

Final Essay

In the final essay, you will write a 1250 – 1750 word researched argument in which you explore a civil rights issue in the US that affects you personally. The goal of the final essay is to engage critically with the course materials and demonstrate mastery of reflection, critical analysis, citation, and information literacy skills.

Content Requirements

- Describe a specific civil rights issue in detail.
- Reflect on how that issue affects you personally, as an individual and as a member of a community.
- Analyze what has been done historically to address the issue.
- Analyze the tangible steps you think should be taken to address the issue.
- Demonstrate information literacy by using at least 5 credible primary and secondary sources, at least 2 of which must be sources covered in this class.
- Organize the essay using the thesis-driven intro/body/conclusion method.
- Incorporate evidence effectively, using the evidence sandwich method.

Form Requirements

- APA style format and citation
- Appropriate grammar, spelling, and syntax with a mix of formal and informal language
- 1250-1750 words (approximately 5-7 pages), not including the title page and references list

Topic Parameters

You may choose to write about any civil right in the US that affects you personally. Please remember that civil rights are aspects of social, political, and economic life that a person is entitled to by virtue of being a citizen or member of a particular community. As you consider your topic, think about what rights are denied to people in your community or what people are excluded from participating in your community.

If you are unsure about a topic, please make an appointment with your instructor to discuss it further.

Grading

Short Assignment Revisions will be graded holistically using the rubric found on the next page.

Submission Instructions

Upload your document using the link in the appropriate module.

Due Dates

- The rough draft will be due prior to your conference.
- The final draft will be due on the date and time listed in the syllabus. No late assignments will be accepted.

Criterion	Unacceptable (F)	Does Not Meet Expectations (D)	Approaches Expectations (C)	Meets Expectations (B)	Exceeds Expectations (A)
Reflection	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The student has not reflected on their own experiences, goals, and development in relationship to the central theme of the course.	The student has attempted to reflect on their own experiences, goals, and development, but they have not clearly connected it to the central theme of the course. Many areas lack detail or examples.	The student has reflected on their own experiences, goals, and development in relationship to the central theme of the course, but a few areas lack detail or examples.	The student has thoroughly and thoughtfully reflected on their own experiences, goals, and development in relationship to the central theme of the course.
Information Literacy	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The student has either relied too heavily on a single type of information or has not attempted to locate, evaluate, and use multiple types of information.	The student has attempted to locate evaluate, and use multiple types of information, but much of it is unreliable or not fully relevant.	The student has located, evaluated, and used several types of information, but some may be unreliable or not fully relevant.	The student has located, evaluated, and used a broad range of types of information.
Critical Analysis	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The student has not attempted to communicate their thoughts about a subject, both past and present. The ideas in the project lack organization and cohesiveness.	The student has attempted to communicate their thoughts about a subject, both past and present, but they have not fully examined or analyzed other's ideas, and many areas could use further development or be connected back to the central claim more clearly.	The student has communicated their thoughts about a subject through the examination and analysis of others' ideas, both past and present, but several areas could use further development or could be connected back to the central claim more clearly.	The student has clearly and cohesively communicated their thoughts about a subject through the examination and analysis of others' ideas, both past and present.
APA Documentation	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have	The student has attempted to cite all information, but they have not used APA style or have blended it with another citation	The student has attempted to use APA style, but there are consistent errors throughout.	The student has used APA style throughout the project, but there are a few errors.	The student has used APA style accurately throughout the project.

	been found in the assignment.	style throughout.			
Organization	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The essay is disjointed and poorly organized according to the standards learned in this course. Most of the paragraphs could be further developed or moved around. There is no thesis statement, and it is unclear how the body paragraphs connect to one another.	The essay is somewhat well-organized according to the standards learned in this course, but many of the paragraphs could be further developed or moved around. The thesis statement is too broad, and only one or two of the body paragraphs connect clearly back to the thesis.	The essay is mostly well-organized according to the standards learned in this course, but one or two of the paragraphs could be further developed or moved around. The thesis statement mostly anticipates all aspects of the essay, and most of the body paragraphs connect clearly back to the thesis.	The essay is logically organized according to the standards learned in this course, including clearly defined intro, body, and concluding paragraphs. The thesis statement effectively anticipates all aspects of the essay, and all body paragraphs connect clearly back to the thesis.
Evidence	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The student has not incorporated evidence throughout the essay, using the evidence sandwich method. Most paragraphs should be developed further.	The student has incorporated some evidence throughout the essay, using the evidence sandwich method, but there are many areas that could use further development.	The student has incorporated most evidence clearly and thoughtfully throughout the essay, using the evidence sandwich method, but there are one or two areas that could use further development.	The student has incorporated all evidence clearly and thoughtfully throughout the essay, using the evidence sandwich method.
Form	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The essay is significantly less than 5 pages, excluding tile page and references. The grammar, spelling, and syntax detract from the point the author is attempting to communicate.	The essay is just under 4 pages, excluding tile page and references. The grammar, spelling, and syntax are somewhat appropriate for the point the author is attempting to communicate, but significant additional	The essay is at least 5 full pages, excluding tile page and references. The grammar, spelling, and syntax are mostly appropriate for the point the author is attempting to communicate, but some	The essay is at least 6-7 full pages, excluding tile page and references. The grammar, spelling, and syntax are appropriate for the point the author is attempting to communicate.

			proofreading is needed.	additional proofreading is needed.	
Revision	The student has not submitted the assignment or plagiarism or other forms of academic dishonesty have been found in the assignment.	The author has reviewed a first draft with the instructor but has not revised based on feedback.	The author has reviewed a first draft with the instructor, but revision has focused primarily on surface issues such as grammar. Additional substantive revision in response to feedback is needed.	The author has reviewed a first draft with the instructor, and most of the revision has been substantive. One or two pieces of feedback may still need to be addressed.	The author has reviewed a first draft with the instructor, and all feedback has been addressed through revision.