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

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| **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 no  position 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. |