

Q3

Intro

- Keep the intro **brief**
- Echo the prompt
- Don't need to reference the intro text
- Inverted triangle shape, broad to specific
- Thesis must have clear stance on the prompt

Bodies

- If you can, offer a contrasting perspective and counterargue
- Normally, start with con and end with strongest point
- Objective is to convince your reader, you need analysis
- Pick good transitions
- It is okay to agree in part with the other side
- Spend time on concrete evidence (**must have 3 total**)

Conclusion

- Conclusion is important
- Echo your thoughts and summarize it
- Restate thesis (optional)
 - Specific to broad
- Answer the "**so what**" question

Brainstorming (CHORES)

- Current Events
- History

- Outside Knowledge / Personal Experiences
- Reading
- Entertainment
- Sports / Science

General Essay Information

- Use brackets to change anything inside the quote (like tenses, punctuation, or caps)
- Use the source, don't just summarize it, you need to analyze
- Dont contradict yourself
- Cite your sources

Scoring Rubric for Question 2: Rhetorical Analysis

Reporting Category

Scoring Criteria

Row A

Thesis
1pt

0 points

For any of the following:

- There is no defensible thesis.
- The intended thesis only restates the prompt.
- The intended thesis provides a summary of the issue with no apparent or coherent claim.
- There is a thesis, but it does not respond to the prompt.

1 point

Responds to the prompt with a thesis that presents a defensible position.

Row B

Evidence and Commentary 4pts	0 points Simply restates thesis (if present), repeats provided information, or offers information irrelevant to the prompt.	1 point Evidence: Provides evidence that is mostly general.	2 points Evidence: Provides some specific, relevant evidence.	3 points Evidence: Provides specific evidence to support all claims in a line of reasoning.	4 points Evidence: Provides specific evidence to support all claims in a line of reasoning.
		Commentary: Summarizes the evidence but does not explain how the evidence supports the argument.	Commentary: Explains how some of the evidence relates to the student's argument, but no line of reasoning is established, or the line of reasoning is faulty.	Commentary: Explains how some of the evidence supports a line of reasoning.	Commentary: Consistently explains how the evidence supports a line of reasoning.

Row C

Sophistication 1pt	0 points Does not meet the criteria for one point.	1 point Response demonstrates sophistication of thought and/or a complex understanding of the rhetorical situation.
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