

# Writing from Research

**Background:** *The modern age started more than six hundred years ago when Europeans began to question some of their assumptions about the world. They gained new confidence in human abilities and developed great curiosity about the natural world. Their confidence and curiosity contributed to an era of extraordinary creativity and far-reaching change. Who were the individuals responsible for the novel ideas and remarkable accomplishments? Who had the greatest impact on European thought and the world? Once you decide, research and write about that person and the impact of his contributions.*

## Directions:

- You will write a research-based essay on the impact of one individual on European thought during the period from 1300-1800. There is a list of possible choices on the next page.
- Start off by reviewing **Unit 8, Lesson 1** on your Online School. This will take you through reviewing important individuals whose work and ideas changed society between 1300-1800.
- **Student Pages 267-273** will help you organize your prewriting strategies.
- The essay will be a minimum of two pages, typed – 1 inch margins and double spaced.
  - Use your Student Pages to help you plan and format your essay.
  - Use your textbook, Grolier’s online encyclopedia, and/or other reputable online sources to research the person you choose to write about.
    - If you are unsure about a website, please ask me if it would be an appropriate website to use or not. Wikipedia is NOT an approved website to use for this assignment.
    - Please cite all sources used at the end of your paper using MLA format.
      - You may use <http://www.easybib.com/> to help you format your sources into MLA format

- List of possible individuals you may choose to research and write about:
  - Leonardo da Vinci
  - Johannes Gutenberg
  - Martin Luther
  - John Locke
  - Isaac Newton
  - Botticelli
  - Donatello
  - Petrarch
  - Raphael Sanzio
  - Michelangelo Buonarroti
  - Dante Aligheri
  - Cosimo de' Medici
  - Filippo Brunelleschi
  - Ignatius of Loyola
  - Thomas More
  - Niccolo Machiavelli
  - Isabella d'Este
  - Teresa of Avila
  - King Henry VIII
  - John Calvin
  - Queen Elizabeth I
  - If you have someone else in mind, please send me the name for approval.

**\*DISCLAIMER\***

- THIS RESEARCH PAPER MUST BE WRITTEN COMPLETELY IN YOUR OWN WORDS. INCIDENTS INVOLVING PLAGIARISM ARE SERIOUS OFFENSES THAT WARRANT IMMEDIATE ADMINISTRATIVE ATTENTION.

**Due: January 16, 2015**

**Grading Rubric:**

	<b>Distinguished (6 pts)</b>	<b>Proficient (4-5 pts)</b>	<b>Apprentice (2-3 pts)</b>	<b>Novice (1-2 pts)</b>
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors	Many grammatical spelling or punctuation errors.	Several grammatical, spelling, or punctuation errors that make the paper difficult to understand.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	Information is not well organized, and paragraphs are not well-constructed.	The information is disorganized and poorly structured.
<b>Amount of Information</b>	The selected individual is addressed thoroughly and there are a minimum of 2 pages following the specified format.	The selected individual is addressed and there is more than one page following the specified format.	There is little information provided on the selected individual and there is one page or less of written text in the specified format.	There is very little information provided on the selected individual and there are 3 or less paragraphs.
<b>Quality of Information</b>	Shows complete understanding of historical topics. Includes several supporting details and/or examples.	Shows understanding of most historical topics. Provides a few supporting details and/or examples.	Indicates little understanding of historical facts. Few details and/or examples are given.	Information has little or nothing to do with the main topic and does not show knowledge of historical topic.

Total possible points: 30

Due: January 16, 2014