

APPEAL FOR ACTION

BASIC ASSIGNMENT INFORMATION

- DUE:** 11:59 PM on Sunday of Week 2
- LENGTH:** 2-4 pages of writing, plus an APA cover page, an APA References page, and an essay checklist
- WEIGHT:** 10% of your overall grade
- NOTE:** The topic you choose will be the basis for the rest of your classwork this month. Choose your topic wisely.
- FORMAT:** APA format (Chapter 21 in the e-book). Your paper must be double-spaced in a Microsoft Word document. Use 12-point Times New Roman font.

OVERVIEW

Write a persuasive essay about an issue in your industry for an audience that makes a clear appeal for action. Your essay must include the thesis statement you pitched during the first week of class. Your topic/thesis must be approved by your instructor. This assignment requires library research and APA formatting.

PREPARE

1. Read the Week 2 required reading assignments from the e-book on the class McGraw-Hill Connect website. Refer back to Chapter 11: Appeal for Action for additional guidance
2. Attend or view the Week 2 GoToTraining.
3. Use Chapter 21: Documenting Your Sources: APA and [this website](#) for APA formatting guidelines

COMPOSE

Craft a 2-4 page persuasive essay about an issue in your industry. Your essay should include the following:

1. An APA formatted cover page (see page 508 in your e-book for an example).
2. Identification of a specific audience and your approved thesis statement in the first paragraph.
3. APA cited library research supporting your claims. All sources must be cited in-text (see Chapter 21 in your e-book for examples).
4. Evidence of ethos, pathos, and logos.
5. A strong conclusion that urges your audience to take action. Remember to specify steps your audience can take to do what you want them to do.
6. An APA References page (see page 515 in your e-book for an example).

***Complete the Appeal for Action essay checklist and submit it with your essay.

COMPLETE

Proofread carefully, check the APA Formatting for accuracy, and give your paper an enticing title. Remember to cite sources in-text and in an ending References page.

The paper must be double-spaced and the font must be 12-point Times New Roman.

Save your research paper as LASTNAME_FIRSTNAME_RESEARCH and upload it, and the completed Appeal for Action essay checklist to the Assignment 1: Appeal for Action essay activity on FSO. DO NOT ZIP THE FILES.

* [The Writing Center](#) holds open office hours for campus students Mondays, Wednesdays, and Thursdays from 1-5 pm. You may also make an online appointment with the Writing Center. See their Connect page for more information.

APPEAL FOR ACTION: FREQUENTLY ASKED QUESTIONS

Q: How do I conduct research for this essay?

A: You will need to conduct research using Full Sail Library research databases. Use different search terms to yield the best results. Search as many databases and read as many articles as is necessary to find the information you need to support your project.

The library has many resources that can help you with your research. Contact the library directly at 407-679-0100 ext. 8438, email them at library@fullsail.com, or iChat them at fullsaillibrary for assistance. They can help you come up with search terms and navigate research databases. You can also make an appointment with the [Writing Center](#) for research assistance.

Q: How do I access the Full Sail Library research databases?

A: You must be logged into connect.fullsail.edu before accessing the Library resources. Once logged in, click on “Organizations.” Select “Library.” Choose “Research Databases” and select the databases that you would like to use for your research. If you are experiencing any issue accessing the library resources, please use the following site: <http://oclc.fullsail.edu>. Be sure to enter your Full Sail University username and password.

Q: Where should I conduct research?

A: Use the Full Sail Library’s research databases for your research. Full Sail subscribes to 40 (yes, 40) research databases, so you will definitely be able to find research using the databases. You may also conduct Internet searches, but your primary source **must** come from the library.

Q: Do spelling and grammar matter?

A: Yes, this is an English class. Spelling and grammar *always* matter (in this class and outside of it). Think of spelling and grammar as a representation of your professional image. Spelling and grammar count for 25% of the overall grade on this assignment and the following errors will result in additional deductions:

- Not capitalizing I: 5 point deduction per infraction.
- Using “u” in place of “you”: 5 point deduction per infraction.
- Not capitalizing the beginning of a sentence: 5 point deduction per infraction.

- Not using proper punctuation at the end of a sentence: 5 point deduction per infraction.

Q: What should I do if I have other questions?

A: Call or email your instructor during office hours before the assignment is due.

Q: Are there any sites I shouldn’t use for research?

A: Yes. Absolutely do **not** use the following for research (points will be deducted):

- Wikipedia
- Answers.com or other quick answer sites
- Dictionary.com or any other definition generator
- Biography or encyclopedia entries
- Fan blogs, sites, or message boards
- IMDB.com
- Quotation websites (if the site is only giving quotations, it is not a valid source)

Q: How is APA research formatted?

A: For this assignment, cite your research **in-text** and **create an ending References page**. See Chapter 21 in your Engaging Questions e-book for APA instruction.

APPEAL FOR ACTION: GRADING RUBRIC

	Not College Level	Needs Improvement	Proficient	Exceptional	Totals
Thesis	Points 0-4 An issue is not clearly identified; no claim is made.	Points 5-6 An issue is identified, but broad and/or vague. An audience and/or appeal need clarification. Not a claim.	Points 7-8 A claim is made, but may need more specificity or development.	Points 9-10 A single program-specific issue, audience, and appeal are identified in a claim.	
Audience	Points 0-5 An audience is not specified.	Points 5-9 It is not clear who the author is writing for OR the author claims a wide or general audience.	Points 10-14 Demonstrates general understanding of the potential reader and uses arguments appropriate for that audience.	Points 15-20 Demonstrates exceptional understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.	
Content	Points 0-4 Assignment guidelines are not observed. A sensical format is not attempted.	Points 5-9 Writer provides limited/ relevant details or support for topic; essay is unclear/lacks focus. Meaning is clouded by poor and/or rudimentary word choice The three means of persuasion are not evident.	Points 10-14 Writer provides basic support/details and blunt focus; details may need more conviction; topic is introduced and/or concluded abruptly. Writer uses conventional words/basic command of language. An attempt to incorporate ethos, pathos, and logos is apparent.	Points 15-20 Writer grabs the audience's attention with a strong opening statement; introduces a clear thesis; presentation is logical; essay is effective. Writer chooses solid, specific words; style is natural. Ethos, pathos, and logos are incorporated.	
APA Formatting & Research	Points 0-9 APA formatting is not used. Formatting guidelines are not observed. Research is not included or is not cited.	Points 10-15 APA formatting is attempted, but does not meet requirements. Formatting and length guidelines are not followed. Research is attempted, but does not come from the library or is not clearly from the library due to incorrect or lack of citation.	Points 18-24 APA formatting is applied, but needs further development. Formatting/length guidelines are observed, but may need adjustments. Opinions are fairly supported with library research. Incorporation of research could be better-developed.	Points 25-30 APA formatting is nearly free of errors. Writer uses distinct paragraph breaks, proper indentations, and includes a creative title. All formatting and length guidelines are observed. Opinions are well-supported with relevant library research and are incorporated intelligently.	
Grammar & Mechanics	Points 0-4 Excessive errors severely damage sentence meaning and prevent the reader from comprehending the message. Auto deductions apply.	Points 5-9 Writer creates awkward and unclear sentences; excessive errors; overall sentence meaning is damaged.	Points 10-14 Writer shows some attempt at sentence variety; often relies on simple or inappropriate structures, frequent errors are noticeable in some/all: syntax, s/v agreement, pronoun reference, spelling, and punctuation.	Points 15-20 Writer uses various sentence types well; shows clear knowledge of patterns and rhythm; displays awareness of grammar rules and conventions; few or no errors.	