

New '06

Name _____

Hr. _____

Due date _____

P1

AP ENGLISH POSITION PAPER (70 pts.)

AP English 12 -- Wallenberg & Olson


(rev. term 4 '05-'06)

For this assignment you must develop a five- to seven-page persuasive position paper for a specific type of audience. Your paper will include information and details from a variety of appropriate authoritative sources handled logically and ethically and tailored to convince your particular audience to take a certain action.

- Be very practical in terms of what you want your audience to do as a result of reading your position paper. It's best to have concrete action(s) in mind such as passing particular legislation or changing specific behavior.
- **To be effective, your paper must deal effectively with other viewpoints.** Research the opposing arguments to your position. Other positions must be fully, fairly, and respectfully considered. You are required to not only clearly outline the arguments/reasons which would help persuade your audience of your position but also to clearly include and refute the arguments/reasons your opposition would potentially use to try to dissuade your audience from adopting and acting on your position.
- Avoid logical fallacies and propaganda devices. (See pages 236 to 252 in the EWS text.)
- Begin to look for policy topics which may work for this paper. Once you have established a few ideas for your topic, take careful notes on it and look for outside sources which give further insight and discussion of your topic choice. So that none of your research work is wasted, do some general subject area research before settling upon an audience and persuasive purpose. Be organized in your note-taking of both information and arguments you would like to use from your sources. You will be held to the highest standard in documentation and citation of sources.

CONTENT – 40 pts.

1. This paper must clearly develop a position so that the reader has no doubt as to the preferred course of action.
2. Provide sufficient details, information and data to support your position. Consider the various types of support that will work most effectively with your particular audience.
3. The argument should develop logically and effectively while taking the audience into consideration.
4. The argument should reflect a fair, respectful understanding of other positions. Remember that any reasonably well-informed audience will know the counter arguments.
5. Information should be drawn from a variety of authoritative sources. If a web site is used, its credibility must be well-established. Any number of print analog sources (database postings of articles originally appearing in print form) may be used in the paper.
6. **Expect to provide photocopies or printouts of all sources to accompany the paper.** Information and passage used must be highlighted. Use the same color of highlighter in three places: paper, works cited page, and sources.
7. An **outline** is required.



STYLE – 10 pts.

1. Sentence structure and length should be varied.
2. Avoid overuse of passive and linking verb sentences.
3. You are to assume your own voice but still maintain the usual formalities (avoid "taboo" words, colloquialisms, slang, clichés and other such expressions that would tend to make your paper less sophisticated) of a research paper. The tone used to address the audience should be suitable and effective for the persuasive purpose and the audience. Be neither too familiar nor too dry and "academic." Your sincere desire to persuade the audience should come across clearly.
4. The paper must reflect a sophisticated tailoring of message to a clear audience implied through elements such as diction, details, and style. Your audience's attitude (positive, negative, neutral, uninterested) must be taken into strong consideration.

WRITING CONVENTIONS – 20 pts.

1. Five to seven pages (typed, Times New Roman font, 12 point)
2. Paragraphs (sections) should clearly contribute to the unity and coherence of the paper.
3. The paper must demonstrate nuanced control of conventions that enhances the paper's purpose.
4. Observe all MLA manuscript form requirements.
5. **Prior to the paper due date, you might be required to submit:**
 - a PPP worksheet including a preliminary thesis statement with a listing of the major arguments you are using as well as the arguments you will refute from the opposing viewpoint
 - one draft print out with written revisions/notations showing evidence of editing
6. You will be asked to do three separate "spot" documentation checks, which will be included in the grading. When you turn in your paper, you must submit photocopies or printouts of either teacher selected or ALL sources used in your paper with the specific parts of the information you used highlighted right on your photocopies/print-outs. These sources will be checked carefully in three ways:
 - that you have understood and used the sources' information correctly;
 - that there is no evidence of plagiarism;
 - that you have followed the correct MLA requirements in citing of these sources.
7. You must turn in a security copy of your final paper. You may e-mail it to your instructor by midnight the day the paper is due or turn it in with your paper in hard copy.

EXTRA CREDIT OPPORTUNITIES

- +1 Use at least 5 of our class vocabulary words. Highlight/box them in!
- +2 Contact your target audience.

After your paper is graded and the buybacks are finished, prepare an error free copy of your position paper, type a cover letter, place both in a correctly addressed 8 1/2 by 11-inch stamped envelope and submit all of them to your teacher. You may also want to include a stamped, self-addressed envelope for a personal reply.

Paper Topic: _____

Position Paper Checklist

student teacher

CONTENT

- ___ ___ The position regarding the topic/concept/idea is defined and explained.
- ___ ___ The details illustrate and support the writer's position.
- ___ ___ Credibility of authoritative sources is established.
- ___ ___ Other positions are fully, effectively, and respectfully considered.
- ___ ___ The argument is organized and coherent.
- ___ ___ A focus or line of reasoning is sustained throughout the paper.
- ___ ___ The conclusions are logical and flow from the main ideas and supporting details.
- ___ ___ The sources of information are varied.

STYLE

- ___ ___ Vocabulary is appropriately sophisticated to audience and purpose.
- ___ ___ Sentence structure is varied.
- ___ ___ Target audience's attitude is clear: (positive, negative, neutral, or uninterested)
- ___ ___ Tone appropriately suits audience and purpose.

CONVENTIONS

- ___ ___ Sufficient documentation is supplied when necessary.
- ___ ___ MLA conventions are followed.
 - manuscript form
 - parenthetical documentation
 - works cited page
- ___ ___ The paper does not raise any suspicions of plagiarism.
- ___ ___ Writing is edited for consistency of usage and mechanics.



Name _____ Hr. _____ Due date: _____
(rev. 2006)

SAMPLE POSITION PAPER

The purpose of this exercise is to familiarize you with the final product you are to arrive at after doing the research for the position paper.

Enclosed in this packet you will find a sample position paper.

Here is your task:

1. **Read the sample paper.** Feel free to fill the margins with comments and questions. As you read, think about whether you can determine the position, the specific audience, the concrete action. Also, can you determine the arguments? Does the paper include and attempt to refute the arguments for the opposing side?

When you are done, read the grading sheet and predict a grade for this paper. Actually give the paper points for the intro (___/5), supporting information (___/10), logic/argumentation (___/10), and conclusion (___/5). Write this on the first page of the paper. If you take off any points, be sure to mark underneath each category any deductions. Be prepared to discuss this paper in class.

2. **Read a sample extra credit cover letter.**

3. AFTER DOING ALL OF THE ABOVE, JOT DOWN SOME THINGS (QUESTIONS, TOO, IF YOU LIKE) THAT YOU HAVE LEARNED OR NOW UNDERSTAND ABOUT POSITION PAPERS.

a) _____

b) _____

c) _____

d) _____



Name: Diana Fu Hr. 4 Due date: 4/15/02
 (rev. term 4 '01-'02)

AP POSITION PAPER GRADING SHEET (70 points)

STUDENT(S) COMMENTS ON DOING THIS PAPER:

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. WRITE YOUR RESPONSE BELOW.
 The paper was rather challenging. I didn't have clear cut argument/counterargument and one paragraph. No the organization was rather difficult. However the paper was good preparation for college.

40 CONTENT

5 1. INTRODUCTION/OPENING COMMENTS

- 1 to -2 Overall effectiveness of the intro/opening remarks
 - *interesting, engaging, unique, attention-getting
- 1 Purpose statement clearly states the position as written below:

Write your position statement here:
 The US should reverse its current position to support the ICC not only because it is in accordance with the doctrine regarding human rights but also because since US leadership is a primary support from international community.

Define/describe your specific audience here and why you chose this audience:
 The US government because they ultimately decide in the ICC (specifically Dept. of foreign relations & dept of State)

What concrete action are you hoping for as a result of the audience adopting your position? Explain here:
 The U.S. should ratify the ICC treaty

10 2. SUPPORTING INFORMATION/SOURCES

- 1 to -4 Information well-suited to the persuasive purpose
 - *The paper uses varied, precise, and significant evidence which fully develop the thesis in subtle, sophisticated, and memorable ways.
- 1 to -2 Information from reliable, authoritative and up-to-date sources
 - 1 Information from a variety of sources
 - 1 Sources are mixed, overuse of one source and/or one-at-a-time avoided

10

3. LOGIC/ARGUMENTATION

- 1 to -3 Paper is organized logically, naturally complementing and enhancing content.
- 1 to -2 Argument builds convincingly throughout.
- 1 Information/details clearly connected and logically linked to the argumentation.
- 1 Logical fallacies and propaganda devices are avoided
- 1 to -2 Opposing viewpoints are dealt with fully, fairly, and effectively
 - *Wide-ranging and effective engagement and refutation of opposing argument is present and handled with confidence and courtesy.

In the boxes below, jot down your major arguments/reasons as well as those of the opposing side.

ARGUMENTS WHICH SUPPORT YOUR THESIS	ARGUMENTS FOR THE OPPOSING SIDE
<ul style="list-style-type: none"> • US should uphold its doctrine regarding human rights • There are many safeguards built in to the ICC which will ensure that the U.S. won't be unjustly put on trial. • US has more to gain from not joining if it doesn't join. 	<ul style="list-style-type: none"> • US citizens may be arbitrarily tried • We have to take on extreme responsibility if it joins ICC => prove to terrorist attack more military interests

5 4. CONCLUSION

- 1 Paper transitions smoothly into conclusion
- 1 Reviews fully the major arguments in support of the position
- 1 Closing statements logical and conclusive
 - *Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"
- 1 Conclusion is organized logically and summary is balanced.

FU ANA

10.5. 10 CORRECT DOCUMENTATION/CITATIONS

DOCUMENTATION/CITATIONS are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.

DOCUMENTATION/CITATIONS beyond the SPOT CHECKS is done correctly.

DOCUMENTATION SPOT CHECK #1 (p. 1 source ID Overland, p. 1) author, etc.

PROBLEMS (circled):

- 1 to -3 For direct quotations:
-Quoted material isn't quoted exactly as it appeared in the original
-Quoted material stands alone. No effective lead-in statement is present.
-In-text acknowledgement of author (w/ credentials) of directly quoted material not given
-Material isn't found in the original.
-Interpretation of the original material is inaccurate.
-Other problem(s):
For paraphrased citations:
-Paraphrasing of original material raises suspicion of plagiarism. Wording too close to original.
-Interpretation of the original material is inaccurate.
-In-text acknowledgement of author (w/ credentials) of paraphrased material not given
-Material isn't found in the original.
-Other problem(s):

DOCUMENTATION SPOT CHECK #2 (p. 2 source ID McMillan, p. 1) author, etc.

PROBLEMS (circled):

- 1 to -3 For direct quotations:
-Direct quotation isn't quoted exactly as it appeared in the original
-Quoted material stands alone. No effective lead-in statement is present.
-In-text acknowledgement of author (w/ credentials) of directly quoted material not given
-Material isn't found in the original.
-Interpretation of the original material is inaccurate.
-Other problem(s):
For paraphrased citations:
-Paraphrasing of original material raises suspicion of plagiarism. Wording too close to original.
-Interpretation of the original material is inaccurate.
-In-text acknowledgement of author (w/ credentials) of paraphrased material not given
-Material isn't found in the original.
-Other problem(s):

DOCUMENTATION SPOT CHECK #3 (p. 3 source ID ... p. 1) author, etc.

PROBLEMS (circled):

- 1 to -3 For direct quotations:
-Direct quotation isn't quoted exactly as it appeared in the original
-Quoted material stands alone. No effective lead-in statement is present.
-In-text acknowledgement of author (w/ credentials) of directly quoted material not given
-Material isn't found in the original.
-Interpretation of the original material is inaccurate.
-Other problem(s):
For paraphrased citations:
-Paraphrasing of original material raises suspicion of plagiarism. Wording too close to original.
-Interpretation of the original material is inaccurate.
-In-text acknowledgement of author (w/ credentials) of paraphrased material not given
-Material isn't found in the original.

10 / 10 STYLE

1. LANGUAGE

3 The diction

- 1 to -2 presents the argument effectively and engagingly
-is effectively tailored to appeal to a clear target audience
The author's use of language is appropriately sophisticated:
-1 to -2 first and second person personal pronouns are rare/minimized
colloquialisms and cliches are avoided
sophistication is effectively tailored to appeal to a clear target audience

2. VOICE/TONE

- 3 Author's voice is clearly present, authoritative, informed, competent, credible
-1 Author's voice is distinct from the voice of the sources
-1 Author's sincerity regarding the persuasive purpose is present
-1 Author's voice is appropriately tailored to appeal to the target audience

3. SENTENCE STRUCTURE and COHERENCE

- 4 Sentence structure is purposeful, technically correct, and well-crafted.
-1 Sentence structure clearly establishes a sophisticated voice, style, and tone appropriate to and appealing to the target audience.
-1 Sentence structure clearly establishes a sophisticated voice, style, and tone which enhances the stated position.
-1 Transitions are used effectively both between and within paragraphs to promote coherence

WRITING CONVENTIONS

You can buy back up to 10/20 "writing convention" pts. by making 10 corrections by 5/31 (due date)

MANUSCRIPT FORM

1 (total pts. of) **REGULAR MSF (manuscript form) ERRORS** (-1 each)

1 (total pts. of) **DOCUMENTATION SPOT CHECKS** (-1 each)

CIRCLE PROBLEMS: (par. doc. check from paper p. ___ and source ID ___ p. ___ author, etc.)

- For direct quotations:**
- incorrect msf of the direct quotation (DQ)
 - incorrect msf of the parenthetical documentation of the direct quotation
 - incorrect use of ellipsis points in square brackets (...) for omissions, square brackets for interpolation, (sic) for errors in the originals
 - other problem(s):

For paraphrased citations:

- incorrect msf of the paraphrased citation
- incorrect msf of parenthetical documentation of the paraphrased citation
- other problem(s):
- other problem(s):

DOCUMENTATION CHECK #2

(par. doc. check from paper p. ___ and source ID ___ p. ___ author, etc.)

- CIRCLE PROBLEMS:**
- incorrect msf of the direct quotation (DQ)
 - incorrect msf of the parenthetical documentation of the direct quotation
 - incorrect use of ellipsis points in square brackets (...) for omissions, square brackets for interpolation, (sic) for errors in the originals
 - other problem(s):

For paraphrased citations:

- incorrect msf of the paraphrased citation
- incorrect msf of parenthetical documentation of the paraphrased citation
- other problem(s):

DOCUMENTATION CHECK #3

(par. doc. check from paper p. 3 and source ID Human p. ___ author, etc.)

- CIRCLE PROBLEMS:**
- incorrect msf of the direct quotation (DQ)
 - incorrect msf of the parenthetical documentation of the direct quotation
 - incorrect use of ellipsis points in square brackets (...) for omissions, square brackets for interpolation, (sic) for errors in the originals
 - other problem(s):

For paraphrased citations:

- incorrect msf of the paraphrased citation
- incorrect msf of parenthetical documentation of the paraphrased citation
- other problem(s):

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TECHNICAL ASPECTS

SPECIFY HOW MANY OF EACH BELOW:

- AWKWARD word choice [awk -1]
- AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement [agr -1]
- CAPITALIZATION [cap/ic -1]
- EXACT WORD word chosen is not precise or correct to convey clear meaning [exw -1]
- FRAGMENTS [frag -2]
- HOMONYM ERRORS [H -1 or NX(D) -2]
- MISPLACED MODIFIER [mm -1]
- OTHER: _____ (-1)
- PUNCTUATION--COMMAS [pc -1]
- PUNCTUATION--APOSTROPHES [pa -1]
- PUNCTUATION--OTHER [pnd] & [psc] & [pc] & [sy] (alt -1)
- PRONOUN CASE [pro case -1]
- REFERENCE UNCLBAR [ref -1]
- RUN-ONS [ro -2]
- SPELLING [sp] or NX (SP) -2
- TENSE [t]

EXTRA CREDIT

- + up to +3
- +1 Use at least 5 of our class vocabulary words. Highlight/box them in finished, prepare an error free copy of your position paper, type a cover letter, place both in a correctly addressed 8 1/2 by 11 envelope, and submit all of them to your teacher. Include a stamped, self-addressed envelope for a personal reply.
- +1 to +3 Contact your target audience!

SECURITY COPY NOT ATTACHED

57/70 PRELIM. TOTAL = 0 PRELIM GRADE
 However, if you receive full credit for buybacks your new score would be 70 grade
 Do buybacks carefully! They are due on 5/31 and cannot be redone!

TEACHER COMMENTS:

+ positives
 - suggestions
*good sentence Re order your
 variety! last two
 points*

We would like to keep a copy of



Diana Fu

Mr. Olson

AP English and Literature

15 April 2002

wow! you found the right font for the word!

United States: A Façade of Justice

Excellent sentence variety

The United States stands alone again. This phrase is hardly shocking to those who have observed the United States' foreign policy throughout history. But this time, the situation seems different as the country risks losing its long held world leadership position, thus jeopardizing its claim as a global defender of human rights. As year 2002 marches on, the United States seems to lag further behind in the international scene as it maintains its position of opposition towards the establishment of the International Criminal Court, otherwise known as the ICC. The U.S. should reverse its current position to support the ICC not only because it is in accordance with the nation's own doctrines regarding the promotion of human rights but also because it will secure the U.S. position of global leadership and garner the international community's support.

According to the Rome Statue of the International Court, the official report outlining the establishment of the ICC, the idea for this court originated after the establishment of the Nuremberg trials after WWII. More recently, the atrocious events in Yugoslavia and Rwanda have further convinced world leaders that a permanent and global justice system is direly needed ("Overview"). In fact, the ICC has been described as a "missing link in the international legal system" since the current International Court of Justice does not address human rights violations on the individual level ("Overview"). Once established, the ICC's primary goal is to secure adherence to human rights standards universally and punish countries and individuals that destruct global peace ("Overview"). In a recent article featured in Radio Free Europe, a private

Indeed, the U.S. has been involved in bringing war criminals to justice in

international communications service to Europe that is funded by the United States Congress, the sixtieth country has just ratified the ICC treaty as of April 12th, 2002, thus making the court a reality. The court hopes to begin work in early 2003 (McMahon). But one player is clearly missing: the United States. From the beginning of the project, the U.S. has remained ardently opposed to the establishment of an international court and still stands firm in its position under the leadership of President Bush. Although the U.S. raises some legitimate concerns over the establishment of the ICC, including the possibility of placing U.S. civilians under international jurisdiction and the overwhelming responsibility that comes with involvement in such overreaching international effort, the benefits of joining the ICC far outweigh the drawbacks.

Perhaps the most notable question when examining this issue is "How can a country such as the United States who is so engaged ⁱⁿ the promotion of universal human rights reject a court whose primary goal is to secure these basic human freedoms?" The United States' own foreign policy is namely based largely on humanitarian intervention. According to author William L. Nash in his book, The U.S. and the ICC, the United States in the past century has intervened in a number of cases namely for humanitarian reasons including its operations in Rwanda and Yugoslavia (Nash). As the most influential member of the United Nations, the United States also spearheaded the effort to establish the Ad Hoc Tribunal in Yugoslavia with the aim to persecute those responsible for genocide ("Overview"). Furthermore, the country has for decades assumed the watchdog role in enforcing human rights in non-democratic states such as China. More specifically, according to the Bureau of Democracy, Human Rights, and Labor, the U.S. recently released the Human Rights Report 2001 criticizing the Chinese government's existing human rights abuse. On top of it all, The United States government openly states that it understands that the existence of human rights helps secure the peace, deter aggression,

Is this a just source from some other source

*2
SP-1*

*wrong word, Diana! Persecution is always negative
Persecution is an insult!*

#3 promote the rule of law, combat crime and corruption, strengthen democracies, and prevent humanitarian crises" (Human). Considering such a history of support for human rights, the United States' current opposition to the ICC creates a painful rift in its policy. By rejecting the first and by far the most internationally motivated action, the United States not only isolates itself from the rest of the world but also provokes raised eyebrows in the international arena regarding its sincerity in the advocacy of human rights. As remarked by Douglass Cassel, director of the Center for International Human Rights of Northwestern University School of Law, "The rest of the world cannot fail to notice that the U.S. is all for effective international prosecution of human rights crimes committed by Yugoslavs and Rwandans, but not when there is a possibility, however remote, of prosecuting Americans" (Cassel 533). To this accusation, the United States has voiced little addressing the fundamentally conflicting values between its usual human rights policy and its current stance towards the International Criminal Court. Should the United States choose to reverse its position, it would undoubtedly erase the apparent double standards in regards to its human rights policy.

However, in its case against the ICC, the U.S. government does raise legitimate concerns over subjecting its citizens to international jurisdiction. As suggested by Nash, "The concept of allowing a civilian court to evaluate what essentially may be professional military judgements runs contrary to the core of the U.S. military system [. . .] (Nash). Furthermore, there remains the possibility that the U.S. military's laws of war may be interpreted differently by the court, which will be composed of individuals from various nationalities (Nash). But even such worries are addressed by the statute of the ICC. In fact, since the launching of the court, the commission for the ICC has made numerous concessions to the United States in hopes that these will encourage the U.S. to ratify the treaty. The first proposal was to significantly increase the U.N.

Excellent! This point is the main

13

ref-1 3

pc-1 4

ew-1 5

good
 est
 excellent

Security Council's role in the ICC, giving it the power to refer cases to the ICC and to block investigations through an unlimited renewable vote of deference (Cassel). In effect, the United States, the most powerful member on the Security Council, would be given a disproportionately large amount of the power in deciding which cases will be heard. The second concession that the ICC statute made was a "state consent" requirement, which prevents the ICC from freely prosecuting crimes wherever they are committed. With the exception of cases that the Security Council refers, either the state where the crime took place or the native state of the accused person must give its consent for the court to have jurisdiction (Cassel). Furthermore, in the event that the country where the crime was committed and the country of the perpetrator are the same, the ICC statute provides that it can only intervene after that country's investigative efforts have proven to be conducted without good faith. Even at this stage, an investigation can still be thwarted should the three-judge panel on the ICC refuse to issue approval. Thus, the United States can prevent international prosecution of its citizens by conducting a reasonably "good faith investigation" (Cassel). In addition to all of these safeguards, the United States would be given a role in choosing its judges should it support the ICC. With this overwhelming number of safeguards and concessions giving the U.S. significant power, the government's concern over the ICC arbitrarily and unjustly trying its citizens seem grossly magnified.

Another argument that the United States government has used to buttress its side revolves around the enormous responsibilities that come with joining the ICC (Nash). As the current world leader, it would be expected to take on a significant role in the International Court. U.S. officials argue that this would push the U.S. to be more militarily involved in the global front, thus subjecting its citizens to attack. Furthermore, certain military operations, even if they are backed up by the large majority of countries, may endanger the country to harsh criticism and

best word!

I recommend moving this point
 to the end of the report on jurisdiction

P.15

ref-1

counterattacks by terrorists in rogue states. (Nash). While all of these concerns are legitimate, the United States has far more to lose from avoiding such risks by not joining than otherwise. The government is afraid of criticism from other countries. Yet, by opposing the ICC, the country has volunteered itself for a slingshot of criticism by countries worldwide as it joins China, Iran, Iraq, Libya, and Sudan, all countries that have been deemed as "rogue regimes" by the United States itself (Cassel). In essence, the U.S., in trying to avoid possible antagonism from rogue terrorist states, loses bulk support from its traditional allies, nearly all of whom have ratified the ICC treaty. This shift in position not only creates for the U.S. a face of hypocrisy but also puts the country in extreme isolation. The United States government may have more to fear from this than from engaging in more military operations that will be supported by nearly all of the world's most powerful nations. In fact, as Nash argued, if the ICC achieves any of its projected goals of punishing perpetrators for past horrific crimes and deterring future criminals, the number of military operations needed abroad should be reduced. Furthermore, once the U.S. garners political and legal support from the global arena, it will also gain assistance in its own engagements abroad through a "strong coalition effort" (Nash).

pc-1 10

In the end, the truth is that the ICC will go on with or without the United States' support. Should the United States choose to remain in its extremely isolated position, it will not only suffer the brand of hypocrisy and lose the international community's support but also release a good portion of its hold on world leadership. The overwhelming number of safeguards built into the ICC and its concessions to the United States involving the increased role of the Security Council make a powerful challenge against U.S. claims of possible arbitrary trials. The International Criminal Court is the symbol of a worldwide statement promoting justice, peace,

freedom, and human rights. By opposing the court, the United States makes a statement that it is against all of those values that the country has worked so hard to uphold.

Excellent essay, Diana.

This is an important international issue.

Send this essay to Pres.

Bush with a cover letter on EP stationery.

Works Cited

Cassel, Douglass. "The International Criminal Court: Giving Justice a Chance?" The Christian

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SAMPLE COVER LETTER

February 24, 2006

Star Tribune Editor
425 Portland Avenue
Minneapolis, MN 55488

Dear Editor:

I am a high school senior from Eden Prairie High School. I have written a position paper on prejudice in the United States, and I would like you to consider publishing it in the *Star Tribune's* Editorial section.

This was an excellently written paper, and I believe it would be a great edition to your newspaper. I received an outstanding grade on this paper, and I believe it turned out great. I took a lot of time writing it in hopes that you would consider adding it to the newspaper. It is something I believe citizens across the Twin Cities would find extremely interesting.

I would truly appreciate if you would take a few minutes of your time to review my position paper and consider adding it to the newspaper. You have my permission to cut it shorter, revise it, or do whatever you need in order to make it fit better. If there is something I can do to make it better for the newspaper, please let me know.

Sincerely,

Courtney Agar
7685 Heritage Road
Eden Prairie, MN 55346
(952) 221-3840
CourtneyAgar@Yahoo.com

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Name _____ Hr. _____ Due date _____

AP Position Paper Planning (PPP) Sheet

1. Summarize your topic. _____

2. State your **position**. _____

3. Describe your **specific audience**. _____

What is this audience's attitude toward the topic? _____

4. What **concrete action** do you want your audience to perform as a result of reading your paper and adopting your side? _____

Why? _____

5. List below **arguments/reasons** you have found thus far.

Arguments which support my thesis	Page #	Opposing side arguments	Page #
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

6. Any **questions** for the teacher so far? _____

7. What is your **next step**? _____

Name: _____ Hr. Due date: _____

(rev. term 4 '05-'06)

AP ENGLISH POSITION PAPER

(70 pts.)

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like. **WRITE YOUR RESPONSE BELOW:**

 /40 **CONTENT**

1. INTRODUCTION/OPENING COMMENTS

- 1 to -2 Overall effectiveness of the intro/opening remarks
 - interesting, engaging, unique, attention-getting
- 1 Purpose statement clearly states the position as written below:

Write your position statement here:

Clarity of appeal to specific audience described below:

Define/describe your specific audience here and why you chose this audience:

-1 Purpose statement focuses on specific, concrete, measurable action

What concrete action are you hoping for as a result of the audience adopting your position? Explain.

2. SUPPORTING INFORMATION/SOURCES

- 1 to -4 Information well-suited to the persuasive purpose
 - The paper uses varied, precise, and significant evidence which fully develop the thesis in subtle, sophisticated, and memorable ways.
- 1 to -2 Information from reliable, authoritative and up-to-date sources
- 1 Information from a variety of sources
- 1 Sources are mixed, overuse of one source and/or one-at-a-time avoided

NOTE!

You will lose up to 3 points on your paper if all of these boxes are not filled out carefully. Write small copy on another sheet of paper.

3. LOGIC/ARGUMENTATION

10

- 1 to -3 Paper is organized logically, naturally complementing and enhancing content.
- 1 to -2 Argument builds convincingly throughout.
- 1 Information/details clearly connected and logically linked to the argumentation
- 1 Logical fallacies and propaganda devices are avoided
- 1 to -2 Opposing viewpoints are dealt with fully, fairly, and effectively
 - Wide-ranging and effective engagement and refutation of opposing arguments is present and handled with confidence and courtesy.
- 1 to -4

In the boxes below, jot down your major arguments/reasons as well as those of the opposing side.

ARGUMENTS WHICH SUPPORT YOUR THESIS	Page #	ARGUMENTS FOR THE OPPOSING SIDE	Page #
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	

4. CONCLUSION

5

- 1 Paper transitions smoothly into conclusion
- 1 Reviews fully the major arguments in support of the position
- 1 Conclusion is organized logically.
- 1 Closing statements logical and conclusive
- 1 Sense of closure present (beyond summarizing) with interesting, finalizing "closing statement/discussion"

CORRECT DOCUMENTATION/CITATIONS

5. **DOCUMENTATION/CITATIONS** are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.

DOCUMENTATION/CITATIONS beyond the SPOT CHECKS is done correctly.

-1 to -3

DOCUMENTATION SPOT CHECK #1 (p. ___ source ID ____, p. ___ author, etc.

-1 to -3

DOCUMENTATION SPOT CHECK #2 (p. ___ source ID ____, p. ___ author, etc.

-1 to -3

DOCUMENTATION SPOT CHECK #3 (p. ___ source ID ____, p. ___ author, etc.

-1 to -3

PROBLEMS (from Spot Checks 1, 2, and 3—-noted by number on blank lines below):

For direct quotations:

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials) of directly quoted material not given
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Other problem(s): _____

For paraphrased citations:

- Paraphrasing of original material raises suspicion of plagiarism. Wording too close to original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials) of paraphrased material not given
- Material isn't found in the original.
- Other problem(s): _____

/10 STYLE

1. LANGUAGE

The diction

- 1 to -2 • presents the argument effectively and engagingly
- is effectively tailored to appeal to a clear target audience

The author's use of language is appropriately sophisticated:

- 1 to -2 • first and second person personal pronouns are rare/minimized
- colloquialisms and clichés are avoided
- sophistication is effectively tailored to appeal to a clear target audience

2. VOICE/TONE

Author's voice is clearly present, authoritative, informed, competent, credible

-1 to -2

Author's voice is distinct from the voice of the sources

-1

Author's sincerity regarding the persuasive purpose is present

-1

Author's voice is appropriately tailored to appeal to the target audience

-1

Active voice is used.

-1

3. SENTENCE STRUCTURE and COHERENCE

Sentence structure is purposeful, technically correct, and well-crafted.

-1 to -2

Sentence structure clearly establishes a sophisticated voice, style, and tone appropriate to and appealing to the target audience.

-1

Sentence structure clearly establishes a sophisticated voice, style, and tone which enhances the stated position.

-1

Transitions are used effectively both between and within paragraphs to -1 to -2 promote coherence

/20 WRITING CONVENTIONS

You can buy back up to /20 "writing convention" points by making corrections by _____. (due date) Remember: buybacks cannot be redone.

"Writing Conventions" consists of two areas:

MANUSCRIPT FORM

(total points off) **REGULAR MSF (manuscript form) ERRORS (-1 each)**

(total points off) **MSF DOCUMENTATION SPOT CHECKS (-1 each)**

• **DOCUMENTATION CHECK #1**
total off _____ (par. doc. check from paper p. ___ and source ID ____, p. ___ author, etc.

• **DOCUMENTATION CHECK #2**
total off _____ (par. doc. check from paper p. ___ and source ID ____, p. ___ author, etc.

• **DOCUMENTATION CHECK #3**
total off _____ (par. doc. check from paper p. ___ and source ID ____, p. ___ author, etc.

PROBLEMS (from Spot Checks 1, 2, and 3—-noted by number on blank lines below)

For direct quotations:

- incorrect msf of the direct quotation (DQ)
- incorrect msf of the parenthetical documentation of the direct quotation
- incorrect use of ellipsis points in square brackets [. . .] for omissions, square brackets for interpolation, [sic] for errors in the originals
- other problem(s): _____

For paraphrased citations:

- incorrect msf of the paraphrased citation
- incorrect msf of parenthetical documentation of the paraphrased citation
- other problem(s): _____

11

13

176

_____ (total points off) TECHNICAL ASPECTS

SPECIFY HOW MANY OF EACH BELOW:

- _____ AWKWARD word choice [awk -1]
- _____ AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement [agr -1]
- _____ CAPITALIZATION [cap/c -1]
- _____ EXACT WORD word chosen is not precise or correct to convey clear meaning [ex -1]
- _____ FRAGMENTS [frag -1]
- _____ HOMONYM ERRORS [H -1 or NX H -2]
- _____ MISPLACED MODIFIER [mm -1]
- _____ OTHER: _____ (-1)
- _____ PUNCTUATION--COMMAS
- _____ PUNCTUATION--APOSTROPHES
- _____ PUNCTUATION--OTHER [pnd] & [ps] & [pc] & [pund] & [p] & [p/d] & [p] & [p]
- _____ REFERENCE UNCLEAR [ref -1]
- _____ RUN-ONS [ro -2]
- _____ SPELLING [sp -1 or NX SP -2]
- _____ TENSE [t]

+1 up to +3

EXTRA CREDIT

Use at least 5 of our class vocabulary words. Highlight/box them in! Contact your target audience! After your paper is graded and the buybacks are finished, prepare an error free copy of your position paper, type a cover letter, place both in a correctly addressed and stamped 8 1/2 by 11-inch envelope, and submit all of them to your teacher. Include a stamped, self-addressed envelope for a personal reply.

_-2 off total

REQUIRED OUTLINE NOT ATTACHED

_-1 off total

SECURITY COPY NOT ATTACHED

/70

PRELIM. TOTAL = _____ PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be ___/70 = _____ grade

TEACHER COMMENTS

+ positives

- suggestions for improvement

Large empty rectangular box for teacher comments.

