidence is not overly specific	-evidence is supportive to thesis -adequate specific textual evidence is offered	-persuasive evidence builds argument -ample, specific textual evidence is offered
Essay Conventions	-introduction present, purpose not entirely clear -conclusion present -informal tone	-introduction clearly states purpose -conclusion present, no summary of arguments -formal tone inconsistently used	-introduction gives direction to paper -conclusion and summation of arguments present -formal tone used consistently	-introduction effectively gives direction to paper -conclusion and summation of arguments clearly expressed -formal tone used effectively
Language Conventions & Style (Editing)	-punctuation absent or inconsistent -simple words spelled incorrectly -incorrect sentence structure throughout -grammar errors abound -simple vocabulary used correctly -limited editing handwritten on document	-essay indicates need for punctuation -most common words are spelled correctly -most sentences correctly structured -grammar errors are frequent -reasonable range of vocabulary used correctly -some editing handwritten on document	-punctuation mostly correct, few errors -spelling mostly correct, few errors -correct sentence structures -grammar is mostly correct, few errors -incorporates some more advanced vocabulary -thorough editing handwritten on document	-punctuation essentially correct -spelling essentially correct -complex sentence structures handled correctly for the most part -grammar is overwhelmingly correct -effective use of vocabulary -extensive editing handwritten on document