



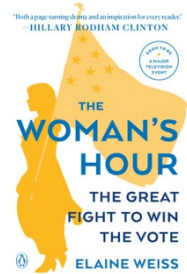
The Fifth Annual  
Myrna Loy Patton Corley  
Critical Thinking & Writing Essay  
The Provost Scholars Program



**DUE DATE: MARCH 26, 2021**

**Overview:**

The Myrna Loy Patton Corley Critical Thinking and Writing Essay Contest was established by the East Cleveland City Schools and Case Western Reserve University to strengthen and enhance the critical thinking, reading, and writing of The Provost Scholars. This year, all of the Provost Scholars will read and respond to the same book: *The Woman's Hour: The Great Fight to Win the Vote* by Elaine Weiss.



**Question Option 1:** The two branches of the American suffrage movement—the National American Woman Suffrage Association (led by Carrie Catt) and the National Woman's Party (led by Alice Paul)—took different approaches towards their mutual goal of winning the vote. Based on your reading, do you think one group was more effective in achieving their goals than the other? Why do these effects matter/for whom do they matter? Use three examples from the book and make sure to appropriately quote or paraphrase the material. Also make sure to explain how those examples support your argument. Remember, an author's words should not be left to speak for themselves.

**Question Option 2:** In the United States we are taught to treasure our self-image as a nation built upon participatory democracy, but our history suggests that the reality of who can and should vote is often contested. Even at this moment, voter suppression is a hot topic. Based on your knowledge of current events, do you think the state and/or people in the United States consciously make it harder for some citizens to vote? Is voter suppression a threat to democracy, or should it be excused as the usual game party politicians play? Using *The Woman's Hour* as your primary source, identify at least three examples in which Weiss address these questions. Then, discuss how these issues are the same/different now. Make sure to appropriately quote or paraphrase the material. Also make sure to explain how those examples support your argument. Remember, an author's words should not be left to speak for themselves.

**Question Option 3:** Voter participation in the United States is well below other democratic nations. Many Americans, like the suffragists and subsequent civil rights workers, fought long and hard to win the right to vote. Many have died defending these ideals. Some democracies impose a fine for not voting. Do you think voting should be a mandatory responsibility of every eligible U.S. citizen? Begin by identifying how Weiss discusses this issue and select at least three examples from the text that you can use to respond to the question. Make sure to frame your own arguments about current voter responsibilities through the conversation about voter responsibility in *The Woman's Hour*. Use three examples from the book and make sure to appropriately quote or paraphrase the material. Also make sure to explain how those examples support your argument. Remember, an author's words should not be left to speak for themselves.

**Timeline:**

**November 13–19, 2020:** Book Distribution (physical and electronic copies to Scholars, Families & Mentors) - Writing Target Dates will be provided later.

**Due Date: Friday, March 26<sup>th</sup> 2021 at 5:00 PM**

**Requirements:**

- 1) Electronically submit a **typed** 800-1,000 word essay (Times New Roman, 12 pt. type, 1” margins). A cover page with the Scholar’s (1) full name, (2) date of essay submission, (3) grade level, (4) school name, (5) book title, and (6) question option must be included.
- 2) Answer **one** of the provided essay prompts (above) based on the following book:  
Weiss, Elaine (2018). *The Woman’s Hour: The Great Fight to Win the Vote*.

**Evaluation:**

The submitted essays will be evaluated by a committee of faculty or staff persons at East Cleveland City Schools and Case Western Reserve University. The rubric below illustrates the qualities being looked for in the essay. **IMPORTANT NOTE:** Scholars not submitting a final draft by the due date could potentially jeopardize future participation in the Provost Scholars Program.

**Provost Scholars Critical Thinking and Writing Essay Rubric**

	<b>A Range - Displays following characteristic with exceptional grace and mastery</b>	<b>B Range - May resemble A paper, with any of the following qualities</b>	<b>C Range - May resemble B paper, with any of the following qualities</b>	<b>D Range - May resemble C paper, with any of the following qualities</b>
<b>Thesis / Argument</b>	Interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout	Arguable, but may be vague or uninteresting, or feature unintegrated parts; may only be implied, but not clearly stated; may not be argued throughout, disappears in places	Vague, descriptive, or confusing; parts unintegrated (i.e. three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places	Missing or purely descriptive (an observation or statement of fact, or may be total misreading)
<b>Structure</b>	Logical, progressive (not just a list), invites complications and consideration of counter-argument; strong and obvious links between points; coherent, well-organized paragraphs	Generally logical but either confusing in places (big jumps, missing links) or overly predictable; may be underdeveloped; some disorganized, bloated, or skimpy paragraphs	Confusing (big jumps, missing links or overly predictable (“five paragraph theme”); disorganized paragraphs (usually skimpy), often headed with descriptive (versus argumentative) topic sentences	Confusing; little focused development (usually short or rambling); disorganized paragraphs; missing, garbled, or purely descriptive topic sentences
<b>Evidence</b>	Sufficient, appropriate, well-chosen; presented in a readable and understandable way	Generally solid, but may be scanty or presented as undigested quotations	Either missing or presented as undigested quotations; may be taken out of context	Very few examples; undigested quotations; taken out of context
<b>Analysis</b>	Insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis	At times insightful, but sometimes missing or mere summary; makes inconsistent connections between evidence and thesis	Some insightful moments, but generally either missing or mere summary; may present some misreadings	Missing or based on misinterpretations or mere summary
<b>Sources</b>	Well-chosen and deployed in a range of ways (to motivate argument, provide key-terms, etc); quoted and/or cited correctly	Quoted and/or cited correctly for the most part, but may be deployed in limited ways (often as a straw man or simply as affirmation of writer’s viewpoint)	Plopped in if used at all; may be quoted and/or cited incorrectly, used as filler or affirmation of writer’s viewpoint	Plopped in if used at all; incorrectly quoted and/or cited; used as filler
<b>Style</b>	Clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read	Generally clear but lacking in sophistication; may be weighted down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format	May be generally unclear and hard to read, or simplistic; may contain many technical errors; likely contains numerous careless mistakes; evidence of little to no editing and proofreading	Either simplistic or difficult to read; riddled with technical errors; lacks signs of any proofreading

Adapted from the Case Western Reserve University Department of English, 2017.