

Essay Type	<b>Essay 6 - research-based: 1200 words, 7-8 paragraphs, 4 pages maximum.</b>	
weight. length	20% of final grade -- 1200 words	
due	out of class - April 27, 2010	Persuading How to Deal with Environmental Crisis
grading, Core objectives	Use "Criteria Sheet" adapted from the Department of Language and Literature, also available on my website. Core objectives are in the class packet.	
format	Please use "Format: Essays 1-7" from packet, also available on my website.	
source(s)	A Fable for Tomorrow (359); The Santa Ana (600); <b>3 library sources: popular press; journal; website</b>	
documentation	"MLA" in Handbook 93-133 or "Documentation" in Longman 620-633.	
writing task	<p>In this paper, you will construct an argument about an environmental issue: What can be done about Canadian Geese, North American deer, polar bears, or <i>t.b.a.</i> Develop your topic using cons and pros. In your introductory paragraph, refer to the issues named in the two Longman essays, and bridge to your arguable thesis. Develop the body paragraphs using block or point-by-point organization of the cons and pros. Give abundant support from at least three different kinds of library sources. Place an embedded citation after each piece of evidence, and be sure the source is included in the Works Cited. In the concluding paragraph, reiterate your thesis and expand it with your insights: explain why, having read the evidence, the reader should agree with your position on this controversial issue. Use a metaphor to illuminate your conviction. [Block OR Point-by-Point]</p>	
rhetorical situation: persona, audience, purpose, topic, tone	<p>You are a professional writer of a "My Opinion" essay for CBS-News. Your audience is college-educated readers who base their decisions on informative, intellectual television/radio discussions and readings. Your topic, and subtitle, is "Environment Alert." Your tone is formal: it uses sophisticated diction (words) and syntax (sentence structure) and maintains third person throughout.</p>	
relationship to prior assignments	<p>This essay, like the previous five essays, is intended not just to present an argument but to persuade the reader to accept your opinion. This essay includes research material. We will have a half-class of library orientation one week and on-line research time the following week. You can access the online library sources using your computer from any off-campus or on-campus location.</p>	
reminders	<p>A formal academic tone need is intelligent, thoughtful, and sophisticated. It wins respect by its abundance of expert testimony, facts, statistics, and vivid examples. Because you want to <i>persuade</i>, you will explain the opponents' position and counter their position with reasons and support for your thesis. Your conclusion highlights the compelling nature of your position.</p>	
warnings (alerts) and options	<p>ALERT: Use carefully chosen words to suggest the strength of your position and the weakness of the opponents' position. Keep in mind that your thesis must be arguable: someone reading it should be able to exclaim, "Wait a minute! I disagree, but the writer <i>does</i> present both sides!" You should develop your argument in a "block" or "point by point" organization, both of which will be demonstrated in class instruction.</p>	
collaboration	<p>Sharing your thesis, brainstorming ideas, and research sources usually benefits everyone. This is a perfect time to experience collegial give-and-take.</p>	
"Core" focus	<p>(III,4) Students will be able to integrate and/or combine knowledge from multiple sources to create new knowledge. (Synthesis) (III,7) Students will be able to communicate and justify clearly the results of their reasoning. (Presenting Arguments Skills)</p>	