**COMM 171 Documented Essay Assignment - Part 1 and 2 (25%)**

This two-stage documented essay assignment is designed for you to apply the essay writing skills you have developed in order to meet the following course learning outcomes:

* Write coherent and grammatically correct essays in response to readings, developing and supporting a central idea/thesis appropriate to the intended audience;
* Demonstrate the knowledge of essay structure, mechanics of writing, and the function of introductory, supporting and concluding paragraphs in essay writing in response to assigned readings;
* Apply the skills of editing and proofreading to compose, revise, and edit written assignments so that they are consistently free of errors in spelling, syntax and grammar; and
* Integrate quotations, information, and ideas from sources used, and provide documentation in the APA format using parenthetical references and an APA reference page.

**Part 1 – Outline, In-class essay and checklist (2 hours) (5%)**

1. Read assigned readings for the in-class essay before in-class writing.
2. Create an outline for the documented essay (Week 9).
3. Write in-class first draft of the essay on the assigned topics with reference to the readings (APA documentation is not necessary at this stage) (Week 10).
4. Once the in-class essay (Part 1) is complete, apply the essay structure checklist to your essay.

**Part 2 – Take-home APA documented essay (20%)**

1. Working with your in-class first draft (with your teacher’s feedback), edit and revise your essay structure and sentences.
2. Integrate references to the readings in APA parenthetical style (minimum of 4 sources, 1 must be a secondary source).
3. Revise your essay into proper APA style including an APA title page, proper spacing, parenthetical references and a reference page (Your reference page must include at least 4 sources).
4. Submit your essay to Turn-it-in and then the course Drop Box. Submit the hard copy of your final draft in class (Week 12).

**COMM 171 Documented Essay Assignment**

Assigned readings from the Maple Collection Reader:

1. Finding a Nationality That Fits by Isabel Vincent, p.145 (MC)
2. Jan Wong Wants to See Canadians De-Hyphenate Themselves by Jan Wong, p.149 (MC)
3. An Immigrant’s Split Personality by Sun-Kyung Yi, p.153 (MC)

**Choose one of the following topics to write an academic essay. Do not summarize the readings. Refer to the readings to support your own ideas.**

1. Based on your own ideas and experience and with reference to the readings, write a responsive essay discussing the challenges hyphenated Canadians face in the workplace.
2. Based on your own ideas and experience and with reference to the readings, write a responsive essay discussing whether hyphenated Canadians should or should not de-hyphenate themselves.
3. Based on your own ideas and experience and with reference to the readings, write a responsive essay discussing issues faced by children growing up with two cultures.

**Essay Guidelines:**

* Write a five paragraph essay. Please double space.
* Your introduction should include at least 3 introductory strategies and a 3 point thesis statement. It should be approximately 5-6 sentences in length.
* Each body paragraph should include a clear topic sentences, transitions and clear examples based on your own ideas and with reference to the readings. Each paragraph should be approximately 10-15 sentences.
* The concluding paragraph should re-state the thesis and leave the reader with a memorable statement. It should be approximately 5-6 sentences in length.

**Essay Checklist:**

* Assess your draft essay according to the essay checklist
* Your professor will provide needed feedback on the first draft of your essay.
* Revise your essay according to the guidelines for Part 2 of the documented essay assignment.

**Essay Structure Checklist**

The following checklist will help guide you in your revision.

|  |  |  |
| --- | --- | --- |
| 1 | Academic sentence structure, style and tone |  |
| 2 | Academic outline |  |
| 3 | Introductory strategy |  |
| 4 | 3 point parallel thesis (appropriate points) |  |
| 5 | Topic sentences refer directly to the thesis |  |
| 6 | Transitions at the beginning and throughout body paragraphs |  |
| 7 | Appropriate paragraph content and length |  |
| 8 | Well- developed body paragraphs |  |
| 9 | Appropriate reference to assigned readings |  |
| 10 | Conclusion includes re-statement of thesis |  |

**Essay Outline Template**

**Introductory Paragraph: Thesis statement supported by three points***:*

Topic/subject + controlling idea + main points 1, 2, and 3:

*Thesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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**Body Paragraph 1**: Topic sentence introducing main point 1.

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*(Support for* ***first*** *main point. Three or more supporting details/examples: textual evidence)*

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Concluding sentence:

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**Body Paragraph 2**: Topic sentence introducing main point 2.

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*(Support for* ***second*** *main point. Three or more supporting details/examples: textual evidence)*

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Concluding sentence:

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**Body Paragraph 3**: Topic sentence introducing main point 3.

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*(Support for* ***third*** *main point. Three or more supporting details/examples: textual evidence)*

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Concluding sentence:

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**CONCLUDING PARAGRAPH: designed to *amplify* your thesis that is established**

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**COMM171 Documented Essay Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Highly Proficient (4)** | **Proficient (3)** | **Limited Proficiency (2)** | **Needs Work (1)** | **Does not meet requirements (0)** |
| **Use of Analysis and Development / 4** | Clear, focused, original thesis, developed with relevant, precise details. Clear ideas throughout. Clear, visible reasoning and critical thinking. Relevant, accurate evidence. | Thesis clear; Develops ideas with details. Shows some steps in the thinking. Evidence of some critical thinking. Integrates evidence. Ideas mostly clear. **Next**: Clarify ideas; increase precision; check logic. | Evidence of some kind of main idea. Supports ideas with details in some places. Shows relationships between some ideas. Some evidence used. **Next** Clarify ideas; provide detail; support claims with evidence and show links | General topic provided. Presents some ideas. May attempt to incorporate evidence from sources. **Next**: Focus topic and thesis; provide relevant supporting details. | **0 in any of the above categories illustrates that the composition does not adequately meet the requirements of category. Oversimplified, vague discussion; continuous errors in grammar and mechanics obscuring overall meaning and readability of piece** |
| **Use of Sources /4** | Supports analysis with precise use of primary and/or secondary source(s). Seamlessly integrates, contextualizes, documents evidence from sources, using quotation/ paraphrase. Explains the evidence and uses it substantively. Puts sources in conversation with correct use of APA (as applicable) | Supports analysis with use of required sources, primary and/or secondary. Integrates and documents with minimal disruption. Somewhat explains evidence with some errors in APA. **Next:** Correct citation and documentation errors. Refine techniques of introducing and explaining evidence. | Includes primary and/or secondary sources. Some attempt at integration and documentation with many errors in APA. **Next:** Study conventions of introducing, integrating, and documenting evidence. Revise for contextualizing, introducing, explaining evidence. | Does not yet include required sources or correct range of sources. Does not demonstrate conventional techniques of citation and documentation. **Next:** Revise substantiallyfor introducing and explaining evidence.Study basics of citation and documentation: use online or course materials/ tutoring. |
| **Use of Structure and Organization /4** | Engaging introduction captures interest and provides context; conclusion creates closure. Transitions guide the reader. Ideas sequenced logically and compellingly. Appropriate paragraph lengths. Paragraphs focused and unified. | Solid introduction and conclusion. Uses some transitions words and phrases. Ideas sequenced clearly - minimal to no confusion. Paragraphs mostly focused and unified, and of suitable length. **Next** tighten lead/ conclusion; use proper transitions. | Contains a reasonably defined introduction/ conclusion. Occasional use of transitions. Uses paragraph form. **Next:** Develop introduction/conclusion. Check transitions. Reorder ideas. Unify/ develop paragraphs. | May provide an introduction and/ or conclusion. Initial attempt to link and structure the ideas through transitions and sequencing. **Next:** Develop intro/ conclusion. Group similar ideas together. Develop in outline form. |
| **Use of Language and Style /4** | Clear sentences; effective flow; variety of sentence lengths and types. Concise, cohesive sentences. Effective word order. Clarity/ transparency such that reader can choose to be unaware of the act of reading. Engagement with reader. Appropriate tone. | Writing is clear and sentences have varied structure.  Some sentence length variation. Mostly concise. **Next:** Streamline for concision and clarity. Use wider range of sentence types (simple, compound, complex, compound-complex). Control word choice and tone for audience/ purpose. | Writing is often clear. Sentence structures mostly complete. Reliably uses simple sentences and includes basic transitions and other elements of cohesion. **Next:** Streamline sentences to clarify the meaning. Apply techniques of concision. Study sentence flow – read your work aloud. | Contains basic material from which writer will be able to fashion clear, cohesive, complete sentences. **Next:** Study writing complete sentences. Learn typical sentence types and patterns. Add transitions and logical connections to reconstruct unsorted language into flowing, connected ideas. |
| **Use of Grammar, Mechanics and Presentation /4** | Correct spelling, capitalization. Correct punctuation that clarifies ideas. Correct grammar that enhances meaning. Reader never has to “decode” before looking for meaning. Words are natural, fresh, and precise/ proper register. Uses consistent, attractive layout, with conventional or required titling, spacing, font, etc. | Mostly correct spelling, capitalization and punctuation; only minimal ambiguity. Mostly correct grammar; minor errors do not significantly affect readability. Mostly uses consistent layout and conventions. **Next:** Edit for consistency. Expand range of vocabulary. Use strong verbs, precise nouns. | Often/ sometimes uses correct spelling, capitalization, punctuation and grammar. Some elements of proper layout and related conventions. **Next:** Review/ apply rules. Some punctuation may need to be added, some deleted. Edit through more drafts so that grammar and mechanics do not affect readability. | Instances of correct spelling, capitalization, punctuation and grammar. Does not yet adhere to conventions of layout and formatting conventions. **Next:** Spell check; study commas, periods, and simple sentences. Edit line-by-line to increase clarity and correctness. Consult instructor/ tutor. |

**Extra deductions or 0 on the assignment are possible for the following:**

* Significant departure from length requirement, plus or minus
* Failure to meet research requirement in terms of number and type of sources (as applicable)
* Failure to address a required or agreed-upon topic or prompt
* Evidence of plagiarism (such as unacknowledged use of sources, whether published or unpublished material, work submitted by the student in another course or another section of the same course, etc.).
* Does not adequately meet the requirements of assignment and/or categories in rubric

**Section-Specific Descriptors:**

**Total: \_\_\_\_\_\_\_\_\_\_\_\_/20**