

# LRNC B510 - English B50 – Three Page Synthesis Paper

Write a Synthesis Paper using three sources as outlined in this assignment. The Synthesis Paper must be at least three full pages in length, and it will require three complete drafts; see below for due dates. All drafts must be complete and turned in to receive credit for the assignment.

**Assignment:** The topics listed below all connect to our novel, *Finding Nouf*, by Zoë Ferraris

- Aramco / oil
- Crime Fiction
- Cultural Identity
- Economy
- Education
- Fashion
- Food
- Romance
- Human rights
- Immigrants
- Legal system
- Regional Conflicts
- Sports
- Transportation
- Women in Saudi Arabia

**Write a paper that discusses only one of the above topics.**

- Be sure to express your opinion on your chosen topic with a strong, argumentative, thesis statement.

Use the following sources to write a three-source synthesis paper:

- *Finding Nouf*, by Zoë Ferraris (required source)
- Two academic sources from the Bakersfield College Library databases
  - Each academic source must be full text.
  - Each academic source must be at least two pages in length
  - **NO WEB SITES! NO REVIEWS! NO ABSTRACTS!**

**Synthesis Paper requirements:**

1. The paper must be at least three full pages in length (and not more than four pages in length.)
2. Be sure to include at least one quotation from each source that you use.
3. Additionally, you may use a paraphrase from only one of your sources.
4. Always follow MLA format when writing your essay.
5. Include a Works Cited page, with the entries in alphabetical order, at the end of your essay.

**Due dates for this essay are as follows:**

1. **October 7, 2014:** Synthesis Paper: Outline due in class
2. **October 9, 2014:** Synthesis Paper: Rough Draft for in-class review
3. **October 13, 2014:** Synthesis Paper: Revised draft for Peer Review
4. **October 14, 2014:** Synthesis Paper: Final Draft

**Assignment Grade Values:**

- Outline: - 10%
- Rough Draft for in-class review: - 10%
- Revised draft for Peer Review: - 15%
- Final Draft: - 65%

**See the following for help with your essay:**

- Reference the “Punctuation Pattern Sheet” handout for help with punctuation.
- Reference the *Topic and Thesis Statement Workshop* handout for help with organizing your essay.
- Reference *Hacker* for help with MLA style, MLA Research paper format, and for Works Cited entry information.

## Grading Rubric

	<b>Beginning 1 (D)</b>	<b>Developing 2 (C)</b>	<b>Accomplished 3 (B)</b>	<b>Exemplary 4 (A)</b>
<b>Thesis statement/ Statement of purpose</b>	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernible.	Mostly intelligible ideas; thesis is weak, unclear, too broad, or only indirectly supported.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Engaging and full development of a clear thesis as appropriate to assignment purpose.
<b>Evidence/ Development</b>	Lack of support for main points; frequent and illogical generalizations without support.	Main points and ideas are only indirectly supported; support isn't sufficient or specific, but is loosely relevant to main points.	Ideas supported sufficiently; support is sound, valid, and logical, but may lack the level of critical thinking found in exemplary writing.	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported with evidence; support is valid and specific.
<b>Organization/ Structure</b>	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate, and/or illogical.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alone with weak or non-evident transitions; ideas may be repetitive or disconnected.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Organization is sequential and appropriate to assignment; paragraphs are well developed and appropriately divided; ideas linked with smooth and effective transitions.
<b>Mechanics and Sentence Structure</b>	Frequent errors in sentence structure.	Multiple or various errors in sentence construction; little grasp of sentence flow.	Some errors in sentence construction; some non-standard syntax usage. Occasional punctuation and spelling errors.	Sentences structured effectively; well-chosen variety of sentence styles and length. Few or no problems with punctuation, spelling, capitalization.
<b>MLA Style</b>	Does not conform to MLA style	Contains numerous errors in MLA layout, parenthetical citations, and works cited pages.	Conforms to MLA style, but with errors.	Conforms to MLA in layout, in-text citations, and works cited.
<b>Audience/ Voice/ Vocabulary</b>	Lacks awareness of an appropriate audience for assignment. Inconsistent and/or ineffective voice.  Extremely limited vocabulary; usage is inaccurate; some vernacular.	Little or inconsistent awareness of audience for assignment. Somewhat consistent and/or effective voice.  Limited vocabulary range and accuracy of usage; some vernacular.	Effective and accurate awareness of audience. Consistent and effective voice.  Good vocabulary range and accuracy of usage.	Demonstrates a sophisticated awareness of audience. Consistent and effective voice.  Exceptional vocabulary range and accuracy of usage.