

Synthesis Essay: The Immigration Experience

Instructions: Respond to the prompt below in a complete 4-paragraph essay (introduction, 2 body paragraphs with 2 pieces of evidence in each, and conclusion). We will work on this essay in class, but you will need to spend some time working on it outside of class as well, especially to proofread and revise.

We will have writing workshops in class this week. The final **typed and printed** assignment is due at the beginning of class on **Wednesday, January 17.**

Prompt:

Using a minimum of four of the seven sources researched, describe the experience of people immigrating to America. Consider why they immigrate, their treatment in the process of coming, and the challenges and successes they experience once here.

Details:

- You will write an introductory paragraph with a hook, context, and a strong thesis statement.
- You will write two T-C-E-C-C-E-C-C paragraphs, each discussing some aspect of immigration as suggested in the prompt.
- You will write a concluding paragraph.
- Your goal is to demonstrate commonalities in the immigration experience through the various sources, fiction, nonfiction, and personal interview explored in class.
- See rubric for more details.

Important Dates:

- **Essay assigned and Evidence Collection:** Friday, May 25
- **Essay Outlining:** Tuesday and Wednesday, May 29 and 30
- **Rough Draft Work:** Thursday, May 31
- **Peer and individual editing workshop (Rough Draft Due):** Friday, June 1
- **Individual Consultation by appointment with Ms. Gallien 10-2,** Monday, June 4
- **Final PRINTED paper due:** Tuesday, June 5

Brainstorming

What is the prompt asking me to consider?

Considering the prompt what claim can I make? (What is my opinion or stance on the question? Aka my thesis statement):

What subclaims can I make about the theme? (What specific points do I want to focus on in my two body paragraphs?)

1.

2.

What evidence do I have for each subclaim? (Two pieces of evidence for each paragraph, from a total of four different sources)

Immigration Essay Outline

I. Introductory Paragraph

Hook/Introductory Sentence: Create a statement that captures your audience's attention while introducing the theme of your essay.

Context: Explain important information about the topic to your reader (typically a 2-3 sentence definition or summary of the issue (immigration)).

Thesis Statement: a direct response to the prompt; it is the claim or declaration that responds directly to the prompt. It should be the final sentence in your introductory paragraph, and it is supported by both of the body paragraphs in the essay.

II. Body Paragraph #1

Topic Sentence: a specific point to support your thesis statement

Context: the “who/what/when/where” for your evidence.

Evidence: a direct quote from a source. Do not forget to introduce the quote properly (who says it? See context above) and cite it in MLA format.

Commentary 1: how does your evidence prove your thesis statement? Make a connection between your evidence and immigration, the evidence and the topic sentence, and between the evidence and your thesis statement.

Context: the “who/what/when/where” for your evidence.

Evidence: a direct quote from one of the sources. Do not forget to introduce the quote properly (who says it? See context above) and cite it in MLA format.

Commentary 1: how does your evidence prove your thesis statement? Make a connection between your evidence and immigration, the evidence and the topic sentence, and between the evidence and your thesis statement.

Concluding Statement: restate your topic sentence in a manner that is varied from the original topic sentence and adds an additional layer of depth to your analysis.

III. Body Paragraph #2

Topic Sentence: a specific point to support your thesis statement, including a transition

Context: the “who/what/when/where” for your evidence.

Evidence: a direct quote from one of the novels. Do not forget to introduce the quote properly (who says it? See context above) and cite it in MLA format.

Commentary 1: how does your evidence prove your thesis statement? Make a connection between your evidence and immigration, the evidence and the topic sentence, and between the evidence and your thesis statement.

Context: the “who/what/when/where” for your evidence.

Evidence: a direct quote from one of the sources. Do not forget to introduce the quote properly (who says it? See context above) and cite it in MLA format.

Commentary 1: how does your evidence prove your thesis statement? Make a connection between your evidence and immigration, the evidence and the topic sentence, and between the evidence and your thesis statement.

Concluding Statement: restate your topic sentence in a manner that is varied from the original topic sentence and adds an additional layer of depth to your analysis.

IV. Conclusion Paragraph

Main Claim: What was the overall message of your essay?

Context: Without reiterating your topic sentences or summarizing each body paragraph, how was your message developed? What did you want your audience to learn?

Concluding Statement(s): In a universal statement, that is not a call to action or advice to the reader, what is the final thought you want your audience to have on your topic? (The “mic-drop” or final “so what?”)

Immigration Synthesis Essay Rubric

Learning Target	Exceptional (A)	Meets Standard (B)	Needs Attention (C)	Absence of Evidence (D/F)
ANALYSIS				
Intro and Thesis Statement	<ul style="list-style-type: none"> -Intro has hook, context, and thesis. Transitions are smooth. - Is one clear sentence that uses the prompt language and directly answers the prompt. 	<ul style="list-style-type: none"> - Intro has hook, context, and thesis. -Is one sentence that uses the prompt language and directly answers the prompt. 	<ul style="list-style-type: none"> - Intro may have hook, context, and thesis. - May not list all theme statements and/or does not outline the essay properly 	<ul style="list-style-type: none"> -Intro is incomplete -Thesis statement is missing or off-topic
Topic Sentences	<ul style="list-style-type: none"> - Clearly outline the main idea of the paragraph - Uses varied word choice and sentence structure so as to avoid exact repetition of the thesis statement 	<ul style="list-style-type: none"> - Outline the main idea of the paragraph - Responds directly to the prompt and relates to thesis statement 	<ul style="list-style-type: none"> - May not appropriately outline the main idea of the prompt (e.g. too narrow or too broad) - Theme statement may be unclear 	<ul style="list-style-type: none"> - Topic sentence is missing, does not respond to the prompt, or does not state the main idea of the paragraph - Topic sentence does not address the theme
Context	<ul style="list-style-type: none"> - Gives relevant background to set up the evidence provided in the paragraph - Is concise yet thorough; the reader is not left with any questions relating to the evidence (e.g. who is speaking, what is happening around the selected passage in the novel) 	<ul style="list-style-type: none"> - Gives adequate background to set up the evidence provided in the paragraph 	<ul style="list-style-type: none"> - Some important background may be missing from context, resulting in a choppy or unclear transition from topic sentence to evidence 	<ul style="list-style-type: none"> - Context is missing; does not set up the evidence effectively
Evidence	<ul style="list-style-type: none"> - Is a direct quote (dialogue or narration) that directly supports the claim in the topic sentence - Only the essential parts of the quote are included -Two pieces of evidence in each paragraph 	<ul style="list-style-type: none"> - Is a direct quote (dialogue or narration) that supports the claim in the topic sentence -Two pieces of evidence in each paragraph 	<ul style="list-style-type: none"> - Connection to topic sentence may not be evident - Evidence may be paraphrased when a direct quote was required --One piece of evidence in each paragraph 	<ul style="list-style-type: none"> - Evidence is missing or irrelevant to the claim in the paragraph
Commentary Part I	<ul style="list-style-type: none"> - Clearly connects the evidence to the topic sentence by breaking down specific parts of the evidence and explaining how it proves that the theme statement does (or does not) apply to the novel - Goes beyond what was stated in class discussions 	<ul style="list-style-type: none"> - Connects the evidence to the topic sentence and explains how the evidence relates to the theme statement 	<ul style="list-style-type: none"> - Needs to more explicitly link the evidence to the topic sentence in the paragraph -Lets the evidence "speak for itself" 	<ul style="list-style-type: none"> - Commentary Part I is missing or does not at all address how the evidence relates to the theme statement in the topic sentence
Concluding Statements	<ul style="list-style-type: none"> -Concluding Statements restate the paragraph's claim using new language. 	<ul style="list-style-type: none"> -Concluding Statements restate the paragraph's claim. 	<ul style="list-style-type: none"> -Concluding Statements are marginally related to claim. 	<ul style="list-style-type: none"> -Concluding Statements are missing.
Conclusion	<ul style="list-style-type: none"> - Concluding paragraph restates the thesis statement in new language, summarizes the argument in a well-organized way, and universalizes the argument, showing its relevance and importance beyond the text 	<ul style="list-style-type: none"> - Concluding paragraph restates the thesis statement, summarizes the argument in a well-organized way, and universalizes the argument, showing its relevance and importance beyond the text 	<ul style="list-style-type: none"> - Concluding paragraph restates the thesis statement, and attempts to universalize the argument, showing its relevance and importance beyond the text 	<ul style="list-style-type: none"> - Conclusion is incomplete or missing

MECHANICS				
Sentence Structure	All sentences are complete and structure is varied; author does not use "I"	Sentences are complete and author does not use "I"	May contain sentence fragments or run-ons; author uses "I"	Sentence structure lacks proofreading; "I" is used throughout
Spelling/ Grammar	Demonstrates thorough proofreading, as there are no spelling or grammar errors	Essay contains two or fewer spelling or grammar errors	Essay contains three to five spelling or grammar errors; mistakes distract from the author's analysis	Essay contains more than five spelling or grammar errors; mistakes are distracting
Verb Tense	Essay is written in the literary present. No helping verbs.	Essay is written in the literary present. Minimal use of helping verbs.	Essay may be written in the past tense and numerous errors that distract the reader.	Essay is written in the past tense or has inconsistencies with verb tense
MLA Format	Correct MLA heading is used without error (text double-spaced, margins 1", creative title in standard font, last name + page number in upper right-hand corner of each page, evidence is formatted properly, title of the novels is <i>italicized</i>)	Correct MLA heading is used with no more than two errors (see description of proper formatting in the previous column)	Correct MLA heading is used with three to five errors (see description of proper formatting in the first column)	Essay contains more than five errors in MLA formatting (see descriptions of proper formatting in the first column)
Works Cited Page	Works Cited page is formatted correctly: sources are in MLA format, in alphabetical order, on separate page.	Works Cited page is formatted mostly correctly: sources are in MLA format, in alphabetical order, on separate page.	Works Cited page is formatted somewhat correctly: sources are in MLA format, in alphabetical order, on separate page.	Works Cited page is not formatted correctly or is missing.

Essay notes: