

Name: _____

Assigned: _____

Due: _____

Individual Written Argument Final Checklist

Submit this completed checklist on *[insert day, date, and time]* as a part of your completed IWA grade.

Review the **IWA Research Rubrics** before finalizing your materials to ensure you are as successful as possible!

I have completed my IWA to the absolute best of my ability.

I have completed this checklist to ensure that I have all necessary components and criteria to do as well as possible on this **24.5%** portion of my AP Seminar exam.

Student Name: _____

Student Signature: _____

Date: _____

Parent or Teacher Name: _____

Parent or Teacher Signature: _____

Date: _____

The Research Paper

Stimulus Materials *(in the body of your paper, not just the introduction)*

- Includes **at least 2** of the stimulus materials.
- The stimulus materials are **integrated** into the paper, and they are an **essential** part of the argument. Make a **direct connection**, either with the stimulus materials as context **or** as evidence. Treat it like any other source.
 - If you removed your section on the stimulus materials, would your paper still flow?*
 - If yes, then your stimulus material is **NOT** essential to your paper (0 points on the rubric).
 - If no, then your stimulus material **IS** essential to your paper (5 points on the rubric).

Introduction (1-2 paragraphs)

- Contextualizes your area of investigation with **background information**. What key terms, stakeholders, major events, etc. does your reader need to know? Assume your reader is educated and well-informed but does not specifically know about your topic.
- **Explains the larger context**. Who does this affect? What has happened recently to indicate that this is important?
- Provides **significance**—why is your research question important and relevant? Why should your reader care?
- **Provides at least 3 statistics (data points) or specific facts** that clearly indicate the scope and scale of your topic. Who’s involved? What’s happened recently? When did this controversy begin? Where are people affected? *Why does it matter?*
- Evidence from at least **2 different sources**.
- **Provides a clear argumentative thesis** that states your perspective. What will you ARGUE and PROVE about your topic?

Section 1 (2+ paragraphs)

- First sentence of the section clearly **summarizes** this section—what aspect of your topic and lens will you be analyzing?
 - *“One of the main reasons why environmental issues continue to go unsolved is because of a lack of education about them.”*
- Identifies **multiple perspectives**—different points of view (e.g., agree/disagree, counterargument)—about the section.
- Evidence from at least **2 different sources**.
- Describes the **line of reasoning** of the sources. What claims do they make to reach their final conclusion?
 - *“In a paper on restoring ecosystems for the journal Ecoscience, Luisa Martinez and Fabiola Lopez-Barrera argue that in order for an ecological restoration to be successful, human-environment relations must be ‘harmonious’ (Martinez and Lopez Barrera, 2009). Art promotes this relationship by providing an outlet for humans to use their talents to connect to the environment.”*
- **Identifies the objections or limitations** to at least 1 of the perspectives or sources. Why might the argument be weak or invalid?
 - *“It is important to note that Lopez’s study focused only on teenagers from California, which may not be representative of the entire country. Therefore, his findings may not be applicable to the rest of the country’s adult population.”*
- **Identifies the implications** of at least 1 of the perspectives or sources. What might happen or be true if the argument is accepted?
 - *“If Kolbert is correct in assuming that global warming is happening at a rate beyond even our most alarming predictions, then the destruction and collapse of the Earth’s ecosystems may happen within our own lifetimes, rather than in the next generation’s.”*
- **Explains and/or names the credibility** of each source used, using RAVEN.
 - *“The Center for Food and Safety, an organization strictly aiming to protect the environment and food...”*
 - *“Drezner, a professor of international politics at The Fletcher School of Law and Diplomacy at Tufts University, argues that...”*
 - *“According to an article in the academic journal Nature by renowned scientist Elizabeth Kolbert...”*
- **Clearly describe the connection between sources**. They might agree, disagree, or somewhat agree, etc.
 - Use the *They Say, I Say* sentence stems!

Section 2 (2+ paragraphs)

- First sentence of the section clearly **summarizes** this section—what aspect of your topic and lens will you be analyzing?
 - *“One of the main reasons why environmental issues continue to go unsolved is because of a lack of education about them.”*
- Identifies **multiple perspectives**—different points of view (e.g., agree/disagree, counterargument)—about the section.
- Evidence from at least **2 different sources**.
- Describes the **line of reasoning** of the sources. What claims do they make to reach their final conclusion?
 - *“In a paper on restoring ecosystems for the journal *Ecoscience*, Luisa Martinez and Fabiola Lopez-Barrera argue that in order for an ecological restoration to be successful, human-environment relations must be ‘harmonious’ (Martinez and Lopez Barrera, 2009). Art promotes this relationship by providing an outlet for humans to use their talents to connect to the environment.”*
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 - *“According to an article in the academic journal *Nature* by renowned scientist Elizabeth Kolbert...”*
- **Clearly describe the connection between sources**. They might agree, disagree, or somewhat agree, etc.
 - Use the *They Say, I Say* sentence stems!

Section 3 (2+ paragraphs)

- First sentence of the section clearly **summarizes** this section—what aspect of your topic and lens will you be analyzing?
 - *“One of the main reasons why environmental issues continue to go unsolved is because of a lack of education about them.”*
- Identifies **multiple perspectives**—different points of view (e.g., agree/disagree, counterargument)—about the section.
- Evidence from at least **2 different sources**.
- Describes the **line of reasoning** of the sources. What claims do they make to reach their final conclusion?
 - *“In a paper on restoring ecosystems for the journal *Ecoscience*, Luisa Martinez and Fabiola Lopez-Barrera argue that in order for an ecological restoration to be successful, human-environment relations must be ‘harmonious’ (Martinez and Lopez Barrera, 2009). Art promotes this relationship by providing an outlet for humans to use their talents to connect to the environment.”*
- **Identifies the objections or limitations** to **at least 1** of the perspectives or sources. Why might the argument be weak or invalid?

- *“It is important to note that Lopez’s study focused only on teenagers from California, which may not be representative of the entire country. Therefore, his findings may not be applicable to the rest of the country’s adult population.”*
- **Identifies the implications** of **at least 1** of the perspectives or sources. What might happen or be true if the argument is accepted?
 - *“If Kolbert is correct in assuming that global warming is happening at a rate beyond even our most alarming predictions, then the destruction and collapse of the Earth’s ecosystems may happen within our own lifetimes, rather than in the next generation’s.”*
- **Explains and/or names the credibility** of each source used, using RAVEN.
 - *“The Center for Food and Safety, an organization strictly aiming to protect the environment and food...”*
 - *“Drezner, a professor of international politics at The Fletcher School of Law and Diplomacy at Tufts University, argues that...”*
 - *“According to an article in the academic journal Nature by renowned scientist Elizabeth Kolbert...”*
- **Clearly describe the connection between sources.** They might agree, disagree, or somewhat agree, etc.
 - Use the *They Say, I Say* sentence stems!

Conclusion (1-2 paragraphs)

- Briefly **summarize your argument**, drawing connections between your claims (sections) and how they prove your overall thesis.
- Briefly **zooms out** to the implications, consequences, and overall **significance** of your topic. Why should we care? Why will this matter for the future?
- (Optional) What should be done? **Propose a solution.**

OVERALL REFLECTION

- Is your **argument** clear?
- Is your paper clearly organized into claims (sections) **that prove** your thesis?
- Do you **explain HOW** each claim proves your thesis?
- Have you addressed **counterarguments** and offered **rebuttals** for why your argument is stronger?
- Is your argument **convincing and persuasive?**

Citations

In-Text Citations

- Every idea, statistic, fact, or quote that is NOT original to you **MUST** be cited.
- Every citation should include the **author’s last name and year**, such as: (Lim, 2007).
- Each paragraph should have **at least 1** parenthetical citation.

Bibliography

- Insert **page break** to place Bibliography on new, separate page *after* the IWA.
- The Bibliography page should be **formatted** precisely like the example below.
- Keep all **annotated bib entries** (small paragraphs) in your Bibliography.

- ☐ 100% of parenthetical citations from your IWA should appear in your bibliography.
- ☐ Delete any sources that you did NOT end up using your IWA.
- ☐ Bibliographic entries should be **alphabetized** by author’s last name.
- ☐ Bibliographic entries should be in 100% perfect **APA citation format**.

After the first line, citation entries use a **hanging indent**

Annotations are removed

Entries are **alphabetized** by author last name

Works Cited

Blum, Robert. W., & Giedd, Jay. N., & Sarah, B. Johnson. (2009). Adolescent Maturity and the Brain: The Promise and Pitfalls of Neuroscience Research in Adolescent Health Policy. *Journal Of Adolescent Health*, 45, 216-22. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2892678/>

Collins, Lois. “Sources of stress abound, but experts say there are ways to cope.” *Deseret News*, July 11, 2014. Accessed November 11, 2016. <http://search.proquest.com/centralk12/docview/1544754666/abstract/2D2809E1E29C4299PQ/1?accountid=186671>

Single-spaced

Space between citation entries

Formatting

- ☐ IWA word count—excluding the bibliography—is between **1,800 and 2,000 words**.
- ☐ All text is in **Times New Roman, size 12**.
- ☐ All text is **double-spaced**.
- ☐ Header has **page number** in right-hand corner.
- ☐ All paragraphs should be **indented** by using the Tab key, NOT spaces.
- ☐ All **titles should be aligned to the center** using the center alignment button, NOT spaces.
- ☐ Your **name and school are REMOVED** from the IWA completely.
- ☐ Your IWA should be **formatted** precisely like the example below.

1

AP Seminar, Period 5

December 2016

To what extent has modern hip-hop influenced American teens’ violent and sexual behaviors?

Hip hop/rap music has been a part of American society ever since it’s origins in the 1970s.

However, in more recent times, this genre of music has been associated with negative connotations such

Proofreading

- ☐ Your IWA should be devoid and absent of *personal opinion* and avoid a *casual tone*. Remove any use of “I,” “you,” “we,” or “us” throughout your paper. This is a **formal** academic paper.

- Proofread for **grammar**. *Check the Golden Grammar Rules in the AP Seminar Research Binder!*
- Proofread for **typos**. Use spellcheck and double-check all words underlined in red.
- Read your paper **out loud to yourself**. Proofread for run-on sentences, fragments, and awkward wording.
- Review the IWA rubric attached to make sure you've included all criteria in your IWA.**
- Proofread** again.
- Proofread** it a third time.
- Ask someone at home, a friend, or a UCC teacher to review it for you and provide **generalized overall feedback**, not specific directions on what to change.

Adapted AP Seminar Rubric • PT2

Individual Written Argument (24.5%)

Proficiency	Low	Medium	High	Score
1. Stimulus Materials	0 The response does not incorporate any of the stimulus material, or, at most, it is mentioned in only one sentence . – OR – The response includes a discussion of at least one of the stimulus materials; however, it does not contribute to the argument.	5 The response demonstrates the relevance of at least one of the stimulus materials to the argument by integrating it as part of the response. (For example, as providing relevant context for the research question, or as evidence to support relevant claims.)		
2. Context	0 The response either provides no context . – OR – The response makes simplistic references to or general statements about the context of the research question.	2 The response makes some reference to the overall problem or issue, though it is inconsistent in its specificity and/or relevance .	5 The response effectively explains the significance or importance of the research question by situating it within a larger context .	
3. Perspectives	0 The response provides only a single perspective . – OR – The response identifies and offers opinions or unsubstantiated statements about different perspectives that may be overly simplified .	6 The response describes multiple perspectives and identifies some relevant similarities or differences between them.	9 The response evaluates multiple perspectives (and synthesizes them) by drawing relevant connections between them, considering objections, implications, and limitations .	
4. Line of Reasoning	0 The response provides only unsubstantiated opinions or claims. – OR – The response summarizes information (no argument). The response employs inadequate reasoning due to minimal connections between claims and evidence.	8 The argument presents an argument with some flaws in the reasoning. The response is logically organized , but the reasoning may be faulty or underdeveloped . – OR – The response may be well-reasoned but is illogical in its organization . The conclusion may be only partially related to the research question or thesis.	12 The response is a clear and convincing argument. The response is logically organized and well-reasoned by connecting claims and evidence. The argument leads to a plausible, well-aligned conclusion .	
5. Evidence	0 Any evidence presented in the response is predominantly irrelevant and/or lacks credibility .	6 The response includes mostly relevant and credible evidence.	9 The response includes relevant, credible, and sufficient evidence to support its argument.	
6. Citations	0 The response is missing a bibliography/works cited – OR – The response is largely missing in-text citations/footnotes.	3 The response attributes or cites sources used through the use of in-text citations or footnotes, but not always accurately . The bibliography or works cited references sources using a generally consistent style with some errors.	5 The response attributes, accurately cites, and integrates the sources used through the use of in-text citations or footnotes. The bibliography or works cited accurately references sources using a consistent style .	
7. Grammar & Style	0 The response has many grammatical flaws, is difficult to understand , or is written in a style inappropriate for an academic audience.	2 The response is mostly clear but may contain some flaws in grammar or a few instances of a style inappropriate for an academic audience.	3 The response creates variety, emphasis, and interest to the reader through the use of effective sentences and precision of word choice. The written style is consistently appropriate for an academic audience, although the response may have a few errors in grammar and style.	