**ENGL 1120**

**Multi-Source Analysis**

**Formatting:** 6-7 Pages 12pt Times New Roman or Arial, 1 inch margins, double-spaced, MLA heading format.

**Prompt:** This essay represents the final time that we dip our toes into synthesis alongside analysis before delving into your final research paper. Like a literary review, the goal of this essay is to write a paper that synthesizes and analyzes the argument of four sources relevant to your topic. These do not need to all be academic sources, and, in face, I urge students to have one academic journal but to otherwise choose sources they are the most passionate about.

As this essay lays the groundwork for your final research paper you will need to include the following:

* An introduction that frames your topic and ends with a thesis statement that begins to answer your research question
* 3-4 paragraphs of both synthesis and analysis in which a source’s argument is summarized but the details of that argument are then analyzed and made useful in order to prove and support your thesis.
* 1-2 paragraphs of resolution in which you take ideas to the next level in order to create a conclusion. Using just your own ideas brought forth during the analysis, you need to construct a conclusion that displays how you answered your thesis while looking forward to what needs to be discussed further and next.

This is the building blocks of your final research paper. Without the synthesis, the analysis of this should reflect what you will be doing in your final paper. However, we are not yet starting the final paper and so instead of JUST proving your point you are attempting to review four sources AND discuss how they support your point. The attached rubric is how you will be graded.

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| Thesis/ Claim  (20pts) | * Clearly stated and especially strong * Presents an arguable claim (clearly answering the prompt) that is complex/in-depth and strong, not just a claim stating a position but an argument regarding why that position is “correct”. * Provides clear indication of where the rest of the paper is headed and establishes a clear thread carried through the paper | | * Mostly clearly stated, though not especially strong * Presents an arguable claim (generally answering the prompt) that might not be particularly complex/in-depth or strong, just a claim stating a position, not an argument regarding why that position is “correct”. * Provides some indication of where the rest of the paper is headed | | | * Weak and/or unclear claim * Does not present an arguable claim and/or fails to answer the prompt – potentially too broad or irrelevant * Provides little or no indication of where the rest of the paper is headed | |
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| Content/ Ideas/ Support  (30pts) | * Clear and consistent explanation of ideas * Offers significantly strong claims with relevant support from the texts, providing examples and analysis of the significance of the examples * Successfully synthesizes and evaluates information from sources that address the topic, demonstrating the conversation in which the argument takes place * Exhibits clear understanding of the subject and conversation in which this argument belongs | | * Generally clear explanation of ideas, though not always consistent * Offers good claims with some support from the texts, though not always relevant or consistent and/or barely providing analysis of the examples * Somewhat synthesizes and evaluates information from sources that address the topic * Exhibits simple understanding of the subject and conversation in which this argument belongs | | | * Lacks clear explanation of ideas and/or ideas are muddled or weak * Offers weak claims with poor support from and little to no examples from the text and/or lacks analysis of the examples * Fails to or does not successfully synthesize or evaluate information from sources that address the topic * Exhibits poor understanding of the subject and conversation in which this argument belongs | |
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| Organization  (20pts) | * Includes description, explanation and analysis, and consistently blends them effectively * Organization is coherent, and consistently smooth and logical * Clear, logical and smooth transitions | | * Includes description, explanation and analysis, but does not always blend them effectively * Organization is generally coherent, but not consistently smooth or logical * Inconsistent transitions | | | * Does not include description, explanation and/or analysis, or does not blend them effectively * Organization is incoherent, and not smooth or logical * Lacks transitions or coherent progression of ideas | |
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| Rhetorical Context  (20pts) | * Shows clear indication of audience awareness * Tone is fully appropriate and consistent | | * Shows some indication of audience awareness * Tone is generally appropriate and mostly consistent | | | * Shows little or no indication of audience awareness * Tone is inappropriate and/or inconsistent | |
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| Grammar/ Sentence Mechanics  (10ps) | * Consistently coherent with few or no sentence structure, grammar, and/or spelling errors | | * Generally coherent with some sentence structure, grammar, and/or spelling errors | | | * Many sentence structure, grammar, and/or spelling errors that impede reading and comprehension | |
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