

Essay #2: Language That Calls for Social Change

Page Count: 3 – 4 pages, not including the works cited page

Due Dates:	Rough Draft (20 points)	Thursday, October 14 at 11:59 pm
	Peer Review (20 points)	Friday, October 15 at 11:59 pm
	Final Draft (75 points)	Saturday, October 23 at 11:59 pm

Objectives: For this assignment, we will demonstrate a working knowledge of rhetorical choices authors make to advance their claims and continue to effectively integrate outside sources using MLA citations and properly creating a works cited page.

Prompt: Choose ONE of the essay propositions and center your thesis on the underlined sentence below:

1. Analyze the speeches by Kennedy and King and explain how words can create a lasting impact.
 - a. In the introduction, explain their specific arguments, purposes, and target audiences.
 - b. In the body paragraphs, find at least **3 similar rhetorical strategies** that both authors use in their speeches (such as both appeal to logos, both use repetition) and fully analyze them to show how they have impacted audiences to serve their purposes (i.e., to educate/inform, to change one's belief, and/or to take action).
 - c. In a two-part conclusion, first explain **the lasting impact these rhetorical strategies have had on an audience and the change that resulted from these strategies/speeches** (this may require some research) and then conclude the essay that restates the main points.

2. Analyze Jonathan Swift and Katherine L. Swift's "Proposals" and the effective use of satire for their arguments.
 - a. In the introduction, summarize their main arguments, their target audiences, and purposes.
 - b. In the body paragraphs, find at least **3 similar satirical modes** (irony, hyperbole, sarcasm, humor) that both authors use (such as both use humor to mock those in power, both use irony to mock how the poor are exploited) and fully analyze them to show how they have impacted their audiences to serve their purposes (i.e., to educate/inform, to change one's belief, and/or to take action).
 - c. In a two-part conclusion, first explain the **lasting impact that satire has had on audiences then and now and the change that resulted** from these strategies. For this part, you may want to discuss why K. Swift chose to mirror Swift's proposal to make a call for change. Then, conclude the essay that restates the main points.

NOTE: Since satire does not state the argument explicitly, you will want to explain the issues J. Swift and K. Swift's are poking fun of before you point out how their satires explore the "shortcoming, foibles, abuses, and idiocies of both people and institutions" (Eschholz et. al. 334).

3. Analyze the logic in Stanton and Jefferson's arguments and whether Stanton's choice to mirror Jefferson's argument/logic was effective.
 - a. In the introduction, explain their specific arguments, purposes, and target audiences.

- b. In the body paragraphs,
 - i. Explain the success of their logic (are the premises sound and argument valid/are the arguments weak or strong?).
 - ii. Then, building on the analysis above, explain how Stanton's choice to mirror Jefferson's Declaration was effective or not.
- c. In the conclusion, explain why strong or valid logic is hard to disregard before restating the main points.

Note:

- This essay will follow the general structure of an introduction with a clearly stated thesis statement, body, and conclusion.
- **Introduction:**
 - The introduction should introduce
 - rhetoric,
 - satire, or logic and
 - how those strategies persuade audiences.
 - Also, in the introduction, introduce the text(s) by author(s), title(s) and a brief summary of the argument(s) that will be analyzed.
- **Body Paragraphs:**
 - Each body paragraph should be centered on one topic (such as one strategy) that supports your thesis.
 - Use direct quotes from the texts.
 - Follow up each quote to explain how that example supports your analysis, such as how that strategy impacts audiences.
- **Conclusion:** The conclusion should wrap up your main points and end on a point for the reader to ponder.
- **MLA:**
 - Format and cite sources according to the MLA guidelines.
 - Include a properly formatted works cited page for all borrowed material.

Rubric Checklist: Prior to submitting your final draft, use the checklist below to determine if you meet the benchmarks for this assignment. Refer to the detailed rubric on the following pages to help you score your essay.

Circle	Targets to Be Met
Y N	Assignment Deadline (10%): turn in the assignment by the due date in a readable file format (e.g., Word or PDF)
Y Somewhat N	Assignment Page Count (10%): be within the page range as specified on the assignment
Y Somewhat N	Introduction and Conclusion (10%): introduce the topic/issue/text(s) to be analyzed in the introduction while logically guiding the reader toward the thesis; and conclusion restates the main idea, to show the importance of the topic/issue/analysis of the text(s)
Y Somewhat N	Thesis Statement (10%): include a clearly stated thesis in the introduction that addresses the underlined sentence in the essay's proposition, preferably toward the end of the paragraph
Y Somewhat N	Developed Argument/Analysis (15%): include developed body paragraphs that sufficiently and clearly explain and support your thesis statement/argument using well-chosen citations and examples; analysis is reasonable and credibly developed
Y Somewhat N	Structure (15%): structure is clear and logical to build a cohesive argument; transitions are smooth between points throughout the essay; includes appropriate number of paragraphs to show a complex argument (e.g., essay includes 3 or more body paragraphs)
Y Somewhat N	Grammar/Diction/Syntax/Mechanics (10%): minimum errors in grammar, diction, syntax, mechanics; titles of sources properly documented (italicized titles of longer works, put in quotes titles of shorter works, put titles in title case)
Y Somewhat N	Sources (10%): incorporate the required type and number of sources based on the prompt's directions; used well-chosen, direct quotes to support ideas/argument
Y Somewhat N	MLA Formatting and Citation (10%): include proper MLA formatting and citation guidelines. This includes integrating them correctly and effectively, and properly formatting works cited entries on a works cited page

See detailed rubric on the following page for a complete breakdown on how you will be scored on this assignment.

Detailed Rubric: This rubric will be on uploaded on this assignment in Canvas and will be used when grading your essay. You will either get a **YES, SOMEWHAT**, or **NO** grade for each of the benchmarks. Pay attention to the descriptors to determine which benchmarks you will need to meet to get these scores.

Targets to Be Met	Yes	Somewhat	No
Assignment Deadline	+10% (+7 points): turn in the assignment by the due date in a readable file format (e.g. Word or PDF)	Not applicable	-10% (-7 points): turned in assignment past the deadline
Assignment Page Count	+10% (+8 points): be within the page range as specified on the assignment	+5% (+4 points): within ½ page	-10% (-8 points): outside page range by over a ½ page
Introduction and Conclusion	+10% (+8 points): introduce the topic/issue/text(s) to be analyzed in the introduction while logically guiding the reader toward the thesis; and conclusion restates the main idea, to show the importance of the topic/issue/analysis of the text(s)	+5% (+4 points): underdeveloped introduction or conclusion; topic/issue/text(s) to be analyzed not fully introduced, or introduction doesn't logically arrive at the thesis	-10% (-8 points): ineffective or missing introduction or conclusion to serve the narrative purposes for this assignment
Thesis Statement	+10% (+7 points): include a clearly stated thesis in the introduction that addresses the underlined sentence in the essay's proposition, preferably toward the end of the paragraph	+5% (+4 points): thesis is implied or doesn't present a clear argument or fully address the underlined sentence on the essay prompt; or the thesis is stated as statement of intent (e.g., I will argue . . .) or as a question	-10% (-7 points): no clear thesis present or thesis doesn't show an argument or thesis doesn't address the underlined sentence in the essay's proposition
Developed Argument / Analysis	+15% (+12 points): include developed body paragraphs that sufficiently and clearly explain and support your thesis statement/argument using well-chosen citations and examples; analysis is reasonable and credibly developed; analysis directly reflects the scope of the essay assignment	+8% (+6 points): analysis simplistic, repetitive, or underdeveloped; textual support referenced, not directly cited in some cases; examples and details ill-chosen or little explanation provided; analysis/argument lacking clarity in some cases; analysis doesn't adequately reflect the scope of the essay assignment	-15% (-12 points): body paragraphs are not developed enough to show support for the thesis; overall argument incoherent; analysis doesn't reflect the scope of the essay assignment

Structure	+15% (+12 points): structure is clear and logical to build a cohesive argument; transitions are smooth between points throughout the essay; includes appropriate number of paragraphs to show a complex argument (e.g., essay includes 3 or more body paragraphs); structure clearly supports the scope of the essay assignment	+8% (+6 points): logical connections present yet mechanical; structure and logic may unravel in areas with no clear connections between points; total number of paragraphs sufficient for the argument yet lacking complex structure; structure doesn't adequately reflect the scope of the essay assignment	-15% (-12 points): ideas in random order that makes it difficult to follow the argument/logic; essay structure not effective to show a developed argument (e.g., essay comprised of 4 total paragraphs); structure doesn't reflect the scope of the essay assignment
Grammar / Diction / Syntax / Mechanics	+10% (+7 points): minimum errors in grammar, diction, syntax, mechanics; titles of sources properly documented (italicized titles of longer works, put in quotes titles of shorter works, put titles in title case)	+5% (+4 points): some errors present with grammar, diction, syntax, mechanics, but can be distracting for the reader; some issues with titles not being in proper case or documented	-10% (-7 points): major errors present with grammar, diction, syntax, mechanics that have become very distracting; titles not documented properly or put in title case
Sources	+10% (+7 points): incorporate the required type and number of sources based on the prompt's directions; used well-chosen, direct quotes to support ideas/argument	+5% (+4 points): used some of the sources required; include required sources, but are not directly supporting the argument; sources referenced in the essay, but not cited to show support	-10% (-7 points): little to no required sources used in the essay to support the argument
MLA Formatting and Citation	+10% (+7 points): include proper MLA formatting and citation guidelines. This includes integrating them correctly and effectively, and properly formatting works cited entries on a works cited page	+5% (+4 points): minor formatting or citation errors: quotes dropped in or not adequately followed up to show support; works cited page has some errors, such as punctuation errors, citations not double-spaced, citations not formatted with proper indentations, and not listing sources alphabetically	-10% (-7 points): major formatting and citation errors present: quotes missing around passages cited from texts, parenthetical citation missing, quotes dropped in without parenthetical to show author's name, works cited page not cited properly, such as information missing from citation; paper not properly formatted in MLA