Final Research Paper (100 points)
Congratulations! The semester is almost over. You have written in a number of different styles and explored different rhetorical strategies. You have also read extensively and done a great deal of research on a topic that is of interest to you. Now, it's your turn to think through your own writing style.

Write a 7-9 page research paper, responding to your research question. Your essay should be formatted using updated MLA guidelines and typed in 12-point, Times New Roman font, double-spaced. It should have a clear, concise thesis statement that responds to your research question and is supported with careful research. I will not dictate how many sources you should use as each project is different, but a good rule of thumb is one or two quotations per page. You should also include correct MLA citations. That said, if you have a good reason to use another citation method, please come and talk to me.

This is your opportunity to adapt the practices we have worked on over the course of the semester to your own interests and field. You can imitate articles in your field in preparation for future writing or you can write for a community outside of academia. If you speak multiple languages, or speak a non-standard English at home, you can code-mesh to more effectively make your argument. Use this opportunity to experiment with types of writing that are of interest to you.

Deadlines
- During weeks 13 and 14, I will be holding mandatory conferences with each of you to talk about your project. You can use this meeting to brainstorm, to ask questions, and/or to walk through a draft with me. Make note of the day and time when you are meeting with me so that you do not miss it.
- Wednesday, week 15: First draft due and peer review. Bring in a draft of at least 3 pages, double-spaced.
- Friday, exams week: Final draft due by midnight. I will not grant extensions for this paper.

General Guidelines
- Create a clear and interesting thesis supported by specific, concrete details.
- Provide sufficient evidence and analysis to support your thesis
- Engage with other sources to support your argument and develop your thinking
- Come up with a clever title
- Use proper grammar and mechanics
- Use in-text citations and Works Cited in updated MLA format

Grading Checklist
5 Mastery-Exceptional Understanding/Without Error   **4 Above Average**-Thorough Understanding/Minimal Error

3 Average-Adequate Understanding   **2 Below Average**-Follows Expectations/Several Errors

1 Unsatisfactory-Attempt/Little Understanding

Argument or Question (Thesis)

_____ Clarity: Makes a clear argument or asks a clear question

_____ Depth: Engages with a topic that is under dispute or is worthy of clarification

_____ Originality: Is distinct from the source's argument or question

Rhetorical Strategies and Methods of Engagement

_____ Relevance: Identifies and utilizes strategies from the source to expand on the question or
     argument

_____ Grasp of concepts: Shows clear understanding of the ways in which strategies are used by the
     source's writer

_____ Coherence: Clarity of ideas and careful meshing of strategies reflect an awareness of the
     relationship between text and reader

Evidence and Analysis

_____ Citations: Follows MLA citation rules (unless given express permission to do otherwise)

_____ Direct Quotes: Should be integrated smoothly and with purpose

_____ Paraphrases/Summaries: Should be in your own words and cited

_____ Analysis of Evidence: Demonstrates a clear link between evidence from the article and your
     research question

_____ Stakes: Addresses the importance of the argument or question to a given community

Revision

_____ Repeated mistakes: Identifies and corrects repeated mistakes

_____ Reverse outline: Shows a clear relationship between each convention and idea expressed

_____ Feedback: Clearly responds to feedback at both the sentence and content level

Peer Review (+5 points)

_____ Draft: Turned in at the start of class on assigned peer review day

_____ Discussion: Critical engagement with peer writing and discussion of imitative practices