Essay #3 Carbon Footprint Persuasive Paper 5-6pgs, 1300 word minimum 80 pts
Thesis & Outline 10 pts; Annotated Bibliography 10pts; Rough Draft 5pts; Revised Draft 5 pts =110 point, 26% of grade total

Topic: Persuade your reader to stop or change a behavior that is negatively impacting the environment. Argue for your change by showing how a current common behavior is negatively affecting the environment and how the change will positively impact the environment.

Purpose: You will analyze the various environmental impacts discussed in our Carbon Footprint and online readings, and use that information as inspiration and support for the behavioral change you are arguing for. In addition to the Carbon Footprint readings, you will find and use at least 5 outside, ACADEMIC resources supporting your argument and to ultimately persuade your reader. You will develop a controlling idea that is concisely expressed in a thesis. Be sure to use evidence from the text to support your argument for this change in behavior.

Use of They Say/I Say: Utilize templates!!! Put it all together using all the chapters we have read this semester (They Say/I Say, Quote Sandwich, Summary) and incorporate “Why it Matters.”

Resources:
- One of the course readings must be used as a resource and used to inspire your essay’s topic.
- 5 credible, outside, academic resources, 3 must be from scholarly journals
- Examine your own life and think of what you would want to change or would be willing to change in your own behavior. Consider persuading your reader to change or cease this same behavior.

Thesis, Outline (10 pts), and Annotated Bibliography (10 points) Due: April 12 You must be present in class to receive credit for this portion of your essay.

Step 1: Choose your topic
Step 2: Complete your research
Step 3: Choose your sources

Step 4: Compose your annotated bibliography. An annotated bibliography consists of a MLA citation of the source used, followed by a summary of the source, and an explanation of how the source will be used.
- MLA citation
- Summary of Source
- Explain how will the source be used in your essay

Step 5: Develop your thesis statement. (This step cannot be completed until ALL of your research is done and you have become educated on your topic. Thesis: Your thesis will argue for a change in behavior. For example: People should therefore wear cotton or other natural fabrics in order to mitigate water pollution caused by synthetic fibers.
Step 6: Create an outline detailing your thesis, topic sentences, and integrate your evidence into your work. This is your map to help build your essay and is the first step in creating a well-supported, organized, argumentative essay.

Step 7: Rough Draft (5 points) Due: April 14 (Essay no less than 1100 words) You must be present in class to receive credit for this portion of your essay. Remember that the more work you put into your RD, the more meaningful feedback you will receive, and therefore, you will develop a stronger essay. No Sloppy Copy. Be sure to bring in polished, organized, thoughtful rough drafts.

Step 8: Revised Draft (5 points) Due: April 19th (Essay Completed in Full Length w/careful editing) You must be present in class to receive credit for this portion of your essay. Having multiple drafts is key to developing strong, well-developed writing. In order to emphasize this importance, we will have an additional peer-editing day to deeply fine-tune your essays.

Final Draft Packet Due: April 21 You must be present in class with your final packet to receive credit on your essay. As always, in order to receive full credit, be sure to adhere to all formatting guidelines as detailed in the syllabus, have a full packet with your final draft on top, and submit your final essay in the dropbox.

Grading Rubric: Carbon Footprint Essay
5 = Advanced; writer demonstrates strong skill and control in this trait; many strengths present 4 = Proficient; writer demonstrates effective skill and control; strengths outweigh weaknesses 3 = Developing; writer demonstrates equal number of strengths and weaknesses in this trait 2/1 = Needs Improvement; writer is not yet showing skill or control in this trait

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<th>Essay Criteria</th>
<th>Score (0-5)</th>
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<td><strong>Thesis:</strong> Demonstrates a clear persuasive argument with complexity and originality; offers a direct statement of writer’s position. Does not have specific points listed out.</td>
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<td><strong>Supporting Evidence:</strong> Provides logical support for the claim made by the thesis; uses compelling sources; does not rely on evidence solely to make the argument but instead uses it as support for the writer’s claims.</td>
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<td><strong>Evidence Continued:</strong> Explanations of evidence match claims made by support; evidence follow-up is meaningful and further develops ideas presented; strong use of argumentative appeal; effectively counters opposing arguments (naysayer).</td>
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<td><strong>Organization:</strong> Sequence of material supports the thesis and purpose; shows</td>
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connections between ideas; demonstrates writer's control over organizational patterns of information.

**Style/Tone:** Uses language with control, elegance and imagination to suit the essay's purpose; maintains consistent, distinctive voice throughout the essay.

**Mechanics:** Uses grammar, punctuation, spelling, and syntax that are appropriate for standard written English; demonstrates careful attention to proofreading.

**Intro & Conclusion:** Thoroughly introduces the topic the essay will discuss. Reader is acclimated to the conversation the writer is entering into. Conclusion briefly reviews but does more than simply restate the thesis; adds new insight to the thesis in light of the evidence used.

**References:** Includes a Works Cited page citing all sources in MLA format; citations are in MLA format, including quote sandwiches; essay is in MLA format, including margins and proper heading.

**Types of Resources:** Includes at least 1 resource from the required reading and at least 5 outside, academic sources - 3 from scholarly journals.