## Statement Paper: lobby letter, essay or speech (200 points)

Due Date \_\_\_\_\_\_\_\_\_

You will be expanding your position statement into a full essay, letter or speech. This piece of writing will include relevant information from the texts that we have read to back up your position and what you would like to see changed. You do not need to have an absolute solution to the stance that you are taking but should offer ideas and solutions to help fix the problem that you are addressing.

**Essay**

If you are writing a persuasive essay, your paper should be 4-5 pages in length detailing your position on a subject concerning the environment. You should make stance on a subject that we have learned about in this course and persuade the opposing side of your argument into your thinking. This does not mean that you are going to write statement after statement as to why the opposing side is wrong, but rather you need to formulate your argument so that someone with a differing opinion can see your thinking. You should support your argument with relevant information from the things that we have read and include 2 additional sources. Your paper should be free of spelling and grammatical errors using proper MLA citations.

**Letter**

If you are writing a letter you should expect to write 3-4 pages addressing your concerns to a respective political figure. In addition to writing your letter you will need to include a 1 page analysis of the individual of which you are writing to. This additional piece of writing needs to include:

1. What political party this person is affiliated with
2. A brief history of this person, where are they from, what college did they go to, how long they have been in politics
3. A summary of the policies this person has supported
4. Any additional information that may be relevant to supporting your ideas and beliefs

The letter should be respectful and not judgmental. You should address your personal stance and belief with supporting evidence from the materials that we have read and 1 additional source. Secondly, you need to address why a particular policy is in opposition to your own beliefs and what you believe would be a better solution. Lastly, you need to thank the individual for their time and request a follow up letter to discuss your differences in greater detail.

**Speech:**

If you are writing a speech you will need to prepare and write a 5 minute speech and present it to the class. Your speech should include the stance that you are taking on an environmental issue or concern and offer a solution. You will need to include relevant supporting information from the texts that we have read with an additional source defending your position (you will need to find two and annotate the source that you do not quote). Your speech should not be so closed to opposing views that your audience will not have any access in joining a conversation with you but rather a well formulated stance that expresses your opinions, research and invites your audience to be a part of your conversation. In addition to your speech you will need to include a slide presentation for your audience to view. You may use images and information that you have already gathered for your photo essay.

**Process:**

**Brainstorming** (blog post):

Think about your original position statement. Do you want to expand from that or do you have a new position that you would like to take? Think about what you have read over the unit and how that has changed or influenced your position on an environmental concern. What additional information do you need? Lastly what form do you want to write this in and why?

**Research** (blog post)

Look up two articles on your topic that will be beneficial to deepen your understanding (these should be different than the ones you used for your position statement). After you have read these articles please complete the following tasks for each article:

1. Cite article in MLA format
2. Write down two quotes that you found important
3. In one or two sentences explain how this article was helpful to you

**Draft**

You will bring a draft of your photo essay on \_\_\_\_\_\_\_\_\_\_\_\_ to share with a partner and receive feedback to make adjustments and edits. Take notes on what you should keep, add or delete.

**Edit**

1. Make sure that your writing is free of spelling and grammatical errors.
2. Remove any unnecessary content.
3. Expand where needed for clarity.

**Publish, present** (electronic submission to class website)

You will need to post your position writing on the class website, and present your writing to the class. If you are writing a speech that will be your presentation. For all other projects you will need to explain to the class in 2-3 minutes what format you have chosen and why, what your position is, and what a possible solution to the greater problem.

**Assessment:**

As a class we will determine what you will be graded on, you will still have a 5% take on your final grade. This assignment will be scored out of 200 points and broken down into 3 sections. Whether you choose to create three separate rubrics for each different assignment or create a general rubric for all assignments is up to the class. We will have a debate and vote in class to determine how many rubrics will be made. In the end everyone will have a say on the rubric for all pieces. The general outline is as follows:

Final Product \_\_\_\_\_100

Student choice \_\_\_\_\_10

Prewriting \_\_\_\_\_70

Presentation \_\_\_\_\_30

\_\_\_\_\_200

Our in class discussion and debate will determine if you will create a general rubric or three, one for each assignment. Following the discussion you will determine the break-down of each section on how you would like to be scored. Each section should be broken down into smaller categories weighted appropriately. Consider 6 sections for the final product, 4 for prewriting and 4 for the presentation. All sections of each area should reflect adequate weight for what is being graded; proper grammar and spelling should not equate to 50% of the final product while MLA citations equal 10%, with a remaining 40% of that section to be graded.

**For next class:**

Read the following rubrics

Non-fiction rubric: [www.teacherjet.com/rubrics/english/NonFictionEssayRubric.html](http://www.teacherjet.com/rubrics/english/NonFictionEssayRubric.html)

Letter rubric: [www.teacherjet.com/rubrics/english/PersuasiveLetterWriting.html](http://www.teacherjet.com/rubrics/english/PersuasiveLetterWriting.html)

Speech rubric: [www.teacherjet.com/rubrics/english/PersuasiveSpeechPerformanceRubric.html](http://www.teacherjet.com/rubrics/english/PersuasiveSpeechPerformanceRubric.html)

Text rubric: [www.teacherjet.com/rubrics/english/PersuasiveText.html](http://www.teacherjet.com/rubrics/english/PersuasiveText.html)

And any additional rubrics that you would like:

[www.teacherjet.com/englishrubrics.html](http://www.teacherjet.com/englishrubrics.html)

Also consider the ways you have been graded in this class and other classes that you have taken.

Please write up a personal draft of your own rubric for this assignment and a statement of your beliefs in creating a general rubric or three. Print out a copy of this draft and post this to your blog.

### Colorado Academic Standards Addressed

Reading for all purposes

1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies
   1. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS: RL.11-12.5)
2. Demonstrate knowledge of classical foundational works of world literature
3. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)
4. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
5. Use reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts
6. Use semantic cues, signal words, and transitions to identify text structures (such as critique, proposition/support, inductive/deductive) and to summarize central ideas and supporting details
7. Obtain and use information from text and text features (index, bold or italicized text, subheadings, graphics) to answer questions, perform specific tasks, or identify and solve problems
8. Explain and interpret the visual components supporting the text (maps, complex tables and diagrams, and transitional devices, such as use of white space)
9. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RI.11-12.10)

Writing

1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose
2. Develop context, character/narrator motivation, problem/conflict and resolution, and descriptive details/examples to support and express theme
3. Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader
4. Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect
5. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes
6. Address audience needs and anticipate audience questions or misunderstandings
7. Select and build context for language appropriate to content (technical, formal)
8. Control and enhance the flow of ideas through transitional words or phrases appropriate to text structure
9. Support judgments with substantial evidence and purposeful elaboration
10. Draw a conclusion by synthesizing information
11. Revise writing using feedback to maximize effect on audience and to calibrate purpose. Follow the conventions of standard English to write varied, strong, correct, complete sentences
12. Standard English conventions effectively communicate to targeted audiences and purposes
    1. Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose
    2. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose
    3. Seek and use an appropriate style guide to govern conventions for a particular audience and purpose

Research and Reasoning

1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes
   1. Define and narrow a topic for self-designed research for a variety of purposes and audiences
   2. Critique research questions of self and others for bias and underlying assumptions
   3. Critique and defend sources and information based on credibility, relevance and appropriateness relative to context and purpose
   4. Design and defend a set of diverse research strategies (e.g. cross-referencing bibliographies, creating annotated bibliographies, researching source credentials) to identify information appropriate to the needs of a research question, hypothesis, or thesis statement
   5. Critique and defend evidence relative to its use to address a particular context and purpose
2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment
   1. Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources. Synthesize information to support a logical argument
   2. Distinguish between evidence and inferences
   3. Identify false premises or assumptions
   4. Analyze rhetorical devices used in own and others’ appeals
   5. Summarize ideas that include alternate views, rich detail, well-developed paragraphs, and logical argumentation

Oral Expression and Listening

1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness
2. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (CCSS: SL.11-12.4)
3. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (CCSS: SL.11-12.5)
4. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (CCSS: SL.11-12.6)
5. Identify a central idea or thesis, organize ideas, and develop a speech for an intended purpose and audience
6. Choose specific words and word order for intended effect and meaning