CTJan27 School Of English And Mathematics
Unit 3/64 Hallam Road, Hampton Park, Vic 3976

To some, creativity just means EXTRA GLITTER. To others, creativity is a solution to the biggest crises we face on planet earth: from famine, to global warming, to poverty. Still, however, many schools and individuals do not value creativity or prioritize chances for students to be in touch with their imaginations. Creativity and imagination can oftentimes be viewed as childish. You have been given a mission: read, analyze, and annotate the readings, then, based on all of the evidence you've accumulated and observed, make a decision and answer the question below:

According to the articles and readings provided, are creativity and imagination still important?

Your response should make a strong, arguable claim about which ONE side if the argument you stand. Your job is to make an argument about which one we are more surrounded by using the evidence provided to you this week. Your writing should avoid mere summary of the texts you choose to reference. You should use strong analysis and paragraph development skills.

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ANALYTICAL WRITING RUBRIC

Your work will be assessed based on the rubric below:

	Exemplary	Proficient	Basic	Below basic
Holistic score:	5	4	3	2
STRUCTURE OF ARGUMENT	Thesis statement is appropriate and concise; supporting evidence is well-chosen and transparently leads the reader through the argument: • Tight, analytical thesis statement; • At least three relevant and noteworthy supporting ideas; • Pertinent evidence supports argument; and • Relevant and sophisticated transition language effortlessly leads the reader through the argument.	Thesis statement is clear and there is appropriate supporting evidence to lead the reader through the argument effectively: • Well-defined, analytical thesis statement; • At least three relevant supporting ideas; • Pertinent evidence supports argument; and • Appropriate transition language leads the reader through the argument.	Thesis statement is partial, non-analytical, or wishy-washy; there is some supporting evidence, and some attempt to lead the reader through the argument.	There is no clear thesis statement, no clear supporting evidence, and no organizational structure.
USE OF LANGUAGE	The language is sophisticated, precise, and appropriate for the purpose, audience, and subject area: • Cumulative subject-area vocabulary and precise general vocabulary; and • Formal academic language with recognizable and appropriate style and voice.	The language is appropriate for the purpose, audience, and subject area: • Relevant general and subject-area vocabulary; • Formal academic language; • Analytical, unemotional, language; and • Suitable transition language that leads reader through argument.	Language is often, but not always, appropriate for the purpose, audience, and subject area.	Language is inappropriate for the purpose, audience, and subject area.
KNOWLEDGE OF CONCEPT AND FACTS	Author accurately describes, explains, and incorporates sophisticated subject-area facts and concepts.	Author accurately describes, explains, and applies useful subject-area facts and concepts.	Author partially describes, explains, and uses pertinent subject-area facts and concepts.	Little or no description, explanation, or application of appropriate subject-area facts and concepts included.
INTEGRATION/ QUALITY OF IDEAS	Makes unusual connections between and among ideas and concepts, applies and extends ideas discussed in class to real-world examples.	Writer makes appropriate connections between and among ideas and concepts, transfers ideas discussed in class to real-world examples.	Writer makes some connections between and among ideas and concepts and attempts to apply ideas, which may or may not be relevant or appropriate, to real-world examples.	No or irrelevant connections between and among ideas and concepts and no effort made to apply ideas discussed in class to real-world examples.
MECHANICS	Demonstrates excellent command of mechanical conventions: grammar, punctuation, and spelling. Small errors do not distract readers.	Demonstrates adequate command of mechanical conventions: grammar, punctuation, or spelling. Errors are minimally distracting to readers.	Demonstrates weak command of mechanical conventions: grammar, punctuation, or spelling. Errors are occasionally distracting to readers.	Lacks command of mechanical conventions: grammar, punctuation, or spelling. Errors present major distraction to readers.

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