**Explanatory/Informative Writing Project-50pts**

In response to the articles provided students research for articles that provide an argument that provides a pro argument for technology in the arts. Students use the rubric below as a guide for the writing assignment.

**Rubric:**

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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Introductory Paragraph**  (Looking at just first paragraph) | -Introduces a clearly-stated topic in one to two sentences, organizes ideas in way that previews what will follow in the essay, and includes proper formatting | -Topic is evident, but could be stated more clearly.  -Paragraph previews information that will follow in the essay.  -Includes proper formatting. | -Topic is unclear.  -Paragraph poorly previews information to follow in the essay.  -There are few mistakes in the paragraph  and paper formatting. | -Topic is not stated. -Paragraph does not preview information to follow in the essay.  -The paper and paragraph are not formatted correctly |
| **Organization, Research and Supporting Details.**  (Looking at whole Document) | -Thoroughly develops the topic with well-chosen research and quotes to support one’s thesis while synthesizing the information in an elegant way, using MLA citations. -Draws significant connections in a complex essay. | -Adequately presents topic.  -Partially organizes ideas and information to make connections about topic. -Begins to synthesize outside information, using quotations and correct citation of sources. | -Poorly presents topic.  -Ideas are disorganized and make few connections about information to topic.  -Poorly synthesizes outside information. Sources not cited or cited incorrectly. | -Topic not presented.  -Ideas are not presented and no connections are made.  -Does not use or does not cite outside sources. |
| **Academic Language & Word Choice** (Looking at whole document) | -Consistently, artfully, and accurately uses precise and subject specific language to manage the complexity of the topic and convey a style appropriate to the discipline and target audience. | -Makes frequent use with few errors of academic language and subject specific language to convey the complexity of the topic to the target audience. | -Sometimes uses academic language and subject specific language, but with many mistakes to convey the topic to the target audience. | -Makes little or incorrect use of academic language or subject specific vocabulary and/or does not consistently follow the style appropriate for the target audience. |
| **Sentence Structure, conventions & Style** (Looking at whole document) | -Maintains a formal style and objective tone while attending writing norms and conventions of the discipline in which they are writing.  -Uses varied transitions and sentence structures to make connections and clarify relationships among ideas and concepts. | -Establishes and formal style and objective tone while attending to norms within the discipline with few inconsistencies. -Often uses appropriate and varied transitions and sentence structures with few mistakes in conventions. | -Attempts to establish a formal style and objective tone, but does so inconsistently.  -Rarely uses appropriate and varied transitions and often makes mistakes in conventions. -Some effective use of varied sentence structures. | -Does not establish a style.  -Does not use or incorrectly uses transitions.  -Makes many mistakes in conventions.  -Does not vary sentence structure. |

Please remember to site any information that is taken from other sources.