Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Paragraph # 2-Persuassive

## Requirements:

* MLA Heading
* Seven–ten sentences
* Typed, Times New Roman
* Position statement-A clear statement of position-you can’t be middle of the road.
* Facts and examples to support that position
* Appeals to reason and emotion
* Consideration of opposing views-restate opposing views in a way that supports your position.
* **Must bring in a printed version on due date!**
* **Due Monday, January 28**

**Prompt: Persuasive- Choose one of the following options: (If you have your own idea, let me know.)**

* Persuade your audience that hunting is either a sport or not a sport.
* Persuade your audience that all schools/all classes should or shouldn’t use BYOD
* Has society become too soft or not too soft when it comes to using terms that represent a certain groups? Explain

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY**  | **4 - Above Standards**  | **3 - Meets Standards**  | **2 - Approaching Standards**  | **1 - Below Standards**  |
| **Attention Grabber** **Organization** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.  | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.  | The author has an interesting introductory paragraph but the connection to the topic is not clear.  | The introductory paragraph is not interesting AND is not relevant to the topic.  |
| **Position Statement****Organization**  | The position statement provides a clear, strong statement of the author's position on the topic.  | The position statement provides a clear statement of the author's position on the topic.  | A position statement is present, but does not make the the author's position clear.  | There is noposition statement.  |
| **Evidence and Examples** **Support** | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.  | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.  | Evidence and examples are NOT relevant AND/OR are not explained.  |
| **Closing sentence** **Organization** | The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.  | The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.  | The author's position is restated within the closing paragraph, but not near the beginning.  | There is no conclusion - the paper just ends.  |
| **Grammar & Spelling** **Conventions** | Author makes no errors in grammar or spelling that distract the reader from the content.  | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.  |