

FYS 140-1-A (Fall 2022)  
Prof. Cordes Selbin

**Essay 2: What's Your Perspective?**

*First draft due Friday, Oct. 14 by 5pm via Moodle*  
*Second draft due Friday, Nov. 4 by 5pm via Moodle*

This 4-5 pp. essay introduces your perspective on the higher education debates we have encountered in *They Say/I Say*. Choosing any two essays from these readings, develop an argument that explains and defends your own belief about any issue addressed by both authors. All of our authors make normative arguments: arguments about what should or should not be done in higher education. What's your belief about what should or should not be done, in conversation with these essays?

As in Essay 1, the two most important elements of this essay are argumentation and the analysis of textual evidence from both authors that you cite. Based on a careful, attentive assessment of what "they say," how would you form and articulate your response?

In addition to the rubric criteria (see next page), essays should be double-spaced, using Times New Roman size 12 font and must include the college honor code. Successful essays will also feature:

- A creative title
- Your name, class name, and date of submission (single-spaced) in the top lefthand corner
- Bibliographic entries for your two secondary texts, formatted according to the *MLA Handbook*, Eighth Edition (search Purdue OWL MLA Formatting and Style Guide)

## Essay Rubric

This rubric lists four central criteria I have taken into account in evaluating your essay. All four criteria are important, although they decrease slightly in relative importance as the list descends. Note: your final grade is a measure of holistic achievement, not a mechanical averaging of performance in each category. .

Category	A-level	B-level	C-level	D-level
<b>Argument</b>	Your argument is clear, persuasive, and compelling; it is both debatable <i>and</i> defensible.	Your argument is clear, but may be unmotivated, or defensible but not debatable.	An argument is present, but is unclear or not well-defended.	This essay lacks an argument.
<b>Analysis of Textual Evidence</b>	Your essay moves skillfully between presenting evidence and interpreting its meaning; this analysis is convincing and well-motivated.	Your essay uses textual evidence, but under-analyzes that evidence and/or resorts to plot summary.	Your essay includes minimal textual evidence and/or the analysis is minimal or unclear.	There is no textual evidence (and/or no analysis of that evidence) in this essay.
<b>Organization</b>	This essay's organization is impressive: it sustains momentum, avoids digression, and develops points in an engaging and intentional manner.	This essay's organization is effective: points are developed and sequenced in a clear, logical, and appropriate manner.	The organization of this essay contains distinct identifiable points, but also features irrelevancies or digressions.	The organization of this essay is unclear, lacks a purposeful order, or is overwhelmed by irrelevancies or digressions.
<b>Style/Mechanics</b>	The essay is free from technical errors, easy to understand, and well-articulated.	Some errors are present and/or the style could use work, but the essay is easy to understand.	The essay can be understood, but needs significant editing/proofing.	The essay is difficult to understand due to the number of errors present.

*Lightly adapted from a rubric developed by Professor Scott Saul of the University of California, Berkeley English Department.*