



Quarter 4 Essay #1: Education Action Letter

Mr. Eble, AP Language & Composition

Considering that you've completed nearly four years of high school and that we're engaging in an ongoing critical discussion about our education system, you'll do some writing for Essay #1 involving claims of fact, value, and policy regarding some facet of our education system.

Your Assignment: Choose some element of a particular educational setting / an aspect of our education system—as a classroom, in another classroom, as a school, in our state, or in our country—and write an argumentative letter directed towards a particular audience in which you utilize **at least three of the sources from this unit and your own experiences as a student** (please draw from your literacy narrative written at the start of the year) as support for your claim. Here are some possible audiences / purposes for writing:

- A particular teacher at Moeller—compliment / criticize his/her classroom system
- Mrs. Matuszek / a House Dean—comment on the House system
- Mr. Collison—comment on some element of Moeller related to education
- A former teacher—comment on his/her teaching and its influence on you
- A state representative / Executive branch member who deals with education—comment on some element of our state educational system (Common Core is insanely relevant here)
- An Ohio Senator / Representative / the President (his wife?)—comment on some element of federal education policy or programs, their efficacy.

You should submit this assignment in proper letter format in a self-addressed, stamped envelope (don't seal the envelope yet), as you'll send this letter to your audience. If your audience is at Moeller, don't bother stamping it; I'll deliver it to the person.

***N.B.:** Even though you're using sources, you should *not* include in-text citations in a letter; instead, utilize attributions to demonstrate your sources. You will, however, submit a Works Cited page along with your post-writing analysis.

You should submit your post-writing analysis paper-clipped to your envelope. Answer the following questions with specific references to your text / writing process:

1. Explain your motivations for writing—why did you select the audience / topic for your letter? Please use some text from our unit and/or elements of discussion from class.
2. What strategies did you use to appeal to your audience? Explain in depth, using examples from your text and references to other authors' strategies that you may have utilized.
3. With what did you struggle the most in writing this letter? Of what are you proudest?

Lastly, please print a copy of the rubric below with your letter.

This assignment is worth 20% of your 4th quarter grade.

Area of Focus	4	3	2	1
#1: Claim / Development of Ideas	Writer expresses a clear, strong, debatable claim that is fully, roundly developed throughout the rest of the letter with clear, explicit attention to the complexity of the issue.	Writer expresses a debatable claim that he develops throughout his letter that somewhat addresses the complexity of the issue.	Writer expresses a problematic claim that he may not develop thoroughly throughout the letter or that may not fully address the complexity of the issue.	Writer's claim is vague, hazy, not fully developed; claim doesn't address the complexity of the issue.
#2: Evidence / Support / MLA	Writer effectively uses at least three sources from readings and his own experience to support his claims and to address the complexity of the issue at hand. All work is attributed, cited, explained masterfully.	Writer uses at least three sources from readings, his own experience to support his claims and to address some of the issues complexities. All work is attributed, cited, explained.	Writer uses at least three sources from readings, his own experience to support his claims, but link between claim and evidence is strained, evidence doesn't address the complexity of the issue or relate to the audience. Attribution, citation, explanations are problematic, hazy.	Writer uses at least three sources (or less), his own experience ineffectively to support his claims. Writer's evidence doesn't address the complexity of the issue. Attributions, citations, explanations omitted / ineffective
#3: Unity / Coherence / Organization	Letter's organization is logical, clear, and easy to follow, making use of transitional words and phrases that make the text flow well. The writing is concise, avoids redundancy, and remains relevant to the main point being expressed.	Letter's organization is generally logical, clear, and easy to follow, but contains some repetitions and redundancies or drifts from the main point being expressed.	Letter's organization is basically okay, but contains some faulty logic, redundancies or digressions that take away from the main point being expressed.	Letter is difficult to follow due to lack of unity, coherence, or use of fuzzy logic.
#4: Audience Awareness / Strategies	Writer demonstrates clear, expert attention to the audience, situation by employing strategies / appeals / devices effectively. Writer shows attention to strategies, audience in his post-writing analysis, makes connections to other texts / strategies of authors and references specific lines in his own textual analysis.	Writer demonstrates attention to audience, situation by employing strategies, appeals, devices. Writer shows some attention to strategies, audience in his post-writing analysis, though he may not reference other texts / strategies / lines.	Writer attempts to demonstrate attention to audience, situation via strategies, appeals, devices, but some may miss the mark. Writer demonstrates general, hazy explanation of strategies without reference to other texts, lines from his own writing.	Writer shows little to no attention to audience, situation via strategies, appeals, devices. Writer demonstrates little explanation of strategies, doesn't reference other texts / specific lines from his own writing.
#5: Conventions / Usage	Letter avoids wordiness, and redundancy. Demonstrates accuracy in the use of the grammar, word usage, spelling, punctuation, and capitalization. Author uses varied syntax, interesting and impressive diction to establish tone and ethos.	Letter contains some minor errors in punctuation, spelling, or grammar, or some minor slips in maintaining consistency in tense or person, but letter is still credible. Author uses some syntactical variation, shows some attention to diction to establish tone and ethos.	Letter includes many minor errors in punctuation, spelling, word usage, style, or grammar that affect the readability of the letter. Little / irregular syntactical variation, attention to diction. Tone, ethos are somewhat negatively affected by sentence structure/ word choice.	Letter includes careless spelling or grammatical errors, awkward language, or other mechanical errors that discredit the writer. Author shows little to no evidence of syntactical variation, word choice. Tone / ethos are negatively affected by each element.