

ESSAY #3 REQUIREMENTS

By now, you should understand how to write an effective Evaluation Essay. If you do not, refer to your **Evaluation Rubric**, read the instructions below, and ask your teacher for help. Now that you have finished reviewing newspapers for their constructs of race identity, you will be required to write a formal Evaluation Essay. Essentially, an Evaluation Essay is your analysis of the evidence of race identity in the newspapers backed up with good solid evidence from the newspaper, your class notes, and the presentations of your peers. Never be afraid to evaluate something differently from someone else, as long as you have evidence to back up what you claim. Your assessment of the evidence of race identity in the newspapers is your thesis. Your thesis will be the main idea of your Evaluation Essay. Follow the steps below to complete your essay, **DUE AT THE END OF THE PERIOD IN LESSON 22**. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the essay.

Your final paper must have a title page with your original title, your name (as you are the author), the class, period, and date. It should be typed, double-spaced, with 1inch margins, in Times or Times New Roman 12 point **ONLY**, must be a **MINIMUM** of 5 paragraphs (a paragraph is at least 3 sentences) and must include all of the information from your [Circle Diagram](#).

Your paper **MUST** be handed in with a [Circle Diagram](#), **Essay #3 Requirements** sheet with teacher's initials, a 1st draft typed, revisions from your partner using the reviewing toolbar in Microsoft Word, a 2nd draft, 1 peer edit for spelling, punctuation, and grammar, and a final draft typed. You will lose points for each missing piece. Any paper turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher's initials.

STEP 1: Complete your Blank Circle Diagram. By now you should know how to fill this outline in. If you do not, review the **Circle Diagram for Evaluation Essays Instructions** sheet you were given at the beginning of this unit. Have your teacher read and approve your circle diagram by initialing your [Circle Diagram](#) AND the space below.

_____ Teacher initials

STEP 2: Using your [Circle Diagram](#) as your outline, **TYPE** your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you type in full sentences and full paragraphs. If you have more than 3 reasons, use the same format, just add a paragraph for each reason. The following is how to write up your Evaluation Essay in paragraph form:

- Paragraph 1** Your thesis statement, your 3 reasons (at least 3, but you might have more) that led you to believe your thesis statement is true, and a closing or transition sentence.
- Paragraph 2** Your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a transition sentence.
- Paragraph 3** Your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a transition sentence.
- Paragraph 4** Your third reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a transition sentence.
- Paragraph 5** Your closing statement, which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up.

This is due at the beginning of the period in the next lesson for full credit. Make sure you get your teacher's initials below and on your first draft to receive your full credit. Make sure you save your first draft both on the computer and in hard copy, as you will need to turn it in with your final draft in order to receive full credit on this assignment.

_____ Teacher initials

STEP 3: Have a partner revise your first draft using Reviewing in Microsoft Word and the following technique:

(Make sure your partner is typing directly on your first draft, using the *track changes* and the *comments* button! If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your

paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) Using the *comments* button directly on the first draft, check to make sure there is an original title. If not, highlight it and write a note that tells your partner to get one or if you are feeling generous, give him or her a couple of suggestions.
- 2) In the first paragraph, make sure the thesis is clear, understandable, and complex. If it is not, type a note that says that it is not clear, not understandable, or not complex. Then explain what isn't clear, understandable, or complex by asking good questions that you may have about it.
- 3) In the first paragraph, check to make sure there are at least 3 reasons that support the thesis statement and include the criteria he or she is using to support the judgment. If there are not, type a note that says there is no reason, the reason is not clear, there are no criteria, or the criteria are not clear. Be sure to explain why it is not clear. Suggest how he or she might make it better.
- 4) In the first paragraph, make sure there is a closing sentence that wraps up the thoughts and ideas for that paragraph and leads into the next paragraph. If there is not, type a note that says to put one in. Make a suggestion for a closing or transition sentence.
- 5) In the second paragraph, make sure he or she has stated the first reason (from paragraph one), given criteria, and explained how they support the thesis statement. If this is not done, type a note that says to do it and give a suggestion as to how to write it.
- 6) In the second paragraph, make sure there are at least 2 pieces of evidence from the article, class notes, and/or presentation notes that support the reason and that it is clear how the evidence supports the reason. Make sure your partner has typed the article and/or the source for each piece of evidence. If any of this is missing, type a note that says to add whatever is missing. Give a suggestion as to how to write it.
- 7) In the second paragraph, make sure there is a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If there is not, write a note that says to write that sentence. Give a suggestion as to what to write.
- 8) In the third paragraph, make sure he or she has stated the second reason (from paragraph one), given criteria, and explained how they support the thesis statement. If this is not done, type a note that says to do it and give a suggestion as to how to write it.
- 9) In the third paragraph, make sure there are at least 2 pieces of evidence from the article, class notes, and/or presentation notes that support the reason and that it is clear how the evidence supports the reason. Make sure your partner has typed the article and/or the source for each piece of evidence. If any of this is missing, type a note that says to add whatever is missing. Give a suggestion as to how to write it.
- 10) In the third paragraph, make sure there is a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If there is none, type a note that says to write that sentence. Give a suggestion as to what to write.
- 11) In the fourth paragraph, make sure he or she has stated the third reason (from paragraph one), given criteria, and explained how they support the thesis statement. If this is not done, type a note that says to do it and give a suggestion as to how to write it.
- 12) In the fourth paragraph, make sure there are at least 2 pieces of evidence from the article, class notes, and/or presentation notes that support the reason and that it is clear how the evidence supports the reason. Make sure your partner has typed the article and/or the source for each piece of evidence. If any of this is missing, type them a note that says to add whatever is missing. Give a suggestion as to how to write it.
- 13) In the fourth paragraph, make sure there is a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If there is not, type a note that says to write that sentence. Give a suggestion as to what to write.
- 14) In the fifth paragraph or the closing paragraph, make sure he or she has restated the thesis statement in a new and different way. If this is not done, type a note that says to do this. Give a suggestion as to how to write it.
- 15) In the fifth paragraph or the closing paragraph, make sure your partner asks any remaining questions he or she has and attempts an answer. If this is not done, write a note that says to do it. Make sure he or she has summed up all ideas and written a closing sentence. If this is not done, write a note that says to do this.

When your partner has finished revising your paper, have him or her use track changes to type at the top of your paper "Revised by (name)". Then have your partner should save this copy of the document as a version with his or her name in the comments section, and sign below. Be sure to print this draft out to prove that it was done.

Student signature

STEP 4: Based on the suggestions of your partner, type your changes into the second draft using track changes. All of your changes will show up in a different color. Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with your partner's suggestions and your second draft with your track changes to your teacher and have your teacher initial below to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

_____ Teacher initials

STEP 5: Using track changes, have one of your classmates edit your essay using the **Editing Skills List** directly on your second draft. When that is finished, have your partner save the changes as a version. This version too must be printed out and signed the top of the first page. Then have him or her sign below.

_____ Classmate's printed name

_____ Classmate's signature

Show your teacher this edited version with all of your other versions. Get your teacher's initials below to show that you completed this on time.

_____ Teacher initials

STEP 6: Polish this final draft of your essay. Using Track Changes, accept or reject the changes in your essay. Get rid of all comments, making sure that you have considered each and made necessary changes before deleting. Follow the typing requirements at the top of this page. When you are finished typing, print it out. Staple everything together in this order: this requirements sheet on top, your **Evaluation Rubric**, typed final draft free of all comments and track changes, edited version, your revised version, your partner's revisions version, your first draft, and your circle diagram. Have your teacher initial below to show that he or she received this final product on time. Turn it all in. (Your teacher may ask you to turn the essay in saved to a disk. Print the final version anyway so that you can place it in your portfolio.)

_____ Teacher initials

GRADING PROCEDURE:

YOUR GRADE:

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____
Second Draft	6 points	_____
W/ your changes		
Peer Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____

Total possible 42

YOUR _____
TOTAL

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below