

Name _____

Period _____

RESEARCH PAPER: DEBATABLE ISSUE

TIMELINE AND CHECKLIST

Element	Pts.	Due Date	Late due dates	Submission
Topic	/5	January 21		
Research Question (Essential Question)	/5	January 21		
Thesis Statement	/5	February 4		
Source Evaluation and Notes (for each of your 4-6 Sources)	/100	February 10 By 11:59Pm	February 16 by 11:59PM	
Preliminary Outline	/75	February 17 By 11:59PM	February 23 By 11:59PM	
Annotated Bibliography	/100	February 24 By 11:59PM	February 28 By 11:59PM	
Revised Outline	/25	February 29 By 11:59PM	March 8 By 11:59PM	
1 st Draft	/75	March 9 By 11:59PM	March 9 By 11:59PM	
Revision Activity	/20	March 10 In class	No late submission	
2 nd Draft	/25	March 14 By 11:59PM	March 23 By 11:59PM	
Editing Activity	/15	March 15 In class	No late submission	
Final Draft	/500	March 24 By 11:59PM		
Grand Finale	/50	March 25		

RESEARCH PAPER: DEBATABLE ISSUE

ENGLISH 11

Common Core Standards:

Production and Distribution of Writing

- 12.4 Produce and clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

- 12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selective to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantial topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that logically sequence claim(s), counterclaims, reasons, and evidence.
- 1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while point out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- 1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.
- 1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- 1e. Provide a concluding statement or section that follows from and supports the argument presented.

ESLR: Resourceful Learners – Think Critically

Overview:

In business, law, advertising, research, and many other professions, it is essential that one be able to use argument and persuasion to convince others in writing. The critical thinking skills required for this type of writing are pivotal to the success of every college student as well. Moreover, once you learn how to use these strategies, you will be able to form educated opinions on issues and use your knowledge to look critically at others' propositions.

You will write a research paper in which you take a stand on a debatable issue. In it, you will demonstrate understanding of all possible perspectives, clearly state your position, and use several sources to substantiate your claim.

Your sources may include any of the following: newspaper/magazine articles, journal articles, speeches, letters, essays, and electronic sources. All sources must be evaluated with the handout provided.

Pre-Writing Requirements:

1. Topic Selection
2. Research (Essential) Question
3. Thesis Statement
4. Source Selection (Four to Six Sources)
5. Source Evaluations (One for Each Source)
6. Notes on All Sources
7. Preliminary Outline
8. Annotated Bibliography (MLA Style)
9. Revised Outline

Writing Requirements:

1. First Draft of Essay
2. Revision Activity (Changing the Content of the Essay)
3. Second Draft of Essay
4. Editing Activity (Fixing Mistakes in Grammar and Mechanics)

Final Draft Requirements:

Length	1000 to 2000 Words
Formatting	Word Processed According to MLA Style
Documentation	MLA Works Cited Page (With Four to Six Sources) Parenthetical Citations (Within the Text)
Visual	Graph, Table, Illustration, Photograph or Other Visual Text To Be Used as Part of Your Evidence
Submission	Turnitin.com and Hard Copy in Folder with All Pre-Writing Activities and All Drafts

Grading:

Your essay will be graded according to the rubric provided. This assignment is worth 1000 points total. The pre-writing and drafting activities will be counted as homework/class work or essay/project points and will make up 500 points. The final draft will be worth 500 essay/project points. Your final draft is due at **11:59 P.M. on March 24, Thursday to Turnitin.com**. Hard copies of all of your work are to be compiled (in the order of the checklist) and submitted at the beginning of class on **Friday, March 25**.

Research Paper Scoring Rubric

	A - Effective	B - Adequate	D - Inadequate	F - Missing/Incomplete
Word Count (10%)	1500 to 2000	1000 to 1499	750 to 999	Fewer than 750
Formatting/Citations (10%) MLA style formatting and parenthetical citations	Few to no errors; Two or more citations per page	Few errors in formatting; At least one citation per page	Some errors in formatting; Fewer than one citation per page	Many errors in formatting; No citations
Works Cited (10%) MLA style formatting of Works Cited including the required number of reliable sources	Five or more reliable sources; Few to no errors in formatting	At least four reliable sources; Few errors in formatting	Fewer than four reliable sources; Some errors in formatting	Fewer than three reliable sources; Many errors in formatting
Thesis Statement (10%) Thesis statement is used to take a stance on a debatable issue	Thesis statement clearly and concisely expresses an opinion that others may not agree with	Thesis statement adequately expresses an opinion	Thesis statement is present but does not clearly express an opinion	Thesis statement is missing
Evidence/Commentary (15%) Evidence includes reasons, examples, statistics, expert opinions, anecdotes, visual(s), etc.; Commentary is directly related to the thesis	Several types of evidence are effectively used to support the thesis statement; Convincing argument	Adequate evidence is provided to support the thesis statement; Somewhat convincing argument	Evidence is provided, but it does not directly support the thesis statement; Weak argument	Not enough evidence is provided to support the thesis statement; No commentary
Appeals/Devices (10%) Inclusion of Appeals to ethos, pathos, and logos as well as rhetorical devices used for a purpose; Visual(s) included	Appeals and rhetorical devices (including visual) fully support the purpose	Appeals and rhetorical devices (including visual) are present and support the purpose	Appeals and rhetorical devices are present but do not achieve purpose; visual may be present	No use of appeals or rhetorical devices (including visual)
Counter Argument (10%) Essay addresses likely counter argument(s) and offers rebuttal that supports the thesis	Counter argument(s) smoothly woven into the body of the paper and effectively refuted in order to support the thesis	Counter argument is presented and refuted	A counter argument is presented; however, it is either not refuted well or it is not a main concern of an opposing side	No counter argument is presented
Language (15%) Essay is written for an academic audience; Author's purpose is clear and tone is appropriate; There is a logical structure with transitions from one idea to the next; Writing flows smoothly;	Student demonstrates unity and coherence throughout the essay as well as effective control of language and achievement of tone	Student adequately demonstrates unity, coherence, and emerging control of language	Essay lacks unity and coherence or does not flow smoothly; Transitions and references to thesis needed	Organizational structure needs major revision or writing is choppy and repetitive
Grammar/Mechanics (10%) Grammar, punctuation, spelling, capitalization	There are few to no mistakes in spelling, grammar, and mechanics	There are a few mistakes in spelling, grammar, and mechanics	There are mistakes in spelling, grammar and mechanics	There are many mistakes in spelling, grammar, and mechanics