

Unit 2 – Lesson 4

Enter your responses between the (blue) parentheses below each item.

Section 1 Positive and Negative Connotations

Complete the chart:

Positive Connotation	Neutral Connotation	Negative Connotation
()	active	()
()	definite	()
()	economical	()
()	young	()
()	thin	()
()	adolescent	()
()	curious	()
()	secure	()
()	conversational	()
()	relaxed	()

Total for Section 1: /10 marks

Section 2 Planning a Persuasive Essay

Review the lesson pages about persuasive essays, emotional language, inductive and deductive reasoning, possible outlines, etc. It would also be beneficial to review parallelism from the Writing Conventions unit.

With these elements in mind, prepare an outline for a persuasive essay and then write the opening paragraph.

1. Choose **one** of the following topics:

- Public transportation (should/should not) be free.
- The driving age (should/should not) be raised to twenty-one.
- Students (should/should not) be paid for having good grades.
- Teens (should/should not) be allowed to buy violent video games.
- Parents (should/should not) give teens a curfew of 7 p.m.
- The voting age (should/should not) be lowered to 14.

2. Complete the following chart to organize your information. Expand the chart as necessary to suit your needs. It is a good thing to have more ideas than you will use in the actual essay, so you can be sure to select the most influential pieces of text. You may wish to do some research to locate facts to support your opinions (review argument vs persuasion on page 1). If you do research, be sure to track and include the copyright information for the sources you choose to use.

Your Chosen Issue: ()	
Support for one side of the issue (For the issue)	Support for the other side of the issue (Against the issue)
<ul style="list-style-type: none">• ()• ()• ()• ()	<ul style="list-style-type: none">• ()• ()• ()• ()

3. Read the **rubric**, so you understand how this outline will be assessed.

4. Decide what format best suits your topic and ideas (see Page 7 in Lesson 4-4). Write your outline, using Outline One or Two (or another outline format of your

choice). Remember, your outline **does not** have to have complete sentences. It **does** need to have complete thoughts and be easily understood, so pay close attention to the words that you choose to represent your thoughts.

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Persuasive Essay Outline rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/25		

- Once you have completed your outline, and you are confident that it provides a solid foundation upon which you could build your persuasive essay, **write the introductory paragraph** for your essay. This should appear as though it was a polished paragraph introducing a complete essay. Do your best work.

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Persuasive Essay Introductory Paragraph rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
Content /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
Organization /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
Sentence Structure /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
Vocabulary /5	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
Conventions /5	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
INS Insufficient – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
Total:			/35		

Total for Section 2: /60 marks

Student Comments:

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- **Be sure to save your file** to your folder before submitting it to the LA9 Assignment 2-4 Submissions Box: (YOURNAME)la9-2-4
- **Check the Submissions box again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

Assignment Total: (/70) = Percent: (%)

Teacher Comments:

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