**Argumentative Research Essay** Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English 12

***Overview:*** *For this project, you will demonstrate the use of research tools in order to make a convincing argument about a controversial issue. You will then be organizing your ideas in a formal argumentative essay.*

1. Topic: Choose a topic that is *controversial* (has two or more opposing sides).

Example 1: **My topic is the use of vaccinations to combat and prevent the spread of viruses.**

Example 2: **My topic is making conversion therapy illegal across Canada.**

Example 3: **My topic is the consequences of legalizing all drugs in Canada.**

Example 4: **My topic is drug rehabilitation should be part of Canada’s health care system.**

My topic is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Do some preliminary research on your topic. What are the sides for and against it? What do you believe?
2. Come up with your main argument, or *thesis.* This should clearly state what the issue is and for what side of it you are arguing. The thesis goes in the introductory paragraph of the essay.

Example 1: **The benefits of vaccinations far outweigh the drawbacks.**

Example 2: **Conversion therapy does not work and the negative effects are profound**.

Example 3: **The effects of legalization of all drugs in Canada will be mostly positive.**

Example 3: **It is important that society treats the use of illicit drugs as a health care and educational issue as opposed to criminal issue.**

My thesis is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. Decide which form you will use to organize your research and sources: notecards, NoodleTools, other?
2. Create a NoodleTools account if applicable (follow instructions in the booklet provided).
3. Begin your research. Use NoodleTools Notecards to keep track of your information or actual paper notecards or separate sheets of paper.
4. Create a NoodleTools Outline to organize it once you have at least 3-6 notecards. If not using NoodleTools, then create an outline on paper/computer.
5. Export your outline to word or Google Docs, and use it to write your essay. You MUST add to the note-cards; don’t ONLY use the exported notes, since this needs to be an essay with an introduction, body paragraphs, and conclusion. If you are not using NoodleTools, use your notes to write your essay. You can use Microsoft Word, Pages or Googledocs to write your essay. Please double-space your essay please!
6. Create a works cited list from NoodleTools, and include the works cited list at the end of your work. If not using NoodleTools, create a works cited list on paper/computer.
7. Use the Argumentative Essay Checklist to make sure you meet the requirements. If not, make revisions.
8. Print the essay and hand it in to Ms. Hamilton! Please also hand in your outline, research and rubric.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Element of project | 6 - Extending | 5 - Proficient | 4 - Developing | 3 - Developing- | Emerging |
| Content Content of Research | -Thorough analysis of topic with a clear argument and supporting evidence  -Research goes beyond literal interpretation of sources  -Demonstrates a high level of understanding of the sources  -The information flows naturally and follows a logical progression  - Other side of argument effectively acknowledged | -Good analysis of topic with a solid argument and supporting evidence  -Demonstrates a proficient level of understanding of the sources  -For the most part, the information flows and follows a logical progression  -Other side of argument acknowledged | -A sufficient analysis of topic with a clear argument and supporting evidence  -Demonstrates a basic level of understanding of the sources  -For the most part, the information is organized sufficiently  -Other side of argument is briefly acknowledged | -An analysis of the topic is demonstrated, but may be flawed at times  -The argument may not be fully supported by research, or research is limited  -There may be some errors in understanding of the sources  -The information does not always flow logically  -Other argument may not be acknowledged | -An analysis of the topic is attempted, but contains serious flaws  -The argument is not fully supported by the research, or very little research is included  -There may be errors in understanding of the task  -The information does not flow logically  -Other argument not acknowledged |
| Conventions of formal research | -The work is convincing, usually objective and well-supported with research.  -Uses in-text citations correctly | -The work is usually objective and supported with research  -Uses in-text citations correctly | -The work is mostly objective and supported by research  -Uses in-text citations, but may have some errors | -The work lacks objectivity and support at times.  -Some attempt to use in-text citations is evident, but many errors exist | - Personal voice may dominate the work  - The essay is not objective and research is weak.  -No in-text citations are evident |
| Presentation, editing, and mechanics of work | -Excellent spelling and punctuation  - Broad and sophisticated vocabulary  -Clear evidence of editing.  -Student uses any combination of words, images, media, and/or oral language purposefully and effectively. | -Excellent spelling and punctuation  -Higher level vocabulary is used  -Evidence of editing.  -Student uses any combination of words, images, media, and/or oral language effectively. | -Good spelling and punctuation but need not be error-free.  - Vocabulary may be basic  -Some evidence of editing  -Student’s use of words, images, media, and/or oral language is usually clear. | -Many errors in spelling and punctuation  -Vocabulary is basic  - Little evidence of editing  -Student’s use of words, images, media, and/or oral language may be confusing or unclear. | -Errors in spelling and punctuation make work difficult to understand  -Vocabulary is not at a senior level  -No evidence of editing  -Student’s use of words, images, media, and/or oral language is confusing or unclear. |
| Formal writing conventions | -Maintains an appropriate, formal, and engaging tone throughout  -Personal voice is not used, or is used purposefully and rarely.  - No contractions, second person usage, slang, or colloquialisms used | -Does not rely on a personal voice  -Maintains an appropriate tone throughout  - Very few contractions, second person usage, slang, or colloquialisms used | -Sometimes uses a personal voice  -Usually maintains an appropriate tone  - A few contractions, second person usage, slang, or colloquialisms are noticeable | -Personal voice/opinion may be relied on too heavily  -Tone of work may be overly informal  - Contractions, second-person usage, slang, and colloquialisms are regularly used. | - Writing shows no attempt to follow formal writing standards. |
| Essay Outline | -Essay outline is included and complete | \_\_\_\_\_\_\_ | - Essay outline is included but is incomplete | \_\_\_\_\_\_\_ | - Essay outline is attempted but clearly incomplete |
| Works Cited | - follows the MLA format perfectly and includes more than 3 sources with at least two EBSCO/GALE | - follows the MLA format and has 3 sources  with two EBSCO/GALE | - mostly follows the MLA format and includes a minimum of 3 sources  -May be missing EBSCO/GALE | - included but not formatted according to MLA; may include fewer than 3 sources/noEBSCO/GALE | - missing. |