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**Research-based Position Paper #1 (Employing Compare & Contrast Strategies) – Teens, Cell Phones or Jobs (+ or -), & Schools**

**Pre-writing/drafting for C/C Essay:**
Draft copy shows evidence of self and peer revision as instructed in Labs and Small Groups. Pre-drafting evidence includes note sheet of citations and a T-Chart for each topic (Three supplied source documents; one self-selected source for each topic).

4 x ________ = ________

**Ideas and Content:**
The writer’s purpose is clear and he/she explains and evaluates four points that establish a position and employ comparison and contrast to consider an opposing view. Ideas display a sense of using/analyzing the six implication areas.

The writer seems to be writing from knowledge and experience; the ideas are fresh and original and move from general observations to specifics. The main points in each paragraph are supported by specific details and examples. Research is utilized in meaningful fashion (4-Step).

2 x ________ = ________

**Organization:**
Intro—the lead gets the reader’s attention and interest – makes the reader want more. The thesis clearly states the central idea or theme, in this case making a suggestion of the writer’s position on Teens and the perceived benefits or dangers of cell phones (jobs) and the school world. This thesis is likely a complex sentence.

2 x ________ = ________

Body—the topic sentences in each paragraph forecast the content of the paragraph to follow and advance a definable position. The paragraph’s sentences reflect and advance the topic sentence.

Thoughtful transitions clearly show how ideas connect. The writer avoids overweighting the opposing view with a back-and-forth (+ and -) approach that could confuse the reader. The writing forms a meaningful whole, moving smoothly from the opening paragraph to closing thoughts.

The writing is organized in a manner that values the research inclusions – the reader(s) can understand the importance of the paraphrasing, summarizing, and direct quoting utilized to suggest advantages/disadvantages, pros/cons, or benefits/drawbacks of the topic being addressed.

Conclusion—strong closing paragraph that helps the reader remember the piece by leaving the reader with a recommendation and a sense of closure and resolution. A strong final statement satisfies the reader with the writer’s position.

2 x ________ = ________

In-text documentation: 6 or more pieces of support given through authority, facts, examples, and statistics. Students use direct quotes, paraphrase, and summary. Appropriate signal phrases suggest research/expertise will be used as support. Writer uses the correct format to document the research information—parenthetical citations! (4-Step)

2 x ________ = ________

**Word Choice:**
Forbidden words, particularly YOU, contractions, and simple descriptors are avoided. Word choice displays a seriousness and formality that fits the assignment.

**Conventions:**
The writer demonstrates a good grasp of standard writing conventions and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would make the piece “publish-ready” quality. No obvious errors in grammar, punctuation, sentence structure, spelling, and mechanics.

**Works Cited:**
The four or more sources used are cited correctly on a separate Works Cited page.

**Note Cards:**

**Total(s) and Comments as Necessary:**