

College/ Career Writing Assignment

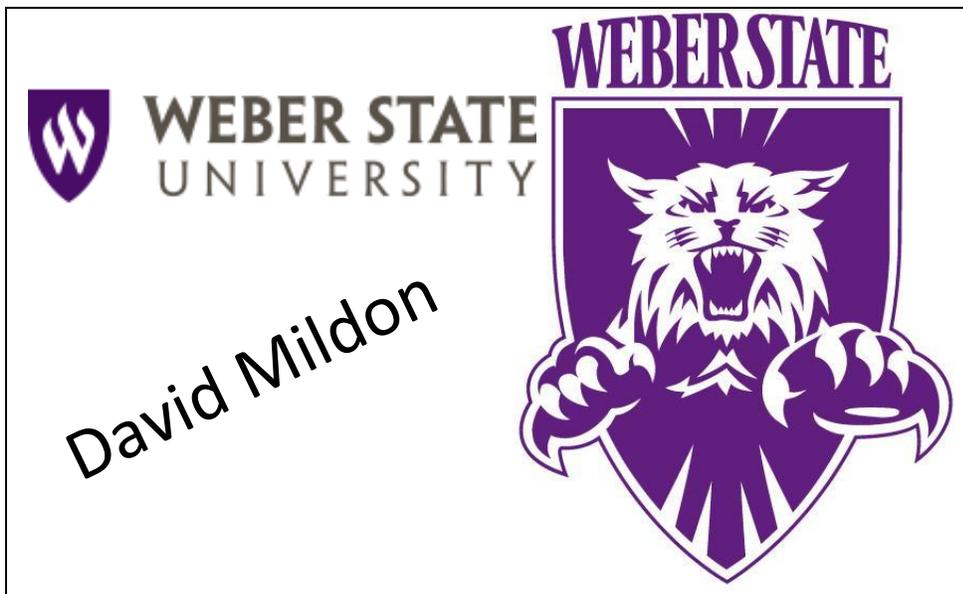
This is an argument paper. Your paper needs a main idea or claim. You need to research the topic, take a side and present your side in the paper.

In this paper, you will need to choose a career that interests you. The career you select needs to provide financial stability for you (and possibly your future family). You then need to research the best post-high school education for your career. Universities, colleges, tech schools and the like are all acceptable. You need to research which school would be the best one for you to attend. Factor in things like admission requirements, cost, location, amount of time to get a diploma or license, the institutions reputation, and how likely you will be to get hired once you complete your study.

Your paper is to make the argument that the post high school institution you choose is the best choice for you to ensure your career goals and lifestyle in the future. Give details why. You need to also include what it will take to get accepted to that school. Your paper needs at least 3 credible sources.

You also need to turn in a 3"x5" paper with the schools logo and your name (please turn it in already cut down to the 3"x5" size). The logo needs to be in-color. You can print it in-color or you can print black and white and color it in with pencils etc.

Example:



Important Dates:

Sept. 4/5th – Discuss: Works Cited Page and rubric

Sept. 10/11th – Have all research completed /work cited page completed / notes and outline completed

Sept. 10/11th – Writing lab to type first draft (45 minutes)

Sept. 12/13th – Peer review workshop. Completed draft needed.

Sept. 16/17th – Lightening Review workshop. Second draft needed.

Sept. 18/19th – Final Paper due. 3x5 school logo due (see above)

Scoring Guide

This score will reflect a judgment of the essay's quality as a whole, with a focus on rewarding students for what they do well. It is not necessary to score a 9 to receive full points for the assignment, but students are encouraged and challenged to perform the best that they can.

All essays, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics.

Such features will enter into the holistic evaluation of an essay's overall quality. In no case may an essay with many distracting errors in grammar and mechanics be scored higher than a 3.

9 Essays earning a score of 9 meet the criteria of a score of 8 and, in addition, are especially sophisticated in their argument, thorough in development or impressive in their control of language.

8 Effective

Essays earning a score of 8 **effectively** develop a position (claim) on the issue related to post-high school education. They develop their position by synthesizing at least three sources. The evidence and explanations used are appropriate and convincing. Their prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for a score of 6 but provide more complete explanation, more thorough development or a more mature prose style.

6 Competent

Essays earning a score of 6 **competently** develop a position (claim) on the issue related to post-high school education. They develop their position by adequately synthesizing at least three of the sources. The evidence and explanations used are appropriate and sufficient. The language may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 develop a position (claim) on the issue related to post-high school education. They develop their position by synthesizing at least three sources, but how they use and explain sources is somewhat uneven, inconsistent, or limited. The argument is generally clear, and the sources generally develop the student's position, but the links between the sources and the argument may be strained. The writing may contain lapses in diction or syntax, but it usually conveys the student's ideas adequately.

4 Inadequate

Essays earning a score of 4 **inadequately** develop a position (claim) on the issue related to post-high school education. They develop their position by synthesizing at least two sources, but the evidence or explanations used may be inappropriate, insufficient, or less convincing. The sources may dominate the student's attempts at development; the link between the argument and the sources may be weak; or the student may misunderstand, misrepresent, or oversimplify the sources. The prose generally conveys the student's ideas but may be less consistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for a 4 but demonstrate less success in developing a position (claim) on the issue related to post-high school education. They are less perceptive in their understanding of the sources, or their explanation or examples may be particularly limited or simplistic. The essays may show less maturity in control or writing.

2 Redo

Essays earning a score of 2 demonstrate **little success** in developing a position (claim) on the issue related to post-high school education. They may merely allude to knowledge gained from research rather than citing the sources themselves. These essays may misread the sources, fail to develop a position that synthesizes, or substitute a simpler task by merely summarizing or categorizing the sources or by merely responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose of these essays often demonstrates consistent weakness in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for a score of 2 but are underdeveloped, especially simplistic in their explanation, weak in their control of writing, or do not allude to or cite even one source.

6=100% 5=90% 4=80% 3=70% 2=60% 1=50% or below