

Essay Type	Essay 4: 600 words, 4 paragraphs, hand-written, 75 minutes.	
weight. length	10% of final grade -- 600 words	Persuading How to Help Others
due	in class - March 23, 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)	The Storm This Time (103); Someone's Mother (156); The Handicap of Definition (466)	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	This essay addresses an eternal question: "What is the most effective way to help others?" In your introduction, give examples of ways that people can be called upon to assist others; end with your arguable thesis. Choose two of the three readings. In the first of two body paragraphs, give an opponent's position (CONs), using quotations and paraphrases from BOTH essays. In the second body paragraph, support the thesis (PROs) using quotations and paraphrases from BOTH essays. In the concluding paragraph, reiterate your thesis; then persuade that your opinion about helping others is valid. Use a metaphor to illustrate the effectiveness of your position. [Block = all con's, then all pro's]	
rhetorical situation: persona, audience, purpose, topic, tone	Your persona is the Arts Critic of the BCCC newspaper, <i>The Centurion</i> . Your audience is someone from whom you would like to obtain a scholarship or work-study grant, such as a scholarship committee chair, public relations chair of a non-profit organization, or college admissions officer. Your topic, which is your subtitle, is "Taking Responsibility to Overcome Hardships." Your tone is formal.	
relationship to prior assignments	You are moving from an informal to a formal tone: a formal tone uses no contractions; its diction is more elevated; its sentence structure is more sophisticated. Additionally, your audience, unknown to you personally, could be reading with greater discernment (attention to detail).	
reminders	Please re-read all "reminders" and "warnings" to date (Essays 1-3) and hold yourself responsible for completing all continuing criteria. They are an expected part of all class essays this semester.	
warnings (alerts) and options	ALERT: A thorough outline provides your most effective path to success. On your outline, you may write in full the following complete sentences: thesis, topic sentences, and quotations. Everything else should be words/phrases. You should bring the pre-written Works Cited page and the Response Page.	
collaboration	In the "a" part of the class, you will present your outline aloud to a partner, who will critique it for logic, specific details, level of interest, effective metaphor, compelling insight, and persuasiveness.	
"Core" focus	(I,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)	