The score should reflect the essay’s quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All essays, even those with scores of 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into a holistic evaluation of an essay’s overall quality. In no case should an essay with many distracting errors in grammar and mechanics score higher than a 2.

9 Essays earning a score of 9 meet the criteria for the score of 8, and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 – Effective

Essays earning a score of 8 effectively analyze* the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Essays earning a score of 7 meet the criteria for the score of 6 but provide more complete explanation, more thorough development, or a more mature prose style.

6 – Adequate

Essays earning a score of 6 adequately analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The essay may contain lapses in diction or syntax, but generally the prose is clear.

5 Essays earning a score of 5 analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the student’s ideas.
4 – Inadequate

Essays earning a score of 4 inadequately analyze the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. These essays may misunderstand the passage, misrepresent the strategies Louv uses, or may analyze these strategies insufficiently. The evidence or explanations used may be inappropriate, insufficient, or unconvincing. The prose generally conveys the student’s ideas but may be inconsistent in controlling the elements of effective writing.

3 Essays earning a score of 3 meet the criteria for the score of 4 but demonstrate less success in analyzing the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. They are less perceptive in their understanding of the passage or Louv’s strategies, or the explanations or examples may be particularly limited or simplistic. The essays may show less maturity in control of writing.

2 – Little Success

Essays earning a score of 2 demonstrate little success in analyzing the rhetorical strategies Louv uses to develop his argument about the separation between people and nature. These essays may misunderstand the prompt, misread the passage, fail to analyze the strategies Louv uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The essays often demonstrate consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Essays earning a score of 1 meet the criteria for the score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

0 Indicates an off-topic response, one that merely repeats the prompt, an entirely crossed-out response, a drawing, or a response in a language other than English.

— Indicates an entirely blank response.

* For the purposes of scoring, analysis refers to explaining how the author’s rhetorical choices develop meaning or achieve a particular effect or purpose.
Since the dawn of mankind, even before civilization, man lived off the land and depended on it for survival. Even in the first civilizations—Egypt, for example—nature controlled all aspects of life. Slowly, he began to learn how to control nature and use it to our advantage. Today, man’s connection with nature is sparse and, as Richard Louv argues in “Last Child in the Woods,” this is a sad truth that continues to progress in severity. Louv argues against the separation of man and nature using the devices of anecdote, hypothetical example, and imagery.

Louv tells the story of a friend who uses an anecdote to advance his claim. He recounts a friend’s story of being pushed to buy an in-car multimedia system, using hyperbolic descriptions such as “the salesmen’s jaw dropped” in order to create dramatic effect. The result of his description of the event is that he reads the reader to experience the same annoyance the customer must have felt in the anecdote. By relating the anecdote, Louv attempts to show that the salesmen’s attitude toward our dependence on technology is one that is nearly universal in today’s society. Through the anecdote, Louv shows both the absurdity of the
constant need for technology and his disapproval of that opinion.

To continue building off the in-car entertainment anecdote, Louv uses a hypothetical example to help him show his disapproval towards the idea. He proposes that "we'll someday tell our grandchildren" that there was a time when kids "looked out the car window" instead of playing on phones or watching backseat television. The key to the effectiveness of this hypothetical example is that it is frighteningly realistic. Even today, our grandparents tell us about a childhood without TV or Internet, so certainly Louv's hypothesis could prove to be true. The shockingly realistic nature of this hypothetical example makes the reader realize the immediate urgency of the issue. And the peace at which the issue is progressing, which effectively causes alarm at the separation between man and nature and possibly creating more hypothetical examples in the reader's mind.

Lastly, Louv uses the devices of abstract and concrete imagery to deliver his claim of the separation of man and nature. Perhaps his most effective device, Louv's imagery paints a scene that is virtually unbearable.
Write in the box the number of the question you are answering on this page as it is designated in the exam.

Laws argument relies on anecdotal evidence, hypothetical example, and imagery, but most importantly, it relies on a sense of personal attachment to the issue at hand. He subtly proves that the separate disparity between humanity and nature is an issue that affects all of us. In order to preserve the golden days of our youth, we must close the gap. Laws effectively prove that the separation is, in a word, unnatural and needs remedy. Luckily, the remedy is not untimely; rather, it begins with our own decisions.
It is rather difficult to comprehend our society today. We strive to define ourselves as individuals yet many times we conform to the norm in an effort to fit in. We look for the best in technology with cellphones, televisions, and vehicles, sometimes forgetting to just enjoy the simplicity of nature. In his well-developed essay “Last Child in the Woods,” Richard Louv appealed to both logos and pathos in a sheer effort to illustrate the separation between people and nature.

Mr. Louv began his essay by referring back to a friend who purchased a vehicle. When pushed by the salesman to include a television in the rear seat, the friend said no. Mr. Louv’s friend desired for her child to enjoy the beauty of nature. Many Americans claim they want their kids to watch less television. So logically why would they purchase these “multimedia entertainment products”? Mr. Louv used imagery to elaborate on the simplicity of just looking out the window from the back seat. He stated, “...children’s early understanding... was gained from the backseat: the empty farmhouse... the variety of architecture...”
Write in the box the number of the question you are answering on this page as it is designated in the exam.

the woods and fields and water beyond the seamy edges..." Using these words Mr. Louv logically implied that nature can indeed instruct. We just must take the time and effort to pay attention.

As the essay formulated, Mr. Louv flashed back to the typical childhood experience of a car ride. He claimed, "We actually looked out the car window." With an appeal to pathos, Mr. Louv allowed his readers to reconnect with their joyous childish antics. He wrote, "We saw birds... counted cows and horses... held our little plastic cars against the glass and pretended that they, too, were racing towards some unknown destination." By doing so Mr. Louv allowed his readers feel emotions during their car rides to help them understand the simple yet confounding separation between people and nature.

Moreover by appealing to both logos and pathos, Richard Louv established the separation between people and nature. For even through a simple car ride, nature can call out to us, and allow us to see who we truly are.

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Richard Louv writes a striking piece on the separation between people and nature. He uses several rhetorical strategies to develop his argument. Louv uses direct quotation, rhetorical questions, and a tone of urgency.

The author uses a lot of direct quotation to get his point across. He tells the story of a friend who he quotes saying how a salesmen's gown dropped when she said she didn't want a backseat television mounted. Louv uses this to show the absurd reaction of modern people and their need for more and more technology.

Louv then goes on a bit of a rant in the form of rhetorical questions. He attacks hypocrical parents who buy the backseat television and then complain their child watches too much TV. The author asks why the real world is not worth watching from the backseat anymore. These rhetorical questions make the reader think and reflect on their own behaviors concerning technology and nature.

The passage as a whole carries a
sense of urgency and nostalgia, he
remembers the past days of his
childhood seeing the world through
the backseat. The author sees himself
as an old man telling his grandchild
carrying shocked expressions that he actually
“looked out the car window.” He also
seems a bit saddened by this, that
his grandchildren will totally be
overrun by technology and miss out
on the beauty of nature.

Richard Loring uses the rhetorical
devices of irony, rhetorical questioning,
the tone of nostalgia, and direct
quotations to show that society
is divulging in a world less of
nature and more of technology.

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