THE STUDENT’S GUIDE TO WRITING IN SOCIAL 10-1, 20-1, 30-1
THE MAJOR WRITING ASSIGNMENT

I. SPECIFIC INFORMATION

• In this assignment, students are provided with one short quote. It will not be attributed to any famous or recognizable person.
• Students must respond in a formal essay (minimum five paragraphs) by answering the question: “To what extent should we embrace the ideological perspective(s) reflected in the source?”
• This is basically a position paper in which you
  1) analyze the source and demonstrate your understanding of the ideological perspective(s) reflected in it
  2) establish and argue a position in response to the question above
  3) support your position and arguments by providing evidence from your knowledge and understandings of social studies

EVALUATION OF MAJOR WRITING ASSIGNMENT

Three scoring categories are used to mark the content of Assignment II:  
1) Analysis of Source (6 marks)  
2) Quality of Arguments (8 marks)  
3) Quality of Evidence (8 marks)

One scoring category is used to mark the language and communication:  
Communication (8 marks)

*A more detailed rubric is presented in the appendix of this guide. This is the standardized/common rubric for all -1 courses.*
GENERAL WRITING FRAMEWORK FOR MAJOR WRITING ASSIGNMENT

I. INTRODUCTION (interprets, analyzes and explains the source demonstrating your knowledge)
   a) Analyze the source/quote: pull it apart sentence by sentence and explain the meaning of the source both in general terms and more specifically

   b) Identify the perspective the source/quote reflects:
      In Social 10-1: pro-globalization, anti-globalization
      In Social 20-1: pro-nationalism, anti-nationalism, pro-internationalism,
                      pro-ultranationalism,
      In Social 30-1: classical liberalism, modern liberalism, socialist, communist, fascist,
                      Neo-conservative,

   c) Explain your understanding of that ideology (discuss key underlying beliefs or political principles or economic principles)

   d) state your position. Do you agree with the ideological perspective or not?
      ***** Remember there is a range or continuum of positions to choose from. You do not always have to go to the extremes. If taking a qualified position, state it clearly and precisely. *******

II. BODY OF THE ESSAY (presentation of arguments supported by evidence)
   a) Explain your first reason to support your position

   b) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your first argument

   c) Explain your second argument/reason

   d) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your second argument

   e) Explain your third argument/reason

   f) Factual, relevant and accurate evidence (examples, one detailed case study, quotes, statistics) to prove your last argument

   It is my opinion that the strongest/best argument should be the last. Others would advise the first argument by the strongest/best; never the middle argument.

III. CONCLUDING PARAGRAPH (summarize, restate in a forceful manner your position)
ANALYSIS OF THE SOURCE (6 marks)

- You must address the source...you must use the words” in the source”
- You must identify the ideological perspective of the source which is dependent upon the course a student is registered in.
- You must extract the words or phrases from the source that confirms the perspective.
- You must EXPLAIN YOUR UNDERSTANDING OF THAT IDEOLOGY (Social 10-1-globalization, Social 20-1-nationalism, Social 30-1 – liberalism or any other ideology). Very important...difficult

How do I do this??????

- list the features or characteristics (minimum; if you just list them you will not get a lot of credit/marks). Instead take each of the features and explain how they are connected to each other

- describe what ideologies/individuals oppose this ideological perspective and why

- describe a CURRENT or HISTORICAL event that relates to the key ideas behind the source

- You must state YOUR POSITION on the ideology in CLEAR THESIS statement. (Should it be embraced? If not, what position should be? Why?)
- REFER BACK TO THE SOURCE THROUGHOUT YOUR ESSAY.
AGRUMENTATION AND EVIDENCE (16 marks in total)

- Start with a clear topic sentence that relates back to the source
  
  *i.e. The source clearly acknowledges the benefits of greed as a guiding philosophy in any society. Greed has numerous economic benefits for all groups in society; consumers, producers and society at large. Consumers benefit…*

- Explain your argument...Try to relate back to the underlying foundations for all arguments

  FOUNDATIONS FOR ALL ARGUMENTS

  - ECONOMIC
  - MORAL/PHILOSOPHICAL
  - EFFECTIVENESS
  - FEASIBILITY
  - SOCIAL ACCEPTANCE
  - ENVIRONMENTAL

- Evidence needs to be RELEVANT, SPECIFIC AND DETAILED to score “proficient and excellent”. Generalized evidence (i.e. from lecture notes or memory will only get you limited/satisfactory)

- HAVE AN ORGANIZATIONAL PLAN IN PLACE. Know how you are going to organize your arguments (pro/pro/counter)
HOW CAN I ORGANIZE MY ARGUMENTS?

APPROACH or OPTION ONE:

Introduction: Thesis/Position

- Argument in support of thesis/"pro"
- Argument in support of thesis/"pro"
- Argument in support of thesis/"pro"

In this option, students defend their thesis/position by explaining three “pro’s” or advantages/positive to their chosen position. Students do not engage in a discussion of any other position that could be taken. This is seen as a limitation with this approach. It is advised that students should attempt the other approaches. If you have weaker writing skills, this is a good organizational plan to follow BUT you will not receive “honour” marks.

APPROACH or OPTION TWO:

Introduction: Thesis/Position

- Argument in support of thesis
- Argument in support of thesis
- Counter argument: acknowledge another position and DESTROY IT

This approach is more sophisticated and demonstrates a higher level of critical thinking on the part of the student because of the “counter argument” component. So, what is a counter-argument?
WHAT IS A COUNTERARGUMENT?

In a counterargument, students identify an opposing position, explain the main argument behind that position and then refute that argument, effectively destroying it (proving the opposing position INVALID).

Example of a counterargument
Many people believe that capital punishment should be re-instated by Canada. They argue that capital punishment will act as an effective deterrent; criminals will hesitate to commit violent crimes because of their fear of facing the death penalty. However, this argument is seriously flawed because statistics clearly indicate that capital punishment does not lower violent crime rates. In the American states that have....

APPROACH or OPTION THREE: Better known as the “Goldilocks” approach

Introduction: Thesis/Position (QUALIFIED)

Counter argument destroy one of the extreme positions

Counter argument #2-destroy the other extreme position

Argument in support of your qualified position
This approach works best when a student takes a “qualified” or middle position/thesis. It is a highly sophisticated approach because the student MUST be able to understand the range of positions and the underlying arguments behind each of the positions. Moreover, the student must then be able to effectively destroy those positions. If done successfully, students can achieve an honours paper.

APPROACH or OPTION FOUR:

Introduction: Any Thesis/Position

Counter argument#1 destroy one of the extreme positions

Counter argument #2-destroy the other extreme position

Counter agrumnet #3-destroy another position

In this approach, which may not work for all topics, students within each of the body paragraphs, acknowledges another position, presents their reason and then proceeds to REFUTE IT (proving it invalid). The student does this for all three body paragraphs. This approach is by far the most sophisticated option as it requires the highest level of critical and writing skills.

N.B. STUDENTS SHOULD CHOOSE THE APPROACH THAT BEST WORKS FOR THEIR SKILL LEVEL INITIALLY BUT GROWTH IS EXPECTED AS STUDENTS CONTINUE IN THE PROGRAM.
Writing: Arriving at a Basis for an Argument

In the body of an argumentative essay, students are expected to present two to three arguments. Most times, the arguments presented by the students can be found to have one of the following basis of foundations:

1. **Morality**. . .Is it fair? Just? Right?
2. **Effectiveness**. . .Will it work?
3. **Social Acceptance**. . .Will citizens accept it?
4. **Feasibility**. . .Can it be managed or enforced?
5. **Financial Cost**. . .How much will it cost?
6. **Environmental Cost**. . .What will be the impact on the environment?
7. **Technological Readiness**. . .Can we accomplish it using present levels of technology?
8. **Others?? . . .Is it healthy and safe? Is it wise or prudential?

Below are examples that will illustrate some of these argument foundations.

**Issue:** Should Canada try to protect Canadian cultural institutions?

**Argument One:** Our cultural industries should not be concerned with protecting Canadian culture. They should be concerned with one thing: profit. If a company makes profits, it can expand, produce more cultural products and become a world competitor.

**Basis for This Argument:** This argument is based on financial cost or economics. The writer refers to money as a key driving force behind all industries.

**Argument Two:** Canadians represent a small market for cultural products, spread out over a great area. If Canadian cultural industries are not protected by government policies, they will not be able to compete with the monster companies from the United States.

**Basis for This Argument:** This argument is based on feasibility. The writer is calling into question the practicality of protecting Canadian cultural industries against the Americans.

**Argument Three:** Canada is a diverse country, with a great deal of variety among the people who live here and differences from province to province. It is in the interests of the nation to develop a sense of unity and common identity among the different elements by promoting a protecting cultural industries.
**Basis for This Argument:** This argument is based on **morality**. This writer bases here argument on the idea that it is right and fair that there be protection of our industries so that all of Canada benefits.

**Argument Four:** Since the 1920’s, Canadians became alarmed at the cultural impact that the U.S. was having on this country. In response the 1932 Broadcasting Act, the C.B.C. and the National Film Board were established. For the past seventy years, these organizations have become institutinos in Canada. Canadians have come to expect seeing “Hockey Night in Canada” every Saturday night on the C.B.C.

**Basis for This Argument:** This argument is based on **social acceptance**. The writer implies that citizens are used to having the government protect our culture and so we should continue this trend.

**Argument Five:** The world wide recognition of such Canadian talent as Celine Dion, k.d. lang, Tragically Hip, can in no small part be attributed to government institutions that promote Canadian talent; most notably the C.B.C.

**Basis for This Argument:** This argument is based on **effectiveness**. The writer indicates that the government sponsored institutions have succeeded in promoting Canadian talent (it works!)

Students should be aware that the basis for arguments cannot be used for all essay topics or issue questions. However, students should try to think of these foundations when they are beginning to build their essay body.
I. INTRODUCTION

Step One

IDENTIFY THE PERSPECTIVE OF THE SOURCE-

Step Two

ANALYZE THE SOURCE/QUOTE: EXPLAIN ITS’ MEANING...BRING IN EXACT WORDS and how it reflects that perspective

Step Three

DEMONSTRATE YOUR UNDERSTANDING OF THAT IDEOLOGY: explain underlying assumptions, beliefs, principles etc

Step Four

STATE YOUR POSITION IN A CLEAR PRECISE MANNER: To what extent should we embrace the ideological perspective reflected in the source?
II. THE BODY PARAGRAPHS (minimum of three paragraphs; this organizational framework should be three times)

Step One

*Topic sentence: This sentence should introduce the reason/argument in a general way.*

*REFER BACK TO THE SOURCE*

Step Two

*Explain the reason/argument: fully explain the “WHY”*

Step Three

*Describe the evidence (ACCURATE, RELEVANT, DETAILED, and SPECIFIC)*

Step Four

*Concluding sentence: restate your reason in general terms...Do not end with a rhetorical question!!!!*
PLANNING #2: The Keyhole Model

**Title**

**Opening Invitation**

**Thesis**

*Last Sentence*

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Standard paragraphs, each with topic sentence

Present your second strongest point first

Lead up to the strongest, which is the last in the body of your essay, whether your points

Thesis Reworded

Generalize again
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**Clincher**

*Your Final Sentence and Last Word*
<table>
<thead>
<tr>
<th>If your purpose is:</th>
<th>Choose from these words or phrases:</th>
</tr>
</thead>
</table>
| 1. To indicate an example | For example,  
In fact,  
As an illustration,  
For instance,  
This is shown in (by),  
Specifically,  
This is exemplified by, |
| 2. To add ideas | and  
in the same manner  
in addition  
Furthermore  
too  
moreover  
also  
as well  
especially  
further  
in particular  
again  
similarly |
| 3. To show a contrast | But  
Instead  
On the contrary  
Although  
Conversely  
whereas  
however  
by contrast  
on the other hand |
| 4. To show reason, result, cause, effect | Consequently  
Therefore  
As a result  
because  
thereby  
for this reason |
| 5. To indicate repetition of an idea | As stated previously  
In other words  
in fact  
once again |
| 6. To indicate order | First  
Most important  
In conclusion  
secondly  
in the first place  
finally  
to begin with |
| 7. To indicate time | After  
Later  
To begin with  
next  
until  
finally  
while  
shortly  
soon |
| 8. To summarize | All in all  
In brief  
In short  
To summarize  
all things considered  
to sum up  
in conclusion  
finally  
in summary  
from what has been said |
CITATION: FOOTNOTES

DEFINITION
- An Arabic number which indicates borrowed materials

PURPOSES
- To identify quotations (sentences that have been lifted directly from another source such as a book, magazine, webpage)
- To identify borrowed ideas (if the idea or meaning behind the idea stays the same even if the student has altered the order of the words)
- To identify any evidence of research such as statistics i.e. facts that go beyond common knowledge

WHEN NOT REQUIRED
- Proverbs i.e. “Can’t judge a book by its cover”
- Familiar quotations i.e. “We shall overcome”
- Common knowledge i.e. The capital of Canada is Ottawa.
- Full names of authors

FORMAT
The preferred format in this class is the foot note, so called because it appears at the foot of the page. A footnote MUST take the following form, order, and punctuation:

(1) Name of the author(s) , (2) copyright year.(3) the title of the work (underlined or otherwise indicated) followed by a comma, (4) facts of publication (place of publication: publisher)(5) page or pages used

If students use Microsoft word (2007 version) it is extremely easy to do your citations. Simply open the tab “References” and the go to insert footnotes.
EXAMPLES of MORE COMMON FOOTNOTES


- Four or more authors: Smith, John, Jackson, Joe, Moore, Jane, and Krista Shultz. 1998. *Mountain Air: Stories from local climbers*. Toronto: Pearson Education Canada. p.3


Popular Magazine Article


Newspaper Article


Website

1. ANALYSIS OF SOURCE (6 marks)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>CRITICAL ANALYSIS OF THE SOURCE</th>
<th>UNDERSTANDING OF THE SOURCE AND ITS RELATIONSHIP TO AN IDEOLOGICAL PERSPECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>insightful and sophisticated</td>
<td>comprehensively demonstrated</td>
</tr>
<tr>
<td>Pf</td>
<td>sound and adept</td>
<td>capably demonstrated</td>
</tr>
<tr>
<td>S</td>
<td>straightforward and conventional</td>
<td>adequately demonstrated</td>
</tr>
<tr>
<td>L</td>
<td>incomplete or lacks depth</td>
<td>superficial and lacks development</td>
</tr>
<tr>
<td>P</td>
<td>minimal critical analysis of the source and/or the source is simply copied</td>
<td>disjointed, inaccurate, and vague</td>
</tr>
</tbody>
</table>

2. ARGUMENTATION (8 marks)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>ESTABLISHMENT AND SUPPORT OF POSITION</th>
<th>DEVELOPMENT OF ARGUMENTS/UNDERSTANDING OF THE ASSIGNMENT</th>
<th>RELATIONSHIP BETWEEN THE POSITION TAKEN, ARGUMENTATION, AND THE IDEOLOGICAL PERSPECTIVE IN THE SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>position is convincingly supported by judiciously chosen and developed argument(s)</td>
<td>consistent and compelling, demonstrating an insightful understanding of the assignment</td>
<td>perceptively developed</td>
</tr>
<tr>
<td>Pf</td>
<td>position is persuasively supported by purposely chosen and developed argument(s)</td>
<td>logical and capably developed, demonstrating a sound understanding of the assignment</td>
<td>clearly developed</td>
</tr>
<tr>
<td>S</td>
<td>position is generally supported by appropriately chosen and developed argument(s)</td>
<td>straightforward and conventional, demonstrating an adequate understanding of the assignment</td>
<td>generally developed</td>
</tr>
<tr>
<td>L</td>
<td>position is confusing and largely unrelated to the argument(s)</td>
<td>repetitive, contradictory, simplistic, and based on uninformed belief</td>
<td>superficially developed</td>
</tr>
<tr>
<td>P</td>
<td>position has little or no relationship to the source or argument(s)</td>
<td>irrelevant and illogical</td>
<td>minimally developed</td>
</tr>
</tbody>
</table>

**INS** Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories.
### 3. EVIDENCE (8 marks)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>RELEVANCE AND ACCURACY OF EVIDENCE</th>
<th>DISCUSSION OF EVIDENCE AND ITS APPLICATION TO THE ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>sophisticated and deliberately chosen; relative absence of error is impressive</td>
<td>a thorough and comprehensive discussion of evidence reveals an insightful understanding</td>
</tr>
<tr>
<td>Pf</td>
<td>specific and purposeful; may contain some minor errors</td>
<td>a capable and adept discussion of evidence reveals a solid understanding</td>
</tr>
<tr>
<td>S</td>
<td>conventional and straightforward; may contain minor errors and a mixture of relevant and extraneous information</td>
<td>a generalized and basic discussion reveals an acceptable understanding</td>
</tr>
<tr>
<td>L</td>
<td>potentially relevant but is unfocused and incompletely developed; contains inaccuracies and extraneous detail</td>
<td>the discussion reveals a superficial and confused understanding</td>
</tr>
<tr>
<td>P</td>
<td>irrelevant and inaccurate; contains major and revealing errors</td>
<td>a minimal or scant discussion reveals a lack of understanding</td>
</tr>
</tbody>
</table>

### 4. COMMUNICATION (8 marks)

<table>
<thead>
<tr>
<th>SCORE</th>
<th>FLUENCY AND ESSAY ORGANIZATION</th>
<th>CONTROL OF SYNTAX, MECHANICS, AND GRAMMAR</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>fluent, skillfully structured, and judiciously organized</td>
<td>sophisticated; the relative absence of error is impressive</td>
<td>precise and deliberately chosen</td>
</tr>
<tr>
<td>Pf</td>
<td>clear and purposefully organized</td>
<td>capable; minor errors in language do not impede communication</td>
<td>appropriate and specific</td>
</tr>
<tr>
<td>S</td>
<td>straightforward and functionally organized</td>
<td>adequate; occasional lapses in control and minor errors; however, the communication remains generally clear</td>
<td>conventional and generalized</td>
</tr>
<tr>
<td>L</td>
<td>awkward and lacks organization</td>
<td>inconsistent; errors obscure the clarity of communication</td>
<td>imprecise, simplistic, and inappropriate</td>
</tr>
<tr>
<td>P</td>
<td>unclear and disorganized</td>
<td>lacking; jarring errors impede communication</td>
<td>over-generalized and inaccurate</td>
</tr>
</tbody>
</table>

Scoring Categories: E = Excellent; Pf = Proficient; S = Satisfactory; L = Limited; P = Poor; INS = Insufficient