

| Essay Type  | Essay 3: 800 words, 5 paragraphs, 3 pages maximum.   |  |
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| weight. length  | 10% of final grade -- 800 words  | Persuading How to Promote Social Justice |
| due   | out of class - March 2, 2010   |  |
| grading, Core objectives                                      | Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.  |  |
| format  | Please use "Format: Essays 1-7" from packet, also available on my website.   |  |
| source(s)   | Beyond the Pleasure Principle (462); Let's Tell...All America's Cultures (520); Where Do We Go From Here: ...or Chaos (592)  |  |
| documentation   | "MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.  |  |
| writing task  | <p>In this paper, you will persuade your arguable opinion, with reasons and examples, as to how a responsible adult can promote justice. In your introductory paragraph, you will define social justice and bridge to your thesis. In the three body paragraphs, use quotations and paraphrases from the essays to explain first the CONs, then the PROs of your position. In your concluding paragraph, reiterate your thesis and then persuade that your opinion about why injustice happens or how social justice can flourish has merit; include a metaphor. Your conclusion offers a chance to convince the reader that, even though opponents have good reasons for their opinions, your position is the more persuasive one. [Point-by-Point]</p> |  |
| rhetorical situation: persona, audience, purpose, topic, tone | <p>Your persona is the writer of a letter to be written as a follow-up to a panel discussion that made you think. Your audience is someone you know well, such as a co-worker, aunt, uncle, boss, friend. Your purpose is to persuade that your position on justice/injustice warrants consideration. Your topic, which will be your subtitle, is "Integrity and Social Justice." Your tone is informal; please maintain third person throughout.</p>  |  |
| relationship to prior assignments                             | <p>Since your audience is someone you know on a mature level, you continue to write informally but not conversationally. You are presenting serious persuasion of an important topic.</p>  |  |
| reminders   | <p>You are using evidence from other authors' essays in order to create and persuade your own arguable position.</p>   |  |
| warnings (alerts) and options                                 | <p>To achieve an "informal but not conversational" tone, avoid contractions and use diction such as that used in <i>Time</i>, <i>Newsweek</i>, and these readings. Consider how each author created his/her unique TONE by means of word choice and sentence construction. Emulate this technique by choosing words in your introduction and conclusion that contribute to the tone you wish to convey.</p>  |  |
| collaboration   | <p>Since you will create your draft at home, please read it aloud to a thoughtful person who can critique it for logical development, specific details, effective metaphor, and thoughtful conclusion. At the bottom of the Works Cited page, list the name(s) and relationship(s) of your collaborator(s).</p>  |  |
| "Core" focus  | <p>(1,2) Students will be able to demonstrate critical thinking skills such as synthesis, analysis, or argument, when writing or when analyzing all forms of written communication. (III,3) Students will be able to identify the explicit and implied features of a communication, especially in arguments that put forth a conclusion. (Analysis Skills)</p>   |  |