McCune

CMU ENG 112

Writing an Argumentative Essay Assignment

For this major writing assignment, you are going to compose an argument (400-650 words) on the issue of whether homework is worth it. Your ultimate goal is to choose a side, pro college or con homework, and construct a compelling, persuasive essay that convinces me of your point of view. For this assignment, you may only use those sources provided to you by Mrs. McCune as well as any personal experience/observation you bring to the table. You will also have to commit yourself to a particular argument structure—6-part, Rogerian, or Toulmin—and be able to justify why that argument structure was the most appropriate given your position on this issue. Here are the specific requirements:

* 400-650 words
* MLA formatting and appropriate in-text citations for any information you acquire from sources
* Argument structure: it must be clear to your reader the argument structure you’ve chosen (Toulmin, Rogerian, or 6-part)
* Clear and compelling claims
* Convincing judgments/evaluations
* Standard academic language conventions
* 50-100 word explanation at the end justifying your argument structure choice (this is in addition to the 400-650 words in your argument!)

You will submit the final version either in print during class or electronically by 11:59 pm on the **Friday, February 7**.

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| **CMU ENG 112 Argument Rubric** |
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| **100-90:** Well organized, unified, persuasive, and focused.  |
| * + The voice in the argument is especially strong. The persona projected through voice is part of their appeal.
	+ The introduction is attention-getting, conclusion is strong, and the essay flows smoothly with effective use of transitions
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| * + The evidence is thorough, compelling, and convincing
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| * + The argument structure is appropriate to the author’s position and the justification for using it is especially strong
	+ Sentence openings are varied and sentences are sophisticated. No fragments or run-ons.
	+ Strong mechanics and English usage are employed.
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| * + Verbs are vivid. Word choice is strong word choice to the essay.
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| **89-80:** Good organization; the question is answered. |
| * Voice is evident but not throughout the entire paper, so that the appeal is weaker. Tone is established, but not thoroughly maintained.
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| * The introduction and conclusion are interesting, and the essay mostly flows smoothly with good use of transitions.
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| * The evidence is adequate and somewhat persuasive
* The argument structure is appropriate to the author’s position and the justification for using it is adequate
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| * Sentence opening variation is consistent, but sentence structure is less sophisticated.
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| * Few grammatical/mechanical errors
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| * Vivid verbs are predominant throughout the paper although there may be some usage of weak “be” verbs.
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| **79-70:** Paper is marked by generalization, and the writer strays from the focus.  |
| * Voice tends to be flat, merely informative, rather than taking a particular tone.
 |
| * Introduction does not hook the reader, and/or conclusion may not bring the essay to closure; Organization is inconsistent and thus unclear
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| * The evidence is inadequate, unconvincing, or inappropriate to the argument
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| * Sentence beginnings/structures are repetitious or overly simplistic for the level of the class.
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| * Grammatical/mechanical errors adversely affect readability.
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| * Usage of “be” verbs is more common that vivid action verbs.
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| **69-60:** These essays lack a clear, dominant focus. |
| * Argument is weak and not persuasive.
* The evidence is flagrantly flawed or nonexistent.
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| * The essay lacks imagery, creativity, and originality, and introduction and conclusion are not engaging.
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| * Any paper with major mechanical/grammatical errors will automatically fall into this grade range or lower.
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NAME: PERIOD: