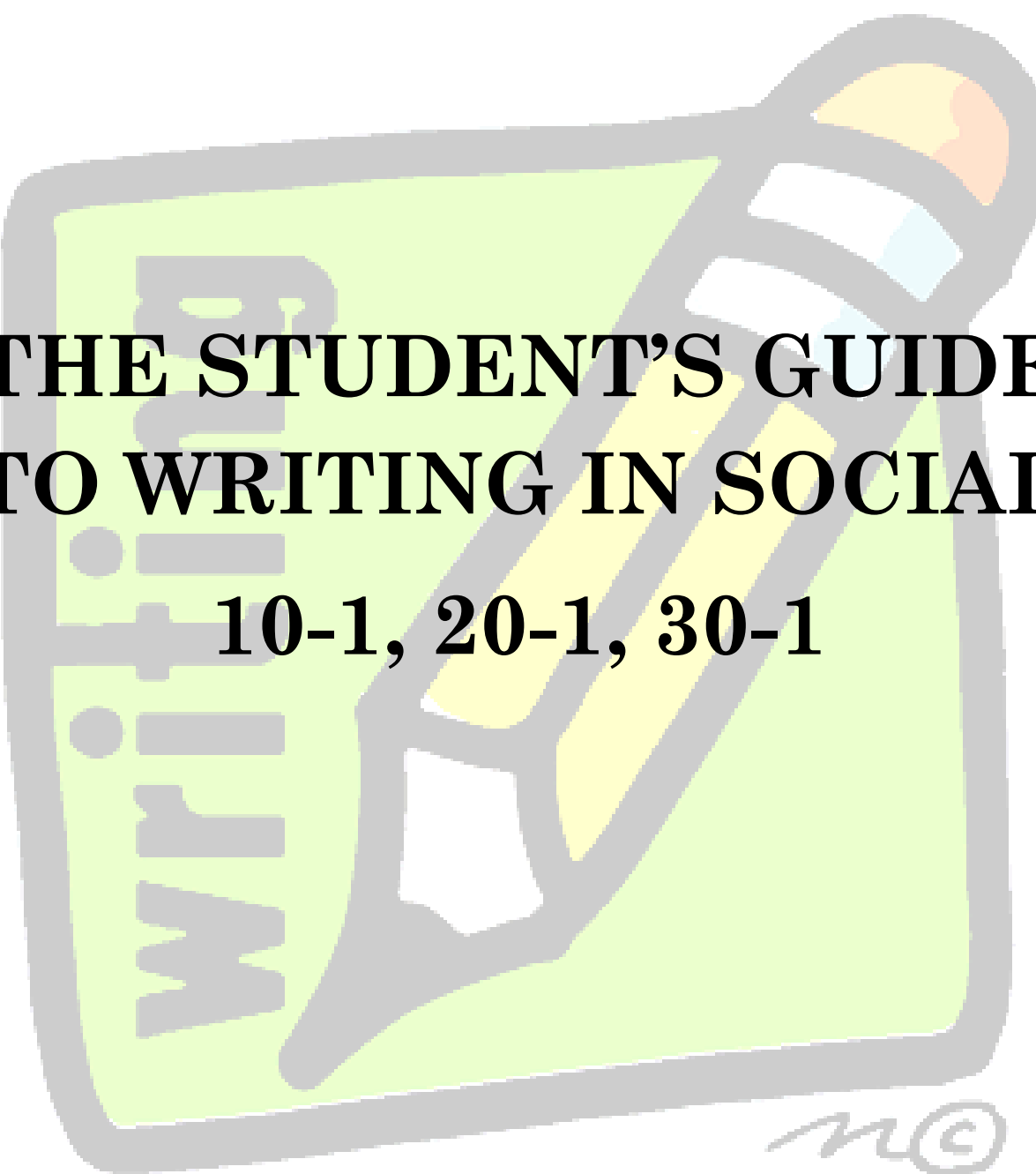




THE STUDENT'S GUIDE TO WRITING IN SOCIAL

10-1, 20-1, 30-1

THE MAJOR WRITING ASSIGNMENT

I.SPECIFIC INFORMATION

- In this assignment, students are provided with **one** short quote. It will not be attributed to any famous or recognizable person.
- Students must respond in a **formal essay** (minimum **five** paragraphs) by answering the question: **“To what extent should we embrace the ideological perspective(s) reflected in the source?”**
- This is basically a **position** paper in which you
 - 1) **analyze** the source and **demonstrate** your understanding of the ideological perspective(s) reflected in it
 - 2) **establish** and **argue** a position in response to the question above
 - 3) **support** your position and arguments by providing **evidence** from your knowledge and understandings of social studies

EVALUTION OF MAJOR WRITING ASSIGNMENT

Three scoring categories are used to mark the **content** of Assignment II:

- 1) Analysis of Source (6 marks)
- 2) Quality of Arguments (8 marks)
- 3) Quality of Evidence (8 marks)

One scoring category is used to mark the language and communication:
Communication (8 marks)

**A more detailed rubric is presented in the appendix of this guide. This is the standardized/common rubric for all -1 courses.*

GENERAL WRITING FRAMEWORK FOR MAJOR WRITING ASSIGNMENT

I. INTRODUCTION (interprets, analyzes and explains the source demonstrating your knowledge)

a) Analyze the source/quote: pull it apart sentence by sentence and explain the meaning of the source both in general terms and more specifically

b) Identify the perspective the source/quote reflects:

In Social 10-1: pro-globalization, anti-globalization

*In Social 20-1: pro-nationalism, anti-nationalism, pro-internationalism,
pro-ultranationalism,*

*In Social 30-1: classical liberalism, modern liberalism, socialist, communist, fascist,
Neo-conservative,*

c) Explain your understanding of that ideology (discuss key underlying beliefs or political principles or economic principles)

d) state your position. Do you agree with the ideological perspective or not?

******Remember there is a range or continuum of positions to choose from. You do not always have to go to the extremes. If taking a qualified position, state it clearly and precisely. ******

II. BODY OF THE ESSAY (presentation of arguments supported by evidence)

a) Explain your first reason to support your position

b) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your first argument

c) Explain your second argument/reason

d) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your second argument

e) Explain your third argument/reason

f) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your last argument

It is my opinion that the strongest/best argument should be the last. Others would advise the first argument by the strongest/best; never the middle argument.

III. CONCLUDING PARAGRAPH (summarize, restate in a forceful manner your position)

ANALYSIS OF THE SOURCE (6 marks)

- You must address the source...you must use the words" in the source"
- You must identify the ideological perspective of the source which is dependent upon the course a student is registered in.
- You must extract the words or phrases from the source that confirms the perspective.
- You must EXPLAIN YOUR UNDERSTANDING OF THAT IDEOLOGY (Social 10-1-globalization, Social 20-1-nationalism, Social 30-1 – liberalism or any other ideology). Very important...difficult

How do I do this?????

-list the features or characteristics (*minimum; if you just list them you will not get a lot of credit/marks*). Instead take each of the features and explain how they are connected to each other

- describe what ideologies/individuals oppose this ideological perspective and why

-describe a CURRENT or HISTORICAL event that relates to the key ideas behind the source

- You must state YOUR POSITION on the ideology in CLEAR THESIS statement. (Should it be embraced? If not, what position should be? Why?)
- REFER BACK TO THE SOURCE THROUGHOUT YOUR ESSAY.

AGRUMENTATION AND EVIDENCE (16 marks in total)

- **Start with a clear topic sentence that relates back to the source**

I.e. The source clearly acknowledges the benefits of greed as a guiding philosophy in any society. Greed has numerous economic benefits for all groups in society; consumers, producers and society at large. Consumers benefit...

- **Explain your argument...Try to relate back to the underlying foundations for all arguments**

FOUNDATIONS FOR ALL ARGUMENTS

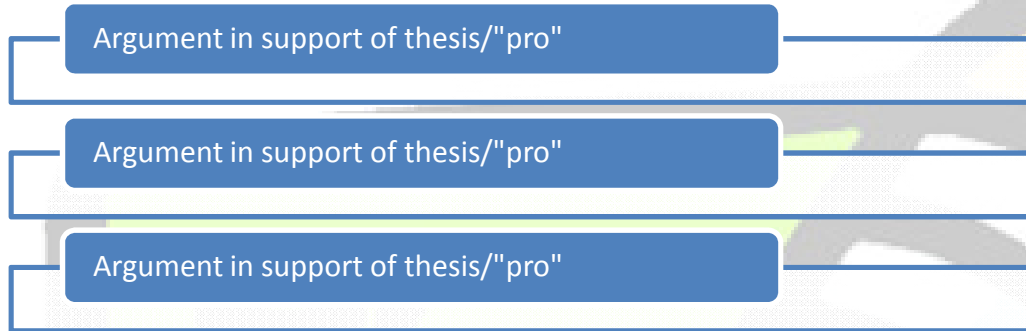
- ECONOMIC
- MORAL/PHILOSOPHICAL
- EFFECTIVENESS
- FEASABILITY
- SOCIAL ACCEPTANCE
- ENVIRONMENTAL

- **Evidence needs to be RELEVANT, SPECIFIC AND DETAILED to score “proficient and excellent”. Generalized evidence (i.e. from lecture notes or memory will only get you limited/satisfactory)**
- **HAVE AN ORGANIZATIONAL PLAN IN PLACE. Know how you are going to organize your arguments (pro/pro/counter)**

HOW CAN I ORGANIZE MY ARGUMENTS?

APPROACH or OPTION ONE:

Introduction: Thesis/Position

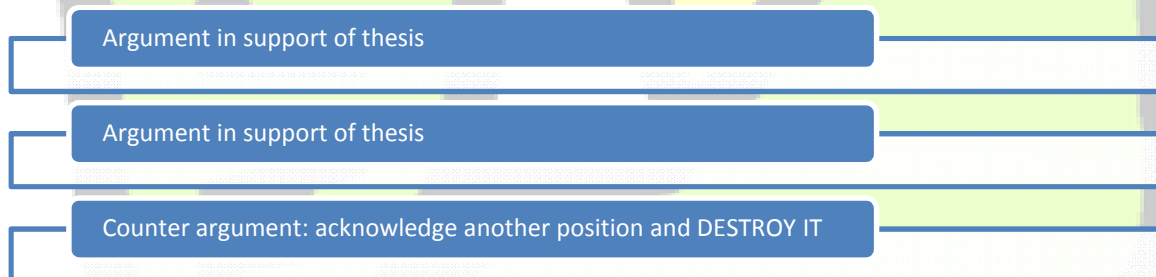


A diagram showing the organizational structure for Approach One. It consists of three horizontal bars. The first bar is blue and contains the text 'Argument in support of thesis/"pro"'. The second bar is also blue and contains the text 'Argument in support of thesis/"pro"'. The third bar is blue and contains the text 'Argument in support of thesis/"pro"'. Each bar is connected to a vertical line on the left and a vertical line on the right, forming a continuous structure.

In this option, students defend their thesis/position by explaining three “pro’s” or advantages/positive to their chosen position. Students do not engage in a discussion of any other position that could be taken. This is seen as a limitation with this approach. It is advised that students should attempt the other approaches. If you have weaker writing skills, this is a good organizational plan to follow BUT you will not receive “honour” marks.

APPROACH or OPTION TWO:

Introduction: Thesis/Position



A diagram showing the organizational structure for Approach Two. It consists of three horizontal bars. The first bar is blue and contains the text 'Argument in support of thesis'. The second bar is also blue and contains the text 'Argument in support of thesis'. The third bar is blue and contains the text 'Counter argument: acknowledge another position and DESTROY IT'. Each bar is connected to a vertical line on the left and a vertical line on the right, forming a continuous structure.

This approach is more sophisticated and demonstrates a higher level of critical thinking on the part of the student because of the “counter argument” component. So, what is a counter-argument?

main argument
it (proving the

should be
punishment
I hesitate to
facing the
ously flawed
punishment
merican states

State the opposing position

Explain the main reason behind this position

Refute the reason by presenting your own
Information/evidence

APPROACH or OPTION THREE: Better known as the “Goldilocks”
approach

Introduction: Thesis/Position (QUALIFIED)

Counter argument destroy one of the extreme positions

Counter argument #2-destroy the other extreme position

Argument in support of your qualified position

This approach works best when a student takes a “qualified” or middle position/thesis. It is a highly sophisticated approach because the student MUST be able to understand the range of positions and the underlying arguments behind each of the positions. Moreover, the student must then be able to effectively destroy those positions. If done successfully, students can achieve an honours paper.

APPROACH or OPTION FOUR:

Introduction: Any Thesis/Position

Counter argument#1 destroy one of the extreme positions

Counter argument #2-destroy the other extreme position

Counter argument #3-destroy another position

In this approach, which may not work for all topics, students within each of the body paragraphs, acknowledges another position, presents their reason and then proceeds to REFUTE IT (proving it invalid). The student does this for all three body paragraphs. This approach is by far the most sophisticated option as it requires the highest level of critical and writing skills.

N.B. STUDENTS SHOULD CHOOSE THE APPROACH THAT BEST WORKS FOR THEIR SKILL LEVEL INITIALLY BUT GROWTH IS EXPECTED AS STUDENTS CONTINUE IN THE PROGRAM.

Writing: Arriving at a Basis for an Argument

In the body of an argumentative essay, students are expected to present two to three arguments. Most times, the arguments presented by the students can be found to have one of the following basis of foundations:

1. **Morality.** . .Is it fair? Just? Right?
2. **Effectiveness.** . .Will it work?
3. **Social Acceptance.** . .Will citizens accept it?
4. **Feasibility.** . .Can it be managed or enforced?
5. **Financial Cost.** . .How much will it cost?
6. **Environmental Cost.** . .What will be the impact on the environment?
7. **Technological Readiness.** . .Can we accomplish it using present levels of technology?
8. **Others??** . .Is it healthy and safe? Is it wise or prudential?

Below are examples that will illustrate some of these argument foundations.

Issue: Should Canada try to protect Canadian cultural institutions?

Argument One: Our cultural industries should not be concerned with protecting Canadian culture. They should be concerned with one thing: profit. If a company makes profits, it can expand, produce more cultural products and become a world competitor.

Basis for This Argument: This argument is based on **financial cost or economics**. The writer refers to money as a key driving force behind all industries.

Argument Two: Canadians represent a small market for cultural products, spread out over a great area. If Canadian cultural industries are not protected by government policies, they will not be able to compete with the monster companies from the United States.

Basis for This Argument: This argument is based on **feasibility**. The writer is calling into question the practicality of protecting Canadian cultural industries against the Americans.

Argument Three: Canada is a diverse country, with a great deal of variety among the people who live here and differences from province to province. It is in the interests of the nation to develop a sense of unity and common identity among the different elements by promoting a protecting cultural industries.

Basis for This Argument: This argument is based on **morality**. This writer bases here argument on the idea that it is right and fair that there be protection of our industries so that all of Canada benefits.

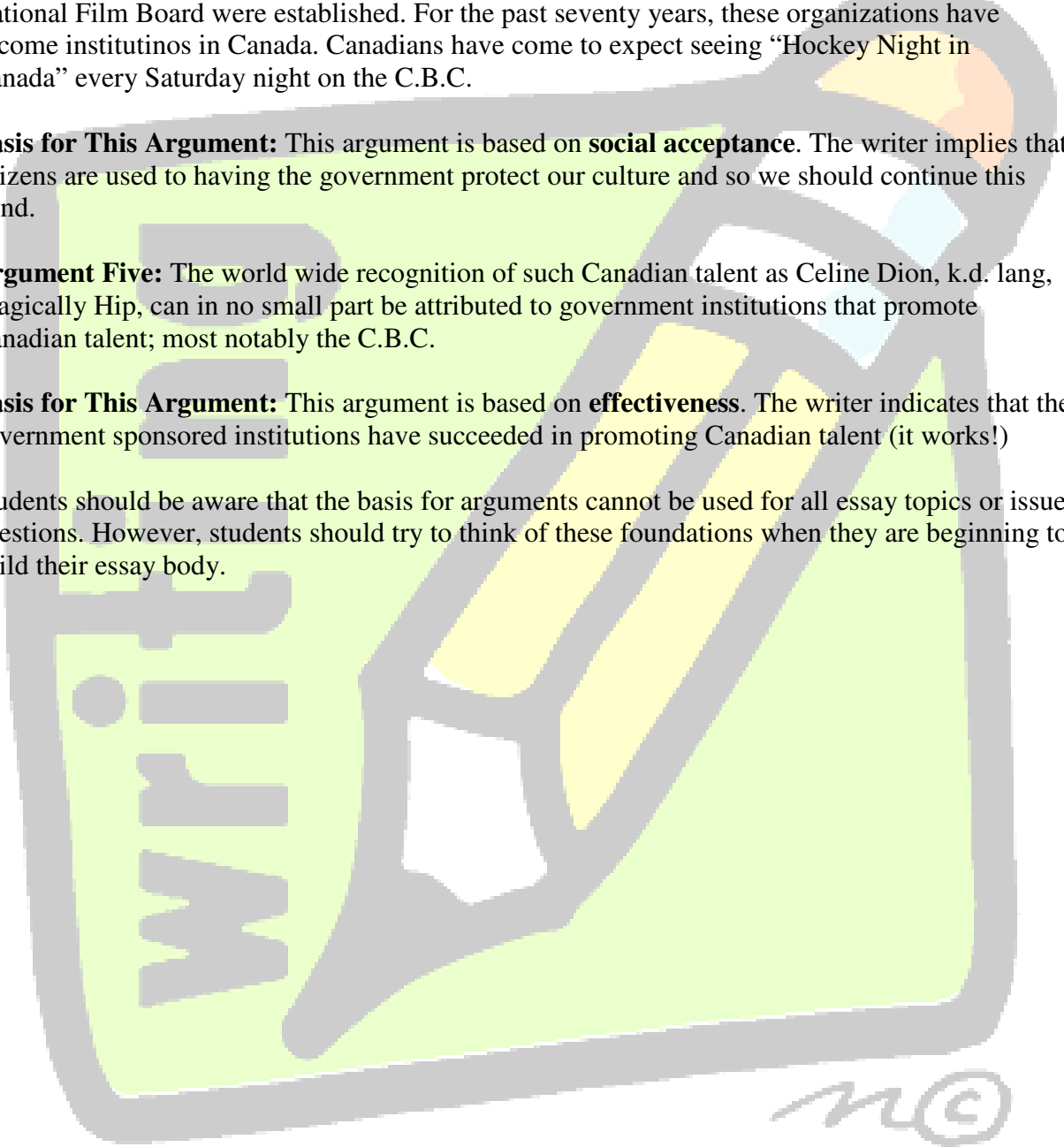
Argument Four: Since the 1920's, Canadians became alarmed at the cultural impact that the U.S. was having on this country. In response the 1932 Broadcasting Act, the C.B.C. and the National Film Board were established. For the past seventy years, these organizations have become institutinos in Canada. Canadians have come to expect seeing "Hockey Night in Canada" every Saturday night on the C.B.C.

Basis for This Argument: This argument is based on **social acceptance**. The writer implies that citizens are used to having the government protect our culture and so we should continue this trend.

Argument Five: The world wide recognition of such Canadian talent as Celine Dion, k.d. lang, Tragically Hip, can in no small part be attributed to government institutions that promote Canadian talent; most notably the C.B.C.

Basis for This Argument: This argument is based on **effectiveness**. The writer indicates that the government sponsored institutions have succeeded in promoting Canadian talent (it works!)

Students should be aware that the basis for arguments cannot be used for all essay topics or issue questions. However, students should try to think of these foundations when they are beginning to build their essay body.



PLANNING OUTLINE #ONE

I. INTRODUCTION

Step One

IDENTIFY THE PERSPECTIVE OF THE SOURCE-

Step Two

ANALYZE THE SOURCE/QUOTE: EXPLAIN ITS' MEANING...BRING IN EXACT WORDS and how it reflects that perspective

Step Three

DEMONSTRATE YOUR UNDERSTANDING OF THAT IDEOLOGY: explain underlying assumptions, beliefs, principles etc

Step Four

STATE YOUR POSITION IN A CLEAR PRECISE MANNER: To what extent should we embrace the ideological perspective reflected in the source?

II.THE BODY PARAGRAPHS (minimum of three paragraphs; this organizational framework should be three times)

Step One

Topic sentence: This sentence should introduce the reason/argument in general way.

REFER BACK TO THE SOURCE

Step Two

Explain the reason/argument: fully explain the "WHY"

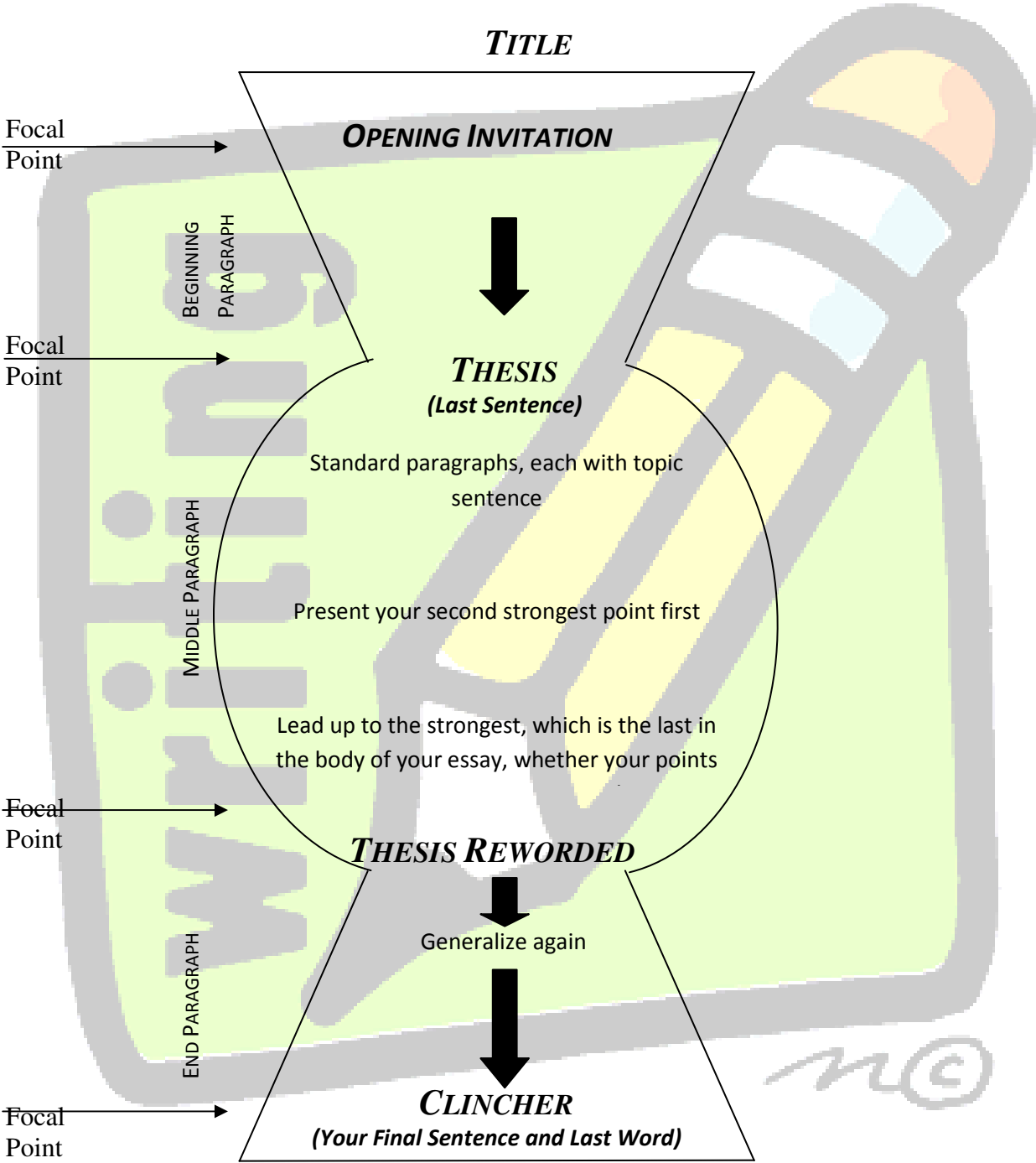
Step Three

Describe the evidence (ACCURATE, RELEVANT, DETAILED, and SPECIFIC)

Step Four

Concluding sentence: restate your reason in general terms...Do not end with a rhetorical question!!!!

PLANNING #2: The Keyhole Model



TRANSITION WORDS AND PHRASES

If your purpose is:	Choose from these words or phrases:		
1.To indicate an example	For example, In fact, As an illustration, For instance,	This is shown in (by), Specifically, This is exemplified by,	
2. To add ideas	and in the same manner in addition furthermore too	moreover also as well especially further	in particular again similarly
3. To show a contrast	But Instead On the contrary Although	conversely whereas however by contrast	on the other hand
4. to show reason, result, cause, effect	Consequently Therefore As a result	because thereby for this reason	
5. to indicate repetition of an idea	As stated previously In other words	in fact once again	
6. to indicate order	First Most important In conclusion	secondly in the first place finally	to begin with
7. To indicate time	After Later To begin with	next finally shortly	until while soon
8.To summarize	All in all In brief In short To summarize	all things considered in conclusion in summary from what has been said	to sum up finally

CITATION: FOOTNOTES

DEFINITION

- An Arabic number which indicates borrowed materials

PURPOSES

- To identify quotations (sentences that have been lifted directly from another source such as a book, magazine, webpage)
- To identify borrowed ideas (if the idea or meaning behind the idea stays the same even if the student has altered the order of the words)
- To identify any evidence of research such as statistics i.e. facts that go beyond common knowledge

WHEN NOT REQUIRED

- Proverbs i.e. *"Can't judge a book by its cover"*
- Familiar quotations i.e. *"We shall overcome"*
- Common knowledge i.e. *The capital of Canada is Ottawa.*
- Full names of authors

FORMAT

The preferred format in this class is the foot note, so called because it appears at the foot of the page. A footnote MUST take the following form, order, and punctuation:

(1) Name of the author(s) , (2) copyright year.(3) the title of the work (*underlined or otherwise indicated*) followed by a comma, (4) facts of publication (*place of publication: publisher*)(5) page or pages used

If students use Microsoft word (2007 version) it is extremely easy to do your citations. Simply open the tab "References" and the go to insert footnotes.

EXAMPLES of MORE COMMON FOOTNOTES

- Book with one author: Smith, John. 2000. *The History of Canada*. Toronto: Pearson Education Canada. p. 33
- Book with two authors: Smith, John, and Joe Jackson. 2000. *Canadian economics*. Toronto: Pearson Education Canada. pp. 25-29
- Four or more authors: Smith, John, Jackson, Joe, Moore, Jane, and Krista Shultz. 1998. *Mountain Air: Stories from local climbers*. Toronto: Pearson Education Canada. p.3
- Editor, translator or compiler (no author): Doe, John, eds. 1987. *Multiple intelligences*. Toronto: Pearson Education Canada.
- Chapter in book: Smith, John. 2000. "The fur trade". In *The history of Canada*, 78-110. Toronto: Pearson Education Canada.

Popular Magazine Article

- Temple, Kayla. 2009. Health and wellness. *Self*, April 24.

Newspaper Article

- Robertson, Bob. 2007. Cholesterol and heart health. *New York Times*, May 25, Health section, Midwest edition.

Website

- Evanston Public Library Board of Trustees. Evanston Public Library strategic plan, 2000-2010: A decade of outreach. Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html>.

1. ANALYSIS OF SOURCE (6 marks)

SCORE	CRITICAL ANALYSIS OF THE SOURCE	UNDERSTANDING OF THE SOURCE AND ITS RELATIONSHIP TO AN IDEOLOGICAL PERSPECTIVE
E	insightful and sophisticated	comprehensively demonstrated
Pf	sound and adept	capably demonstrated
S	straightforward and conventional	adequately demonstrated
L	incomplete or lacks depth	superficial and lacks development
P	minimal critical analysis of the source and/or the source is simply copied	disjointed, inaccurate, and vague

2. ARGUMENTATION (8 marks)

SCORE	ESTABLISHMENT AND SUPPORT OF POSITION	DEVELOPMENT OF ARGUMENTS/ UNDERSTANDING OF THE ASSIGNMENT	RELATIONSHIP BETWEEN THE POSITION TAKEN, ARGUMENTATION, AND THE IDEOLOGICAL PERSPECTIVE IN THE SOURCE
E	position is convincingly supported by judiciously chosen and developed argument(s)	consistent and compelling, demonstrating an insightful understanding of the assignment	perceptively developed
Pf	position is persuasively supported by purposely chosen and developed argument(s)	logical and capably developed, demonstrating a sound understanding of the assignment	clearly developed
S	position is generally supported by appropriately chosen and developed argument(s)	straightforward and conventional, demonstrating an adequate understanding of the assignment	generally developed
L	position is confusing and largely unrelated to the argument(s)	repetitive, contradictory, simplistic, and based on uninformed belief	superficially developed
P	position has little or no relationship to the source or argument(s)	irrelevant and illogical	minimally developed
INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.		

3. EVIDENCE (8 marks)

SCORE	RELEVANCE AND ACCURACY OF EVIDENCE	DISCUSSION OF EVIDENCE AND ITS APPLICATION TO THE ASSIGNMENT
E	sophisticated and deliberately chosen; relative absence of error is impressive	a thorough and comprehensive discussion of evidence reveals an insightful understanding
Pf	specific and purposeful; may contain some minor errors	a capable and adept discussion of evidence reveals a solid understanding
S	conventional and straightforward; may contain minor errors and a mixture of relevant and extraneous information	a generalized and basic discussion reveals an acceptable understanding
L	potentially relevant but is unfocused and incompletely developed; contains inaccuracies and extraneous detail	the discussion reveals a superficial and confused understanding
P	irrelevant and inaccurate; contains major and revealing errors	a minimal or scant discussion reveals a lack of understanding

4. COMMUNICATION (8 marks)

SCORE	FLUENCY AND ESSAY ORGANIZATION	CONTROL OF SYNTAX, MECHANICS, AND GRAMMAR	VOCABULARY
E	fluent, skillfully structured, and judiciously organized	sophisticated; the relative absence of error is impressive	precise and deliberately chosen
Pf	clear and purposefully organized	capable; minor errors in language do not impede communication	appropriate and specific
S	straightforward and functionally organized	adequate; occasional lapses in control and minor errors; however, the communication remains generally clear	conventional and generalized
L	awkward and lacks organization	inconsistent; errors obscure the clarity of communication	imprecise, simplistic, and inappropriate
P	unclear and disorganized	lacking; jarring errors impede communication	over-generalized and inaccurate

Scoring Categories: **E** = Excellent; **Pf** = Proficient; **S** = Satisfactory; **L** = Limited; **P** = Poor; **INS** = Insufficient