



LAMAR UNIVERSITY

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

Essay III Prompt: Argumentation-Persuasion

General Instructions:

Write an expository essay of a minimum of 500 words on **one** of the topic options below. Your writing will be judged on focus, organization, mechanics, standard grammar conventions, word choice, insight, usage, and sentence structure. Also, as this is your third essay, it will be graded more stringently than your previous essays. Additionally, since this essay is an argumentation-persuasion essay, your essay will also be judged on the use of an effective explicit thesis statement and of the persuasive appeals (ethos, pathos, and logos), including the use of inductive and deductive reasoning, counter-argument and common ground (all of these elements are/will be covered in Weeks 9, 10, and 11)

Your paper should be in MLA format. If you need help with the format, please refer to section 46C of your LS Section MLA-e, pp161-169, and you can use the MLA sample paper from Week 4. Remember that the OWL at Purdue University also can be helpful. You can find them by searching for OWL at Purdue. They have the latest information on MLA documentation and formatting. If you have any questions about MLA format, please ask. In general, MLA includes the following basics: header, heading, 12 point font in Arial or Times New Roman, double-spaced. Be sure to not set your left margin: instead, allow the text to wrap. The template on MLA is in Week 4 if you want to use it.

Additional Parameters:

Also, **do not** use highly controversial points or evidence, such as religion, gun control, or abortion. If you wonder whether or not your ideas are too controversial, email me and I will help you determine a viable option. Of course, since we are all experiencing the global pandemic, you may use it in one of the topic options below.

Topic options:

1. Considering the Swift essay, propose a solution for a social or economical issue (such as, cults, homelessness, the national debt, oil dependence, nature/animal conservation, unemployment, poverty) through preposterous means. In essence, for this option, you are creating your own “modest proposal.” Your goal will be to utilize the same type of satirical tone that Swift utilized.

2. Write an essay in which you attempt to persuade your audience to adopt a specific behavior/specific belief. Here is a list of ideas to help you get started, but if do not choose one from this list, you **MUST** get approval from me **BEFORE** you submit it for a grade:

- to become bi-lingual
- to take a toy on vacation
- to play an unusual sport (such as air racing--as in model planes, arm wrestling, or balloon volleyball)
- to read a book series by an author.

3. Considering the Twain essay, refute a popularly accepted idea (such as gravity, or basics math equations, and so on). You need not be serious about the idea you are refuting. In essence, for this option, you are writing to persuade your audience to share your belief about this popularly accepted idea. Look to the Twain essay for inspiration on structure and organization.

For each of these prompts, remember that persuasion is achieved through offering a call to action. For this reason, you must use specific concrete language to describe what you expect the reader to do/believe. Additionally, you must use connotative language—language that pulls at the reader's heart.

Ultimately, I hope that you have fun with this last essay prompt. Be creative! No idea is too weird, as long as it can be explained in real world terms.

Essay Grade Categories:

A 100-90 This essay displays a high degree of competence and sustained control, although it may have a couple of minor errors. A typical essay in this category • addresses all elements of the writing task effectively and insightfully • develops ideas thoroughly, supporting them with well-chosen reasons, examples, and explanatory details • is well focused and well organized • demonstrates superior facility with language, using effective vocabulary and sentence variety • demonstrates general mastery of the standard conventions of grammar, usage, and mechanics but may have minor errors • reveals exemplary insight, critical thinking, or analysis -Uses MLA formatting and documentation.

B 89-80 This essay displays a strong degree of competence and sustained control, although it may have a few minor errors. A typical essay in this category • addresses the writing task effectively • is well developed, using appropriate reasons, examples, and explanatory details to support ideas • is generally well focused and well organized • demonstrates facility with language, using effective vocabulary and sentence variety • demonstrates strong control of the standard conventions of grammar, usage, and mechanics but may have minor errors • reveals insight, critical thinking, or analysis -Uses MLA formatting and documentation.

C 79-70 This essay displays competence and sustained control, although it may have some minor errors. A typical essay in this category • addresses the writing task competently • is adequately developed, using reasons, examples, and explanatory details to support ideas • is adequately focused and organized • demonstrates a competent facility with language, using adequate vocabulary and some sentence variety • generally demonstrates control of the standard conventions of grammar, usage, and mechanics but may have some minor errors. • relies on insight, critical thinking, or analysis, not just personal experience, for support-Uses MLA guidelines formatting and documentation.

D 69-60 This essay displays limited competence and minimal control and has persistent errors. A typical essay in this category • addresses only some parts of the writing task • is unevenly developed and often provides assertions but few relevant reasons, examples, or explanatory details • is poorly focused and/or poorly organized • displays frequent problems in the use of language • demonstrates inconsistent control of grammar, usage, and mechanics -Minimal use of MLA formatting and documentation.

F 59-50 This essay displays unclear or seriously limited competence or control and has persistent errors. A typical essay in this category • address little to no parts of the writing task • is seriously underdeveloped, providing few reasons, examples or explanatory details • is unfocused and/or disorganized • displays frequent serious errors in the use of language that may interfere with meaning • contains frequent serious errors in grammar, usage and mechanics that may interfere with meaning -Minimal use of MLA formatting and documentation.