**Alternative YPI Assignment**

For this alternative assignment, you will need to write an essay persuading the audience choose a social issue and charity (can be the same one another group chose) and you will write an essay about the charity’s impacts on the social issue.

In the essay you will need to include the following information:

1. The main goal/mission of the charity - What social issue/issues is the charity trying to fix?
2. Some research on the causes of this social issue – why do these problems occur?
3. Brief history on the charity – how they became a charity/story of their development
4. Your own explanation of why this charity’s services are important. This explanation should include a mix of your own opinion and research.

You will be marked on the content of your work as well as your writing style and grammar. Please make sure you include a bibliography at the end of your essay well in proper MLA format. The essay should be about one page long typed with size 12 font with 1.5 spacing.

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Total** |
| **Charity Site visit** | Students obtained first hand experience through lengthy or multiple site visits by entire group  Evidence of effort to interact at all levels with charity during visit are evident  Students obtained thorough knowledge about charity | Students obtained first hand experience through site visit with entire group. Evidence of effort to interact with charity during visit are evident.  Students are knowledgeable about charity. | Students obtained first hand experience through site visit, entire group may not have attended and/or visit was very limited in length.  Little evidence of effort to interact with charity during visit.  Students’ knowledge about charity. | Students did not visit site.  Students visited the site but did not interact with the charity just photographed site.  Students knowledge of charity is limited | **/4** |
| **Content** | All information about the charity and social issue is included and is relevant and interesting.  Student makes a strong argument for the significance of the charity and social issue | All information about charity and social issue is included but some information is irrelevant.  Student tries to argue for the importance of the charity and social issue | Some information is missing about either the charity or social issue.  Student does not try to explain why the charity/social issue is important. | Significant amounts of information are missing.  Student does not try to explain why the charity/social issue is important. | **/16** |
| **Introduction and Conclusion** | Provides clear introductory statement that is clearly connected to topic.  Conclusion effectively restates the thesis in a unique way.  Both the introduction and conclusion are written with a creative style/flair. | Provides generally effective statement that is clearly connected to topic  Conclusion restates the thesis successfully in a similar way to introduction. | Provides a workable statement that is somewhat connected to topic  Conclusion restates the thesis in the exact same style as the Introduction. | Provides ineffective introductory and concluding statements that has little or no connection to topic  There is no clear introduction or conclusion. | **/8** |
| **Organization of Ideas** | Organizes ideas purposefully. Transitions between paragraphs are seamless | Organizes ideas clearly and logically. Transitions are used somewhat effectively. | Organizes ideas simplistically but with general coherence. | There is no evidence of organization. | **/4** |
| **Conventions** | Communicates effectively using language conventions (spelling, grammar, variety of sentence structures). There are little to no errors; they do not interfere with meaning. | Communicates clearly using language conventions (spelling, grammar, variety of sentence structures). There are a few errors; they do not interfere with meaning | Communicates adequately using language conventions (spelling, grammar, variety of sentence structures). There are quite a few errors and some of them interfere with meaning. | Communicates unclearly due to significant errors in language conventions (spelling, grammar, usage) | **/4** |
| **Sources** | There is an accurate list of sources at the bottom of the infographic |  |  | There is no list of sources at the bottom of the infographic  The sources are not listed in the proper format. | **/4** |
| Total | | | | | **/40** |