

### **Assignment 3: Cause / Effect || Collaborative Essay (Group Project)**

Presentation DUE: Wednesday 06/22, in class.

Full paper DUE: Wednesday 06/22, in Turnitin.com, *before midnight*

#### **SUBJECT**

Utilizing a Cause and Effect Mode, explore contemporary topics and develop a group analysis of the selected subject. Remember you are not seeking an anonymous resolution to the situation; collectively you are gathering information about a controversial topic.

#### **TOPIC POSSIBILITIES (BROAD SUBJECTS)**

- the causes or effects of social media on students
- the causes or effects of bullying
- the causes or effects of racial profiling by police
- the causes or effects of genetically modified foods (GMOs)
- the causes or effects of fracking (Hydraulic fracturing)
- Wild Card: must be pre-approved

#### **LENGTH**

1,500 words minimum, double spaced, 12-point font: Times New Roman;  
follow the format outlined in *The Bedford Guide for College Writers*, pp. 727-734.

#### **SOURCES**

The group must use at least five sources (one resource for each member). None of the material can come from the Internet. All material must be from periodicals, from books, or from online databases provided by the college.

- Sources must not be more than five years old.
- For information from sources, use in-text citations in the paper to indicate where you found the information, and you must have a list of works cited at the end of your paper for each source used.
- Include with your in-text citation signal phrases; see *Bedford* for examples on pages 695-696.
- For the works cited list, see *Bedford*, "Citing Sources in MLA Style," beginning page 709.
- The paper may use more than five sources.

**OBJECTIVES / CHECKLIST**

1. Use secondary evidence from a database essay to show secondary opinion.  
Visit **WCJC.edu**: select “**Library**” link > **Databases-Library Proxy Server** >  
Enter appropriate fields to access school databases >  
**Newspaper & Current Topics**> **CQ Researcher** or **SIRS**  
Incorporate proper signal phrases when quoting selections from the article.
2. Follow standard MLA guidelines:
  - heading/header
  - margins
  - Format ¶s/indent
  - double space
  - fonts
3. Create an interesting, intricate, descriptive introduction which clearly shows the focus of your essay and leads the reader into subsequent paragraphs.
4. Be sure each new paragraph includes a strong transitional phrase.  
Paragraphs are fully developed with clear purpose. All body paragraphs must have:
  - strong topic sentences
  - at least one quote or paraphrase from secondary evidence
  - follow academic formula provided earlier in course
  - use signal phrases *before* you quote; provide in-text notations *after* you quote
  - be decisive in your subjective opinions
  - colloquial language is *not* permitted
  - use five or more sentences per paragraph
5. Avoid making the discussion a purely pathos-driven persuasion piece.
  - avoid use of first person, singular
  - evidence (logos) is more important than your group’s personal identity
  - establish and maintain a strong ethos
  - do not talk to directly the audience
6. Punctuation and spelling are used correctly.
7. Utilize correct grammar and sentence structures.
8. Works Cited page is provided and set-up correctly.
9. **Essay Length: 1,500 words (roughly 300 words per page).**  
*Keep in mind this essay is more formal than the previous exercises.*