

ESL Literature Writing Project #10

Subject: "PERSUASION ESSAY"

Name: _____ Date: _____ Score: _____ /50

Assignment: Choose a theme from a story we have studied this year and write a persuasive essay that argues why the theme is true or false.

I. Define: Persuasion Essay

In this Persuasion Essay, students will attempt to get the reader to agree with a point of view. The student presents arguments, research, and ideas in order to sway the reader one way or the other. These paragraphs include:

Paragraph One:

Introduction Paragraph: The idea that the author wants to persuade the reader to agree with is introduced, basic facts are stated about it, acknowledgement that other views exist are presented, but a determined thesis is stated in which one side of the argument is clearly articulated.

Paragraph Two:

Body Paragraph #1: The main three reasons for why the reader should agree with the writer are stated.

Paragraph Three:

Body Paragraph #2: Three counter reasons are presented which show the other side of the argument.

Paragraph Four:

Body Paragraph #3: These three counter reasons are each dissected and proved wrong.

Paragraph Five:

Conclusion Paragraph: Thesis is re-stated and a personal experience relating to the topic is briefly mentioned.

II. Explain: Persuasion Essay

Students will work through the writing process to complete and present a final draft to the class. The writing process includes:

- a. Brainstorm
- b. Graphic Organizers
- c. Sentence Frames
- d. Handwritten Rough Draft
- e. Clean Copy Peer Edits
- f. Final Copy

Students must choose a topic very carefully and organize their pre-writing so each paragraph has all the arguments, counter-arguments, and ways to disprove counter-arguments.

III. Example: Persuasion Graphic Organizer

Students will answer all Graphic Organizer questions before completing their Sentence Frames.

Students must Brainstorm answers to fill in all the Graphic Organizer boxes.

_____ /10 pts

INTRODUCTION PARAGRAPH:

Topic Sentence:

In this particular essay, the topic sentence is a plot summary of a story read in class ending with the identification of a theme.

_____(Title)____ by author _____(Author Name)_____ about _____(Subject)____. The protagonist _____(Main Character Name)_____ moves from a setting of _____(Story Setting)_____ and conflict of _____(Story Conflict)_____ to rising action points of _____(Rising Action #2)_____ and _____(Rising Action #2)_____, to a climax of _____(Story Climax)_____ and resolution _____(Story Resolution)_____ in which the theme of _____(Theme)_____ is seen.

Supporting Sentence:

A sentence about how this theme is often found in real life and must be analyzed.

Thesis Statement:

The paragraph ends with a thesis statement.

Thesis: _____

(Thesis Generator)

1. Make the topic specific	2. Continue with a debatable phrase	3. Explain the significance to the audience
Exactly who? When? How many? Which ones? Where?	Does... Does not... Should... Should not... Highlights... Ignores...	Providing that... Resulting in... Making us doubt... Reminding us that...

Body Paragraph #1

Topic Sentence:

A sentence that states there are three reasons that the thesis statement is true.

Supporting Sentence:

Using transition and sequence words, list the three reasons.

Concluding Sentence:

This sentence sums up the argument.

Body Paragraph #2

Topic Sentence:

This sentence introduces the other side or 'counter-reasons' of the argument.

Supporting Sentence:

Using transition and sequence words, list the three counter-reasons to the argument.

Concluding Sentence:

This sentence sums up the argument.

Body Paragraph #3

Topic Sentence:

This sentence analyzes the counter-argument and states that it is not valid or true.

Supporting Sentence:

Using transition and sequence words, list three counter-reasons to the counter- argument.

Concluding Sentence:

This sentence sums up the argument.

CONCLUSION PARAGRAPH:

Re-State Thesis:

Supporting Sentence:

Write a 2 or 3 sentence personal connection to the topic. This can be a personal experience or a lesson learned in life.

Concluding Sentence:

Write a sentence that summaries the entire argument. Being with: "In conclusion, _____"

IV. Describe: Persuasion Writing Process

PART ONE: Sentence Frames:

Persuasion Essays are too varied and different sentence frames are not needed.

PART TWO: Rough Draft:

_____ /10 pts

Students will re-write sentence frames into a neat and clean notebook paper and turn it into the teacher.

PART THREE: Clean Copy Peer Edit:

_____ /10 pts

Students will type their essay and print. Students will exchange essays with a partner and Peer Edit.

Students will work through the Peer Edit Checklist giving feedback to their partner.

PEER EDITING CHECKLIST:

Student's Name: _____

Date: _____

Writer's Name: _____

Essay Title: _____

Peer Edit:	Excellent	Good	Needs Work
Ideas: How are the ideas in the essay presented?			
Organization: Is the essay organized properly?			
Sentence Fluency: Do the sentences transition well?			
Conventions: Are there any grammar, punctuation, capitalization, or spelling mistakes?			
Word Choice: Are the words used appropriate?			
Assignment: Does the writing fit to the assignment or does it go off topic?			
Completion: Does the writing completing answer all the questions correctly?			

Comments:

PART FOUR: Final Draft

(4 pts each _____ /20)

Students will re-type their essay and present it to the teacher. This is the Final Draft. Essay scores will be given by adding the points for each of the 5 criteria

Scoring Guide for ESL Literature Project Writing:

CRITERIA	4 Effective	3 Adequate	2 Marginal	1 Inadequate
<i>Ideas & Content</i>	Ideas are well developed, strong, engage the reader and create interest. Supporting examples are detailed and effective. The answer is consistent and relevant to the question.	The ideas are stated clearly but only slightly engage the reader. Supporting examples are present. The answer attempts to be relevant to the question.	The ideas are basic. Supporting examples are given but are not interesting. Ideas may shift from off-topic.	There is little attempt at an idea. No focus. The question is not answered.
<i>Organization</i>	Organization is logical and structured. Transitions are used effectively.	Organization is attempted but not strong. Transitions are used but not completely.	There is no organization. Transitions are not used.	Fails to organize any structure.
<i>Sentence Fluency</i>	Writing is smooth, skillful, and coherent. Sentences are strong and complete. Expressions are used effectively. Specific and relevant details are given.	Writing is clear and understandable. Sentences have varied structure but can be understood. An attempt at expressions are used. Occasionally uneven development and some specific details.	Writing is often not clear. Sentences are sometimes confusing. Has some development but lacks specific details; may be limited to listing, repetitions, or generalizations.	Writing is not clear. Sentences are confusing, containing fragments or run-ons. No expression used. No detail. Irrelevant information.
<i>Conventions</i>	Punctuation, spelling, capitalization are correct. No errors. Handwriting is clear, neat, and presented well.	Punctuation, spelling, capitalization are generally correct with some errors. Handwriting is clear.	Demonstrates inconsistent control of sentence structure and the conventions. Handwriting is a struggle to read.	Distracting errors in punctuation, spelling, and capitalization. Handwriting is unreadable.
<i>Word Choice</i>	Exhibits varied and precise word choice.	Exhibits appropriate word choice.	Exhibits a narrow range of word choice, often including inappropriate selection.	Exhibits weak and/or inappropriate words.