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Project Guidelines and Rubric



ENG 190 Project Guidelines and Rubric

Competencies

In this project, you will demonstrate your mastery of the following competencies:

- Conduct research for specific writing situations
- Integrate qualified evidence from research into one's own writing
- Articulate an evidence-based position in a written communication

Overview

Persuasive essays are a staple of writing. A persuasive essay has multiple goals. One is to demonstrate certain skills like research, proofreading, and editing. Another is to persuade an audience. Any time we need to take a position on a topic. This could be to present information for a suggested change at work or to help change society. The skills that you will develop in writing your persuasive essay with research are transferable to all aspects of life and career.

When writing a persuasive essay, a writer must consider multiple communication elements and persuasive writing techniques such as a combination of ethos, pathos, and logos to persuade an audience, refuting an opposing viewpoint, among others. These elements are used in persuasive essays. Persuasive essays organize your ideas by stating a thesis, followed by key points backed up by citations from credible sources. Working on your persuasive essay with research will help you when trying to persuade someone to consider your position.

Directions

There are two parts to this assignment: creating a collection of sources and writing a persuasive essay supported by research. For Part One, you will create a collection of sources for your persuasive essay. You will also include a description of each source and other information about your research process. Please note that this collection is a separate submission and is in addition to the traditional References (APA) or Works Cited (MLA) section that will appear at the end of your paper. Your persuasive essay should take a position on a topic, integrates evidence from the sources you listed in Part One to support your key points, and uses different writing techniques. You will use at least one source from the Project Resources document and two sources that you find through your own research using the research process.

Part One: Collection of Sources

In Part One, you will organize your research in preparation to write a persuasive essay in Part Two. To prepare your collection of sources, you will use the research process. You will use at least one source from the Project Resources document and two sources that you find through your own research using the research process. This part of your project should be about 2 to 4 pages long.

Specifically, you must address the following:

1. State the **purpose** of your research.
 - A. Consider the purpose of your research in relation to your topic.
2. State your **research question**.
3. Describe the impact of using **biased sources** to support your topic.
4. Describe how **diverse perspectives** from sources support your position. Consider the following:
 - A. Are there multiple voices?
 - B. How do these diverse perspectives from your research support your topic?
5. List **relevant sources** to support your persuasive essay.
 - A. Include at least one source from the Project Resources document and at least two sources that you find through your own research.
 - B. Include an APA or MLA citation for each source.
6. Describe how each source **supports** your topic.
 - A. Briefly summarize each source.
 - B. State why the source is credible.
 - C. State how the source is relevant to your research question.

Part Two: Persuasive Essay with Research

In Part Two, you will write a persuasive essay supported by the sources you listed in Part One. To write your essay, revise the draft you received in Modules Five and Six. This part of your project should be about 2 to 3 pages long.

Specifically, you must address the following:

1. Compose a **thesis statement** that addresses your position.
2. Support **key points** in your persuasive essay with evidence from your research.
 - A. These are the key points presented in your thesis statement.
3. Use **quotes or paraphrases** to integrate evidence from research into your persuasive essay.
 - A. Include at least one quote and/or paraphrase for each body paragraph.
4. Include **strategies** to meet the needs of an audience. In your response, include:
 - A. An introduction with relevant background information that appeals to your chosen audience.
 - B. A conclusion that summarizes your key points and includes a call to action for your chosen audience.
5. Use **persuasive writing techniques** in the body of your persuasive essay.
 - A. Address and refute an opposing viewpoint to your position.
 - B. Use ethos, pathos, or logos to persuade the audience when refuting the opposing viewpoint.
6. Use **attribution conventions** throughout your persuasive essay.
 1. Use APA or MLA attribution conventions for all in-text citations and/or paraphrases. Remember, you will need to use the

2. Include a References or Works Cited page at the end of your persuasive essay.

What to Submit

Submit your project (Part One and Part Two) as a 4- to 7-page Microsoft Word document (with an additional title page and Reference page of MLA) with double spacing, 12-point Times New Roman font, and one-inch margins. Use at least one source from the Project through your own research using the Shapiro Library to support your project. Follow APA or MLA citation guidelines when citing sources.

Supporting Materials

The following resources support your work on the project:

Student APA Exemplar: [Project APA Exemplar](#)

This is an example of a completed assignment using APA style. You may want to use this as a guide when addressing the rubric criteria.

Student MLA Exemplar: [Project MLA Exemplar](#)

This is an example of a completed assignment using MLA style. You may want to use this as a guide when addressing the rubric criteria.

Resource: [Project Resources Document](#)

This document contains resources for the project.

Library Resource: [ENG 190 Library Guide](#)

This library guide may support you in completing your project.

Project Rubric

Criteria	Exemplary	Proficient	Needs Improvement
Part One: Purpose	N/A	States the purpose of research (100%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include clearly stating the purpose of research (75%)
Part One: Research Question	N/A	States research question (100%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include clearly stating the research question or stating a research question related to the topic of the essay (75%)
Part One: Biased Sources	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Describes the impact of using biased sources to support the topic (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include

	manner (100%)		improvement may include describing in greater detail the impact of using biased source to support the topic (55%)
Part One: Diverse Perspectives	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Describes how diverse perspectives from sources support the position (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing in greater detail how diverse perspectives support the position (55%)
Part One: Relevant Sources	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Lists relevant sources to support the essay (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include listing relevant sources, including an APA or MLA citation for each source, or including required number of sources (55%)
Part One: Support	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Describes how each source supports the topic (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include describing in greater detail how the sources support the topic including a summary of each source, stating why it is credible, or stating how it is relevant to the research question (55%)
Part Two: Thesis Statement	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Composes a thesis statement that addresses the position (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include composing a more precise thesis statement that addresses your position on a topic (55%)
Part Two: Key Points	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Supports key points in the essay with evidence from research (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include supporting all key points with evidence from research (55%)
Part Two: Quotes or	Exceeds proficiency in an	Uses quotes or paraphrases to	Shows progress toward

Paraphrases	exceptionally clear, insightful, sophisticated, or creative manner (100%)	integrate evidence from research into the persuasive essay (85%)	proficiency, but with errors or omissions; areas for improvement may include using quotes or paraphrases to integrate evidence or including a quotes or paraphrases in each body paragraph (55%)
Part Two: Strategies	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Includes strategies to meet the needs of an audience, including an introduction with relevant background information that appeals to the audience and a conclusion that summarizes key points and includes a call to action for the audience (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include including an introduction with relevant background information, summarizing key points in the conclusion, or providing a call to action for the audience (55%)
Part Two: Persuasive Writing Techniques	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Uses persuasive writing techniques in the body of the essay, including using ethos, pathos, or logos to persuade the audience when addressing and refuting an opposing viewpoint (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include addressing and refuting an opposing viewpoint or incorporating ethos, pathos, or logos to persuade the audience (55%)
Part Two: Attribution Conventions	Exceeds proficiency in an exceptionally clear, insightful, sophisticated, or creative manner (100%)	Uses attribution conventions throughout the essay (85%)	Shows progress toward proficiency, but with errors or omissions; areas for improvement may include using either APA or MLA conventions for all in-text citations and/or paraphrases or including a References or Works Cited page at the end of the essay (55%)
Clear Communication	Exceeds proficiency with an intentional use of language that promotes a thorough understanding (100%)	Consistently and effectively communicates in an organized way to a specific audience (85%)	Shows progress towards proficiency, but communication is inconsistent or ineffective in a way that negatively impacts understanding (55%)



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