## Of Mice and Men Final Paper

**Objective:** Students will create a composition using textual evidence and other connections to prove their created thesis.

## Due Dates to be listed on Website Calendar, on PowerSchool and on Turnitin.

What you have to do: 1. *Create your own thesis*- During your reading of the text, decide what you will want to argue in your composition. Make sure it is complex and arguable.

2. *Track evidence for and against-* While you are reading, track evidence in your journals using quotes and/or anecdotes.

3. *Draft your composition-* Using all of the skills learned this year, complete your composition using detail, evidence, counterpoints, and other techniques to deliver a compelling argument to your audience.

## Rubric

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
Claim: The text introduces a clear, arguide clean theil can be supported by reasons and evidence.	The last introduces a competing cash that is cearly signable and takes a purposeful position on an lesse. Therefore has a situative and organization that is carefully unified to support the claim.	The text introduces a precise claim that is clearly arguidte and taxes an identifiable position on an issue. The text has an effective structure and organization that is adjuned with the claim.	The last introduces a claim that is arguith and takes a position. The last has a structure and cognitization that is aligned with the stam.	The text conteins an unclear or emerging claim that suggests a vispue position. The text attempts a structure and organization to suggest the posi- tion.	The text contains an undertifiable casin or vigue position. The text has limited shucture and organization.
Development: The text provides sufficient-data and evidence to tack up the claim while porting out the strengths and limitations of both the claim and counterplan. The text provides a conclusion that supports the ergument.	The test provides convincing and relevent data and evidence to tests up the claim and ability addresses counsectains. The concusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and enterest to texts up the claim and being addresses counterclaims. The conclusion effectively winforces the claim and enderce.		The text provides data and evidence that alternal to textu and the states and unclearly addresses counterchains or locks sourcements. The occlusion memby restates the position.	The text contains, limited data and enderson initiality for the datim and countercharms or lacks iscontercharms, the text may bit to conclude the argument or position.
Audience: The text anticipates the sudience's knowing revel, cancerna, values, and possible bisess shoul the claim. The text addresses the specific meets of the sudience.	The text consistently addresses the audience's knowledge level, con- cerns, values, and possible transes adout the clare. The face detresses the specific needs of the audience.	The text anticipates the audi- encet is incuringly level, concerns, values, and possible trases about the claim. The lot addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, velues, and possible traces about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent automates of the audience's knowledge level and needs.	The text locis an avarances of the autience's knowledge level and needs.
Cohesion: The text uses words, phrases, and closures as well as vertex system to init the major sectors of the text, treates cohesion and clarifies the missions of setues in the claim and massing, battern treates and exclance, and between dama and ecolarized.	The led similarizely uses works, phrases, and clauses as well as validel system to link the major actions of the test. The led explains the relationships between the claim and reasons as well as the endernor. The well strategically links the counterclaims to the claim.	The text yielf killy uses words, phrases, and clauses are well as varied system to the text major autores of the text. The text identifies the relationship between the claim and seasons as well as the evidence. The start affectively inso the countervisions to the claim.	The last uses words, phrases, and clauses as well as varied system to los the major andiana affine test. The last converse the dame and reasons. The last links the counterclaims to the claim.	The test contains imited words, phrases, and clauses to this the major ancions of the test. The test attempts to connect the claim and reasons.	The last contains few, if any, words, physics, and clauses its link the major autions of the test. The test does not connect the claims and reasons.
Biglis and Conventions: The test presents a formal, signature tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the despires (i.e. MLA, APA, 401).	The text presents an engaging, formal end objective time. The text interchangly uses standard English conventions of usage and mechanics while attending to the norms of the decipitive (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demon- atrates standard English conven- tions of usage and mechanica while attending to the norms of the deciptine (i.e., MLA, APR, etc.).	The load presents a formal tone. The load demonstrates standard English conventions of usage and mechanics while atlending to the norms of the discipline (i.e. MLA, APA, etc.).	The text illustrates a limited assessments of formal tore. The text demonstrates arene accuracy in standard Euglish conventions of usage and mechanics.	The text illustrates a limited aware- ness of or incompleter listers. The text demonstrates Descurrage in enclosed English conventions of usage and mechanics.