



ASSIGNMENT 2

Outline, Working Thesis Statement, & Starting Draft

Due Week 5 and worth 90 points

Instructions:

Every powerful essay starts with an idea that grows and improves over time, and you are well on your way to discovering the power of your own writing!

Writing Activity 2 has four sections to complete. You will complete them in a Microsoft Word document. These important activities will help you plan a sound essay. They will also help you identify what additional research is needed. By the end of week 5, you'll have your plan in place and will be ready to draft your essay!

Section 1

Outline

Create an outline. The outline is the plan for what will be included in your essay. See your webtext for information on how to create a great outline.

Section 2

Working Thesis Statement

This is a one-sentence statement summarizing the main idea of your essay. It should tell your reader what your topic is, what your position is on the topic, and how you will support it.

Section 3

Starting Draft

This is your opportunity to set up your essay format and write the first two paragraphs. Follow the directions below.

- Set up your document
 - Create a new Word document
 - Set up the format by creating the following:
 - Cover page (Title of the paper, author's name, Strayer University, and course name and professor)
 - Page numbers in the header or footer of your document
 - Title the second to last page "Sources" – you will build your numbered source list on this page
 - Title the last page "Feedback"
 - Source list
 - Feedback section (add a title)
- Write the first two paragraphs
 - Introduction paragraph
 - Did you grab the reader's attention? (For example, by using statistics, a personal story, a compelling statement, a question, etc.)
 - Is your thesis statement one sentence?
 - Did you include your thesis statement in the first paragraph?
 - Does your thesis statement tell the reader what your essay is about?

- Did you provide enough background information to help your audience understand the subject matter and your position?
- Did you define key terms for your audience?
- First body paragraph
 - Make sure you have a topic sentence and supporting points
 - Make sure you explain how all ideas or quotes that you take from your research fit your supporting point

Section 4

Feedback Reflection

- List the feedback you received from your instructor on *Writing Activity 1: Prewriting & Research Packet*.
- Explain how you used the feedback to guide your work.
- Describe how this feedback will help you with future writing.

RUBRIC

Grading for this activity will be based on the following rubric:

POINTS: 90	WRITING ACTIVITY 2: OUTLINE, WORKING THESIS STATEMENT, & STARTING DRAFT		
Criteria	No Credit 0%	Partial Credit 50%	Full Credit 100%
1. Outline Weight: 35%	The student did not submit an outline.	The student submitted a partially complete outline.	The student submitted an outline.

<p>2. Thesis Statement</p> <p>Weight: 25%</p>	<p>The student did not submit a thesis statement.</p>	<p>The student submitted a partially complete a thesis statement. Either the position on the topic or main supporting points were missing.</p>	<p>The student submitted a complete thesis statement.</p>
<p>3. Starting Draft</p> <p>Weight: 20%</p>	<p>The student did not submit a starting draft.</p>	<p>The student submitted a partially completed starting draft.</p>	<p>The student submitted a completed starting draft.</p>
<p>4. Editing</p> <p>Weight: 5%</p>	<p>The student has many grammar, mechanics, punctuation, and formatting errors.</p>	<p>The student has some grammar, mechanics, punctuation, and formatting errors.</p>	<p>The student has no or few grammar, mechanics, punctuation, and formatting errors.</p>
<p>5. Feedback Reflection</p> <p>Weight: 15%</p>	<p>The student did not submit a feedback reflection.</p>	<p>The student lists the feedback and partially explains how the feedback was used to improve the thesis, outline, and draft. The student partially describes how they will use the feedback in future written communications.</p>	<p>The student lists the feedback and fully explains how the feedback was used to improve the thesis, outline, and draft. The student fully describes how they will use the feedback in future written communications.</p>