



## ASSIGNMENT 3

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### Writing Activity 3: Rough Draft

*Due Week 7 and worth 110 points*

#### Instructions:

You have already developed your *Working Thesis Statement, Outline, and Starting Draft*. You've also received helpful feedback from your instructor. Now it's time to create your *Rough Draft* by continuing to write your essay in the document you created in weeks 4 and 5. You will use the questions below to guide your work. You'll also incorporate the feedback you received from your instructor.

It's exciting to see how far your essay has already come in just a few short weeks!

## Section 1

# Rough Draft

### Introduction Paragraph(s)

- Did you use feedback from your professor to update your introduction paragraph?

### Body Paragraphs

- Write 2-5 paragraphs for each of your supporting points. Use the following questions to ensure you are writing quality body paragraphs.
- Does *each* paragraph include a topic sentence?
- Are you including supporting information in each paragraph to make your point clear, logical, and compelling?
- Are you being persuasive?
  - **Logic:** Do you persuade your audience that your position is logical and reasonable? Do you include facts and sources to back up your claims?
  - **Credibility:** Do you persuade your audience that you are credible and trustworthy by using the appropriate point of view, voice, tone, examples, and credible sources? Are your points ethical and honest?
  - **Emotion:** Do you appeal to the emotions of your audience by framing your position as a problem they can relate to or with which they can sympathize?

### Counter Perspective(s)

- It is important to address counter perspective(s) in your essay. Use the following criteria and select one to three counter perspectives to help strengthen your position:
  - Is there evidence to support the counter perspective? Does the evidence include fallacies (flaws in reasoning)? If so, identify and explain.
  - Does the counter perspective leave out an important point? If so, you should point this out.
  - Is there more recent or credible evidence to support *your* perspective?

## Conclusion Paragraph(s)

- Do you paraphrase or restate your thesis in a new way?
- Do you summarize your main points?
- Do you state any future research possibilities, if applicable?
- Do you leave a lasting impression? How will you get your audience to continue thinking about your topic and/or take action?

## Editing and References

- Did you run your Word document through **Grammarly** and fix the errors?
- Did you follow SWS guidelines?
  - Cover page, page numbers, double-spaced, 1" margins, indented paragraphs, and 12-point Times New Roman font
- In-Text Citations
  - Do you have 4-6 credible sources?
  - Have you used SWS in-text citations to document your sources? (Author's last name, number indicating the order in which you used the source in the paper.) For example, the first source in your paper would look like this: (Wielding, 1).
- Do you have a Source List?
  - Did you number your sources?
  - Did you list the sources in the order in which you use them in the paper?
  - Include major identifying information for each reference.
  - Apply a consistent and SWS-style flow of information. (Author's first and last name, Title of the source, date it was published, comment on where you found it, and page numbers). For example: Natalie Goldberg. 2016. *Writing Down the Bones: Freeing the Writer Within*. p. 100-126. ISBN-13: 978-1590307946

## Section 2

### Feedback Reflection

- List the feedback you received from your instructor on your *Writing Activity 2: Working Thesis Statement, Outline & Starting Draft*.
- Explain how you used the feedback to improve your draft.
- Describe how this feedback will help you with future writing.

# RUBRIC

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

POINTS: 110	WRITING ACTIVITY 3: ROUGH DRAFT		
Criteria	No Credit 0%	Partial Credit 50%	Full Credit 100%
1. Introduction Paragraph(s) /Thesis Statment  Weight: 15%	The student did not submit introduction paragraph(s) or a thesis statement.	The student submitted partially completed introduction paragraph(s) and/or a thesis statement or revisions were not made per feedback recieved in assignment 2.	The student submitted introduction paragraph(s) and a thesis statement.
2. Body Pargraphs  Weight: 35%	The student did not submit body paragraphs.	The student submitted partially completed body paragraphs.	The student submitted body paragraphs.
3. Counter Perspective(s)  Weight: 10%	The student did not address counter perspective(s).	The student partially addressed counter perspective(s).	The student addressed counter perspective(s).

<p><b>4. Conclusion Paragraph(s)</b></p> <p>Weight: <b>10%</b></p>	<p>The student did not submit conclusion paragraph(s).</p>	<p>The student submitted partially completed conclusion paragraph(s).</p>	<p>The student submitted conclusion paragraph(s).</p>
<p><b>5. In-Text Citations, and Reference</b></p> <p>Weight: <b>10%</b></p>	<p>The student did not include sources, in-text citations, or a source list.</p>	<p>The student partially included sources, in-text citations, and/or a source list.</p>	<p>The student included 4-6 sources, in-text citations, and a source list.</p>
<p><b>6. Grammar, Mechanics, Punctuation, and Formatting</b></p> <p>Weight: <b>5%</b></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><b>7. Feedback Reflection</b></p> <p>Weight: <b>15%</b></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 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 draft. The student fully describes how they will use the feedback in future written communications.</p>