##### Description: https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQDd0DszeXR3Sq8sfSGJog7H1DoQHYo40Rx7C-dWqh1pHFX8hEumw

##### COLLINGWOOD SCHOOL

Research Essay Assignment

Grade 9

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Write a 5 paragraph research essay with bibliography in MLA format answering the question:

**ARE HUMANS INNATELY GOOD OR EVIL?**

Your evidence MUST include three examples from the readings provided on the research essay resource webpage.

**Process**

1. Research
	1. Read the philosopher statements and select one that resonates with you; this will be the starting point for your essay.
	2. Read the examples provided on the class blog and research page link to help you form an opinion about the good or evil nature of humans.
	3. You will use sources from the list provided; however, once you have an approved body paragraph, you will be allowed to select a source of your own, if you choose.
	4. Create a New Project in Noodle Tools using MLA Junior and add the research question. Share it to your teacher’s drop box.
2. Begin reading the sources. Decide if humans are good or evil.
3. Create a thesis statement and put it into the Noodle Tools dashboard.
4. Using Noodle Tools, create 3 note cards to support your answer.
5. Compile a bibliography listing the resources you use.
6. Write your essay.

**Timeline**

November 27 -29th :  Assignment handed out; library periods for Noodle Tools

Week of December 2: Formulating thesis; complete first notecard

**December 6th: First notecard due; begin writing first body paragraph in class**

December 10th: Complete first body paragraph with parenthetical references: due into Turnitin

December 11, 13: Revise body paragraph, work on notecards

**Revised body paragraph due prior to working on the rest of the essay.**

**December 18: Final Paper due**

**Assessment**

1. Your 3 note cards,
2. Your bibliography.
3. Your first body paragraph (rubric)
4. Your revised first body paragraph.
5. Your essay (see attached rubric.)

**Essay Instructions**

* Essay will be approximately 750 words in length (maximum 4 pages)
* Essay must submitted to turnitin, in12 point font, Times New Roman, double-spaced
* Essay must have a minimum of THREE citations
* Essay must have a finalized bibliography on a separate page (with all sources used) in proper MLA format / sources listed in alphabetical order by author’s last name
* Essay (final copy) **WILL** be accepted to turnitin.com on December 18, 2013**English 9 Essay Rubric** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **Aspect**  | **Not Yet Within Expectations**  | **Meets Expectations**  | **Fully Meets Expectations**  | **Exceeds Expectations**  |
| ***SNAPSHOT*** | ***The writing is often******fragmented; it may be long and rambling or too brief to accomplish the purpose.*** | ***The writing presents******connected ideas that accomplish the basic******purpose or task.*** | ***The writing is clear and complete; it******accomplishes the purpose or task.*** | ***The writing is clear, focused, and fully developed; it******accomplishes the purpose and creates desired impact.*** |
| **MEANING**• ideas andinformation• use of detail• use of sources | • purpose is unclear;focus is not sustained examples and detailsare irrelevant, toogeneral, or simplistic information isincomplete; may beinaccurate |  purpose clear; focus may waver some relevant details and examples some accurateinformation; may beincomplete or poorly integrated |  purpose is clear; consistent focus logically developed with relevant details and examples accurate and completeinformation; wellintegrated |  tightly focused; well defined purpose vivid, relevant details and examples; may show originality accurate andcomplete information;skillfully integrated |
| **STYLE**• clarity, variety,and impact oflanguage |  language is repetitive and often unclear simple, repetitivesentences |  language is clear and varied some variety in sentences |  varied language; has some impact; fits purpose varied, complexsentences |  precise languagechosen for effect sentences are varied to create a particular effect |
| **FORM**• introduction• organization andsequence• conclusion |  introduction is not engaging; may omit purpose or thesis statement difficult to follow;transitions are weakor missing may end without alogical conclusion |  introduction states simple thesis or purpose; attempts to engage reader logical organization;sequence may be ineffective explicit conclusion |  introduction clearly states purpose or thesis; engages reader logically organizedand sequenced; varies transitions comes to closure; tries to have an impact |  Introduction catches attention; offers well developed thesis  effective sequenceand transitions make reasoning clear  strong conclusion has an impact |
| **CONVENTIONS**• spelling• punctuation• sentencestructure• grammar• citations |  frequent, repeated errors in basic spelling and grammar distract the reader and may obscure meaning no sense of control in sentence structure; often includes run-on sentences frequent problems with agreement, verbtenses, modifiers, or pronouns no citations |  errors in spelling, punctuation and grammaroccasionally distract the reader, but meaning is clear follows basic rules for sentence structure, but mayinclude some run-on sentences may include problems with agreement, verbtenses, modifiers, or pronouns some evidence is correctly cited |  may have occasional errors in spelling, punctuation,and grammar may include occasional errors or awkwardness incomplex sentence structures (e.g., inappropriatesubordination) verb tenses are consistent; may have occasional problemswith agreement or placement of modifiers most evidence is correctly cited  |  spelling, punctuation, and grammar are generally correct errors in sentence structure are usually the result ofexperimentation or attempts to develop complex structures may include occasional grammatical errors; these areusually subtle all evidence is correctly cited |