

CHECKLIST FOR ESSAY #2: ARGUING FOR A POSITION

The questions below are some of the most essential components of an academically-driven argument for a position; I have based the questions on the information presented to us in our textbooks for the course. Please keep [the writing prompt](#) and overall purpose of the project in mind as you address these questions in your essay.

Expectations of the Rhetorical Situation

Does this essay satisfy the criteria of this specific writing prompt, including the number of required scholarly sources, word count, use of multimedia, and the other guidelines?

Does the writing of this essay aspire to the formal convention of academic writing, including grammar, punctuation, word choice, sentence structure, and so on?

Research

Are all scholarly sources cited with pages numbers in the text of the essay?

Are all sources – including both primary *and* secondary sources – listed on the Works Cited page?

Components of an Effective Argument

Is the thesis of the argument something that is controversial enough to be debatable, but also focused and specific enough to fit within the short space allotted for your argument?

Does the organization of this essay progress in a way that allows your argument to *build* over the course of the essay – culminating in an original and thoughtful conclusion?

Does the essay engage directly with its primary sources -- lyrics, videos, images -- in order to thoroughly analyze and interpret these texts, explaining to your reader *why* and *how* they are meaningful, significant, etc.?

Does the conclusion give the reader something to continue thinking about based on your argument in the essay?

Does the presentation of the essay online include *relevant* video, audio, and/or images that contribute to the overall effect and argument of the author?

Keys to an Argument for a Position

Does this essay establish an identifiable and supported stance on the issue at hand?

Is the evidence presented for this position fully explained and analyzed, thus revealing the complexity of the subject?

Does the essay acknowledge the other side of the debate and the opposing arguments that can be made? Does the essay respectfully address or refute these potential claims from the opposition?

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AVAILABLE RESOURCES

Below you will find a list of the pages in our textbooks (and elsewhere) in which you are likely to find answers, examples, and strategies that apply to the specific task of this project. Many of these are documents that we have read in the past, and so I am compiling them here as a reminder of the varied approaches that we have learned so far through our reading.

Faigley, *Writing: A Guide for College and Beyond*, 2/e (in MyLabsPlus)

Part 2, Chapter 16: "Arguments for a Position"
Part 3, Chapter 24 "MLA Documentation"
Part 4, Chapter 26: "Writing Effective Paragraphs"
Part 4, Chapter 27: "Writing Effective Sentences"
Part 4, Chapter 28: "Avoiding Errors"
Part 4, Chapter 29: "Understanding Punctuation and Conventions"

Faigley, *The Penguin Handbook* 4/e (in MyLabsPlus)

Part 2, Chapter 9: "Write a Position Paper"
Part 8: Understanding Grammar
Part 9: Understanding Punctuation and Mechanics
Part 6, Chapter 23: "Understand and Avoid Plagiarism"
Part 6, Chapter 24: "Use Sources Effectively"
Part 6, Chapter 26: "MLA Documentation"

Purdue OWL

Using MLA: <http://owl.english.purdue.edu/owl/resource/747/01/>
Grammar: <http://owl.english.purdue.edu/owl/section/1/5/>
Punctuation: <http://owl.english.purdue.edu/owl/section/1/6/>
Thesis statements: <http://owl.english.purdue.edu/owl/resource/588/01/>
Composing Paragraphs: <http://owl.english.purdue.edu/owl/resource/606/1/>

SLU Pius XII Library

MLA Citation Guide: <http://libguides.slu.edu/content.php?pid=176345&sid=1484871>

Resources for Students: <http://libraries.slu.edu/node/128>

