

Honors Writing II Final Essay - Quarter 3

Over the course of the last quarter, we have looked at various authors and artists who have pushed the limitations of free speech in order to prove a point or create change. Many of these authors and artists, as well as the scenarios we have analyzed, often teeter the line of speech that is hateful, offensive, or incendiary. As a result, their work is often censored (suppressed, altered or entirely banned) in order to spare the moral/emotional implications of the message.

More specifically, we have looked at words that are loaded with meaning and power; whether fueled by the speaker, its context, or a plethora of other reasons, controversial words such as the n-word are constantly at the center of a heated debate. What is their place in society? How have these words gained prevalence, and as a result, power in society over time?

You will be tasked with creating a **persuasive essay**, utilizing multiple pieces of evidence and rationale to support your point as it relates to one of the following questions:

- Should or to what extent should the n-word be banned?
 - ◆ Consider groups, contexts, spellings, etc. when creating your claim
- Should or to what extent should the n-word and other controversial words be included in educational settings (movies, books, etc.)?
- Other prompt (must be approved by Ms. Wilkie)
 - ◆ You can explore a different word, utilizing information from the coursepack as a parallel
 - ◆ You can explore censorship in general
 - ◆ Other ideas?

Formatting Requirements:

- Times New Roman, 12 pt font, double spaced, running header with last name and page number in upper right hand corner
- At least **5** sources used from the coursepack, and at least **1** outside source from our database or otherwise
- MLA Formatting in-text/parenthetical citations with appropriately cited Works Cited

Your response must:

- **Have an introduction and conclusion, as well as many body paragraphs needed to make point.** Both the introduction and conclusion should address reasons to support your point, as well as a thesis statement.
- **Have a thesis statement.** This thesis should not be an X,Y,Z three part thesis since I am not requiring a 5 paragraph essay. Therefore, your thesis should simply answer the question provided. Your reasons, which will likely make up your body paragraph topic sentences, should be present in your introduction, but should NOT be part of your thesis. They often exist right before your thesis.
- **Use effective and natural transitions between ideas.** Your reasons should be logically separated into body paragraphs. Effective paragraph transitions review previous paragraph information and preview next paragraph topic. Utilize transitions from our conjunctive adjective list to get you started.
- **Utilize textual evidence appropriately.** Choose your evidence wisely and embed your quotes like we have practiced all year. Your paper should not have "In the article". You may include evidence from multiple sources in one paragraph if they pertain to the same topic sentence.
- **Explain reasoning.** How does the evidence you have selected support your point? Consider our in-class discussion for help with your rationale. Your paper should not have "This means/This shows".
- **Stay consistent.** This paper will not include a counter argument. I am interested in seeing how you make a claim and support it with your own rationale.
- **Be clear.** Think of this paper like our definition essay in that you need to clearly acknowledge all of the potential "boundaries". If you are suggesting that the word should be banned, do you mean at all times, by all people? Be as specific as possible with the circumstances around your claim, as well as your reasoning behind those circumstances.

Due date: Day of Quarter Exam in a hard-copy. Consult calendar for daily assignments.

Name(s):

Final Product Rubric

Category	Criteria	Points
Requirements	-Student has created a persuasive paper -Student has at least 5 different sources. -Student has an intro/conclusion that follows format	/10
MLA Format	-Heading, title, and header w/ page numbers -Times New Roman, 12 pt font, double spaced, 1" margins -Quotes properly cited -No contractions or personal pronouns	/10

Category	20	15	10	5
Thesis & Arguments	>Paper has an arguable thesis that is consistently referenced multiple times throughout >Arguments directly relate to thesis >Arguments are readdressed when spanning multiple paragraphs	>Paper has an arguable thesis that is referenced multiple times throughout >Arguments mostly relate to thesis >Arguments are mostly readdressed when spanning multiple paragraphs	>Paper has an arguable thesis that is sometimes referenced throughout, providing clarity issues >Arguments sometimes relate to thesis >Arguments are often confusing or unclear	>Thesis is unclear or ever changing >Arguments are weak, contradictory, or unclear >Paragraph topics are not aligned or organized to connect to a particular argument
Evidence	>Quotes are purposeful and connected to the thesis/argument. They enhance the paper. >Quotes are concise yet detailed >Quotes are seamlessly embedded into sentences	>Quotes are mostly purposeful and connected to the thesis/argument >Quotes are generally well selected in length and quality >Quotes are adequately embedded into sentences	>Quotes are somewhat purposeful and connected to the thesis/argument >Quotes are sometimes wordy or too short >Quotes are often awkwardly introduced	>Quotes are off topic unrelated, and/or do not support argument in paragraph >Quotes are excessively long or short >Quotes are dropped into paragraphs
Commentary	>Quotes are explained without clunky or wordy phrases >Analysis reaches a strong "so what" to show significance >Greater global ideas raised in analysis	>Quotes are adequately explained >Analysis reaches a "so what" to show significance >Deeper analysis could be found but is not explored	>Quotes are not fully or appropriately explained >Analysis sometimes reaches a "so what"; little effect on analysis >Paragraph is mostly quotes with little analysis	>Explanation is unclear, unrelated, or missing entirely >No "so what" reached >Little analysis provided
Organization	>Paper uses natural transitions that aid in comprehension of the essay >Paper follows structured essay format while still maintaining style and voice >Paragraphs are presented in a logical order	>Paper uses transitions that aid in comprehension of essay >Paper follows structured essay format >Paragraphs are mostly presented in a logical order	>Paper sometimes uses transitions that aid in comprehension of essay >Paper mostly follows structured essay format >Paragraphs could be rearranged for coherence	>Few to no transitions used >Paper often strays from formatting causing confusion >Paragraphs and/or sentences need to be reordered

Grammar Tallies (1/4 point)	Grammar Deductions	Raw Score	Final Score

N-Word Essay Outline

Question/Prompt:

Thesis:

Argument:

Source:	Quote:

Argument:

Source:	Quote:

Argument:

Source:	Quote:

Argument:

Source:	Quote:

Argument:

Source:	Quote: