

**End-of-Course Prompt:**

Because of safety concerns, many states have increased the age at which teens can begin to drive. Your state legislature is considering raising the minimum driving age from 16 to 18. Do you think the minimum driving age should be raised? Take a position on this issue. Support your response with reasons and specific examples.

✓ What do you think the driving age should be? the driving age should be 21 to

✓ 30 because there less at risk for accidents. I'm going to tell why it should be that way.

- Clear position; the audience knows your position on the driving age.
- It is best not to begin with a rhetorical question for this essay.
- No insight or evidence of how you will prove your point.
- "I'm going to tell you why." is a statement of intent, not a thesis. How could you rewrite the thesis presenting your position combined with a statement of evidence?

✓ One reason is high risks at drinking. For example, teen are the most ones that

✓ drank and drive there for when u get older u cant handled that much alcohol in

✓ your system, they don't do much when there older.

✓ That's why its safer for the driving age to be 21 to 30.

- Since this is your first point, make it count. Is there a stronger argument to start rather than drinking and driving? Is your position that the driving age should be raised to 21-30? Should anyone over the age of 30 drive for any reason? What might a counterargument be?
- Use of incomplete sentences and usage/mechanics errors prevents your point from being understood.
- Reread sentence #2 in this section. How can you correct it?
- The final sentence in this paragraph merely restates what you have already said. What transition would work moving to the next paragraph?
- What is your organizational plan?

✓ Another reason is high risk of accidents. For example, teens go to party's and

✓ they get drunk then they have the drive home and can cause an accident and not

✓ even knowing they did cause there so drunk to realized it. That why this should let teenagers drive as much.

- Isn't this the same argument you used in paragraph #2? Is there another reason why the driving age should be raised? This paragraph merely repeats what you have already said.

✓ Final, going over the speed limit. When teens get their car they want to show it off and how fast it can go. For example, speed race on the normal highways they race them because they want to show that there car is better. That's why they should not let teens on the road because they cause more accidents then other groups of people.

- You attempt to build a second argument using speed as a reason. Can you fully develop this argument, building the case with examples or anecdotes? Who is "they" in the third line?
- Your argument of speed would provide support if more clearly explained and fully developed.

✓ They should raise the age but not to teens like to the 20ns or 30s age group because they are lease involved with speeding, drankng, or having accidents. some teens or safe at driving but most of then are not. That's why it should be in the older group of people driving on the roads.

- Once again, who is "they" in line 1?
- Where are your counterarguments? Critics would argue that those between 21-30 must drive to get to work, to take care of families, etc. How could you answer them while supporting your case?
- You try to summarize the arguments, which can be an effective way to end. However, you really need to take a close look at your arguments.

# End-of-Course Instruction Persuasive Writing Checklist

☐ COMPOSING/Written EXPRESSION				
	4	3	2	1
<b>CENTRAL IDEA AND POSITION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear thesis stating position or side</li> <li><input type="checkbox"/> Focus on appropriate audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear position</li> <li><input type="checkbox"/> General focus on audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>May focus on a position</b></li> <li><input type="checkbox"/> Inconsistent focus on audience or fails to identify an audience</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to take a position</li> <li><input type="checkbox"/> No focus on audience or inappropriate audience</li> </ul>
<b>ORGANIZATION AND UNITY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effective introduction</li> <li><input type="checkbox"/> Follows a logical organizational plan</li> <li><input type="checkbox"/> Evidence and reasons are organized logically</li> <li><input type="checkbox"/> Ideas are unified with few digressions</li> <li><input type="checkbox"/> Maintains a consistent point of view</li> <li><input type="checkbox"/> Uses transitions effectively to connect ideas within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adequate introduction</li> <li><input type="checkbox"/> Evidence of an organizational plan</li> <li><input type="checkbox"/> Evidence and reasons are organized logically</li> <li><input type="checkbox"/> Few minor digressions</li> <li><input type="checkbox"/> Point of view may shift occasionally but does not distract the reader</li> <li><input type="checkbox"/> Uses transitions effectively to connect ideas within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Weak introduction</b></li> <li><input type="checkbox"/> Inconsistent organizational plan</li> <li><input type="checkbox"/> Lack of unity due to major digressions</li> <li><input type="checkbox"/> Shifts in point of view</li> <li><input type="checkbox"/> Limited or inconsistent use of transitions within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No introduction</li> <li style="background-color: #92d050;"><input type="checkbox"/> <b>Fails to organize ideas</b></li> <li><input type="checkbox"/> Lacks unity due to major digressions</li> <li><input type="checkbox"/> Shifts in point of view</li> <li style="background-color: #92d050;"><input type="checkbox"/> <b>Absence of transitions connecting ideas</b></li> </ul>
<b>COUNTERCLAIMS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively addresses counterclaims and counterevidence effectively</li> <li><input type="checkbox"/> Introduces claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adequately addresses counterclaims and counterevidence</li> <li><input type="checkbox"/> May acknowledge or distinguish the claim(s) from counterclaims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to address counterclaims</li> <li><input type="checkbox"/> May not distinguish counterclaims from other evidence</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Fails to address counterclaims</b></li> </ul>
<b>EVIDENCE AND DETAILS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains precise and relevant evidence (examples, illustrations, reasons, events, details) supporting purpose and audience</li> <li><input type="checkbox"/> Details clarify and defend the writer's position; fully and clearly elaborates ideas.</li> <li><input type="checkbox"/> Shows how evidence supports each main point of the argument</li> <li><input type="checkbox"/> Provides justification of how the evidence supports the claims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains adequate evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience</li> <li><input type="checkbox"/> Some details clarify and defend the writer's position, minor lapses in elaboration</li> <li><input type="checkbox"/> Some evidence supports the main argument</li> <li><input type="checkbox"/> Limited justification of how the evidence supports the claims</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Contains limited evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience</b></li> <li><input type="checkbox"/> Few details clarify or defend the writer's position</li> <li><input type="checkbox"/> Ideas may be a list of general, underdeveloped statements</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains little or no evidence (examples, illustrations, reasons, events, and/or details) supporting purpose and audience</li> <li style="background-color: #ff66ff;"><input type="checkbox"/> <b>Little or no elaboration</b></li> <li><input type="checkbox"/> List of general unrelated statements</li> </ul>

<b>COMPOSING/WRITTEN EXPRESSION</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CONCLUSION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strong, effective conclusion, which provides a call to action, offers a solution, and/or includes a final appeal</li> <li><input type="checkbox"/> Takes a step beyond summary</li> <li><input type="checkbox"/> Leaves the reader with a strong impression</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good conclusion, which may restate the problem and recommends a strong solution</li> <li><input type="checkbox"/> May only provide a summary of main arguments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Presents a weak conclusion or merely restates the thesis</li> <li><input type="checkbox"/> Reader is not left with an overall impression</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fails to draw conclusions</li> <li><input type="checkbox"/> Does not include a call to action</li> </ul>
<b>FLOW</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rhythmic flow resulting from purposeful sentence variety</li> <li><input type="checkbox"/> Sentences incorporate subordination of ideas, and/or effective embedding of modifiers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some rhythmic flow and sentence variety</li> <li><input type="checkbox"/> Some sentences use subordination of ideas, and/or embedding modifiers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uneven rhythmic flow and limited sentence variety</li> <li><input type="checkbox"/> Little subordination of ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No rhythmic flow and no sentence variety</li> <li><input type="checkbox"/> No subordination or embedding modifiers</li> </ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains highly specific word choice, descriptive language, and selected information</li> <li><input type="checkbox"/> Appropriate, purposeful tone</li> <li><input type="checkbox"/> Evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Contains specific word choice, descriptive language, and selected information</li> <li><input type="checkbox"/> Evidence of tone</li> <li><input type="checkbox"/> Some evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited word choice, descriptive language and or selected information</li> <li><input type="checkbox"/> Inconsistent tone</li> <li><input type="checkbox"/> Limited evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks tone and voice, little or no specific word choice, descriptive language, and/or selected information</li> <li><input type="checkbox"/> No evidence of writer's voice</li> </ul>