**Name: Period:**

**Synthesis Essay Prompt**

**Identity: How do we become who we are?**

You have read, annotated, and discussed the texts in the packet in preparation for our discussion. Now, carefully review the topic and the sources. Then synthesize information from at least three of the sources and incorporate them into a coherent, well-organized essay that develops a position on the claim that **we create who we are based on choices we make and influences with which we come in contact—including those of which we may be unaware.**

Make sure your position is central; use the sources to illustrate and support your reasoning. Avoid merely summarizing the sources. Indicate clearly which sources you are drawing from, whether through direct quotation, paraphrase, or summary. You may cite the sources as Source A, Source B, etc., or by using the descriptions in parentheses.

**Source A (Quotation)**

**Source B (Fitzgerald)**

**Source C (Tierney)**

**Source D (Frost)**

**Source E, Cartoon 1 (Reynolds)**

**Source F, Cartoon 2 (Reynolds)**

**Source G (Beck)**

**Source H (Buzzfeed)**

***(Use the space below for prewriting.)***

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_ Final Exam, Sem. 1**

**Rubric: Identity Essay**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mechanics** |  | **4** | **3** | **2** | **1** | **0** |
| **Punctuation** | 1. Use **commas** correctly to connect **independent clauses** and **dependent clauses.** |  |  |  |  |  |
| **Word choice** | 1. Avoids homonyms, homophones, or confused words (there, their, they’re or then/than). |  |  |  |  |  |
| **Organization** |  | **4** | **3** | **2** | **1** | **0** |
| **Text Level** | 1. Write a clear **thesis** that responds to the prompt and can be support with appropriate **evidence**. |  |  |  |  |  |
| 1. Develop paragraphs that support and connect back to the **thesis/claim statement**. |  |  |  |  |  |
| **Sentence Level** | 1. Write clear and supported **topic sentences** for the body paragraphs that support the thesis. |  |  |  |  |  |
| **Structure** | 1. Effective use of **conjunctions** (FANBOYS or AAAWWUBBIS) to connect clauses and direct comma placement. |  |  |  |  |  |
| 1. Effective use of **transitions** to create flow and logical connections. (Use the MEL-Con worksheet and “Transitions” list to help with this.) |  |  |  |  |  |
| **Content :  Types of Writing** |  | **8** | **6** | **4** | **2** | **0** |
| **Argument** | 1. Thesis/claim is strong, clear, and easy to identify. |  |  |  |  |  |
|  | 1. **Thesis/claim** is supported with facts, information, reasons, opinions, examples, and/or explanations from multiple sources. |  |  |  |  |  |
|  | 1. Use quotations appropriately—cite, and punctuate and paraphrase quotations correctly |  |  |  |  |  |
| **Style** |  | **4** | **3** | **2** | **1** | **0** |
| **Text Level** | 1. Establish and maintain a **style** and **tone** appropriate to the purpose, audience, and topic. |  |  |  |  |  |
| **Process / Presentation** |  | **4** | **3** | **2** | **1** | **0** |
|  | 1. The **essay** is well-constructed and flows nicely from one sentence to another, from one paragraph to another, and from one idea to another. The introduction and conclusion are evident and supporting paragraphs serve to develop the thesis. |  |  |  |  |  |
| **Total:** | | **/ 60** | | | | |

**Comments:**