Unit 5: Thesis Statement and Outline – Due February 10th

1. **Statement**: students will revise and refine their thesis statement and write an outline. The students will consult with their resource committee to explain the outline and receive feedback as to whether there is enough information.
2. **Objectives/Student Outcomes**
3. Search for more resources and list materials as is necessary.
4. Review thesis statement and make any changes if necessary.
5. Write a preliminary outline.
6. Write or update primarily bibliography.
7. Review all notes/note cards and fit them into the outline.
8. Fill in any gaps in information by continuing to research.
9. **Grading**

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| **A** | * Met deadline * 4 on outline rubric * Resource Committee approves writing phase. |
| **B** | * Late deadline * Three on the outline rubric and presentation rubric * Resource Committee approves writing phase. |
| **C** | * Needs reminders and extensions for assignments * Two on the outline rubric and presentation rubric. * Resource Committee approves writing phase with significant recommendations. |
| **D** | * Doesn’t complete any assignments on time, but assignments are completed by the time grades are assigned * One on the outline rubric and presentation rubric * Resource Committee does not approve writing phase. |
| **F** | * Doesn’t meet class deadlines * Has not completed an outline rubric or outline presentation. * Resource Committee does not approve writing phase. |

1. **Assessment(s)**
2. Submit a thesis statement for teacher approval.
3. Outline rubric (see below).

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|  | **4 Points** | **3 Points** | **2 Points** | **1 Points** |
| **Thesis &**  **Argument** | Thesis is well-written, specific, and concise. The supporting evidence ties into the thesis and backs up the general argument. There are no digressions or contradictory information. | Thesis is complete, but could be more specific, better organized, or more carefully worded. The supporting evidence generally ties into the thesis well, but may be unclear or digress in small sections. | Thesis is included, but is vague, confusing, or otherwise insufficient. There is not a strong argument made in the outline, due to a lack of relevant or clear evidence. | There are significant problems with the thesis and argument, if in fact an argument even exists. The thesis may be an obvious restatement of fact, rather than a persuasive line of reasoning. |
| **Source Identifications** | Everywhere that specific evidence is introduced, a source tag of some sort is included. A MLA preliminary bibliography is included (though it may be unedited and unproofed). | An excellent effort has been made to mark every piece of information, though there may be a few unintentional gaps. A MLA preliminary bibliography is included (though it may be unedited and unproofed). | A good effort has been made to mark sources, though there are considerable gaps that may illustrate a lack of effort. A MLA preliminary bibliography is included (though it may be unedited and unproofed). | Only a moderate effort has been made to add source tags or else their use is very inconsistent. If no preliminary bibliography is included, it cannot score above a one |
| **Balance and Use of Sources** | Shows an excellent choice and balance of sources throughout the paper. Multiple sources reinforce the validity the evidence, and only credible sources are used. Many sources are integrated together with no one or two sources providing the bulk of the evidence. | Shows a very good choice and balance of sources throughout the paper. Multiple sources reinforce the validity of the evidence, and these sources are used to create an overall balance of evidence, though one or two sources may be highlighted as particularly helpful. Only credible sources are used. | Shows a good choice of sources overall, but there may be concerns about some of their reliability and credibility. There may be a heavy use of a few sources that raises questions about the validity and originality of the argument. Encyclopedias and other rudimentary sources show up more than they should. | Too few sources were used, source requirements were not met, or sources were used inappropriately. Encyclopedias and other rudimentary sources may be used too heavily. If no primary source was used in this paper, it cannot score above a one. |
| **Organization** | Shows a logical organization of ideas in constructing the overall argument. The pieces flow together well to produce a convincing line of reasoning. | Shows a logical organization of ideas, but may have minor problems that can be fixed rather easily. | The organization of ideas is not always clear or does not follow the thesis argument. Considerable effort may be required to fix these problems. | The organization of ideas is quite unclear or ineffective. The outline needs to be heavily reworked before starting to write the rough draft. |
| **Effort and Attention to detail** | The outline illustrates great attention to detail and outstanding personal effort. | The outline shows very good attention to detail, though some minor mistakes may be made. | The outline is adequate, but shows inattention to detail. Not all directions are followed. | The outline shows carelessness and inattention to detail. |

http://www.mrswallace.com/research/Outline%20Rubric.pdf