

Name: _____

Period: _____

Research Writing

Self-Revision Via Comparison

Directions: Analyze the model provided using the criteria below. Identify how your writing is *similar* to and *different* from the model. Use these observations to then decide upon the revisions you need to make to improve your essay.

Criteria	How My Essay Is Similar to the Model (1 point per box)	How My Essay Is Different from the Model (1 point per box)
<u>Introduction</u> (includes: hook, summary of scandal, introduction of sources, and thesis)		
<u>Thesis Statement</u> (cites what the sources believe, but do not include your personal opinion)		
<u>Topic Sentences</u> (creatively previews the topic of each body paragraph)		
<u>Claim Data Warrant</u> (Excellent balance between data and student commentary on that data)		
<u>Conclusion</u> (effective closing that restates thesis and ties together the big ideas)		
<u>Transitions</u> (flawlessly uses transitions to flow from one idea to the next)		
<u>Compare & Contrast Language</u> (clearly and insightfully compares the most significant items)		
<p>Next Specific Steps for Revision (2 Points Each!):</p> <p>1.</p> <p>2.</p> <p>3.</p>		

Research Writing

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Criteria	How My Essay Is Similar to the Model (1 point per box)	How My Essay Is Different from the Model (1 point per box)
<u>Introduction</u> (includes: hook, summary of scandal, introduction of sources, and thesis)	My introduction begins with an engaging hook and introduces a brief summary of the scandal.	I don't specifically introduce the sources that I will be quoting from or the arguments that they make.
<u>Thesis Statement</u> (cites what the sources believe, but do not include your personal opinion)	My thesis statement includes the two points that I will be discussing in my body paragraphs.	My thesis statement uses "I" and sounds like a personal opinion, whereas it should be research based.
<u>Topic Sentences</u> (creatively previews the topic of each body paragraph)	My topic sentences give an overview of what will be covered in the body paragraph.	My topic sentences could be more diverse in terms of sentence structure.
<u>Claim Data Warrant</u> (Excellent balance between data and student commentary on that data)	I introduce my data clearly and concisely, and I format the data (direct quotes) correctly.	I need to write clear warrants that explain why the quote is relevant to the point that is being made.
<u>Conclusion</u> (effective closing that restates thesis and ties together the big ideas)	I restate my thesis in language that is different from the thesis in my introduction.	I do not end with a thoughtful closing statement that leaves the reader thinking.
<u>Transitions</u> (flawlessly uses transitions to flow from one idea to the next)	I use transitions at the beginning of each of my paragraphs.	I do not use creative transitions within my body paragraphs, my transitions are choppy from source to source.
<u>Compare & Contrast Language</u> (clearly and insightfully compares the most significant items)	I compare the similarities between the articles with terms and phrases such as "Similarly" and "Both sources demonstrate that..."	I do not contrast the differences with regard to the way these sources present their arguments.
Next Specific Steps for Revision (2 Points Each)		
<ol style="list-style-type: none"> 1. Add an introduction to the sources that I will be quoting from in my introductory paragraph. 2. Remove all personal opinion from the essay, and make sure that everything is grounded in research. 3. Include contrasting terms and phrases to demonstrate the differences between the two sources. 		

Sam Pull

Date

Period

Research Essay

The War on Dress Code

In 1996, the US Department of Education found that only 3% of public schools required uniforms. As a result of this and in the belief that uniforms make schoolrooms more orderly and more disciplined, President Clinton and the Department of Education encouraged schools to adopt uniform. This led to substantial growth in the use of uniforms in public schools. However, many are still torn as to whether or not uniforms are beneficial to students. Belinda Luscombe, editor-in-chief of Time Magazine, shares her belief that uniforms are constructive for students in an interview with CNN, as does Sherry Bowens, author of the article *Should Students Wear School Uniforms?* published in EDU Guide. While these sources approach the argument in different ways, both believe that uniforms are constructive for students because they promote academic success and avoid social conflict among students.

Bullying and harassment is a major problem in schools today and often is directed towards those students who can't afford the most fashionable clothing, which is why many believe that having uniforms in schools is one possible solution to this problem. For one, students may be less inclined to bully because they will all be wearing the same clothes, making their usual targets more difficult to identify. As Belinda Luscombe stated, "it's hard to distinguish who is cool and who is not when wearing uniforms. It is harder to separate the differences in socio-economic background" (2:44). Here, Luscombe implies that wearing uniforms will make rich-verses-poor bullying less likely, appealing to viewers' emotions and tapping into their pity. A similar view of bullying issues can also be seen in Sherry Bowens article, although she proves the same through the use of facts and statistics. This research demonstrates that uniforms will reduce the crime rate in schools. In the article, she asserts that, "present statistics in the Long Beach district seem to support the idea that the clothes students wear can affect the crime and bullying rate" (paragraph 5). This

quote discusses a study within the district that specifically tracked and saw an improvement in the crime and bullying rates once uniforms were made mandatory. Thus, both sources believe that uniforms help the bullying and harassment issues in schools.

In addition to this theory, Luscombe and Bowens are in agreement that mandatory uniforms contribute to academic success for students. Their research demonstrates that students perform better when they are required to wear a uniform. On one hand, Luscombe proclaims, “a uniform dress code promotes equality in the classroom and encourages students to express themselves through language as opposed to through material possession” (3:16). Her particular angle evokes pity and sheds light on the ways in which language can be more powerful than a pair of jeans. By contrast, Bowens taps into research in order to support the claim that uniforms foster academic success. She appeals to her audience by noting that “the percentage of students who made the honor roll at that middle school [where uniforms were enforced] jumped from 31 percent to over 43 percent” (paragraph 7). This acceleration in the overall performance of students works to support her claim that uniforms are a positive addition to the classroom. Although the sources approach the topic in different ways, it is evident that they are fans of the integration of school uniforms in school.

While it is likely that dress code will always be a back-and-forth debate among school officials, Luscombe and Bowens make strong cases in support of uniforms for all. For one, they argue that uniforms reduce conflict among students through the use of both emotional and logistical evidence. In addition, they each make arguments as to why it contributes to the overall educational success of students. Although the controversy may never be settled between those who believe in school uniforms and those who deny its effectiveness, the research and its findings will likely never stop offering new and exciting angles.