

THE HARP



HISTORICAL ARGUMENTATIVE RESEARCH PAPER

An APLAC/APUSH
duet in the key of A+!

OVERVIEW:

This Historical Argumentative Research Paper (HARP) requires you to write a researched, documented, analytical paper that answers the following question about a modern national or international figure (head of state, religious leader, literary/artistic icon, etc.):

What **single** characteristic, feature, or quality most defined him or her as a leader? Within your analysis, consider his or her response to the social, political, economic, geographic, and/or cultural forces of his or her time.

KEY STEPS:

NOTE: If you are only enrolled in one AP course, all assignments are due to your AP teacher.

1. CHOOSE A LEADER Done online on Friday, 10/15

- Topic survey on Mr. Paoelli's QUIA page opens at 3 pm Friday, 10/15.
- Choose your top 10 preferred topics, from the list provided or elsewhere.
- Offer a one-sentence rationale for each of your top 5, explaining your choice.
- Topics assigned based on survey results—first-come, first-serve.

APLAC: 5 pts. APUSH: 5 pts.

2. THESIS STATEMENT Due Monday, 11/1 to both teachers

- A clear, one- or two-sentence statement of your paper's response to the prompt, which will eventually appear in the opening paragraph of your paper.

APLAC: 5 pts. APUSH: 5 pts.

3. NOTE CARDS Due Monday, 11/1 to Kirst/Pirman

- At least 50 neat, legible 3x5 note cards in proper format documenting research from:
- A list of 5+ sources (2+ books, 1+ article [2+ primary sources, no encyclopedias])

APLAC: 25 pts. APUSH: 50 pts.

4. OUTLINE Due Monday, 11/8 to Kirst/Pirman

- Thesis written out in full sentences;
- Overview of major support and organization for your argument;
- Brief acknowledgment of counterarguments (other possible defining qualities)

APLAC: 15 pts. APUSH: 15 pts.

5. ROUGH DRAFT Due Monday, 11/29 to Adams/Paoelli

- Include title page, works cited, graded outline, and Turnitin.com receipt
- In-text citations in MLA format
- Formatted properly (Times New Roman 12, dbl-spc, 1" margins, page numbers)
- PROOFREAD

APLAC: 50 pts. APUSH: 25 pts.

6. FINAL COPY Due Wednesday, 12/15 to both teachers

- Same format as rough draft, including a new Turnitin.com receipt
- Include graded rough draft and completed peer review (photocopy to APUSH)

APLAC: 100 pts. APUSH: 100 pts.

TOTAL: APLAC: 200 pts. APUSH: 200 pts.

GUIDELINES:

You will receive points in both APLAC and APUSH for this assignment.

You should spend the first few days of research deciding on a topic for your paper. You will need to submit your requested topics to the online survey on Mr. Paoelli's QUIA page this weekend (beginning Friday at 3 pm). Between now and then, research several leaders who interest you and **about whom you can find sufficient sources**.

Topic Rules:

1. You may not choose a leader in office in the past five years or a living cultural figure.
2. You may not choose Adolf Hitler. He's too easy.

Before choosing a leader, determine the following:

- Have I found evidence of the availability of books that focus on this leader or provide significant detail about his life and work?
- Have I found evidence of the availability of **primary source** material on this leader?
- Am I comfortable researching and writing about this leader for the next eight weeks?
- Have I thought about several possible traits that might define this leader's contributions to history?

While crafting a thesis, consider the following:

- Your thesis should be arguable. Others might (and should be able to) disagree that the trait you chose actually defines this leader.
- Be sure your thesis is good. If not, you will only have a week to re-tool your argument before your paper outline is due!
- Your thesis must be turned in to your APLAC and APUSH instructors on or before the due date of your note cards. *If you struggle with crafting thesis statements it is recommended that you meet with one of your instructors BEFORE Monday, 11/1. Please provide a typed submission.*

EXTREMELY IMPORTANT REMINDER

1. **ROUGH DRAFTS and FINAL COPIES must be submitted with proper in text citations, works cited, and Turnitin.com receipt WILL NOT BE GRADED and will be considered late until properly completed.**
2. **A 10% reduction will be taken for each day late in APUSH and 25% for each day late in APLAC.**



OCTOBER 2010

	12	13	14	15
	Introduction to the HARP		APUSH/ APLAC in Library	Topic signup, 3 pm, Mr. Paolelli's QUIA & APLAC in Library
18	19	20	21	22
Topics must be submitted by 12AM (Sunday night)				
25	26	27	28	29
APUSH Lab 218				

NOVEMBER 2010

1	2	3	4	5
Notecards Due to APUSH and Thesis Statement Due to both	← <i>APUSH IN LAB 218 on Monday</i>			
8	9	10	11	12
Outline Due to APUSH				
15	16	17	18	19
22	23	24	25	26
		T H A N K S G I V I N G B R E A K		
29	30			
Rough Draft Due to APLAC				

DECEMBER 2010

		1	2	3
6	7	8	9	10
13	14	15	16	17
APUSH Lab 218		Final Copy Due to Both		



CONDUCTING THE RESEARCH: THE NOTE CARDS

Objective:

To complete at least 50 neat, legible 3x5 note cards documenting research from at least 5 sources including 2 books (one must be a biography of the leader), 1 article, and 2 others (2+ MUST BE PRIMARY SOURCES, NO ENCYCLOPEDIAS).

Note: *If using an internet source it **must be reliable** (see handout “Evaluating Information on the Internet”)—points will be deducted if your instructor deems the source unreliable. Sites that are automatically considered unreliable include About.com, heroesandkillers.com, and yahoo answers. Any similar site to those listed will also be unreliable.*

Instructions:

Please note: this assignment is an analytical research paper not a biography. Biographical information such as birth, childhood, family background, or other irrelevant material from the leader’s life must not be included. Only record information directly pertaining to your thesis statement.

Remember, you have chosen a single characteristic/quality/feature and are persuading your audience to accept your choice. Your analysis should include specific accomplishments, failures, programs, ideals, and goals of the leader relevant to that characteristic/quality/feature you have chosen. Organize your note cards according to the area that information fits into: Political, Economic, Social, Cultural, or Geographic.

Research must be kept on note-cards or typed and sorted by topic. All research should note the source, page, and topic. *If you are typing the note cards on the provided template please keep all work typed and on a disk. Technology failure is not acceptable—make a back-up copy!*

As you take your notes remember to **paraphrase** the information from your sources. DO NOT COPY THE INFORMATION WORD FOR WORD. Direct quotes should be used sparingly and may only be used if it contains value and significance to your argument. If a direct quote is noted the speaker must be noted as well.

****When submitting the note cards a one-page WORKING BIBLIOGRAPHY in proper MLA format of all sources referenced in the research must be included as well.**

Sample Note Card

AREA-i.e. Politics	(Source, Page)
<u>Notes</u>	

DUE: Monday, 11/1 to APUSH instructor (to APLAC instructor if not in APUSH) with your typed THESIS STATEMENT (turned into both APUSH and APLAC instructors)

VALUE: 50 points in APUSH (25 points in APLAC)



RESEARCH NOTE CARD TEMPLATE

Directions:

1. Type your research notes directly into the template on the following page.
2. Please erase highlighted areas and replace the prompts with the appropriate information.
3. When completed please print out and cut into individual note cards so you may organize your research.

AREA

(Source, Page)

Notes

AREA

(Source, Page)

Notes

AREA

(Source, Page)

Notes

AREA

(Source, Page)

Notes

Evaluating Information Found on the Internet

The World Wide Web offers information and data from all over the world. Because so much information is available, and because that information can appear to be fairly "anonymous", it is necessary to develop skills to evaluate what you find. When you use a research or academic library, the books, journals and other resources have already been evaluated by scholars, publishers and librarians. Every resource you find has been evaluated in one way or another before you ever see it. When you are using the World Wide Web, none of this applies. There are no filters. Because anyone can write a Web page, documents of the widest range of quality, written by authors of the widest range of authority, are available on an even playing field. Excellent resources reside along side the most dubious. The Internet epitomizes the concept of *Caveat lector: Let the reader beware*. This document discusses the criteria by which scholars in most fields evaluate print information, and shows how the same criteria can be used to assess information found on the Internet.

What to consider:

[Authorship](#)

[Publishing body](#)

[Point of view or bias](#)

[Referral to other sources](#)

[Verifiability](#)

[Currency](#)

[How to distinguish propaganda, misinformation and disinformation](#)

[The mechanics of determining authorship, publishing body, and currency on the Internet](#)

Authorship is perhaps the major criterion used in evaluating information. Who wrote this? When we look for information with some type of critical value, we want to know the basis of the authority with which the author speaks. Here are some possible filters:

- In your own field of study, the author is a well-known and well-regarded name you recognize.
- When you find an author you do not recognize:
 - the author is mentioned in a positive fashion by another author or another person you trust as an authority;
 - you found or linked to the author's Web/Internet document from another document you trust;
 - the Web/Internet document you are reading gives biographical information, including the author's position, institutional affiliation and address;
 - biographical information is available by linking to another document; this enables you to judge whether the author's credentials allow him/her to speak with authority on a given topic;
 - if none of the above, there is an address and telephone number as well as an e-mail address for the author in order to request further information on his or her work and professional background. An e-mail address alone gives you no more information than you already have.

[Return to list of considerations](#)

The publishing body also helps evaluate any kind of document you may be reading. In the print universe, this generally means that the author's manuscript has undergone screening in order to verify that it meets the standards or aims of the organization that serves as publisher. This may include peer review. On the Internet, ask the following questions to assess the role and authority of the "publisher", which in this case means the server (computer) where the document lives:

- Is the name of any organization given on the document you are reading? Are there headers, footers, or a distinctive watermark that show the document to be part of an official academic or scholarly Web site? Can you contact the site Webmaster from this document?
- If not, can you link to a page where such information is listed? Can you tell that it's on the same server and in the same directory (by looking at the URL)?
- Is this organization recognized in the field in which you are studying?
- Is this organization suitable to address the topic at hand?
- Can you ascertain the relationship of the author and the publisher/server? Was the document that you are viewing prepared as part of the author's professional duties (and, by extension, within his/her area of expertise)? Or is the relationship of a casual or for-fee nature, telling you nothing about the author's credentials within an institution?
- Can you verify the identity of the server where the document resides? Internet programs such *dnslookup* and *whois* will be of help.
- Does this Web page actually reside in an individual's personal Internet account, rather than being part of an official Web site? This type of information resource should be approached with the greatest caution. Hints on identifying personal pages are available in [Understanding and Decoding URLs](#).

[Return to list of considerations](#)

Point of view or bias reminds us that information is rarely neutral. Because data is used in selective ways to form information, it generally represents a point of view. Every writer wants to prove his point, and will use the data and information that assists him in doing so. When evaluating information found on the Internet, it is important to examine *who* is providing the "information" you are viewing, and what might be their *point of view* or *bias*. The popularity of the Internet makes it the perfect venue for commercial and sociopolitical publishing. These areas in particular are open to highly "interpretative" uses of data.

Read [Information and its Counterfeits: Propaganda, Misinformation and Disinformation](#) for learn more about "interpretational views" that exceed the facts.

Steps for evaluating point of view are based on authorship or affiliation:

- First, note the URL of the document. Does this document reside on the Web server of an organization that has a clear stake in the issue at hand?
 - If you are looking at a corporate Web site, assume that the information on the corporation will present it in the most positive light.
 - If you are looking at products produced and sold by that corporation, remember: you are looking at an advertisement.
 - If you are reading about a political figure at the Web site of another political party, you are reading the opposition.
- Does this document reside on the Web server of an organization that has a political or philosophical agenda?
 - If you are looking for scientific information on human genetics, would you trust a political organization to provide it?
 - **Never assume that extremist points of view are always easy to detect. Some sites promoting these views may look educational.** To learn more, read "[Rising Tide: Sites Born of Hate](#)", *New York Times*, March 18, 1999. (This link will take you to the online edition of the *Times*; you must register, free of charge, to view the article).

Many areas of research and inquiry deal with controversial questions, and often the more controversial an issue is, the more interesting it is. When looking for information, it is *always* critical to remember that everyone has an opinion. Because the structure of the Internet allows for easy self publication, the variety of points of view and bias will be the widest possible.

[Return to list of considerations](#)

Referral to and/or knowledge of the literature refers to the context in which the author situates his or her work. This reveals what the author knows about his or her discipline and its practices. This allows you to evaluate the author's scholarship or knowledge of trends in the area under discussion. The following criteria serve as a filter for all formats of information:

- The document includes a bibliography.
- The author alludes to or displays knowledge of related sources, with proper attribution.
- The author displays knowledge of theories, schools of thought, or techniques usually considered appropriate in the treatment of his or her subject.
- If the author is using a new theory or technique as a basis for research, he or she discusses the value and/or limitations of this new approach.
- If the author's treatment of the subject is controversial, he or she knows and acknowledges this.

[Return to list of considerations](#)

Accuracy or verifiability of details is an important part of the evaluation process, especially when you are reading the work of an unfamiliar author presented by an unfamiliar organization, or presented in a non-traditional way. Criteria for evaluating accuracy include:

- For a research document, the data that was gathered and an explanation of the research method(s) used to gather and interpret it are included.
- The methodology outlined in the document is appropriate to the topic and allows the study to be duplicated for purposes of verification.
- The document relies on other sources that are listed in a bibliography or includes links to the documents themselves.
- The document names individuals and/or sources that provided non- published data used in the preparation of the study.
- The background information that was used can be verified for accuracy.

[Return to list of considerations](#)

Currency refers to the timeliness of information. In printed documents, the date of publication is the first indicator of currency. For some types of information, currency is not an issue: authorship or place in the historical record is more important (e.g., T. S. Eliot's essays on tradition in literature). For many other types of data, however, currency is extremely important, as is the regularity with which the data is updated. Apply the following criteria to ascertain currency:

- The document includes the date(s) at which the information was gathered (e.g., US Census data).
- The document refers to clearly dated information (e.g., "Based on 1990 US Census data.").
- Where there is a need to add data or update it on a constant basis, the document includes information on the regularity of updates.
- The document includes a publication date or a "last updated" date.
- The document includes a date of copyright.
- If no date is given in an electronic document, you can view the directory in which it resides and read the date of latest modification.

If you found information using one of the search engines available on the Internet, such as AltaVista or InfoSeek, a directory of the Internet such as Yahoo, or any of the services that rate World Wide Web pages, you need to know:

- **How the search engine decides the order in which it returns information requested. Some Internet search engines "sell" top space to advertisers who pay them to do so.** Read [Pay for Placement?](#) from Searchenginewatch.com.

- That Internet search engines aren't like the databases found in libraries. Library databases include subject headings, abstracts, and other evaluative information created by information professionals to make searching more accurate. In addition, library databases index more permanent and reliable information.
- How that search engine looks for information, and how often their information is updated. An excellent source for search engine information is [Search Engine Showdown](#), written by Greg R. Notess.

All information, whether in print or by byte, needs to be evaluated by readers for authority, appropriateness, and other personal criteria for value. **If you find information that is "too good to be true", it probably is. Never use information that you cannot verify.** Establishing and learning criteria to filter information you find on the Internet is a good beginning for becoming a critical consumer of information in all forms. "Cast a cold eye" (as Yeats wrote) on everything you read. Question it. Look for other sources that can authenticate or corroborate what you find. Learn to be skeptical and then learn to trust your instincts.

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CREATING THE OUTLINE

Objective: to create a plan for the research paper.

Instructions: The outline must contain the following

- ✓ Thesis written out in full sentences
- ✓ Overview of major support AND organization for your argument
- ✓ Brief acknowledgment of counterarguments (other possible defining qualities)
- ✓ Preparation for a meaningful conclusion

Outline Template

Title (must be more than just the leader's name)

- I. Introduction
 - a. Captivating statement
 - b. APPROVED Thesis statement (in at least one full sentence)
 - II. Body Paragraph #1
 - a. Topic sentence
 - b. Support with details
 - c. Support with details
 - d. Support with details
 - e. Concluding sentence with transition
 - III. Body Paragraph #2
 - a. Topic sentence
 - b. Support with details
 - c. Support with details
 - d. Support with details
 - e. Concluding sentence with transition
 - IV. Body Paragraph #3
 - a. Topic sentence
 - b. Support with details
 - c. Support with details
 - d. Support with details
 - e. Concluding sentence with transition
- Note: You may have more body paragraphs than 3, but you MUST at least have three.*
- V. Acknowledgement of Counterargument
 - a. Topic Sentence
 - b. Discussion of counterargument
 - c. Concluding sentence with transition
 - VI. Conclusion
 - a. Restatement of thesis
 - b. Move forward in time: Discuss overall significance of this quality!!!!

DUE: Monday, 11/8 to APUSH instructor (to APLAC instructor if not in APUSH)

VALUE: 20 points in APUSH (20 points in APLAC)

MLA FORMATTING AND STYLE GUIDE


From the Purdue University Online Writing Lab

NOTE: If you have **any** questions regarding any part of MLA formatting, refer to the Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/747/01>.

In-Text Citations

- In-text citations are parenthetical and follow the “author-page” format:
- The source information required in a parenthetical citation depends (1.) upon the source medium (e.g. print, Web, DVD) and (2.) upon the source’s entry on the Works Cited (bibliography) page.
- Any source information that you provide in-text must correspond to the source information on the Works Cited page. More specifically, the signal word or phrase you provide to your readers in-text must be the first thing that appears on the left-hand margin of the corresponding entry in the Works Cited list.
 - If your Works Cited entry begins with “Disney, Walt,” and your source was page 23, your in-text citation for that source should read (Disney 23).
 - If your Works Cited entry begins with a title (e.g. “Why Chicago Needs the Olympics”) and there is no credited author, use a shortened form of the title in the citation: (“Why Chicago Needs”)
- The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence.
 - Disney claims that the handmade appearance of two-dimensional animation makes it a superior art form to computer animation (23).
 - One argument for the superiority of two-dimensional animation is its handmade appearance (Disney 23).

Works Cited

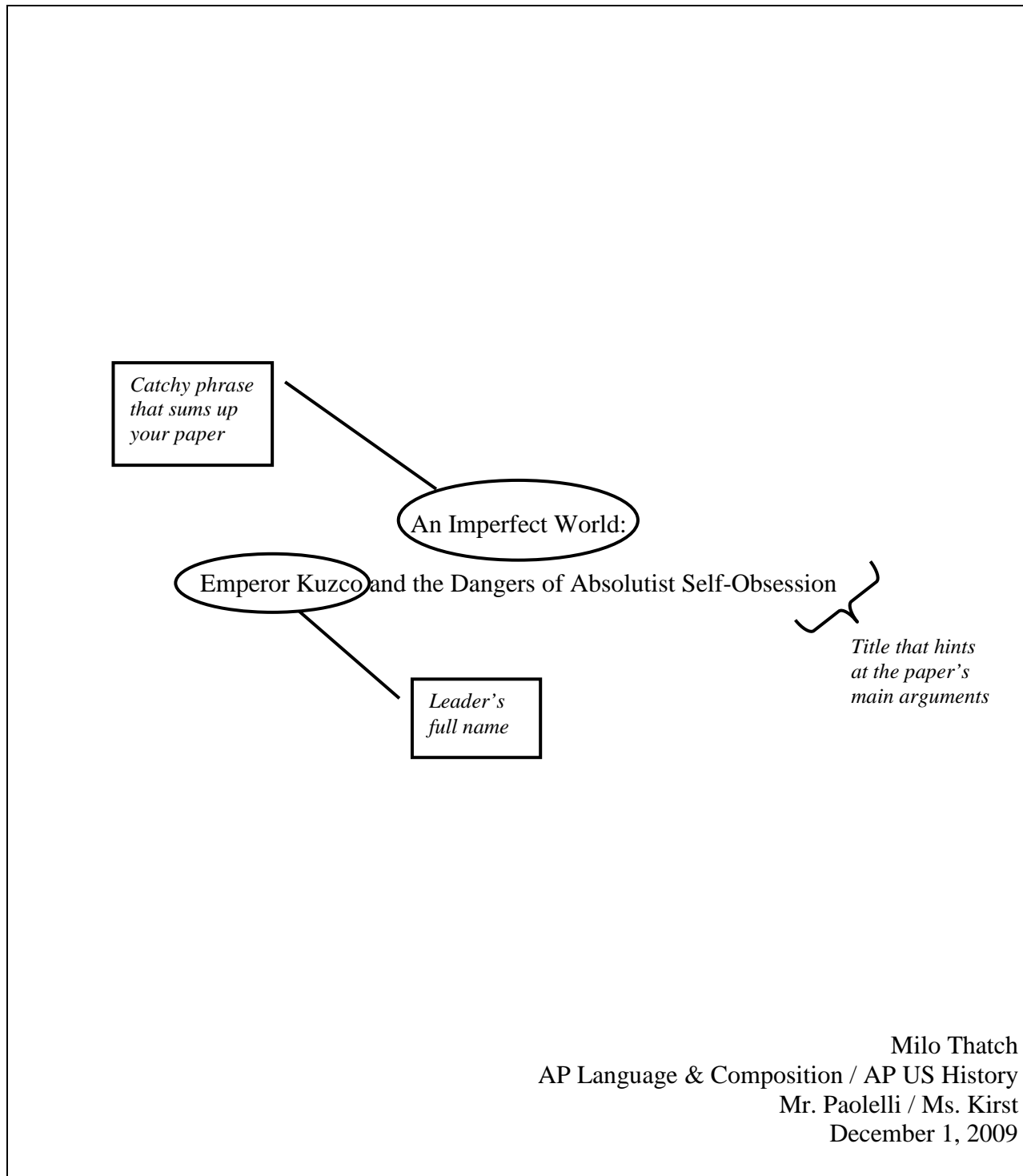
- Be sure to use a hanging indent to emphasize the signal word from your in-text citations. The first line of text should not be indented, but the second line and every subsequent line should be indented one half-inch. If you have set up your hanging indent properly, the Microsoft Word ruler will look something like this: 
- Your Works Cited entries should follow this general format:
 - **Book**
Disney, Walt. *How to Not Really Get Cryogenically Frozen When You Die*. New York: Disney Editions. 1966. Print.
 - **Periodical Article**
Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post*, 24 May 2007: 24. Print.
 - **E-Library Article**
Smith, Tom. "Really Cool Article." *Awesome Quarterly* 50.1 (2009): 123-234. *E-library*. Web. 4 Nov 2009.
 - **Web Site Article** (this is the basic format; for variations, consult the OWL)
Rider, Flynn. "Untangling Titles: How to Retitle Your Rapunzel Movie in the Desperate Hope of Appealing to Teenage Boys." *Animated Views*. *Animated Views*, 8 Oct 2010. Web. 15 Oct 2010.
 - **Other Media Formats**—Consult the OWL link above.

Publisher = whoever is credited with the copyright on the page (if none → “n.p.”)

Date Accessed: Different from publication date (which is listed first)



TITLE PAGE FORMAT



A WORD ABOUT PAGE NUMBERS

Include them. MLA format requires them in the header in the upper-right corner, preceded by your last name. (e.g. "Paolelli 4")



Tuning Your HARP

Paolelli 1

• Thesis Statement and Structure

- Be sure your thesis clearly identifies **one trait** that distinguished your leader and gives some hint as to the organizing structure of your essay.
- Don't wed yourself to the exact words used in your thesis. If your quality is decisiveness, rephrase it occasionally to keep the paper interesting ("her ability to act decisively, her swift decision-making," etc.)
- You should acknowledge counter-arguments in the paper, but they needn't be in the thesis. When you do address them, they should be realistic claims about the leader found in sources, not airy phantoms you plucked from the ether of your imagination.

• Citations (mandatory!)

- Note format: no commas, parentheticals inside of periods and outside of quotes
 - "You need citations, says I" (Paolelli 359).
- First word/phrase of bibliography entry is your signal phrase
- No author? Italicize/quote the title of the work in the citation, as in bibliography

• Metadiscourse (= Transitions and Signal Phrases)

- **Between sections:** start in previous ¶s ("His disastrous economic policies might have cost him the presidency, if not for his ability to persuade the public of his wisdom.")
- **Within sections:** "His plan for distributing goods was poorly conceived. He showed **the same** ineptitude in his management of the workers' strike." Subtly show the relationships among ideas. (*similar, equal, likewise, moreover*, etc.)

• Quotations

- No epigraph quotes! Integrate all quotes into the text of the paper.
- Use when and only when the paper could benefit from a historical figure's exact words, rather than merely the information they convey
 - "At his death, even his enemies agreed that his policies were just." Then quote a relevant enemy admitting that his policies were just.

• Formatting/Conventions

- Stay in third person! Not "our country" → "the US"
- The past tense of "to lead" is *led*, not *lead*.
- Numbers between one and ninety-nine are written out; 100 and up → use #s
- Artistic works: *The Great Gatsby*, "The Waste Land," Symphony no. 9, *Casablanca*
- If you're using *which* correctly, it will usually be preceded by a comma. ("She subdued the peasants' rebellion, which had threatened her power." See fig. 1)
- Officeholders' titles are only capitalized when used as part of their name. ("President Bush served as president for eight years.")
- Italicize foreign words referring to ideas (*perestroika, détente, realpolitik*, etc.)
- Page number should appear in the header, right-aligned, after your last name (Click *View* → *Header and Footer* in Word (*Insert* → *Header* in Word 2007), then press TAB to line up the cursor at the tab stop on the right. Type your name, and then insert the page number via *Insert* → *Page Number*.)
- Avoid:
 - Generalizations and vagueness (things, a lot, kind of, very, the people)
 - Using *so* as an "infinite modifier"; it sounds juvenile and imprecise. ("Martin Luther King was so eloquent." So eloquent that...what?)
 - Clichéd modifiers such as "Firstly," "secondly," and any form of "conclude"
 - Absolutes (always/never) and fawning ("flawless, impeccable, perfect")
 - Typos of any kind—spell-check and the writing lab exist; use them!



Fig. 1

Student Directions to Register and Access Turnitin.com

1. Go to www.turnitin.com
2. On the homepage, click on “New Users” in the top right hand corner.
3. Click on the link “Student”
4. Enter your corresponding class I.D. class name, and class enrollment password. (These are listed below the directions according to your class.) You MUST enter the class name exactly as it appears below, making sure you are aware of spelling and upper or lowercase letters, as well as spaces. Continue to fill in the online form according to your information. When all the information is prepared, hit “Submit” at the bottom of the page.
5. When you login, your class should appear in the middle of the page. Click on the name of your class.
6. There will be an “assignment list.” Underneath the “submit” category, click on the icon of the piece of paper with the green plus sign on it to the right of your assignment title.
7. Submit your paper as a “file upload” and continue to fill in your information. When you click the “browse” button, search your computer for the correct file. (This is very similar to attaching a document to an e-mail.) When you choose the correct file, hit “Submit” only one time.
8. A preview of your assignment will appear. Double check that you are viewing the correct assignment that you intend to turn in. Hit “Submit” one more time.
9. A Turnitin digital receipt of your submission will appear immediately. At the top of the screen, there should be a message that says you successfully submitted the paper.
10. Sign out of Turnitin.com.
11. Immediately check your e-mail. There should be a receipt of your submission that appears in your inbox.

Class I.D. Class Name

3557871	APUSH Period 2—Pirman	3553336	APLAC Period 1—Adams
3557873	APUSH Period 7—Pirman	3553339	APLAC Period 3—Adams
3557875	APUSH Period 8—Pirman	3393479	APLAC Period 7—Paolelli
3432160	APUSH Period 4—Kirst	3393481	APLAC Period 8—Paolelli

Class Enrollment Password (Pirman, Kirst, Paolelli): viator

Class Enrollment Password (Adams): english



ROUGH DRAFT RUBRIC

APLAC: 50 POINTS

APUSH: 25 POINTS (DIVIDE SCORE IN HALF)

	Excellent	Good	Fair	Poor
Argumentation	15-14 – Synthesizes sources to form a substantial coherent argument; historically accurate; acknowledges valid counterargument; multiple proofs per point	13-11 – Synthesizes most sources but summarizes others; historically accurate; counterargument insufficiently addressed; multiple proofs per point	10-8 – Sources are mostly summarized; questionable historical accuracy; counterargument barely addressed; less than 2 proofs	7-0 – Sources are always summarized; historically inaccurate; counterargument not addressed; 1 proof
Organization	8– Strong thesis and topic sentences; organization and transitions carry the reader through the paper; intro and conclusion proficiently support and contextualize leader; conclusion evaluates historical significance of leader	7-6 – Organization and transitions are mostly clear and effective; intro and conclusion are well-structured and easy to follow; conclusion evaluates historical significance of leader	5-4 – Unclear thesis and/or topic sentences; Repetitive and unfocused information; few effective transitions; intro and conclusion are underdeveloped or too repetitive; conclusion neglects to evaluate historical significance	3-0 – Paper lacks discernible organization; intro and conclusion are undeveloped and merely repeat information; no evaluation of historical significance
Style	8 – Voice is engaging, esp. in intro and conclusion, and manipulates diction and syntax proficiently	7-6 – Effective manipulation of diction and syntax	5-4 – Awkward phrasing, poor or boring word choice, redundancy	3-0 – Incoherent phrasing; distracting errors
Conventions	7 – Proficient use of grammar, spelling, and punctuation; no distracting errors; 3 rd person; consistent tense	6-5 – Effective use of grammar, spelling, and punctuation; a few errors, none distracting	4 – Noticeable errors in grammar, spelling, and/or punctuation	3-0 –Frequent distracting errors in grammar, spelling, and/or punctuation
Formatting	7 – Bibliography and in-text citations in correct MLA format; direct quotes are profound; 2+ citations per ¶; page #s present; 1-inch margins, 12-pt. TNR	6-5 – Bibliography and in-text citations in correct MLA format; direct quotes are mediocre; 2 citations per ¶; missing page #s, 1-inch margins, and/or correct font	4 – Bibliography and/or citations formatted incorrectly; direct quotes are unnecessary; <2 citations per ¶; missing page #s, 1-inch margins, and/or correct font	3-0 – Most or all formatting is incorrectly completed; few or no in-text citations; no bibliography.
Essentials	5 – Title page is present and correctly formatted; graded outline and Turnitin receipt are included	4 – Title page is present but incorrectly formatted; graded outline and Turnitin receipt are included	3 – one of the three criteria is missing	2-0 – two or more of the criteria are missing

Name _____

Per. _____

Total Score: _____ / 50



FINAL DRAFT RUBRIC

	Excellent	Good	Fair	Poor
Argumentation	30-28 – Synthesizes sources to form a substantial coherent argument; historically accurate; acknowledges valid counterargument; multiple proofs per point	27-22 – Synthesizes most sources but summarizes others; historically accurate; counterargument insufficiently addressed; multiple proofs per point	21-16 – Sources are mostly summarized; questionable historical accuracy; counterargument barely addressed; less than 2 proofs	15-0 – Sources are always summarized; historically inaccurate; counter-argument not addressed; 1 proof
Organization	15-14 – Strong thesis and topic sentences; organization and transitions carry the reader through the paper; intro and conclusion proficiently support and contextualize leader; conclusion evaluates historical significance of leader	13-12 – Organization and transitions are mostly clear and effective; intro and conclusion are well-structured and easy to follow; conclusion evaluates historical significance of leader	11-10 – Unclear thesis and/or topic sentences; Repetitive and unfocused information; few effective transitions; intro and conclusion are underdeveloped or too repetitive; conclusion neglects to evaluate historical significance	9-0 – Paper lacks discernible organization; intro and conclusion are undeveloped and merely repeat information; no evaluation of historical significance
Style	15-14 – Voice is engaging, esp. in intro and conclusion, and manipulates diction and syntax proficiently	13-12 – Effective manipulation of diction and syntax	11-10 – Awkward phrasing, poor or boring word choice, redundancy	9-0 – Incoherent phrasing; distracting errors
Conventions	15-14 – Proficient use of grammar, spelling, and punctuation; no distracting errors; 3 rd person; consistent tense	13-12 – Effective use of grammar, spelling, and punctuation; a few errors, none distracting	11-10 – Noticeable errors in grammar, spelling, and/or punctuation	9-0 –Frequent distracting errors in grammar, spelling, and/or punctuation
Formatting	15-14 – Bibliography and in-text citations in correct MLA format; direct quotes are profound; 2+ citations per ¶; page #s present; 1-inch margins, 12-pt. TNR	13-12 – Bibliography and in-text citations in correct MLA format; direct quotes are mediocre; 2 citations per ¶; missing page #s, 1-inch margins, and/or correct font	11-10 – Bibliography and/or citations formatted incorrectly; direct quotes are unnecessary; <2 citations per ¶; missing page #s, 1-inch margins, and/or correct font	9-0 – Most or all formatting is incorrectly completed; few or no in-text citations; no bibliography.
Essentials	10 – Title page is present and correctly formatted; graded outline and Turnitin receipt are included	9-8 – Title page is present but incorrectly formatted; graded outline and Turnitin receipt are included	7-6 – one of the three criteria is missing	5-0 – two or more of the criteria are missing

Name _____ **Per.** _____ **Total Score:** _____ / 100