We started this semester with a persuasive writing unit in which we studied methods of persuasion and how to incorporate persuasion into a formal writing assignment. For your second formal persuasive writing assignment, you will be completing a formal, persuasive research paper on a topic of your choice. Our conceptual lens for this unit is “Responses to Change”. For this assignment, you will be arguing for or against a change that you believe needs to be made in the world/United States. Here are the specifics…

Your task: Identify a change that has been or needs to be made. In a research-based essay, persuade your reader why that change is beneficial or detrimental to humanity/society.

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**Final Paper Formatting Requirements**

- Minimum of five, fully-developed paragraphs
  - 3 body paragraphs = 2 regular body paragraphs + 1 opposition/counter-argument paragraph = at least 6 illustrations/quotes from your sources
- 1 inch margins
- Double-spaced
- 12 point, Times New Roman font
- Title Required
- In-text citations required in order to earn credit. Lack of citations WILL result in automatic 0 on the paper.
- Minimum of THREE timely research sources
  (Sources should be from the library database unless otherwise discussed with Ms. Orr)

**Final Paper Required Components**

On the day the paper is due, you will turn in the following…

- Research packet with completed components
- Notecards (provided by Ms. Orr)
- Formal outline (typed OR handwritten)
- Final typed paper (printed AND turned in to TurnItIn.com)
- Works cited page (created in and printed from Noodletools)

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**Grades**

**Formative Exit Tickets**- Every day we work on these in class you will be required to submit an exit ticket via a Microsoft form. Your responses will be compiled into a formative grade for the unit.

**Summative Grades**- Your final paper with ALL COMPONENTS will be total THREE summative grades. The paper will be summative x2 and all preparation components (Notecards, Outline, etc) will be summative x1. You MUST have ALL required components in order to earn a passing grade on the assignment.

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**Submitting**

Paper and ALL components are due to Ms. Orr AND turned into TurnItIn.com by 3:25 on Tuesday, March 27th. Ms. Orr will be in room 239 after school until 3:25. NO LATE PAPERS WILL BE ACCEPTED.

NO LATE WORK WILL BE ACCEPTED.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/5</td>
<td>Choice Novel Theme Day</td>
<td>3/6</td>
<td>3/7</td>
<td>3/8</td>
</tr>
<tr>
<td></td>
<td>HW: Complete page 3 of this packet in order</td>
<td>Meet in library for research</td>
<td>Meet in library for research</td>
<td>Meet in library for research</td>
</tr>
<tr>
<td></td>
<td>to be prepared to research.</td>
<td><strong>Focus</strong>: Create Noodletools projects + finalize topics + start research</td>
<td><strong>Focus</strong>: Complete page 4 in packet AND start notecards</td>
<td><strong>Focus</strong>: Continue notecards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HW: Complete page 4 in packet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>In 213 lab</td>
<td>3/20</td>
<td>3/21</td>
<td>3/22</td>
</tr>
<tr>
<td></td>
<td><strong>Focus</strong>: Finish notecards + begin outline</td>
<td>In 213 lab</td>
<td><strong>Focus</strong>: Type final draft</td>
<td><strong>Focus</strong>: Type final draft</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Focus</strong>: Outline day</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4th period- in 213 lab</td>
<td>In 213 lab</td>
<td></td>
<td>3/30</td>
</tr>
<tr>
<td></td>
<td>ASK MS. ORR FOR A PASS TO THE LIBRARY IF YOU NEED IT</td>
<td>2nd and 6th period - in 213 lab</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>4th period - meet in classroom- NOT working on paper in class today</td>
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<td></td>
<td></td>
<td>PAPERS DUE IN HARD COPY TO MS. ORR AND SUBMITTED TO TURNITIN BY 3:25 TODAY</td>
<td></td>
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</tbody>
</table>

- Calendar subject to change at the discretion of course needs.

- If you are absent, you are responsible for completing the work you missed. The daily focus for each day is detailed above.

- See Ms. Orr for passes to the library during lunch/study hall. Please note Ms. Orr will not write passes for those who do not use class time wisely.
Step #1 - Brainstorm & narrow your topic

**Ideas/Questions to consider**
- What is a change that has been/could be made to the United States/the world that would be beneficial?
- What is a change that could be/has been made to the United States/the world that would be detrimental?

Consider issues/current events facing the world today. How could a change be implemented in order to help that issue/event change?

<table>
<thead>
<tr>
<th>Topic Ideas/Preferences</th>
<th>What is the question you want to explore here? (This question should reflect some sort of change)</th>
<th>What are your initial thought/opinions about the question you asked in the previous column?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-</td>
<td>Example-</td>
<td>Example-</td>
</tr>
<tr>
<td>• Standardized testing</td>
<td>• Should states change their standardized testing practices/policies?</td>
<td>• Though I have not done any research, I think standardized testing is a waste of time for students and teachers.</td>
</tr>
<tr>
<td>• Voting rights and criminal convictions</td>
<td>• Should convicted felons be allowed to vote after they serve their sentence?</td>
<td>• Though I have yet to start my research, it seems to me that criminals forfeited certain rights when they decided to break the law.</td>
</tr>
</tbody>
</table>

Top Choice

Backup Choice #1

Backup Choice #2

I _________________________ understand that I am being assigned to completed three potential topic choices because there may not be enough research available on the databases to support my ideas for my top choice. I understand that if I decide to change my topic at the last second, it is up to me to catch up on my own time.
Step #2 - Identify final research question, create t-chart, and create thesis

In the space below, identify the final research question you will answer in your paper:

____________________________________________________________________________________________

(See previous page for example research questions)

Decide your side using the t-chart provided. Though you may have your own opinions about the topic, you should rely on the information you are discovering through your research in the databases when filling in the t-chart.

In the space below, create a rough draft thesis statement based on your topic and the side you have chosen. Use the basic format and sample thesis statements below to help build your thesis.

Basic Format: _______Your Topic______ is good/bad, beneficial/detrimental, positive for society/negative for society, etc. because _______Reason #1______ & _______Reason #2______.

- States should eliminate standardized testing and evaluation practices because they are insufficient measure of learning and create hostile relations between schools.
- Space exploration should receive greater funding in the United States because it provides jobs and heightens positive international relations.
- Assisted suicide should be legalized only for those who are terminally ill because such laws would protect doctors from undue pressure and provide people with the agency to choose their own fate.

Your thesis:
Step #3- Notecards
(takes the place of your quote sheet-included in packet)
For each quote you will have in your paper, you are required to complete a notecard. This will allow Ms. Orr to assess the quality of the quotes you have chosen, that you have thought about where each quote will go in your paper, and that you know how to properly cite your source in the text.
For each quote/illustration from your paper, you will NEATLY write the following information on the notecards provided:
1. Quote from the source with quotation marks around it to indicate you have taken it from a source
2. Parenthetical citation for that source (Author last name #).
3. A short explanation of where you plan to use this quote in your paper. Will it go in the first body paragraph? Will it be part of your opposition? What purpose will this quote serve in your paper?

Step #4- Outline your paper
Remember, your outline may be typed or handwritten. A word document outline can be found through the inquiry page on the Central High Library website. Regardless of your decision to type or write by hand, a final outline will be neat, proofread, and follow the outline skeleton attached to this page. Remember, the outline skeleton is for rough draft outlining only. Final outlines must be written on your own paper or typed.

Step #5- Type your final paper
Your final paper must be typed and follow the requirements detailed on the front page of this packet. Make sure you proofread carefully as you type. Save often and in multiple places to ensure your work is safe.

Step #6- Finalize your paper and print your final draft with the works cited page
Your final paper must be typed and follow the requirements detailed on the front page of this packet. Make sure you proofread carefully as you type. A formatted document with all of the requirements can be found on the class inquiry page on the Central High Library website.

To export your works cited
Under the print/export drop down in Noodletools, select “formatting options” → Include:Citations and annotations → Print citations only → Export as Word Doc

Step #7- Submit to TurnItin.com
1. Log into TurnItin.com
2. Select your class page
3. Find the correct assignment from the assignment list and select “submit”
4. Make sure your page says “single file upload”
5. Write your first and last name plus a submission title. Select a file from your computer. Select “Upload”
6. Wait for it to load the preview of your document. Select “Confirm”
7. Wait for the digital receipt (with the green banner) to ensure your upload was successful

PAPERS WITH ALL COMPONENTS ARE DUE ON Tuesday, 3/27 by 3:25 in hard copy to Ms. Orr
FINAL DRAFTS WITH WORK CITED ARE DUE BY 3:25 TO TURNITIN.com
Intro  
A. Attention Getter (DO NOT EXPLICITLY STATE QUESTION)  
B. Narrowing (DO NOT EXPLICITLY STATE QUESTION)  
C. Narrowing #2 (DO NOT EXPLICITLY STATE QUESTION)  
D. Thesis (Create your own)  

II. First Argument—Topic Sentence  
A. 1st Point  
1. Illustration/Evidence/ Quote from source  
2. Explanation  
B. 2nd Point  
1. Illustration/Evidence/ Quote from source  
2. Explanation  

Clincher  

III. Second Argument—Topic Sentence  
A. 1st Point  
1. Illustration/Evidence/ Quote from source  
2. Explanation  
B. 2nd Point  
1. Illustration/Evidence/ Quote from source  
2. Explanation  

Clincher  

IV. Opposition/Counter-Argument (“Some may say ____”).  
A. 1st Point (Point of opposition)  
1. Illustration/Evidence/ Quote from source (Example of why they say this)  
2. Explanation (Why they think this makes them right)  
B. 2nd Point (“However, those people are incorrect/misled because…”)  
1. Illustration/Evidence/ Quote from source (Example of why they are wrong/misled/outweighed)  
2. Explanation (Why your ideas are superior/outweigh their ideas)  

Clincher  

Conclusion.  
A. Restate Thesis  
B. Summarize Paragraph 1  
C. Summarize Paragraph 2  
D. Summarize Paragraph 3  
E. Final Thought (Tie into attention getter)  

****Note: YOU MAY NOT USE THIS PAPER AS YOUR FINAL OUTLINE. FINAL OUTLINES MUST BE COMPLETED ON YOUR OWN (LINED NOTEBOOK) PAPER OR TYPED**