

Revising Argument Project

Using the same essay/article/letter that you've been working with for the Introduction to Argumentative Writing Unit, you will now revise the original text to make it stronger, ideally building off of the ideas you discussed in your evaluation and using one or more of the facts that you researched. If you chose "Gaming Communities," you'll only revise **one** of the two essays, not both. If you chose any of the other essays/articles or letters, you'll choose whether you want to revise the original text for the same audience **or** whether you want to "flip" the audience from the original and rewrite it for that new audience. Either option is perfectly acceptable.

You will make no fewer than four "large" changes to the original text. A "large" change can be one of several things:

- You can add new claims, new support and/or new facts into the original texts, making sure to make it flow within the original text.
- You can remove/delete claims, support and/or facts that you believe are not effective (or would not be effective/relevant if "flipping" the audience).
- You can change existing things from the text. This means that you are not adding or removing claims, support and/or facts; instead, you are possibly rearranging/moving ideas, significantly rephrasing parts of the original text for tone, etc. Changing a couple words to make it easier vocabulary/easier to understand is **not** considered a "large" change.

It's worth a brief note that simply removing text but not adding anything is not going to make any original text better, so you **cannot** only remove/delete. However, you *could* choose only to add, for example.

Your revised product must be a clear improvement over the original text. And while that *may* sound like an opinion, the majority of your score is to write a detailed, specific account of the shortcomings/flaws of the original and how each change (addressed one at a time) made has indeed helped to make the new text a clear improvement *for its audience*.

Your working document in Google Classroom is comprised of three separate sections, though four steps actually are taking place. Section one/Step 1 asks you to discuss the types of changes that you intend to make and a brief reason for such a change. This is where you will say what you want to add, remove or change, but the goal is not to get insanely specific here—just to give a clear idea of what a reader will be looking for in your revision and why. Steps 2 and 3 make up the second section, and you'll copy and paste the original text in and then make the specific changes to it as suggested in section/step one. Importantly, you must mark your changes according to the directions. What isn't marked will not be scored/counted as a change. Finally, in the final section, Step 4, you will write the detailed, specific account that was discussed in the paragraph above. Again, this step is the most important by far as you must effectively argue/persuade that you did correctly and adequately fulfill the project.

Revising Argument Rubric

This is a unique project, in that the score is made up exclusively of Step 4. However, failure to complete any part of Steps 2 and 3 will count as deductions to your score.

Step 4 Support (40 points total):

Spt: _____

- The response clearly explains the shortcomings/flaws of the original text for the selected audience. The response names each change made one at a time in order and thoroughly makes clear how each specific revision improves the text for its audience. The response clearly, effectively, and thoroughly answers the prompt. [40 pts]
- The response generally explains the shortcomings/flaws of the original text for the selected audience; it names and discusses each change individually in a way that largely makes clear how each specific revision improves the text for its audience. The response clearly and effectively answers the prompt. [36 pts]
- The response somewhat explains the shortcomings/flaws of the original text for the selected audience, though perhaps vaguely, the response addresses each change individually and but explanation is uneven for how each specific revision improves the text for its audience. The response mostly answers the prompt. [30 pts]
- The response does not clearly detail how each change improves the original text. Audience might be missing from all of the explanations and focus. Two changes might be grouped together in one explanation. Explanations offer little more insight than what is said in Step One reasons. The response incompletely answers the prompt. [26 pts]
- The response does not address each change made individually but groups them together and ineffectively tries to explain the improvements as a group. [22 pts]
- Response is mostly off-topic, makes no attempt at explanation and the does not answer the prompt. [20 pts]

Deductions:

Deductions: _____

Step 1:

- Failure to give a reason for a change (-2)
- Missing an entire proposed change and reason (-4)

Step 2:

- Formatting of the new text is radically different from the original (paragraphing, etc.) for no strategic reasons. (-2)

Step 3:

- A change is not marked/coded correctly as per directions (-2 pts)
- A change is not marked/coded at all (this is the equivalent of saying you made no change at all, and it will not be considered in Step 4 response). (25% reduction of total score)

Total Score _____/40