

Persuasive Essay: Stop Bullying Now!

Remember the basic rules:

- MLA Format (12 pt, Times New Roman, Double space, 1 in. margins).
- Your last name and pg. # in the upper right corner ½ in. from the top.
- Give your essay an original title. Do not call it "Bullying" or "Persuasive Essay".
- Use all aspects of persuasion, such as emotional and ethical appeals, that you believe will affect readers. Use compassion and ideas of right and wrong. Use logic to explain hard facts regarding the topic. (Ethos, Pathos, Logos)
- Think like your audience. Anticipate questions or concerns. Address counterclaims, providing reasons that illuminate their ineffectiveness.
- Maintains the focus with a consistent point of view throughout.
- **DO NOT USE phrases like: I think, in my opinion, it seems to me, or I for one...**
- **DO NOT USE introductions that state: My paper is going to be about..., In my essay, I will..., I want to tell you about...I WILL BE VERY GRUMPY IF I SEE THESE!**

Topic: Bullies at schools are not a new problem. There have been bullies from the first schools in America in the 1600s to today. The problem has gotten worse in modern times, however, as students react more violently to the effects of bullying. Students, parents, and teachers are working together to create bully-free schools. You have been observing behavior for the last few days, and are bound to see bullying. I hope after really seeing how often it occurs you are as tired of it as I am.

Your job in this essay is to persuade an audience of your peers to stand up to bullying for good. Support your thesis with examples from the articles you have read, examples from the news, or your own experiences including your observations. Be sure to include details and persuasive techniques (ethos, pathos, &logos) to persuade your audience.

Introduction (Paragraph 1):

- The writer's position on the issue is clearly stated in the thesis statement within the introductory paragraph. Without using a dictionary, tell what a bully is. Explain that both boys and girls may be bullies. Tell about some of the ways a bully makes other students his or her victim. The thesis statement should describe the reasons (subtopics) you will be writing about the issue and the element that unifies those reasons to the issue. This should be the last sentence of the introduction.
- Engage the reader in the first paragraph by giving contexts for writer's opinions and purpose for writing. Begin with a great hook to gain the reader's interest and attention.

Body Paragraphs:

- Your body paragraphs should provided arguments in multiple chunks of CDs and CMs to fully address the thesis.
- Quote from the articles we have read. Introduce the quote (CD) and thoroughly explain the importance of the quote in relation to the thesis (CM). DO NOT leave quotes dangling!! Write the author's last name and page number after quote (Name #).
- Use smooth transitions in CS to transition to next paragraph.
 - **Paragraph 2:** Explain some of the reasons students get involved in bullying.
 - **Paragraph 3:** Explain some of the ways students, parents, and teachers can help to stop bullying at school.
 - **Paragraph 4:** Provide observations about Saugus High School. How well are bullies controlled and discouraged at this school? What have you seen and heard in your since you started here?

Conclusion (Paragraph 5):

- The conclusion should restate the thesis, summarize your main reasons, and bring the essay a sense of closure. This is your last shot to really persuade and call the reader to action.

Proofread your essay!

Name: _____ Per: _____

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Staple: ❶ Rubric (on top) ❷ Final Draft ❸ Rough Draft ❹ Peer Editing Sheet

	(4) Above Standards	(3) Meets Standards	(2) Approaching Standards	(1) Below Standards
Focus	Provides a meaningful thesis that is responsive to the writing task.	Provides a thesis that is responsive to the writing task.	Provides a thesis or main idea that is related to the writing task.	May provide a weak thesis or main idea that is related to the writing task.
Support	Thoroughly supports the thesis and main ideas with specific details and examples.	Supports the thesis and main ideas with details and examples.	Supports the thesis or main ideas with limited details and/or examples.	Fails to support the thesis or main ideas with details and/or examples.
Organization	Demonstrates a consistent tone and focus and illustrates a purposeful control of organization.	Demonstrates a consistent tone and focus and illustrates a control of organization.	Demonstrates an inconsistent tone and focus and illustrates little, if any, control of organization.	Demonstrates a lack of tone and focus and illustrates no control of organization.
Audience	Demonstrates a clear sense of audience.	Demonstrates a general sense of audience.	Demonstrates little or no sense of audience.	May demonstrate no sense of audience.
Sentence Structure/Diction	Provides a variety of sentence types and uses precise, descriptive language.	Provides a variety of sentence types and uses some descriptive language.	Provides few, if any, sentence types and basic, predictable language.	May provide no sentence variety and uses limited vocabulary.
Writing Conventions	Contains few, if any, errors in the conventions* of the English language.	May contain some errors in the conventions* of the English language. (Errors do not interfere with the reader's understanding of the essay.)	May contain several errors in the conventions* of the English language. (Errors may interfere with the reader's understanding of the essay.)	May contain serious errors in the conventions* of the English language. (Errors interfere with the reader's understanding of the essay.)
A Persuasive Composition:	States and maintains a position, authoritatively defends that position with precise and relevant evidence, and convincingly addresses the reader's concerns, biases, and expectations.	States and maintains a position, generally defends that position with precise and relevant evidence, and addresses the reader's concerns, biases, and expectations.	Defends a position with little evidence and may address the reader's concerns, biases, and expectations.	Fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations.

Rubric Total _____ x 3.6 = _____

One point off for the following:

- 12 point, Times New Roman
- Double spaced; no unnecessary spacing
- 1-inch margins from top, bottom, and sides
- Header ½-inch from top (numbered pages with last name)
- MLA Heading
- Creative and original title (not underlined, italicized, **BOLD**, CAPS, or "quoted")
- No contractions (unless used in dialog)
- No 1st OR 2nd person (unless used in dialog)
- Peer Editing Completed (Inc. will not be counted)
- Rough Draft (x5)
- Received after Deadline (-5 per day) _____ days late
- Received on Due Date (+5 EC)

Comments:

Extra Points Off _____

Final Grade _____

Due Date: _____ Deadline: _____ (Must be into Turnitin.com by 11:59pm)