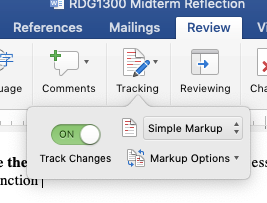
Thesis Statement Working Group

# Working Group Assignment

Assess the following thesis statement based on the rubric for the upcoming Peer Response Rubric. Use track changes to improve the thesis statement based upon the rubric. Then work with your group to create a model outline for a paper based on the rubric. Be ready to discuss your decisions and explain why you include your chosen points in the essay outline.

## The Peer Response Paper involves:

Reading and annotating your peer’s paper and identifying their position, purpose, and support. You will then construct a response to your peer. A response is a reaction to a specific aspect of their paper. You may, for example, agree or disagree with their position. You may wish to comment upon their use of support. This paper will be 3-4 pages in length (6-8 paragraphs), including introduction and conclusion paragraphs.

# Sample Thesis Statement

In their essay, “[insert title of peer’s essay],” the author writes that “technology is everywhere, and everyone is addicted to technology including myself” (Author’s last name [p.#]). I agree.

## Add Your Working Group’s Outline Below:

# Peer Response Paper Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Clear thesis statement summarizing your purpose for writing the response essay (5) | |  |  |  | | --- | --- | --- | | **5.0 to >4.0 pts**  **Exceeding**  Thesis statement is clear and easy to read. The thesis statement hints at the evidence discussed and its relevance to the author’s position. (5) | **4.0 to >3.0 pts**  **Meeting**  Thesis statement is clear and easy to read. The thesis statement hints at the purpose or evidence but may not clearly state their relevance to the author’s position. (4) | **3.0 to >0 pts**  **Emerging**  Thesis statement is unclear. The thesis statement does not appear to relate to evidence from the peer’s paper. (3) | | 5.0 pts |
| Strong support for the position (5) | |  |  |  | | --- | --- | --- | | **5.0 to >4.0 pts**  **Exceeding**  Specific evidence is provided for each body paragraph which provides varied support for the author’s position. Support is explained in an organized, coherent manner. (5) | **4.0 to >3.0 pts**  **Meeting**  Evidence is provided for each body paragraph to support the author’s position. Support is explained, but may lack organization or coherence. (4) | **3.0 to >0 pts**  **Emerging**  Evidence is provided for each body paragraph. Support is not explained in an organized and coherent manner. (3) | | 5.0 pts |
| Connection to peer paper (2) | |  |  |  | | --- | --- | --- | | **2.0 to >1.75 pts**  **Exceeding**  Response is clearly connected to peer’s paper. The response paper introduces the peer paper fully in the introduction and makes clear the need for the response. The response paper returns to the peer paper the conclusion to explain the importance of the response. (2) | **1.75 to >1.25 pts**  **Meeting**  Response is clearly connected to peer’s paper, but the response paper may not introduce the peer paper fully or return to it in the conclusion. (1.75) | **1.25 to >0 pts**  **Emerging**  Response is only tangentially connected to peer’s paper or the connection is not clearly explained (1.25) | | 2.0 pts |
| Organization (4) | |  |  |  | | --- | --- | --- | | **4.0 to >3.0 pts**  **Exceeding**  Paper is well organized; evidence and explanation flow smoothly. The paper transitions from introduction to body paragraphs with support to conclusion (4) | **3.0 to >2.5 pts**  **Meeting**  Paper is organized; evidence and explanation flow. The paper would be further improved by smoother transitions or attention to the logical flow of the argument (3) | **2.5 to >0 pts**  **Emerging**  The paper has an introduction, body, and conclusion, but the ideas are not clearly organized and presented in these sections. (2.5) | | 4.0 pts |
| Novel Insight and Conclusion (2) | |  |  |  | | --- | --- | --- | | **2.0 to >1.75 pts**  **Exceeding**  The paper provides a new and informative twist on the peer’s position. The paper’s conclusion is thoughtful and answers the question “so what?” (2) | **1.75 to >1.25 pts**  **Meeting**  The paper provides a new twist or thoughtful response to the peer’s position. The paper includes a conclusion (1.5) | **1.25 to >0 pts**  **Emerging**  The paper could be further improved by a more unique response to the peer’s position. The paper includes a conclusion (1.25) | | 2.0 pts |
| Strategy evidence demonstrates author’s effort and attention to the final product (2) | |  |  |  | | --- | --- | --- | | **2.0 to >1.5 pts**  **Exceeding**  Strategy evidence is attached to the final version of the paper and illustrates the author’s use of a prewriting, outlining, or revising strategy. Clear connection between strategy evidence and the final product (2) | **1.5 to >1.0 pts**  **Meeting**  Strategy evidence is attached to the final version of the paper but may not be evident in the final product (1.5) | **1.0 to >0 pts**  **Emerging**  Strategy evidence is attached to the final version of the paper but is incomplete (1) | | 2.0 pts |
| Reader’s Guide Letter thoughtfully explains drafting or revisions (3) | |  |  |  | | --- | --- | --- | | **3.0 to >2.5 pts**  **Exceeding**  Reader’s Guide letter references strategy evidence and clearly explains how the author applied the strategy. The letter also explains how the strategy use contributed to the overall success of the project. (3) | **2.5 to >2.0 pts**  **Meeting**  Reader’s Guide letter references strategy evidence but does not clearly explain how the author applied the strategy. The letter may not explain how the strategy use contributed to the overall success of the project. (2.5) | **2.0 to >0 pts**  **Emerging**  Reader’s Guide letter is vague in its reference to strategy evidence. It does not clearly explain how the author applied the strategy. The letter does not explain how the strategy use contributed to the overall success of the project. (2) | | 3.0 pts |
| Paper attends to MLA style and conventions of academic English (2) | |  |  |  | | --- | --- | --- | | **2.0 to >1.5 pts**  **Exceeding**  Paper attends to MLA style and conventions of academic English with few issues which do not impede comprehension. (2) | **1.5 to >1.0 pts**  **Meeting**  Paper attends to MLA style and conventions of academic English with few issues, the majority of which do not impede comprehension (1.5) | **1.0 to >0 pts**  **Emerging**  Paper has several issues with style or conventions. These impede readability (1) | | 2.0 pts |
| Total Points: 25.0 | | |