In this essay you will research a specific example of inequity and its effect on education, politics, standard of living, or the pursuit of happiness.

Before you begin your essay, you must identify an area of inequity you would like to explore in relation to one of the four topics. Then, you will dig deeper to find a root cause of this inequity. In this way, you can focus your essay onto something manageable. It is hard to describe all the effects of poverty; this becomes much easier if you focus on housing patterns and trends or downward pressure on wages.

Your position (thesis) will be a.) that equity issue *x* exists and b.) attempts to improve *x* have been successful/unsuccessful because....

Once you have done this, the research can begin. You will need to find data that proves there is an equity issue. You will also need to find sources that discuss the causes of this equity source. Lastly, you will use sources that discuss potential, proposed, or enacted solutions to balance out the inequity. **To get a B, you can use no fewer than four sources**. You will be required to use multiple quotes or paraphrases in each supporting paragraph you write.

Your paper should be 2000–3000 words, not including your Works Cited. This is roughly equivalent to 5–7 typed, double-spaced pages in MLA format. A *possible* outline would look like this:

* Introduction ≈ 1/2 page
* Explain the equity issue (prove it exists through research) ≈ 1 page
* Explain how the equity issue occurred, how it works, why it perpetuates itself ≈ 1 page
* Solutions to the equity issue and their effectiveness (or lack of) ≈ 2 pages
* Conclusion ≈ 1/2 pages

This research paper —which is really just an expanded synthesis essay — must be typed in MLA formatting and a normal typeface like Garamond, Georgia, or some variant of Times. This paper must be submitted electronically using svvsd.org Google docs; electronic papers need not be double-spaced. This paper is due for a summative grade on Wednesday, February 12.

**Rubric**

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|  | **A (100%)** | **B (85%)** | **C (70%)** | **F (≤55%)** |
| **thesis/ claims and argument**  **35%** | * Thesis is convincing, well-defined, effective * Individual claims/supporting paragraphs form a cohesive, unified, relevant, and engaging argument | * Thesis is clear, adequate * Individual claims/supporting paragraphs form a clear, supportive, adequate argument | * Thesis is underdeveloped, inadequate * Individual claims/supporting paragraphs form a somewhat supportive, but also inadequate or unclear, argument | * Thesis is unclear, fails to answer the the essential question, or is missing entirely * Individual claims/supporting paragraphs achieve little or no success in forming and supporting an argument |
| **commentary and use of sources**  **35%** | * Commentary is convincing and displays higher-level critical thinking * Connections between sources are well-developed, explained, and demonstrate higher-level critical thinking. | * Commentary is convincing * Connections between sources are well-developed and explained | * Commentary isn’t convincing * Too much focus on sources with little or weak commentary or connection between ideas | * Commentary doesn’t answer prompt or doesn’t directly speak to the prompt * Sources do not connect to each other or author does not understand sources |
| **writing clarity/**  **sophistication**  **20%** | * Writing is free of errors and sophisticated in use of sentence structure and word choice * Quotes/paraphrases introduced and integrated in variety of ways | * Writing has relatively few errors and is clear and strong in use of sentence structure and word choice * Quotes/paraphrases introduced and integrated in a number of different ways | * Writing has a number of errors, but meaning is not obscured * Use of sentence structure and word choice is simpler * Quotes/paraphrases introduced and integrated in only a couple different ways | * Writing includes numerous errors that obscure meaning * No variety of sentence structure and word choice is weak * Quotes/paraphrases all introduced and integrated the same way |
| **number of sources/MLA**  **10%** | * ≥5 different sources used * In-text citations, annotated works cited, and MLA formatting are free of errors | * 4 different sources used * Few errors with the in-text citations, annotated works cited page, *or* MLA formatting | * 3 sources used - Excessive formatting problems with in-text citations, annotated works cited page, *or* MLA paper formatting | * ≤2 different sources used * In-text citations, annotated works cited page, *or* MLA paper formatting are entirely missing |