

Campus Sexual Assault Needs to Stop | Annotation Letters to Next President Anchor 4

	Employs a Public Voice	Advocates Civic Engagement or Action	Argues a Position Based on Reasoning & Evidence	Employs a Structure
<p>Title: Campus Sexual Assault Needs to Stop</p> <p>Form: Public letter</p> <p>Media: Text</p> <p>Link: https://letters2president.org/letters/3016</p>	<p>Score 4 The writing:</p> <p>Employs an inclusive, open tone that effectively engages the intended audience in dialogue about what “we” can do to address campus sexual assault and convince them the seriousness of the issue. <i>“I think that we need to do more.” “We need to recognize that sexual assault in college is a serious problem.” “Whether it was because..., I don’t know.”</i></p> <p>Effectively establishes the writer’s credibility through thoughtful content choices, both statistics (e.g., estimates of the number of people who would be sexually assaulted by graduation) and a single, widely known contemporary sexual assault case.</p> <p>Further establishes the writer’s credibility through a compelling tone and the rhetorical choice of repetition in the closing paragraph <i>“I do not want ... , I do not want, I want... , I want...”</i> and the inclusive tone of the of the final sentence, <i>“As a nation, we need to look at this topic, and understand that it matters.”</i></p>	<p>Score 4 The writing:</p> <p>Effectively advocates for the future president and the nation to take the issue of campus sexual assault is real and needs to be taken seriously. <i>“Some people may say that campus sexual assault does not happen very often, or that the cases we do hear about are isolated incidents. However, according to information collected by the National Center for Education Statistics, about 11.7 million females and 8.8 million males attended college in 2016 and of these, 1 in 5 women and 1 in 16 men will be sexually assaulted, according to the National Sexual Violence Research Center.”</i></p> <p>Calls for the president to <i>“enforce stricter punishments”</i>, which suggests a slight misunderstanding of the president’s scope of authority on this issue, but this does not lower the score to a 3. By highlighting the Brock Turner case, demonstrates that advocating for stiffer sentences around sexual assault is a reasonable action.</p> <p>Demonstrates that increasing awareness of the severity of campus assault is a reasonable strategy and an important step in solving the problem, <i>“I want sexual assault cases on campuses to be taken seriously. I want people to feel safe when they go to school.”</i></p>	<p>Score 4 The writing:</p> <p>Uses effective and logical reasoning to establish the urgency of understanding campus sexual assault, reinforcing the seriousness of the issue by illustrating statistics with a single case. The writing underscores the value the writer places on personal safety on college campuses. <i>“I do not want young men and women to have to go to college afraid of what might happen to them.”</i></p> <p>Thoughtfully interprets statistical evidence and links it with the Brock Turner case. Specifically, the writing relies on mathematical reasoning to link two sets of statistical data and draw both mathematical inferences (i.e., the number of potential people who will experience sexual assaulted) and make an analytical point. <i>“If these statistics are to be believed, that means that about 2,340,000 women and 550,000 men will be sexually assaulted by the time they graduate...”</i></p> <p>Presents evidence and analysis to counter potential objections to the seriousness of sexual assault, thus strengthening the argued position (e.g., <i>Some people may say ... You cannot claim these are isolated incidents after seeing these statistics.” “His sentencing was not taken seriously enough.”</i>)</p>	<p>Score 4 The writing:</p> <p>Presents an organization that effectively develops the position by setting up the breadth of the problem of sexual assault using statistics and then makes the human impact real by analyzing carefully selected examples from the Brock Turner case.</p> <p>Presents a logical order, and smooth internal structure of each paragraph; especially noteworthy are the two body paragraphs that open with the presentation of relevant factual information, build a case, and conclude with powerful implications drawn from the data presented (e.g., <i>What I do know is that he deserved more than three months of jail time for ruining a woman’s life</i>).</p> <p>Presents a strong and purposeful opening that forcefully states the purpose and a closing the reinforces the significance of the problem.</p> <p>Competently links sections of the text through directly addressing the audience (<i>You cannot claim...</i>) and first person appeals (<i>What I do know...</i>).</p>