Edit Activity – Task 2 IWA Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Theme: The response clearly relates to a theme or connection between two or more sources.**

Look in the introduction. What is the theme or connection the writer found between sources in the stimulus materials?

Does the writer include at least two sources from the stimulus packet in explaining the theme?

Does the writer explain how the theme led to their research question?

How does the writer need to improve illustrating the thematic connection?

**Rubric Row 1: Understanding and Analyzing Context**

**The response effectively integrates at least one of the stimulus materials into its argument.**

Look in the body of the paper for this. Find the stimulus packed source used as EVIDENCE to support the argument. Answer the following:

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| --- |
| What source is used?  Would the argument lose some of its strength without this piece of evidence?  How can the writer improve the strength of this piece of evidence? |

**Rubric Row 2: Understanding and Analyzing Context**

**The response explains the significance or importance of the research question by situating it within the larger context.**

Look in the introduction and answer the following:

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| Does the writer include SPECIFIC detail to indicate why the audience should care about this research topic? For example: specific statistics on numbers of people impacted by something, number of dollars it would cost, etc. Or evidence that it is a critical issue that must be decided – like Congress will be voting on an issue soon, etc.  Explain with specific detail how they illustrate the significance of the context.  Explain how the writer can better illustrate the context. |

**Rubric Row 3: Understanding and Analyzing Perspective**

**3A. The response evaluates multiple perspectives (and synthesizes them)**

**3B. by drawing relevant connections between them,**

**3C. considering objections, implications, and limitations**

Look in the body and answer the following:

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| 3A. Have they left out any possible perspective/point of view that should be included in this argument? If not, what perspective are they missing?  Do they include counterargument or a contradictory perspective, not just mentioned but analyzed? If not, how can they improve this aspect of the paper? |

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| --- |
| 3B. Look at the connections the writer makes among sources in the body.  Are there at least two sources per body paragraph?  Does the writer put those sources in conversation with one another by using words/phrases that show relationship? Examples:   * Like Smith, Jones also supports the idea of blah blah blah. However, Jones demonstrates the … impact…. * Lavie insists that this will blah blah blah. Wilke, however, refutes this idea. She blah blah blah. * Both Nojoy and Granger conclude that there is blah blah blah.   Where does the writer need to improve their connections/synthesis of sources? |

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| 3C. Look at the synthesis of sources in the body paragraphs and in the conclusion. Does the writer include objections, implications, and limitations?   * Does the writer use information from a source to illustrate objections of another?: While Lavie insists this solution will blah blah blah, Jones is not so sure it will work. He indicates that blah blah blah. * Does the writer use information from sources to illustrate implications?: Both Lavie and Nojoy endorse changing this blah blah blah. Their evidence reveals that passing this legislation would not only add a blah blah blah impact on the economy, but it would also decrease the gap in pay between blah and blah. * Is the writer realistic about their conclusion or solution, not oversimplifying it, but understanding its limitations?: For example, the money or time it would cost to implement, the politics involved in passing legislation in such a polarized society, etc.   Where/how can the writer improve this area of the paper? |

**Rubric Row 4: Establish Argument**

**4A. The response is a clear and convincing argument.**

**4B. The response is logically organized and well-reasoned by connecting claims and evidence,**

**4C. leading to a plausible, well-aligned conclusion.**

Look at the thesis and the body. Answer the following:

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| 4A. Is this an argumentative essay? Does it go beyond an explanation of facts to actually attempt to prove something?  If not, what does the writer need to do to improve it? |

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| 4B. Is the paper organized with clear assertions and paragraphs following a logical path to lead the reader through the research?  Is each assertion focused on answering the thesis?  Are there places where the writer digresses from the topic or evidence is too vague to directly support the thesis?  What can the writer do to improve? |

Look at the thesis, claims, and conclusion and answer the following:

|  |
| --- |
| Is the conclusion well-aligned to the thesis?  Does it avoid oversimplifying, understanding the complexities (limitations, implications, objections, etc.)?  Is the conclusion plausible?  What can the writer do to improve? |

**Rubric Row 5: Select and Use Evidence**

**5A. The response includes relevant, credible,**

**5B. and sufficient evidence**

**5C. to support its argument.**

Read through the body paragraphs. In the margin, next to each source listed, identify what type of source it is. *(Book, Newspaper, Magazine, Academic Journal, Government Report, Legal Document, Press Release, Advertisement, Flyer, Pamphlet, Radio Broadcast, Podcast, Television Broadcast, Documentary, Public Speech, Website [.com,.edu.,.net,.org], Blog, Image, Lecture, Multimedia Presentation, etc)*. Answer the following:

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| --- |
| 5A/B. How many sources are cited throughout the paper? Are there multiple sources? Do they need more?  How many different types of sources are cited? Do they represent varied perspectives? Are there any important perspectives missing?  Is an opposing side or perspective represented?  Are the sources relevant and credible? If not, mark places where sources need to be replaced.  Has the writer cited *at least* one source from the stimulus packet? Would the argument lose some of its strength without this piece of evidence? If not, how can they improve? |

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| 5C. Have the writer clearly explained**, in all cases**, how the evidence presented supports the argument?    Where (specifically) do they need to improve? |

**Rubric Row 6: Apply Conventions (Citation)**

**6A. The response attributes, accurately cites and integrates the sources used through in-text citations or footnotes.**

**6B. The bibliography or works cited accurately references sources using a consistent style.**

Label all in-text citations throughout your paper **6A**.

Place a checkmark next to every in-text citation that is correctly formatted. Mark every in-text citation incorrectly formatted or missing.

As you encounter each citation, see if it has a corresponding entry in the works cited. Put a checkmark in the works cited next to each source you encounter in the paper. If you find a source in the body does not have an entry in the works cited, write down that it is missing. If you have some listed that are not in the paper, comment that they may need to be removed if they do not end up being used.

Turn to the works cited and answer the following:

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| --- |
| Is it alphabetized?  Is everything formatted correctly in APA or MLA, style?  Does the writer need to consult the Purdue OWL to check the formatting?  Are there sources with little information, making their credibility questionable? If so, mark them. |

**Rubric Row 7: Apply Conventions (Grammar and Style)**

**7A. The response creates variety, emphasis, and interest to the reader through the use of effective sentences**

**and precision of word choice.**

**7B. The written style is consistently appropriate for an academic audience, although the response may have a**

**few errors in grammar and style.**

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| --- |
| Reflection: Have you read your paper aloud? **Do it**.  Is your paper free of slang? |