

Final Project Essay - Suggested Structure
Parts ≠Necessarily Paragraphs

<p><u>Part 1</u> - Introduction</p> <ul style="list-style-type: none"> • Reveal the the historical dilemma you've researched. DO NOT WRITE YOUR QUESTION! • Introduce (reveal) the topics or categories you will write about (suggested one sentence for each). <ul style="list-style-type: none"> ◦ Perhaps how they address your chosen topic • State your thesis. 	<p><u>Part 2</u> - Historical Context</p> <ul style="list-style-type: none"> • This part can be proof of the significance of your topic • Use evidence to establish the themes later evidence will prove. • Use evidence in this part • Set the historical backdrop - how is YOUR topic a part of the larger historical picture (time). 	<p><u>Part 3</u> - Analytical Category 1</p> <ul style="list-style-type: none"> • Original topic sentence stating how this category proves your thesis. • Analysis of evidence (cited!!) which proves the topic sentence.* • Original transition sentence which summarizes this category and sets up the next one.
<p><u>Part 4</u> - Analytical Category 2</p> <ul style="list-style-type: none"> • Original topic sentence stating how this category proves your thesis. • Analysis of evidence (cited) which proves the topic sentence.* • Original transition sentence which summarizes this category and sets up the next one. 	<p><u>Part 5</u> - Analytical Category 3</p> <ul style="list-style-type: none"> • Original topic sentence stating how this category proves your thesis. • Analysis of evidence (cited) which proves the topic sentence.* • Original transition sentence which summarizes this category and sets up the conclusion. 	<p><u>Part 6</u> - Conclusion</p> <ul style="list-style-type: none"> • Summarize how the topics or categories you wrote about prove your thesis (suggested one sentence for each). • Summarize your thesis.

Schedule

Monday 5/12	Tuesday 5/13	Wednesday 5/14	Thursday 5/15	Friday 5/16
1960s LBJ Discussion	Blog/Essay Writing Day	Draft 1 Due Peer edit/feedback Revision work	<i>Unpinned</i> / Draft Edits and Corrections	Final Draft of essay due at the START of class.

Grading Standards for Final Project Essay and Product

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Organization	<ul style="list-style-type: none"> Appropriate and logical progression of ideas for the purpose of forwarding the thesis. Related ideas are categorized and explained together in a logical manner within paragraphs. Introduction and conclusion clearly and adequately reveals and summarizes the information presented. Information is drawn from a <u>variety</u> of academically appropriate sources.. 	<ul style="list-style-type: none"> Logical progression of ideas for the purpose of forwarding the thesis. Related ideas are explained together in a logical manner within paragraphs. Introduction and conclusion clearly reveals and summarizes the information presented. Information is drawn from a variety of sources – some are academically questionable. 	<ul style="list-style-type: none"> Limited progression of ideas for the purpose of forwarding the thesis. Ideas are categorized or explained together within paragraphs. Introduction and conclusion lack clarity in revealing and summarizing the information presented. Information is drawn from too few sources (lacking variety) generally 3 or fewer sources <u>USED</u> in the essay.. 	<ul style="list-style-type: none"> Inappropriate or illogical progression of ideas for the purpose of forwarding the multi-cause argument. Related ideas are not categorized and not explained together in a logical manner within paragraphs. Introduction and conclusion do not reveal and summarize the information presented. Information is drawn from documents provided with limited use of documents in each category.
Argument/ Analysis	<ul style="list-style-type: none"> All of the evidence provided in the essay is <u>used</u> to present original analysis explaining a cause category. Topic sentences and transitions are <u>original</u> and provide a <u>clear</u> path for the argument being made. 	<ul style="list-style-type: none"> All of the evidence provided in the essay is <u>used</u> to present original analysis explaining a cause category. Topic sentences and transitions are <u>original</u> and provide a path for the argument being made. 	<ul style="list-style-type: none"> Most of the evidence provided in the essay is <u>used</u> to present original analysis explaining a cause category. Some is just presented and summarized and NOT connected to the thesis by the author. Topic sentences and transitions are original but the path of the argument is not maintained by their addition. 	<ul style="list-style-type: none"> The evidence provided in the essay is not used to present original analysis explaining a cause category. Topic sentences and transitions are original but do not provide the path of the argument.
Style	<ul style="list-style-type: none"> All evidence is properly cited using MLA in-text citation. The essay has been reviewed, proofread, peer evaluated, and corrected as proven by the Google Doc Revision history and comments. No first person pronouns are used 	<ul style="list-style-type: none"> All evidence is properly cited using MLA in-text citation. The essay has been reviewed, proofread, peer evaluated, and corrected as proven by the Google Doc Revision history and comments. No first person pronouns are used 	<ul style="list-style-type: none"> All evidence is properly cited using MLA in-text citation. The essay has been reviewed, proofread, peer evaluated, but not fully corrected as proven by the Google Doc Revision history and comments. No first person pronouns are used 	<ul style="list-style-type: none"> The evidence is not properly cited – THIS WILL RESULT IN A RE-WRITE WITH A 10% PENALTY. The essay has <u>not</u> been reviewed, proofread, peer evaluated, or fully corrected as proven by the Google Doc Revision history and comments. Author uses some first person pronouns

Essay Score ____/ 4 ____/ 25

Project Product Score ____/ 25