

# Writing Assignment 2

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"Effective documents tell a story  
in order to make an argument  
in order to produce an outcome  
...which means that *effective documents resolve readers' problems.*"  
UVA, Little Red Schoolhouse (LRS)

## The Essay

Thus far we have read articles on creativity, computer generated art, and how image generating programs might be created. You have also had experience running and writing code to generate your own images. You have evaluated these images in terms of the emotional response they evoke and their use of design elements and adherence to design principles. This essay assignment is an opportunity to explore more deeply some of the questions and issues that have been raised. It is also an opportunity to practice writing as an iterative process involving peer-review, multiple drafts, and consultation with both the instructor and writing associate.

There are many facets to good academic writing. Most important is the argument. The argument is supported by reasons and evidence. For this essay you should follow what might be called the "standard essay format", consisting of:

1. An introductory paragraph, which minimally introduces the thesis, and ideally incorporates these rhetorical elements (adapted from LRS, e.g. see section on [Problem Frames](#)).
  - Common ground: something every reader will know
  - Problem: a predicament (for tangible problems), or a question (for conceptual ones)
  - Response: either a resolution of the problem or a promise of a resolution to come.
2. A series of paragraphs supporting the thesis - each paragraph presents one idea: a reason and corresponding evidence, or an acknowledgement & response to an alternative view.
3. A concluding paragraph which minimally restates the thesis, or ideally presents the solution to the problem presented in the introduction.

## Audience

You are writing for your fellow classmates, i.e., readers like you who have completed the assigned reading and homework but who may not remember the exact details that are important to support your argument.

## Length and Formatting

800-1000 words, double spaced. Do not include a cover page. At the top of the first page, you should include the title, your name, the course number & name, the date, and the word count.

## Due Dates

### Part 1: Due Thur., Sept. 27

Bring 2 copies of the following to class. Also submit an electronic copy on WISE Assignments.

A single Word document containing:

- A draft of your introductory paragraph.
- A list that includes (*Please use complete sentences*):
  - Several supporting reasons with supporting evidence.
  - Several alternative views and your response to these views.
- A tentative list of sources (including books and/or peer reviewed papers) you are considering using. At the moment, you do not need to adhere to any citation format but there should be enough information provided to completely identify the source.

The 2 copies will be exchanged with members of your peer writing group. An evaluation sheet will be handed out.

### **Part 2: Due Thur., Oct 4**

Submit a first draft, via WISE Assignments, of no less than 700 words. Bring 2 paper copies to class. You should include published books and/or peer-reviewed papers among your references. Use the [MLA citation format](#) (make use of [RefWorks](#)). Also available in the Writing Center is the "Hacker Manual":

Hacker, Diana, Nancy I. Sommers, and Van H. M. Carbajal. *A Pocket Style Manual*. Boston: Bedford/St. Martin's, 2012.

Your draft will be exchanged with 2 members of your peer writing group. An evaluation sheet will be handed out.

Required: A writing conferences will be set up with either me or Jennie to go over your draft.

### **Part 3: Due Tue., Oct 16**

Submit your final paper on WISE Assignments.

## **Evaluation**

Your grade will be based on the rubric provided on the following page. All criteria will be considered. However, for this paper, the main focus will be on items:

- Item 3: Advances thesis and sustains focus
- Item 5: Provides appropriate evidence (*and reasons*)
- Item 6: Organizes material effectively
- Item 7: Uses appropriate style and mechanics

***Failure to meet any of the above deadlines will result in a lowering of your final paper grade by a half grade. For the final paper, a half grade reduction will be taken for each day it is late.***

***I read every page one first. On this paper if I find 5 grammar/punctuation/spelling errors on page one, I will return the paper to you unread for corrections and you'll return in 24 hours later with a full grade penalty for lateness.***

**Rubric for Critical Writing & Thinking Rubric:**

		Developing	Competent	Accomplished
1	Responds appropriately to the topic	Shows some engagement with the topic without elaboration; offers basic observations but rarely original insight.	Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives; offers some insight.	Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspectives with elaboration and depth; offers considerable insight.
2	Explanation of issues	Issue/problem to be considered is unclear or is stated without clarification or description.	Issue/problem to be considered is stated clearly. Most of the necessary background information is provided.	Issue/problem to be considered is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
3	<b>Advances thesis and sustains focus</b>	<b>Some intelligible ideas, but thesis is weak, unclear or too broad.</b>	<b>Identifiable thesis representing adequate understanding of the assigned topic; minimal irrelevant material.</b>	<b>Clear, narrow thesis representing full understanding of the assignment; every word counts.</b>
4	Context and assumptions	Little or no recognition of complexities of issue and context. Student's and others' assumptions are not acknowledged/ examined. Limits of position are not addressed.	Recognition of some of the complexities of the issue. Limited acknowledgement and examination of student's own and others' assumptions, or of limits of position.	Complexities of the issue and its context are examined, including the student's own and others' assumptions. Limits of position are acknowledged.
5	<b>Provides appropriate evidence</b>	<b>Some evidence but not enough to develop argument in unified way. Evidence may be inaccurate, irrelevant or inappropriate for the purpose of the essay.</b>	<b>Evidence accurate, well documented and relevant, but not complete, well integrated and/or appropriate for the purpose of the essay.</b>	<b>Evidence is relevant, accurate, complete, well, integrated, well documented and appropriate for the purpose of the essay.</b>
6	<b>Organizes material effectively</b>	<b>Organization, overall and/or within paragraphs formulaic or occasionally lacking in coherence; few evident transitions. Introduction and conclusion lack logic.</b>	<b>Few organizational problems on any of the three levels (overall, paragraph, transitions). Introduction and conclusion are effectively related to the whole.</b>	<b>Organization is logical and appropriate to the assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions. Introduction and conclusion are effectively related to the whole.</b>
7	<b>Uses appropriate style and mechanics</b>	<b>Sentences show errors of structure and little or no variety; many errors of punctuation, spelling and/or capitalization. Errors interfere with meaning in places. Careful proofreading not evident.</b>	<b>Effective and varied sentences; some errors in sentence construction; only occasional punctuation, spelling and/or capitalization errors.</b>	<b>Each sentence structured effectively, powerfully; rich, well chosen variety of sentence styles and length; virtually free of punctuation, spelling and capitalization errors.</b>