

# ENG3U: All or Nothing Essay

## Assignment:

- To master the art of constructing, formatting, and citing formal essays by creating an *unbelievably* good essay over the course of the first half of the semester.
- To feel a tremendous sense of pride over your accomplishment!

## Directions:

1. Students should read the articles for and against the removing of John A. MacDonald's name from Ontario schools. These articles are found on the course website.
2. Students will write an essay answering the question: "Should John A. MacDonald's name be removed from all Ontario schools?"
3. The writing of this essay will take place in three stages:
  - a. **Stage 1 - Structure:** In this stage, we will work on ensuring that all of the structural elements of a formal essay are in place in the introduction, body paragraphs, and conclusion. The deadlines will be as follows:
    - i. Body paragraph 1: Submit to turnitin.com by the beginning of class on Tuesday, September 12
    - ii. Body paragraph 2: Submit to turnitin.com by the beginning of class on Tuesday, September 19
    - iii. Body paragraph 3: Submit to turnitin.com by the beginning of class on Tuesday, September 26
    - iv. Introduction: Submit to turnitin.com by Tuesday, October 3
    - v. Conclusion: Submit to turnitin.com by **Wednesday, October 11**
    - vi. **All or nothing evaluation: Students may submit their five paragraphs for structural evaluation at any point up to Friday, October 13.** Paragraphs will be marked according to the standards on the following page. Student work will either be awarded a 100% or a 0% (incomplete). If students do not earn a 100% by Friday, October 13, they must work in study hall with the teacher to complete their work.
  - b. **Stage 2 – Citations:** In this stage, students will learn to perfectly cite their sources with regard to both in-text citations and Works Cited citations. The deadlines will be as follows:
    - i. Citations complete and fully cited essay (including in-text citations **AND** Works Cited citations) submitted to turnitin.com by beginning of class on Tuesday, October 17.
    - ii. **All or nothing evaluation: Students may have their essay evaluated for citations at any point up to Friday, October 20.** Citations will be marked according to the standards on the following page. Student work will either be awarded a 100% or a 0% (incomplete). If students do not earn a 100% by Friday, October 20, they must work in study hall with the teacher to complete their work.
  - c. **Stage 3 – Grammar and formatting:** In this stage, students will work on polishing and perfecting their presentation and use of grammar throughout their essay. There are no shortcuts for this – read and proofread your essays, catch as many errors as you can (ie., all of them!), get other people to do it for you as well, and ask the teacher if you are unsure about any grammatical questions or formatting issues. The deadlines will be as follows:
    - i. Essay proofread and submitted to turnitin.com for the beginning of class on Tuesday, October 24.
    - ii. **Final all or nothing evaluation: Students may submit their full essay for final evaluation at any point up to Tuesday, October 31.** Essays will be marked for grammatical and presentational polish – any errors will result in a mark of 0% (incomplete). Students should expect to have to

try a few times to earn 100% on this part of the assignment. But all students are expected to earn 100% eventually – students will need to go to study hall each time they receive a mark of less than 100% to continue revising and polishing their work.

- iii. You can do this! Ask for help if you have any questions or if you are having difficulty. Remember that the teacher is an excellent resource to help you!

## Important Notes:

- The research is done for you in this assignment, but that does not mean that you cannot use other sources. Just make sure that the sources are from reputable publications – and that all of the required citation information is present. Ask the teacher if you're unsure.
- You should use at least three different sources in this essay. Try to use them in a balanced way, and try to make sure that each paragraph uses more than one source.
- This is a formal essay that should be cited according to the MLA style guide. Mr. Vance will teach you what this means, but ask questions if you are unsure about formality or citations.
- Things that are **NOT** being graded in this essay include general flow, style, and strength of analysis and logic. These are important, but not the focus of this essay. Just keep that in mind.
- Remember that most steps should be turned in through *turnitin.com*. Here is the info:
  - Class ID: 16147912
  - Enrolment key: reading

# Standards for evaluation:

Name: \_\_\_\_\_

## Stage 1: Structure (Worth 60% of assignment)

### Introduction:

- \_\_\_\_\_ Introduction begins with an engaging **hook** that helps the reader to consider the importance of the purpose question.
- \_\_\_\_\_ After the hook comes a brief **discussion** on the purpose question and the importance of *answering* it. The purpose question is made clear by either stating it directly or alluding to it indirectly.
- \_\_\_\_\_ The introduction ends with a **thesis statement** that directly and clearly answers the question.
- \_\_\_\_\_ The thesis statement includes a clear **point outline** that lays out your main points in the order that they will occur. It should be very clear to the reader what your three main points actually are.

### Body Paragraph #1:

- \_\_\_\_\_ The first sentence of the paragraph is a **topic sentence** that 1) Transitions into this major point and 2) States clearly the main point of the paragraph and how it supports the thesis statement. Both the transition and the summary are needed for this checkmark.
- \_\_\_\_\_ The paragraph contains **three quotes** that support your topic sentence.
- \_\_\_\_\_ Each quote is properly **introduced** with an introductory tag ending with a colon or comma. Eg., As John Geddes writes for Macleans, "QUOTE" (citation).
- \_\_\_\_\_ Each quote ends with a **citation** or some sort (even if it isn't properly cited at this point) so you can remember where the information came from.
- \_\_\_\_\_ After each quote comes a sentence of **analysis** explaining how that quote supports your topic sentence.
- \_\_\_\_\_ The paragraph ends with a clear **concluding** sentence that explains what you have proven in this paragraph and how it supports the thesis statement.

### Body Paragraph #2:

- \_\_\_\_\_ The first sentence of the paragraph is a **topic sentence** that 1) Transitions into this major point and 2) States clearly the main point of the paragraph and how it supports the thesis statement. Both the transition and the summary are needed for this checkmark.
- \_\_\_\_\_ The paragraph contains **three quotes** that support your topic sentence.
- \_\_\_\_\_ Each quote is properly **introduced** with an introductory tag ending with a colon or comma. Eg. As John Geddes writes for Macleans, "QUOTE" (citation).
- \_\_\_\_\_ Each quote ends with a **citation** or some sort (even if it isn't properly cited at this point) so you can remember where the information came from.
- \_\_\_\_\_ After each quote comes a sentence of **analysis** explaining how that quote supported your topic sentence.
- \_\_\_\_\_ The paragraph ends with a clear **concluding** sentence that explains what you have proven in this paragraph and how it supports the thesis statement.

### Body Paragraph #3:

- \_\_\_\_\_ The first sentence of the paragraph is a **topic sentence** that 1) Transitions into this major point and 2) States clearly the main point of the paragraph and how it supports the thesis statement. Both the transition and the summary are needed for this checkmark.
- \_\_\_\_\_ The paragraph contains **three quotes** that support your topic sentence.
- \_\_\_\_\_ Each quote is properly **introduced** with an introductory tag ending with a colon or comma. Eg. As John Geddes writes for Macleans, "QUOTE" (citation).
- \_\_\_\_\_ Each quote ends with a **citation** or some sort (even if it isn't properly cited at this point) so you can remember where the information came from.

- \_\_\_\_\_ After each quote comes a sentence of **analysis** explaining how that quote supported your topic sentence.
- \_\_\_\_\_ The paragraph ends with a clear **concluding** sentence that explains what you have proven in this paragraph and how it supports the thesis statement.

### Conclusion:

- \_\_\_\_\_ Conclusion ends with a **re-statement of the thesis** (but in slightly different words).
- \_\_\_\_\_ **First main point is re-summarized** – remind the reader of what you argued in this point and how you proved it (use one to two sentences).
- \_\_\_\_\_ **Second main point is re-summarized** – remind the reader of what you argued and how you proved it (use one to two sentences).
- \_\_\_\_\_ **Third main point is re-summarized** – remind the reader of what you argued and how you proved it (use one to two sentences.)
- \_\_\_\_\_ Conclusion ends with a **call to action** – how should we as readers and society itself respond to what you have shown us? Make the last sentence compelling.

**If you have a checkmark in each of the blanks above, you will score a 100% for this section of the assignment. If you are missing a checkmark, you have a 0% (incomplete) until you correct the issues and resubmit.**

### Stage 2: Citations (Worth 10% of assignment)

- \_\_\_\_\_ All in-text citations are properly incorporated **grammatically** (ie. After the quote, before the period). Eg. "QUOTE" (citation).
- \_\_\_\_\_ **All in-text citations are properly formatted** with regard to the requirements of MLA documentation.
- \_\_\_\_\_ **All Works Cited references are properly formatted** with regard to the requirements of MLA documentation.
- \_\_\_\_\_ The in-text citations **match** the Works Cited references (ie., the words listed in the in-text citation are the first words of their corresponding Works Cited reference).
- \_\_\_\_\_ No citation contains an **n.d. or n.p. tag** – these mean that you either don't have enough information, or your source is not reputable.
- \_\_\_\_\_ Each Works Cited reference is **aligned** to the left margin for the first line and **indented** on all subsequent lines.
- \_\_\_\_\_ The Works Cited list is **titled** "Works Cited" (not Bibliography) and is listed in **alphabetical order**.
- \_\_\_\_\_ You use make use of at least **three** sources in your essay.

**If you have a checkmark in each of the blanks above, you will score a 100% for this section of the assignment. If you are missing a checkmark, you have a 0% (incomplete) until you correct the issues and resubmit.**

### Stage 3: Grammar and Formatting (Worth 30% of assignment)

- \_\_\_\_\_ You have no cover page, but you do format the **first page** according to proper MLA documentation. See the MLA Style Guide handout for details.
- \_\_\_\_\_ Paper is fully **double-spaced** (not 1.5 spacing, but full double spaced).
- \_\_\_\_\_ Paper uses a **twelve-point standard font** (like Times New Roman, Calibri, etc. but NOT Chiller or Curlz, etc.).
- \_\_\_\_\_ Paper includes a **header** in the upper-right corner including your last name and the page number. Eg., Vance 4 (no commas)
- \_\_\_\_\_ The **margins** of the paper are one inch wide on all sides.
- \_\_\_\_\_ **Paper contains no grammatical or spelling errors!!**

**If you have a checkmark in each of the blanks above, you will score a 100% for this section of the assignment. If you are missing a checkmark, you have a 0% (incomplete) until you correct the issues and resubmit.**