

## The Omnivore's Dilemma Essay

**Directions.** Write an essay on the following topic. You must brainstorm before you write a rough draft. Before the final draft, you must revise and edit your rough draft.

**Topic.** Many people have disagreed about the cover of The Omnivore's Dilemma (Young Reader's Edition). Some people like the cover; others do not think it really conveys the central idea of the book. Write a persuasive essay arguing for or against the cover.

**Thesis statement.** Choose one of the following thesis statements:

The cover, depicting a giant ear of corn, beautifully conveys the central idea of Pollan's book.

OR

The giant ear of corn on the cover does not adequately convey the central idea of Pollan's book.

### **Outline.**

*Introduction:* begin with a **hook**: an interesting fact, quotation, comparison, or anecdote; give background including the title and author; end your introduction with one of the **thesis** statements above.

*Body Paragraphs* (2 or 3): In these paragraphs, **discuss Pollan's main ideas**; (Do they correspond with what is on the cover?) use evidence in the form of summaries, paraphrases, and quotations from the text; if you choose the second thesis statement, describe what you would put on the cover that better conveys Pollan's central idea. Devote one of your body paragraphs to limiting or **qualifying** your claim. Here you acknowledge that the opposing side raises some valid points – record these valid points and deal with them.

*Conclusion.* Reword your **thesis** statement. Summarize the main points you made in the paper and say something pleasant about the book itself or refer back to the **hook**.

**Grading.** You will be graded using the rubric on the next page. Your score will count as a test grade.

	4 (100-95)	3 (85-80)	2 (75-70)	1 (65-55)	0
<b>Introduction:</b>	Contains a "hook," necessary background (title, author), context, and a <b>clear thesis statement</b>	Contains a thesis statement that is appropriate for the task or question	May lack a hook, background (title, author), context, or thesis statement	Introduces a topic in a manner that does not logically follow from the task or question	<b>DO NOT:</b> <ul style="list-style-type: none"> <li>• Use I, me, my</li> <li>• Quote the chapter titles</li> <li>• Ask questions</li> <li>• Put 2 quotes next to each other</li> <li>• Begin body ¶'s with quotations</li> </ul>
<b>ANALYSIS</b>	—Demonstrates insightful analysis of the text(s) —Identifies Pollan's main ideas	—Demonstrates analysis of the text(s) —Contains some important ideas	—Demonstrates a literal comprehension of the text(s) —Author's main ideas may not be clear	—little understanding of the text(s) —Does not understand Pollan's main ideas	
<b>Supporting Details / EVIDENCE:</b>	—relevant, <b>well-chosen</b> facts, definitions, <b>concrete details</b> , quotations, or other information and examples from the text(s) —Excellent qualifier	—relevant facts, definitions, details, quotations, or other information and examples from the text(s) —Good qualifier	—partially develops the topic of the essay with the use of some textual evidence; long quotations; needs more explanation —some irrelevant evidence	Very little explanation, evidence, or details (from the texts); may contain some evidence —No Qualifier	
<b>Organization and Transitional Phrases</b>	Body paragraphs contain clear topic sentences; appropriate and varied transitions to create a unified whole <b>and enhance meaning</b>	Clear Body paragraphs; uses some transitions —Good topic and Concluding sentences	Paragraphs may contain sentences that are out of logical sequence; no or few transitional phrases —Weak topic sentences; No concluding sentences.	No separate paragraphs; lacks logical sequence	
<b>Sentence Structure / Style / Word Choice</b>	—conveys meaning clearly, <b>stylistically sophisticated; language with a notable sense of voice</b>	Good and varied sentence structure; word choice is appropriate;	Sentence structure may be weak or repetitive; "choppy" at times; vague words or expressions; lacks voice; style does not match the formality of task	Sentences are choppy, repetitive, vague, and uninteresting	
<b>Conclusion</b>	Rephrases thesis statement; summarizes main points of task; refers back to "hook"	Contains a conclusion that refers back to the thesis statement and some main points of task.	Conclusion lacks necessary information or is not clear	Lacks a conclusion or the conclusion contains irrelevant information	
<b>CONVENTIONS: capitalization, punctuation, and spelling</b>	with few errors	with occasional errors that do not hinder comprehension	with some errors that may hinder comprehension	frequent errors hinder comprehension	

Comments: