

	Employs a Public Voice	Advocates Civic Engagement	Argues a Position Based on Reasoning & Evidence	Employs a Structure
<p>Title: Dear State Government</p> <p>Form: Petition</p> <p>Media: Print</p> <p>URL:</p>	<p>Score 2 The writing:</p> <p>Employs rhetorical strategies that are somewhat ineffective for convincing the intended audience to support increased taxes. The writing initially frames the problem as a personal one and then refers to those affected by high college costs as a hypothetical you (“<i>But if you live in dorm then you don’t...</i>”). In addition, uses informal references to sources that may not be familiar to the intended audience (“<i>in the video that we watched in class</i>”) and ineffective use of first person (e.g. “<i>This will help address my larger problem...</i>”; “<i>I feel like...</i>”).</p> <p>Limits the writer’s credibility through the problematic choices in the content used to highlight the issue (unadjusted college cost data from 1921 and the 1970s), that do not take into account the named audience’s need for current data. Errors in sentence structure also limit the writer’s credibility (“<i>I’m petitioning rising taxes because personally I feel like it went up way too much.</i>”).</p>	<p>Score 2 The writing:</p> <p>Weakly raises awareness around the rising cost of college tuition over time and weakly advocates for raising taxes as a potential solution to that problem. The general audience (“<i>Dear State Government,</i>”), the list of general unsupported statements about the problem, and the generic statement about the potential impact of the new tax to support free tuition (“<i>If college tuition was free I feel like a lot more people would be going to college...</i>”) contribute to the weak nature of the advocacy.</p> <p>Weakly articulates why the call to raise taxes and the ability of more students to attend college is reasonable approach to addressing this problem. This feasibility of the proposal is also weakly addressed as the type of tax increase that might fund college more support for college students, and how it might be spent, is not specified.</p>	<p>Score 2 The writing:</p> <p>Uses limited reasoning and contextual information to support raising taxes for the purpose of providing free college tuition. In the first paragraph the reasoning is tied to a lack of knowledge around the cost of a dorm room, or even that dorm rooms are part of the cost of attending college. Additionally, the second paragraph uses rising costs of tuition as one support for the position without acknowledging the changing buying power of the dollar over time. The writing does emphasized both the social and individual value of higher education.</p> <p>Presents insufficient evidence with limited interpretation. In the first paragraph, the petition makes a number of unsupported statements about the benefits of college and high costs (e.g., “<i>This would keep a lot of people off the streets selling drugs...</i>”). It later includes three pieces of relevant evidence from one source but provides limited interpretation of the evidence. The discussion about having a roommate, living in a dorm room, and living in an apartment is tangential and insufficiently connected to the issue.</p> <p>Although the petition acknowledges other perspectives (“<i>even though some jobs don’t require a diploma</i>”), they weaken the position because they aren’t addressed. In addition, the writing doesn’t address the most important alternative positions, such as people who object to paying more taxes.</p>	<p>Score 2 The writing:</p> <p>Presents a structure that weakens the position. It starts with a call to raise taxes, but, follows with two paragraphs on the high costs of college without explicitly addressing how and in what way raising taxes might help.</p> <p>Includes a weak opening (“<i>We ask you to raise taxes so that more people would be able to go to college like they dreamed to.</i>”). Includes a weak closing with an example of what the author hopes to do (e.g. “<i>I want to be able to own my own business (chostmotologist).</i>”), that is unconnected to the call for civic engagement.</p> <p>Includes ideas that relate to the topic of the high cost of college, but not to each other. Jumps from how college will yield more jobs to the cost of living in a dorm vs. living in a house.</p>