

Purpose/Controlling Idea-Your purpose/controlling idea guides the content of your paper. When making content selections, focus materials on one central idea. The purpose is generally announced early in the paper.

FEATS

FRAMING	<ul style="list-style-type: none"> • Writer establishes a context (sets the scene) for later claims—both in regard to the essay as a whole as well as individual claims and points. • Points are well connected to a controlling idea. <p>(Examples: anecdotal story, history, prior research on a subject, a problem others have identified, summary of a field/experience, etc. Your decision about how to Frame/contextualize will be determined by the genre or occasion.)</p>	Comments:
EVIDENCE	<ul style="list-style-type: none"> • Writer has chosen appropriate “evidence” to support claims. • Writer includes enough evidence to have a valid argument. <p>(Examples: what voices of authority have said, a detailed narrative scene, references from articles/books, statistics, etc.)</p> <p>NOTE: Framing and evidence sometimes overlap, especially when you are establishing individual points. The difference between them conceptually is that Framing establishes THAT you have given context while Evidence establishes HOW WELL you have supported your claims.</p>	
ANALYSIS	<ul style="list-style-type: none"> • Writer interprets the evidence to show how he/she wants readers to understand the intended perspective. • Writer includes oppositional points and examines or summarizes them when appropriate. 	
TRANSITION	<ul style="list-style-type: none"> • Writer makes conscious and intentional connections between points. • Writer deliberately connects larger sections of essay together when needed. <p>NOTE: Rhetorical and conventional Transitions differ in that conventional transitions are words or phrases that connect ideas that more naturally fit together (i.e. consequently, on the other hand), whereas rhetorical transitions connect larger sections of text or points in an argument that the author puts together logically to make a specific point.</p>	
SPECIFICITY	<ul style="list-style-type: none"> • Writer minimalizes use of clichés and colloquial expressions (academic voice is sustained throughout the essay). • Writer establishes definite antecedents when using pronouns. • Writer constructs prose that is clear and specific to the content of the essay. <p>NOTE: Claims such as “If you work hard you will succeed” and “In the world today” are examples of colloquial, general prose. “When in Rome” is an example of a cliché.</p>	