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|  | Levels of Achievement | | | |
| Criteria | 100-90 "A" | 89-80 "B" | 79-70 "C" | 69-0 "Z" or "F" |
| Exploratory Content Mastery | Writer effectively identifies an arguable issue for readers. Issue is timely and appropriate for academic research. The explanation of the rhetorical situation is thoughtful and fully develops at least three perspectives on the issue. Each issue is given equal attention in the discussion. Writer engages the reader by explaining the importance of the issue and her interest in the issue. | Writer identifies an arguable issue for readers. Issue is timely and appropriate for academic research. The explanation of the rhetorical situation is good but could use further development with additional research. Also, three perspectives on the issue are discussed but more research is needed and/or equal attention is not given to each side in the discussion. Writer explains the importance of the issue and her interest in the issue. | Writer struggles to identify an arguable issue for readers. Issue is not timely and/or appropriate for academic research. The explanation of the rhetorical situation is weak and could use further development with additional research. Also, three perspectives on the issue are not fully developed and/or equal attention is not given to each side in the discussion. Writer struggles to state the importance of the issue and her interest in the issue. | Writer does not identify an arguable issue for readers. Issue is not timely and appropriate for academic research. The explanation of the rhetorical situation is either weak or not present. Less than three perspectives on the issue are discussed and/or equal attention is not given to each side in the discussion. Writer fails to explain the importance of the issue and her interest in the issue. |
| Organization | Organization is strong; there is a clear overall pattern of development, necessary and orderly steps, clearly explained connections between ideas. Information is abundant and pertinent to the main idea; in general, support provided for the essay’s ideas is under the control of the writer; it is directed to his or her purpose. | Organization is good and an overall scheme controls the essay, though transitions may be a bit mechanical. The details reveal good reading or research and are used to support the main idea explicitly, though presentation may be uninspired. | Organization is in evidence but loose. The topics of paragraphs and the rationale of their order may not be immediately apparent, though they can be deciphered; transitions may be weak. Details abound, most of them relevant to the main idea, though there may be statements unsupported by details or details whose relevance to the main idea isn’t clear. | Paragraphing is a problem; paragraphs may be too long or too short, some may have no apparent topic while others have several. |
| Format & Mechanics | The paper employs a variety of sentence structures correctly and uses appropriate word choice for college level writing. Language is not only correct but interesting and strongly communicative. The writer’s personality and presence are apparent. Uses MLA formatting correctly (heading, headers, title format, double spacing, 1 inch margins, font, etc.) The paper exhibits VERY FEW errors in spelling, grammar, and punctuation. | The paper employs sentence structures that are MOSTLY correct and MOSTLY uses appropriate word choice for college level writing. The language is at least clear and correct, if rather ordinary. There may be a tendency toward wordiness or technical language over which the writer may not exercise good control. MOSTLY uses MLA formatting correctly (heading, headers, title format, double spacing, 1 inch margins, font, etc.) The paper exhibits FEW errors in spelling, grammar, and punctuation. | The paper employs a FEW sentence structures correctly and MARGINALLY uses appropriate word choice for college level writing. The language is for the most part correct, though it may imitate a highly “generic” voice. There may be problems with word choice, levels of diction, and awkward wording. MARGINALLY USES MLA Formatting (heading, headers, title format, double spacing, 1 inch margins, font, etc.) The paper exhibits SOME errors in spelling, grammar, and punctuation. | The paper DOES NOT employ sentence structures correctly and DOES NOT use appropriate word choice for college level writing. The language may be peppered with errors, unidiomatic phrases, frustrating vagueness and other infelicities that impede comprehension. DOES NOT USE MLA Formatting (heading, headers, title format, double spacing, 1 inch margins, font, etc.) The paper exhibits MANY errors in spelling, grammar, and punctuation. |

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| CITATION  and use of source material. | The essay uses the required number of sources effectively and integrates them smoothly, paraphrasing and directly quoting authorities to help substantiate or support its own point(s). The writer properly contextualizes quotations by “sandwiching” them into the text. The text offers proper attribution to each source cited via in-text parenthetical citation, or signal phrase and a correctly formatted Works Cited page. | The essay uses the required number of sources somewhat effectively. The text may demonstrate a tendency to over-quote, to take the reader away from its own voice and argument; it may not adequately introduce or attribute a few quotations (i.e., “sandwich quotations”) A few sources may not be accurately documented, but in general the in-text citation and the Works Cited page are constructed properly. | Required number of sources not present and/or several sources may be improperly documented; several quotations may be inadequately introduced. There is little attempt to integrate the sources, as many quotations are inserted into the essay with no transitions to tie them into the argument at hand (i.e., no “quotation sandwich”). There may be numerous errors in the Works Cited page and in the in-text parenthetical citations. Writer may cite entire paragraphs of text by simply using a parenthetical citation at the end. | Required number of sources are not present and/or poorly integrated. Sources attributed indicate little or no understanding of the process of using and documenting source material. For example, essay may include “hit-and-run” quotations with no introduction or explanation. However, the intent here is not academic dishonesty. |

Mapping the Issue

For your Issue Proposal, you organized your preexisting knowledge on your issue and sketched a plan for research. You then compiled several sources and summarized their contents for your Annotated Bibliography. **For this paper, you will map the controversy surrounding your issue by describing its history and summarizing at least three different positions on the issue — all from a completely neutral point of view.** Your audience will be UTA students, faculty, and staff who read a (fictitious) UTA periodical that offers analysis and commentary about politics, news, and culture.

Before people can make an informed decision on a controversial issue, they must know the history of the controversy and the range of positions available. Major news organizations often inform their readers of public controversies by providing a neutral, unbiased description of an issue’s history and the main arguments made on all sides, and academic organizations often map field-specific controversies in order to provide researchers with an overview of unsettled questions and unsolved problems.

**Invention**

In rhetorical studies, invention refers to the systematic search for ideas that can be shaped into an effective composition. (The term “prewriting” is sometimes used to refer to the concept of invention.) This section of the assignment, then, is designed to help you generate the required content for your Mapping paper. Please note that the following steps are not intended to serve as an outline for your paper. Rather, these steps will help you produce the “raw materials” that you will then refine into a well-organized paper. These steps also are likely to produce more material than you can actually use in the draft you submit to readers.

1. As readers will need to have some background information on your issue in order to understand how the controversy reaches its current state, draft answers to the following questions:
   * What caused the issue?
   * What prompted past and present interest in it?
   * Who is interested in the issue and why?
2. Readers will also want to know the current, major positions on the issue, so reflect on the titles in your Annotated Bibliography, draft descriptions of 3 - 5 different positions, and identify which articles in your bibliography advocate the positions you’ve described.
3. Now that you’ve drafted descriptions of the background and major positions on your issue, draft a more detailed description of one position:
   * What are the main claims of those who advocate this position?
   * What reasons do they provide for those claims?
   * What evidence do they use to support their reasons?
   * What assumptions underlie their arguments?
4. Once you have described the position’s argumentative structure, summarize at least one source from your Annotated Bibliography that advocates this position.
5. Repeat inventional steps three and four with a second position. Additionally, draft a comparison of the two positions by answering the following questions:
   * How do the foci of the positions intersect and diverge?
   * On what points do advocates of these positions agree, and on what points do they disagree?
   * What are the reasons for their disagreement?
6. Repeat inventional steps three, four, and five with all the remaining positions you plan to describe.
7. The previous six steps will help you construct effective logos appeals. You should also make effective ethos appeals in order to come across to readers as a person of good character, good sense, and good will. Here are some tips:
   * Describe the most significant positions across the entire field of the controversy; don’t simply describe those positions that cluster around the position you favor.
   * Summarize sources fairly and analyze them carefully. Accurately identify their main claims, supporting reasons and evidence, and implicit assumptions.
   * Maintain neutrality. The time will come for you to take a stand on the issue, but don’t do it now. Advocates of the positions you describe should feel that you have represented their views and arguments fairly, and your readers should finish your paper without any idea of where you stand on the issue.
8. Finally, make pathos appeals to readers by connecting with their emotions, values, and imaginations. To make effective pathos appeals, make sure you:
   * appeal to readers’ desire for information by presenting clear, well - organized, well - supported summaries that show you’ve read widely and closely and have developed a deep understanding of positions ranging across the entire field of the controversy.
   * appeal to readers’ sense of fairness by providing truly unbiased descriptions of all positions/arguments.
   * draw on the lessons of Ch. 9 in They Say/I Say by mixing standard written English with “the kinds of expressions and turns of phrase that you use every day when texting or conversing with family and fri ends” (121). Because you’re writing for publication and for readers you don’t know, you should adopt a more formal style and tone than in your first paper. This does not mean, however, that you need to abandon your unique ways of expressing yourself.

**Arrangement**

In rhetorical studies, arrangement refers to the selection of content generated during the inventional stage and the organization of that content into an effective composition.

To begin your paper, follow the advice offered in Ch. 1 of *They Say/I Say* : “To give your writing the most important thing of all — namely, a point — a writer needs to indicate clearly not only what his or her thesis is, but also what larger conversation that thesis is responding to” (20). In this case, the conversation you ’re responding to is the one surrounding your issue. **Indicate at the beginning of your paper that you’re writing in response to that conversation; then state a thesis that previews what you’ll be discussing in your mapping paper.**

Also mind the lesson of Ch. 7 in *They Say/I Say* : “Regardless of how interesting a topic may be to you as a writer, readers always need to know what is at stake in a text and why they should care. . . . Rather than assume that audiences will know why their claims matter, all writers need to answer the ‘so what?’ and ‘who cares?’ questions up front” (92 - 93). **Don’t assume that your readers will understand why your issue matters — make them understand by explaining why your issue is important and why it matters t o a community.**Feel free to use the templates in Ch. 7 of *They Say/I Say.*

After you’ve completed these introductory moves, the arrangement of your analysis is up to you. You should include material from each step in the inventional stage, but your selection and organization of that material should follow your own judgment as to what will prove most effective with the UTA community.

**Style**

In rhetorical studies, style refers to the appropriate language for the occasion, subject matter, and audience.

As mentioned earlier, you should follow the advice in Ch. 9 of *They Say/I Say* and mix standard written English with “the kinds of expressions and turns of phrase that you use every day when texting or conversing with family and friends” (121). **You should adopt a more formal style than in your Issue Proposal because now you’re writing for publication. At the same time, you’re writing for a popular periodical rather than a scholarly journal, so you need not write in stuffy, academic prose.**

Readers appreciate coherent, unified paragraphs, even when reading an informal piece of writing. Your paragraphs should include a topic sentence that clearly states the main idea of the paragraph and supporting sentences that cluster around the main idea without detours.

Proofread carefully; avoid errors in grammar, spelling, punctuation, and mechanics. Visit the Purdue OWL website (https://owl.english.purdue.edu/owl/ ) for questions you have regarding style.

Summary:   
  
A previously strange word, lockdown has been a common term for Americans and the people world-wide. Due to the massive outbreak of Coronavirus, there have been numerous lockdowns enforced almost everywhere in the USA. This has impacted the people in both positive and negative ways. Let me discuss some of the perspectives when it comes to Coronavirus Lockdown in America. The Lockdowns have caused some positive impacts as people are seeing less cases after lockdowns, they are saving money due to lesser expenses, government aid , etc. However, it has also caused negative impacts as people are losing jobs, spending less money and a nationwide economic downturn. Due to the lack of a vaccine, there has been a lot of confusion on whether more lockdowns should be implemented or not. It has been done on a case to case basis and the states have been taking their independent decisions in this matter.