**Assignment #4: Propose/Advocate (Proposal/Advocacy: Final Assignment Part 2)**

Assignment Goal

The purpose of this assignment is to demonstrate how well you can advocate for a solution to a problem (your research topic) that you’ve defined in Assignment #3. If you remember in Assignment #3, you synthesized many sources to give your readers multiple perspectives of a problem you researched. Now, you must research and argue your stance about the problem. For this assignment, you will essentially propose and advocate for a researched solution and convince readers that it is the most suitable one for the problem.

Note! This assignment builds off of the research you started for Assignment #3. Though most of your research should have been completed for the previous paper, you may find that you might need a few more sources to bolster .

Preparing to Write: Research, Reading, & Planning

The sources you used for Assignment #3 might also be useful for Assignment #4, though perhaps not the same parts. Reread the notes for those sources – maybe you will find some suggestions that can contribute to the solution you want to advocate for.

You might also need to do just a bit more research. If that’s the case, read, annotate, and briefly summarize the sources. Take notes on any patterns and connections, and group similar bits of information together with the sources you already have. Don’t forget to update your works cited/reference lists! Refer to NFG, Ch. 69, pp. 959-968 for an example of how writers advocate for a proposal to solve a problem.

When you’re ready to begin writing process, think about the following:

* What is your topic, and why might readers find it important/ relevant?
* What is an appropriate solution, given the perspectives that you wrote about in Assignment #3? What evidence is there to support your stance?
* What rhetorical strategies would work best to convince your readers that your solution is the most suitable one? (In fact, who is your audience?)

**Format & Layout**

[Insert how you want student to organize their writing and format their paper. You can add more specificity to the prompt, so long as you do not change the scope or rigor of the assignment.]

Sample General Outline

* + Introduction with Thesis
  + Category 1 with sources and evidence
  + Category 2 with sources and evidence
  + More categories as needed and so on and so forth
  + Conclusion

Your paper should reference 4-6 sources and be about 4-6 pages long, single-spaced. Include in-text citations where you paraphrase or quote directly from the article. Include an updated Works Cited or Reference page at the end of the paper.

**Due Dates**

\_\_\_\_\_\_\_\_\_\_\_ First Draft

\_\_\_\_\_\_\_\_\_\_\_ Peer Review

\_\_\_\_\_\_\_\_\_\_\_ Final Draft

Final Submission Checklist

* I have not simply summarized each article.
* I have included a thesis statement that captures the focus of my paper.
* I have provided evidence to support my thesis statement.
* I have reminded my readers of the context of the problem.
* I have proposed a solution and advocated for it by using evidence and different rhetorical strategies.
* I have formatted my paper [as my instructor has described.]
* I have included in-text citations and an updated Works Cited/Reference list.
* I have read the rubric the instructor will use to assess my advocacy/proposal.
* I have saved the document as a .pdf or .docx file for submission.

Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Rhetorical Competency | **Supporting Skill** | **Stylistic Competency** | **Supporting Skill** |
| Audience Awareness | Level of detail is appropriate to audience’s knowledge level | Purposeful Arrangement | Major sections and subsections have clear headings. |
|  | Content is presented in a manner that guides the audience through the text. |  | Each paragraph develops a single idea, logically. |
|  | External source material supports the text’s main message. |  | Sentences have clear structure and correct punctuation. |
| Argument Awareness | Argument terms are defined. | Purposeful Voice | Tone of author is identifiable and consistent. |
|  | Argument is supported by relevant evidence. |  | Key terms are used consistently. |
|  | Evidence presented is persuasive to target audience. |  | Font choice, styling, and color are consistently used. |

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| --- | --- | --- | --- | --- | --- |
| Conversation Awareness | Text cites other sources to define larger conversation. | | Purposeful Documentation | | In-text citations are used consistently |
|  | Text’s argument engages with larger conversation | |  | | Citations are collected in a Works Cited page or equivalent |
|  | Text’s argument is supported by outside sources. | |  | | Citations are connected to text’s argument |
| Rhetorical Awareness | | Text acknowledges the limits of outside sources within larger conversation. | | Purposeful Style | Voice of writer is appropriate for relevant stakeholders |
|  | | The scope of the argument or advocacy is feasible. | |  | Major sections coordinate and support argument |
|  | | Argument responds to and addresses stakeholder concerns. | |  | Design of text supports argument. |

*For each of these criteria, students will be graded on the following scale: Insufficient, Novice, Competent, and Proficient.*