##### 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 and  information  • use of detail  • use of sources | • purpose is unclear;  focus is not sustained  examples and details  are irrelevant, too  general, or simplistic  information is  incomplete; may be  inaccurate | purpose clear; focus may waver  some relevant details and examples  some accurate  information; may be  incomplete or poorly integrated | purpose is clear; consistent focus  logically developed with relevant details and examples  accurate and complete  information; well  integrated | tightly focused; well defined purpose  vivid, relevant details and examples; may show originality  accurate and  complete information;  skillfully integrated |
| **STYLE**  • clarity, variety,  and impact of  language | language is repetitive and often unclear  simple, repetitive  sentences | language is clear and varied  some variety in sentences | varied language; has some impact; fits purpose  varied, complex  sentences | precise language  chosen for effect  sentences are varied to create a particular effect |
| **FORM**  • introduction  • organization and  sequence  • conclusion | introduction is not engaging; may omit purpose or thesis statement  difficult to follow;  transitions are weak  or missing  may end without a  logical 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 organized  and sequenced; varies transitions  comes to closure; tries to have an impact | Introduction catches attention; offers well developed thesis  effective sequence  and transitions make reasoning clear  strong conclusion has an impact |
| **CONVENTIONS**  • spelling  • punctuation  • sentence  structure  • 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, verb  tenses, modifiers, or pronouns  no citations | errors in spelling, punctuation and grammar  occasionally distract the reader, but meaning is clear  follows basic rules for sentence structure, but may  include some run-on sentences  may include problems with agreement, verb  tenses, modifiers, or pronouns  some evidence is correctly cited | may have occasional errors in spelling, punctuation,  and grammar  may include occasional errors or awkwardness in  complex sentence structures (e.g., inappropriate  subordination)  verb tenses are consistent; may have occasional problems  with 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 of  experimentation or attempts to develop complex structures  may include occasional grammatical errors; these are  usually subtle  all evidence is correctly cited |