

Exemplification Essay Prompt

NOTE: This is worth 20% of your final grade

First Draft Due: Tuesday, Dec. 1, 2020

Final Draft Due: Thursday, Dec. 10, 2020

*For this last essay, you are asked to write an **exemplification** essay that utilizes a topic from “**Blue-Collar Brilliance.**” You need to come up with a topic from the story to write about. This means you **MUST** read the story. To re-cap, this essay should use the exemplification pattern and the “Blue-Collar Brilliance” story.

An example topic and thesis might be something like:

Though Rosie didn’t go to college, she acquired knowledge and intuition from her job as a waitress that demonstrated how bright and skillful she was.

Using exemplification means showing examples. So, for the above thesis, the writer here would provide examples from the story (maybe a paragraph for each example) to show the thesis is true. The examples would have to demonstrate that she acquired knowledge and intuition, and also demonstrate Rosie was bright and skillful.

IMPORTANT: Since this is also a research paper, besides pulling proof from the story for evidence, you need 2 outside sources too. One idea might be to find an article on the skill it takes to do a job that didn’t require college. Pull from the article the intelligence or finesse it takes to do the job.

You will be asked to write a number of research essays during your college career. You might decide to create a whole essay using the exemplification pattern, or you might decide to create only a paragraph or two in a research essay. For example, you might be writing a research essay about environmental pollution and want to include a few paragraph giving examples of dangerous waste-disposal practices because readers would then understand a change is needed.

Exemplification illustrates a general statement with one or more specific examples. An exemplification essay uses specific examples to support a thesis.

*Remember, there are a variety of options for developing ideas within a paragraph. These options include exemplification, narration, description, process, cause and effect, comparison and contrast, classification, definition, and argument. When you write an essay, you can use these same patterns of development to help you organize your material.

NOTE: I will not accept late work unless you have a doctor's, coach, or similar note, and/or you have spoken to me beforehand. Assignments are still due on the stated assignment due date whether you are absent or not. It is in your best interest to either get the assignment to me before the due date, or have a conversation with me about your particular situation.

Requirements:

- The length of this essay should be at least 3 FULL pages, two and three-quarters pages is not 3 full pages. The last page will be your Works Cited page and DOES NOT count as one of the 3 pages.

When the Works Cited page is included, there should be 4 pages.

- Since this is a research essay, you should write in 3rd person.

For example:

- Pete ran down the road.
- Many think....
- The study on bluebirds by Jones and Smith revealed numbers decreasing due to non-native birds taking prime nesting sites....

- This paper requires outside research. You will need a Works Cited page with 3 sources: 1 will be "Blue-Collar Brilliance" and the other 2 will be from outside sources..

Please use MLA citation format for both in-text documentation and for your Works Cited page.

Please note, I would like specific sources to come from Buffalo State College's database.

NOTE: Please do NOT use a source from the open Internet.

- 11 or 12 point Times Roman font; one-inch margins; double-spaced. This means single-spaced is not acceptable.

- A clear structure with an introduction, body, and conclusion. The reason for your structure is apparent.
- A clear, one sentence consistent thesis statement that clearly expresses an opinion about the topic and has a controlling idea. The purpose is evident. Topic is clear.
- A single, specific focus that guides the entire paper.
- Topic sentences for each paragraph where the rest of the paragraph supports the main idea.
- Use transition words and phrases to move from one paragraph to another. We discussed this in class.
- Use strong examples to support the thesis statement and properly introduce these examples.
- Conclusion leaves the reader with a final thought and ties back into the essay in some way. Don't forget to restate the thesis uniquely.
- Proper use of grammar, usage, and mechanics (GUM).
- Make sure to put page numbers on the top right-hand side of each page. You don't have to put one on the first page. If you would like to know how to do this, please let me know.

Grading Rubric for the Research Essay Assignment

THE SUPERIOR PAPER (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to mini-thesis; analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

THE GOOD PAPER (B+/B/B-)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence, sentence fragment, or comma splice

THE "NEEDS HELP" PAPER (C+/C/C-)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. May contain logical contradictions.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

THE "TRULY NEEDY" PAPER (D+/D/D-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

THE FAILING PAPER

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004). (c) 2004 Patrick Rael, Associate Professor of History, Bowdoin College