**English Language & Composition: The Happiness Paper**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

What makes people happy? What is happiness?

**Process:** Explore the idea via databases and websites. Create a question.

**Criteria:** Three-five pages using correct MLA format, including parenthetical citation and a Works Cited page. A good rule to remember is that the number of pages is the MINIMUM number of sources needed.

**Draft One (MUST have parenthetical citation AND a Works Cited Page):** At least two people will complete the attached editing form. **DUE: Thursday 1**

**Draft Two:** The instructor will read and give feedback according to the attached rubric**. DUE: Monday 5**

**Final Draft:** The instructor will grade this according to the attached rubric; it counts as part of your final exam grade for this course. **DUE: It is a mandatory assignment in your Electronic Portfolio due Friday 9**

**MLA Parenthetical Citation Examples**

Human beings have been described as "symbol-using animals" (Burke 3).

The authors claim that one cause of obesity in the United States is government-funded farm subsidies (Franck 327).

**MLA Works Cited Entry Examples**

Burke, Kenneth. Language as Symbolic Action: Essays on Life, Literature, and Method. Berkeley: U of California P, 1966.

Franck, Caroline. “Agricultural Subsidies and the American Obesity Epidemic.” American Journal of Preventative Medicine, vol. 45, no. 3, Sept. 2013, pp. 327-333.

**Checklist**

\_\_\_\_\_ The paper is 3-5 pages, double-spaced, Times New Roman 12.

\_\_\_\_\_ The paper has a correct MLA Works Cited page with a minimum of three sources.

\_\_\_\_\_ The paper has correct MLA parenthetical citation throughout.

\_\_\_\_\_ The paper has a correct MLA heading and automatic header (last name and page number).

\_\_\_\_\_ The paper has a thesis statement.

\_\_\_\_\_ The paper has a centered title.

When you are writing, consider the following format.

**Body Paragraph**

Sentence #1 TS (topic sentence)

Sentence #2 CD (concrete detail)

Sentence #3 CM (commentary)

Sentence #4 CM (commentary)

Sentence #5 CD (concrete details)

Sentence #6 CM (commentary)

Sentence #7 CM (commentary)

Sentence #8 CS (concluding/transition sentence)

TS: introduces what the paragraph is about.

CD: citation, proof, example from the text

CM: your comment on the CD or the TS or the thesis. CMs answer the question: So what? Who cares? Why is this important?

GRADING RUBRIC FOR A RESEARCH PAPER

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **A** | **B** | **C** | **D** |
| **Introduction/Thesis** | \***exceptional introduction** that grabs interest of reader and states topic.\*\***thesis is exceptionally clear**, arguable, well-developed, and a definitive statement. | \***proficient introduction** that is interesting and states topic.\*\***thesis is clear** and arguable statement of position. | \***basic introduction** that states topic but lacks interest.\*\***thesis is somewhat** clear and arguable. | \***weak** or no **introduction** of topic.\*\***paper’s purpose is unclear**/thesis is weak or missing. |
| **Quality of Information/****Evidence** | **\*information clearly relates** to the thesis. \*\***paper is exceptionally** **researched**, extremely detailed, and from a variety of sources. | \***information** **relates** to the main topic**.\*\*paper is well-researched** in detail and from a variety of sources. | \***information** **relates to** the main topic, few details and/or examples are given**.\*\*shows a limited** variety of sources. | \***information has little or nothing** to do with the thesis .\*\***shows a limited** variety of sources. |
| **Support of Thesis/Analysis** | \***exceptionally critical, relevant and consistent** connections made between evidence and thesis.\*\*excellent analysis. | \***consistent connections** made between evidence and thesis\*\*good analysis. | \***some connections** made between evidence and thesis.\*\*some analysis. | \***limited or no connections** made between evidence and thesis.\*\*lack of analysis. |
| **Organization/****Development of Thesis** | \***exceptionally clear, logical**, **mature, and thorough development of thesis** with excellent transitions between and within paragraphs. | \***clear and logical order that supports thesis** with good transitions between and within paragraphs. | \***somewhat clear and logical development** with basic transitions between and within paragraphs. | \***lacks development of ideas** with weak or no transitions between and within paragraphs. |
| **Conclusion** | \***excellent summary of topic** with concluding ideas that impact reader.\*\*introduces no new information. | \***good summary** of topic with clear concluding ideas.\*\*introduces no new information. | \***basic summary** of topic with some final concluding ideas.\*\*introduces no new information. | \***lack of summary** of topic. |
| **Style/Voice** | \***style and voice are not only appropriate** to the given audience and purpose, but also show originality and creativity.\*\***word choice is specific, purposeful, dynamic and varied.**\*\*\*sentences are clear, active (subject-verb-object), and to the point. | **\*style and voice appropriate** to the given audience and purpose.\*\***word choice is specific and purposeful, and somewhat varied throughout.**\*\*\*sentences are mostly clear, active (SVO), and to the point. | \***style and voice somewhat appropriate** to given audience and purpose.\*\***word choice is often unspecific**, generic, redundant, and clichéd.\*\*\*sentences are somewhat unclear; excessive passive voice. | \***style and voice inappropriate** or do not address given audience, purpose, etc.\*\***word choice is excessively redundant**, clichéd, and unspecific.\*\*\*sentences are very unclear. |
| **Grammar/Usage/****Mechanics** | \***control** of grammar, usage, and mechanics.\*\*almost entirely free of spelling, punctuation, and grammatical errors. | \*may contain **few** spelling, punctuation, and grammar errors. | \*contains **several** spelling, punctuation, and grammar errors which detract from the paper’s readability. | \*so **many** spelling, punctuation, and grammar errors that the paper cannot be understood. |
| **Citation Format** | ***\**conforms to MLA rules** for formatting and citation of sources are perfect***.***\*entries **entirely correct** as to MLA format. | \***conforms to MLA rules** for formatting and citation of sources with minor exceptions.\***entries mostly correct**  | \***frequent errors** in MLA format. | \***lack** of MLA format/numerous errors. |

**Research Peer Editing Form**

Author \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Editor #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Editor #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Editor #1 Checklist

\_\_\_\_\_ The paper is 3-5 pages, double-spaced, Times New Roman 12.

\_\_\_\_\_ The paper has a correct MLA Works Cited page with a minimum of three sources.

\_\_\_\_\_ The paper has correct MLA parenthetical citation throughout.

On the paper itself:

\_\_\_\_\_ comment on where they need more CDs or more explanation.

\_\_\_\_\_ comment on the introduction; is the topic described? How could it be improved?

\_\_\_\_\_ underline the citations.

Overall comments:

Editor #2 Checklist

\_\_\_\_\_ The paper has a correct MLA heading and automatic header (last name and page number).

\_\_\_\_\_ The paper has a thesis statement.

\_\_\_\_\_ The paper has a centered title.

On the paper itself:

\_\_\_\_\_ comment on the conclusion; is there an interesting perspective that is more than summary? How could it be improved?

\_\_\_\_\_ underline the commentary after each citation.

Overall comments: