

**North Carolina English Language Arts
Teaching Preparation Portfolio**

This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.

General Course Information	Course code: 102351
	Course title: English III Honors
Course Description Refer to Standard Course of Study for English I – IV; develop locally for electives. (Area will expand to needed size.)	<p>Students in English III Honors will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.</p> <p>While all courses should challenge students and incorporate opportunities for independent critical thinking, English III Honors can be distinguished from Standard English III by the consistency with which the characteristics described above are evident.</p>
Course Goals and Objectives Refer to Standard Course of Study for English I – IV; develop locally for electives.	<p>See Standard Course of Study for English III. For an honors course, implement additional objective:</p> <p>4.05 Investigate critical communication through</p> <ul style="list-style-type: none"> ● exploring print and non-print texts to extend study of self-selected topics relevant to American literature and/or history. ● analyzing and researching diverse perspectives on literary, historical, cultural, and/or social events. ● constructing original responses to print or non-print media through one or more critical perspectives (e.g. historical, feminist, Marxist). ● applying an understanding of stylistic elements in student products appropriate to audience and purpose ● planning, designing, and self-monitoring as students create a variety of texts.

Generalizations	Generalizations
List generalizations, then discuss briefly how they will be used in the course.	<ul style="list-style-type: none"> • The evolving concept of “The American Dream” has influenced American literature from its inception to the present day. • While American Literature borrows from other literary cultures, its literary movements and their stylistic/topical characteristics provide an overall body of literature that is uniquely “American.”
	Describe how generalizations will be used in the course.
	<ul style="list-style-type: none"> • Students will understand how “The American Dream” was developed and how it continues to change by exploring and analyzing print and non-print texts such as <u>The Scarlet Letter</u>, <u>The Great Gatsby</u>, <u>Death of a Salesman</u>, and <u>Dead Poets Society</u>. • Students will explore how texts from each literary period of American Literature (i.e. Colonialism, Romanticism, Transcendentalism, Modernism) reflect corresponding historical, cultural, and stylistic movements.
Essential Questions	Essential Questions
List essential questions, then discuss briefly how they will be used in the course.	<ul style="list-style-type: none"> • How has the concept of “The American Dream” changed from its inception to the present? • Who are some authors and what are some texts that illustrate this evolving concept?” • How does the canon of American Literature demonstrate reactive movements in history, culture, and style?
	<p>Describe how Essential Questions will be used in the course</p> <ul style="list-style-type: none"> • Students will use the Internet and other various sources to explore authors such as Thomas Jefferson, Martin Luther King, and Bruce Springsteen and will compose print and non-print assessments that illustrate their understanding of the evolving concept of “The American Dream.” • Students will explore print and non-print texts such as <u>The Crucible</u>, <u>Walden</u>, <u>Dances with Wolves</u>, and <u>The Sun Also Rises</u> and will complete writing/speaking/media assessments that illustrate their comprehension of how these texts directly reflect historical, cultural and stylistic movements in American history.
Issues Particular to	<ul style="list-style-type: none"> • Alignment of course prerequisites needs to occur at county level.

<p>the Course</p> <p>List issues particular to this course and discuss how you plan to deal with them.</p>	<ul style="list-style-type: none"> • Vertical alignment of honors courses in grades 9-12 needs to occur at school level. • Preparation for NC Graduation Project needs to occur at the class level. • Standardized test preparation will be facilitated through SAT based vocabulary lists, grammar/editing reviews, and writing assignments.
<p>Expectations of Performance</p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	<p>Students are expected to read at or above grade level and engage in independent research and homework that requires higher levels of critical thinking and reading comprehension.</p> <p>Because Honors English III students are expected to explore U.S. Literature “more widely and deeply” than their standard counterparts, including “more challenging and/or complete texts,” the course expectations are appropriate for an honors level course.</p>
<p>Assignments</p> <p>Provide selected assignments and explain how they are appropriate for an honors course.</p>	<p><u>I. Sample Summer Assignment:</u> These are suggested titles. Any related titles may be substituted and assignments adapted for summer reading.</p> <p>Students will choose one of the three texts <i>Adventures of Huckleberry Finn</i>, <i>All the Pretty Horses</i>, or <i>The Secret Life of Bees</i> and complete the steps below.</p> <p>Themes: adventure, abuse, racism, ignorance vs. innocence, the meaning of “home”</p> <p>Texts: 1. <i>The Adventures of Huckleberry Finn</i> by Mark Twain 2. Student Choice Novel/Film: (choose one – you may read the book or watch the film)</p> <p><i>All the Pretty Horses</i> by Cormack McCarthy -- Sixteen year old, fatherless John Grady Cole leaves his Texas home for answers and adventures in Mexico.</p> <p><i>The Secret Life of Bees</i> by Sue Monk Kidd – Fourteen year old, motherless Lily Owens runs away from her South Carolina home and seeks refuge and religion in a tight-knit African-American community.</p> <p>Goals: Student will read/watch and reflect upon one classic text and one contemporary text that share common themes by marking text, recording thinking, and writing an essay.</p>

Pre-Reading: Before reading the novels, read the article below about a modern-day Huck Finn. (For students without Internet access, hard copies of the article will be provided). Write a short, journal-style response that addresses this question: “What role does home life play in an adolescent’s ability to follow social norms, expectations, and laws?” You may incorporate support from your own experience and from the article.

<http://abcnews.go.com/US/teen-bandit-colton-harris-moore-called-modern-day/story?id=8653404&page=3>

During Reading: While reading/viewing both texts, take notes of significant quotations or excerpts that reflect the themes above and that illustrate connections between the two texts. Hold your thinking about these quotations in a method of your choosing (sticky notes, columned chart, margin annotations, foldable, etc.)

After Reading: After reading/viewing and reflecting, write a 2-4 page essay that argues either John Grady Cole or Lily Owens is/is not a modern day Huck Finn. This essay will be used as a diagnostic tool in determining what students already know about argumentative and critical writing and where we should begin our focus.

Support: I am available for questions through my email, honors.teacher@bcsemail.org. I will respond to your email within three days. If you do not have email, you can call the school, and they will forward your message to me.

Resources: These books are available in our school library and at local bookstores, like Barnes and Noble, Books a Million, and Mr. K’s Used Books. I also have several copies in my classroom library. Please see me prior to summer if you need help securing one or both books.

Evidence	Level 4	Level 3	Level 2	Level 1
Preparation	Consistent high level thinking is evident during reading through significant, analytical note-taking.	High level thinking is evident in several places throughout analytical note-taking.	Note-taking may be inconsistent and/or superficial.	Note-taking is minimal or non-existent.
Focus & Organization	Essay is very clearly focused on the assigned topic. Chosen organizational strategy is creative and supports that focus with a significant thesis that pervades the entire essay.	Essay is clearly focused on the assigned topic, but may stray at times. Organizational strategy supports a significant thesis, but may follow a generic pattern.	Essay strays from assigned topic, may not have a strong thesis, and may not follow a clear organizational strategy.	Topic is unclear. Thesis is missing. Organizational strategy is non-existent.
Support & Elaboration	Thesis is supported throughout the essay with specific, significant, and documented textual support that blends seamlessly into the writer's own ideas.	Textual support is often strong, is documented throughout, and attempts to blend into the writer's own ideas.	Textual support and/or documentation may be inconsistent. Quotations and paraphrases may be "choppy."	Textual support is missing.
Style	Writer's unique voice is consistently evident. Control of language is highly appropriate to purpose and audience. Word-choice is consistently precise, purposeful,	Writer's unique voice is evident in many places. Awareness of audience and purpose is evident. Word choice is often precise and purposeful, but may not be as engaging.	Writing is often generic. Vocabulary is often simple. Lack of sentence variety may cause a choppy or list-like read at times.	Essay may appear to be more of a "cut and paste" of others' ideas.

	and engaging. Sentence variety is highly fluid.	Sentence variety is attempted throughout.		
Conventions	Essay consistently reflects a high level awareness of proper punctuation, grammar, and spelling.	Essay often reflects a high level of awareness of conventions, but may reveal occasional lapses.	Lack of awareness of conventions sometimes causes a confusing read.	Lack of awareness of conventions consistently prevents audience understanding.

This assignment is appropriate for an honors course for the following reasons:

- Students explore print and non-print texts relevant to American literature and history.
- Students will demonstrate increasing insight and reflection to print and non-print text through personal expression.
- The learner will examine argumentation and develop informed opinions.
- The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.
- The learner will interpret and evaluate representative texts to deepen understanding of literature of the United States.
- Students work as self-directed and reflective learners.

II. American Dream Webquest

Student pairs choose from a list of people, places, and documents that span the American experience from its European roots to the present. Examples include Thomas Locke, The Declaration of Independence, Ellis Island/The Statue of Liberty, Westward Expansion, and Bob Dylan. Internet research of the specific topic leads to a self-directed assessment that involves a word-processed and an oral component. Pairs are also asked to include an “art” clip found on the Internet. The presentation addresses how the specific topics reflect issues pertinent to The American Dream, such as its inception, access, and resulting perceptions. Final presentation may take any of the following forms: PowerPoint, movie, animoto, wiki, or another technology-based option of choice approved by teacher. The class then discusses how each specific component plays a role in the constantly evolving concept of “The American Dream.”

This assignment is appropriate for an honors course for the following reasons:

- Students explore print and non-print texts relevant to American literature and history.
- Students analyze and research diverse perspectives on literary, historical, cultural, and social events.
- Students construct original responses to print or non-print media through a historical critical perspective.
- Students plan, design, and self-monitor as they create a variety of texts.
- Students go beyond information retrieval to analyze, synthesize, and evaluate how their component fits into the “big picture.”
- Students will utilize multiple technology options during research and presentation in alignment with 21st century skills

II. On-line Scarlet Letter “Chat”

Students use an online educational tool such as “Moodle” to hold an online “chat” about The Scarlet Letter. Prior to the chat, students are directed to register on Moodle, and teacher composes and sets up a broad discussion question such as “Why doesn’t Hester reveal the name of the father?” Students use pen names to respond first to the general question, then to each other’s responses. Because the chat involves continual updates and because multiple responses occur simultaneously, students remain focused and involved for an extended period of time. The anonymous format allows quieter students to respond in an equal setting to those who are more talkative. Teacher is responsible for establishing guidelines for tone and focus of responses. Discussion will demonstrate analysis of the text, knowledge of Puritan ethics, comprehension of historic and cultural gender struggles, and self-reflection of the students.

This assignment is appropriate for an honors course for the following reasons:

- Students construct original responses to media through a critical perspective.
- Students apply an understanding of stylistic elements in student products appropriate to audience and purpose.
- Students analyze diverse perspectives on literary, historical, cultural, and social events.

III. Literary Passages: A Critical Analysis Research Paper

Students generate a specific critical issue, theme, or literary device

based on any of the novels, poems, essays, speeches, or films discussed during the course. Topics can be cross curricular, and include Phoebe's role in The Catcher in the Rye, Toni Morrison's use of diction in Beloved, and a feminist reading of Nurse Ratched in One Flew over the Cuckoo's Nest. Students research a variety of sources and media, propose a thesis, compose an outline and draft, participate in peer edit circles, revise draft based on teacher/peer input, document revisions on a final draft, and complete a self-assessment on the assignment as a whole. The completed paper is 6-10 pages, significantly longer than those written in standard English III.

This assignment is appropriate for an honors course for the following reasons:

- Students explore print and non-print texts to extend study of topics relevant to American literature and/or history.
- Students foster their own intellectual curiosity by being encouraged to generate thought-provoking questions and topics and by researching diverse sources.
- Students analyze and research diverse perspectives on literary, historical, cultural, and /or social events.
- Students construct original responses to print or non-print media through one or more critical perspectives.
- Students apply an understanding of stylistic elements appropriate to audience and purpose.

IV. "Closing Arguments" Speech

After reading Toni Morrison's Beloved, students choose to support or argue against Sethe's decision to kill her daughter, Beloved, in order to save her from slavery. Students view the closing arguments in the film A Time to Kill, and make note of the attorneys' rhetorical strategies. Students then write their own closing arguments. Choosing to either defend or prosecute Sethe, they devise arguments as well as predict/address the arguments their opponents will use. The argument will utilize rhetorical strategies noted in the film and in other course work. Students then present their "closing arguments" to their classmates, the "jury."

This assignment is appropriate for an honors course for the following reasons:

- Students respond to and generate thought-provoking questions and research more challenging and diverse sources.
- Students utilize higher level thinking skills by evaluating, synthesizing, and analyzing both the text and their own viewpoints. The critical thinking is reflected in the quality of the student performance in both oral and written language.

- Students construct original responses to print and non-print media through a critical perspective.
- Students apply an understanding of stylistic elements appropriate to audience and purpose.
- Students plan, design, and evaluate as they create a variety of texts.

V. Literary Circles

After reading selected chapters from Their Eyes Were Watching God, and after a brief class discussion of Bloom's Taxonomy, students will be assigned groups. Group members choose from among the provided roles: facilitator, text master, scribe, artist, and presenter. The group then generates and discusses briefly the themes in the assigned chapters. Next, the group generates a study guide for those chapters: three "knowledge" questions, three "comprehension" questions, and three significant quotations. Answers/explanations must be provided for each. Finally, the group designs an abstract, visual representation of the themes and quotations covered in their discussion (not simply an illustration of a plot event), and presents their work to the other groups.

This assignment is appropriate for an honors course for the following reasons:

- Students are encouraged to develop thought provoking questions and topics.
- Students work as reflective and collaborative learners.
- Students use higher level thinking skills (Bloom's) through interdisciplinary and critical perspectives as reflected in the quality of their performance in oral and written language as well as in other (visual) media.
- Students explore texts to extend study of self-selected topics relevant to American literature and history.
- Students construct original responses to print and non-print media through multiple critical perspectives.
- Students plan, design, and self-monitor as they create a variety of texts.

VI. Speech Treasure Hunt

After a review of speech techniques (repetition, restatement, rhetorical question, parallelism, etc.), students play a game to recognize and analyze these techniques in both Revolutionary and modern political speeches. Students are given a colored slip of paper as they enter the classroom. The colors correspond to groups. The teacher has created columns on the board, labeled with the names of the speech

techniques. Each group meets with the text to find examples of the techniques in documents written by Jefferson, Paine, and Henry. One student runs to the board and writes the example on the board, using the colored marker that corresponds with his group. Quotations cannot be repeated within or across columns, so the groups are competing. There are several students at the board at the same time, one from each group, each with corresponding marker. The first group to have all columns filled out with their colored excerpts wins. Later, students work in groups and independently to find examples of these techniques in modern political speeches, both teacher and student-selected. One of the teacher-selected texts is George W. Bush's Address to the Joint Sessions of Congress one week after the September 11 bombings. Students also write and deliver their own persuasive speeches, utilizing the same speech techniques.

This assignment is appropriate for an honors course for the following reasons:

- Students explore print and non-print texts to extend study of topics relevant to American literature and history.
- Students apply an understanding of stylistic elements in student products appropriate to audience and purpose.
- Students plan, design, and self-monitor as they create a variety of texts.
- Students analyze and research diverse perspectives on literary, historical, cultural, and/or social events.
- Students work as self-directed and reflective learners, both independently and in groups as leaders and collaborators.

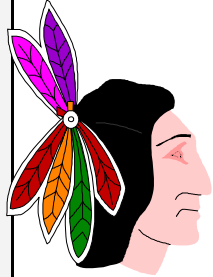
VII. "Civil Disobedience" excerpt seminar

This LEARN NC lesson plan follows the Paideia model and is to be used with an excerpt of Henry David Thoreau's work "Civil Disobedience." It includes a pre-guide activity, coaching activity, inner circle seminar questions, outer circle questions and a post writing assignment. <http://www.learnnc.org/lp/pages/3356?ref=search>

This assignment is appropriate for an honors course for the following reasons:

- Students explore print and non-print texts relevant to American literature and history.
- Students will demonstrate increasing insight and reflection to print and non-print text through personal expression.
- The learner will examine argumentation and develop informed opinions.
- The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.

	<ul style="list-style-type: none"> • The learner will interpret and evaluate representative texts to deepen understanding of literature of the United States. • Students work as self-directed and reflective learners.
Timetables and Deadlines; Pacing Guide	<p style="text-align: center;">English III Honors 2005-2006 Curriculum: <i>American Dreamers</i></p> <p>1st 6 Weeks: Birth of the Dream</p> <p><i>Reading:</i> Elements of Literature: Literature of the United States with Literature of the Americas The Adventures of Huckleberry Finn Catcher in the Rye The Scarlet Letter Walden Nature Various Poetry of Ann Bradstreet, Edgar Allen Poe, Walt Whitman</p> <p><i>Writing:</i> literary analyses of novels dramatic interpretation reading responses literary criticism summaries parody peer editing literary term grids work on thesis statements, analytical writing, conclusions, and sentence variety résumé</p> <p><i>Viewing:</i> The Crucible Dead Poets Society</p> <p><i>Listening:</i> Sinners in the Hands of an Angry God</p> <p><i>Speaking:</i> dramatic interpretation of summer novel small & large group novel discussions small group work on thesis statements and introductions</p> <p><i>Vocabulary:</i> Holt, Rinehart and Winston: “Vocabulary Workshop”</p> <p>2nd 6 Weeks: Challenges of the Dream</p> <p><i>Reading:</i> Elements of Literature: Literature of the United States</p>



	<p>with Literature of the Americas Modern & Historical Political Speeches Beloved Their Eyes Were Watching God Narrative of the Life of Frederick Douglass</p> <p><i>Writing:</i> persuasive speech courtroom closing argument proposal research paper reading responses literary criticism summaries peer editing literary term grids</p> <p><i>Viewing:</i> A Time to Kill (clip) Martin Luther King's "I Have a Dream" John F. Kennedy's Inaugural Address</p> <p><i>Listening:</i> A Rock, A River</p> <p><i>Speaking:</i> persuasive speech individual presentations on Internet speech research small & large group novel discussions</p> <p><i>Vocabulary:</i> Holt, Rinehart and Winston: "Vocabulary Workshop"</p> <p>3rd 6 Weeks: Death of the Dream</p> <p><i>Reading:</i> Elements of Literature: Literature of the United States with Literature of the Americas Their Eyes Were Watching God The Great Gatsby Where the Heart Is Spoon River Anthology Modern poetry</p> <p><i>Writing:</i> dramatic monologue research paper revisions reading responses literary criticism summaries peer editing literary term grids</p>
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	<p><i>Viewing:</i> Dead Poets Society Our Town Death of a Salesman group artistic interpretations of novels</p> <p><i>Listening:</i> The Raven Song of Myself</p> <p><i>Speaking:</i> dramatic monologue small & large group novel discussions group presentations on novel work</p> <p><i>Vocabulary:</i> Holt, Rinehart and Winston: “Vocabulary Workshop”</p>
<p>Assessments</p> <p>Explain how students will be assessed in the course and attach selected assessments and rubrics.</p>	<p>Assessments are both formal and informal, and include physical monitoring, questioning, discussion, independent and group activities, speeches, journals, essays, quizzes, projects, and tests (both objective and subjective). Students are encouraged to self-reflect in writing for many assignments. Descriptions and or rubrics are provided in writing at the beginning of assignments as to make expectations clear. Drafts and revisions are used regularly.</p> <p>Student-teacher correspondence is invited and stressed, not only in class, but in writing, after school, and through email. Space is provided on assignment rubrics for students to write down concerns they want teacher to address. Student-teacher conferences are scheduled, particularly during the writing process.</p> <p>Assessment is ongoing rather than isolated.</p> <p style="text-align: center;">Literary Passages: A Critical Analysis Term Paper Honors English III: Fall 2005</p> <p>Topic: Your Choice! Choose a <u>specific, critical</u> issue, theme, or literary device from any of the novels, poems, essays, speeches, or films we’ve discussed so far. Think of this assignment as a formalized reading response, or your own literary criticism. Pick your topic before reading any sources; otherwise, your critics will be organizing and writing the paper for you. Topic examples include:</p> <ul style="list-style-type: none"> • Discuss a <u>specific</u> literary technique in a novel(s), such as Toni

Morrison's diction ("rememory," "pass it on"), Zora Neale Hurston's bee & flower imagery, or the use of tree symbolism in both *Beloved* and *Their Eyes were Watching God*. Do not discuss more than one literary technique. If you choose to discuss two novels, make sure the paper is not two essays in one.

- Examine a specific historical event, era, or movement that influenced the writing of one of our novels or works. Provide evidence from the text as well as historical and other outside sources that prove your thesis. (This topic is a cool one because you get to cross over genres -- history and English).
- Examine a specific theme or archetype in one or two novels, like martyrs or journeys. This approach could be relatively elementary, so you'll need to make sure you dig deep. When you discuss the theme or archetype in your paper, don't literally refer to it as "the theme of journey," etc. Use specific language, not clichés. Do not discuss more than one theme or archetype. If you choose to discuss two novels, make sure the paper is not two essays in one.
- Discuss a specific character(s) and how he/she affects the novel as a whole. For instance, discuss how *Beloved*'s character development moved the plot and served as the impetus for Paul D. and Sethe to examine their past in order to face their future. Be careful in this one not to re-tell plot. If you choose to write about two characters in two novels, make sure there is a link – again, don't write two essays in one.
- Choose a specific quotation and how it affects or reflects the novel as a whole, such as Hawthorne's "Be true, be true."
- Come up with your own idea -- just be sure to see me prior to _____.

Requirements:

- *length*: The paper must be 6-10 pages in length, MLA formatted (one inch margins, double-spaced, 4 line heading on page one/headers with last name/pg # on all others, works cited page).
- *outline*: The outline is the first element you write. The outline should include your thesis statement, all major subtopics, and a conclusion sentence or two. Make sure you have come up with enough subtopics to fill 6 or more pages.
- *thesis*: "Thesis" refers to the paper's significant point. The significant point cannot be that the symbol, archetype, or technique merely exists. A good way to insure significance in your thesis is to ask yourself if your topic can be written in the form of a question or a complete sentence. In other words, as opposed to saying "I'm writing about racism," or "I'm going to

do a paper on escape,” say:

Is Huck Finn a racist novel or an argument against racism?

What is the role of Phoebe in Catcher?

The river serves as Huck’s escape but also his route back to society.

Holden must accept society’s hypocrisy if he is to survive.

- *thesis statement:* The thesis needs to be presented in an academic (as opposed to elementary) format at the end of the first paragraph. See attached list of good thesis statements.
- *sources:* The paper should utilize at least 5 sources, one of which is the novel(s). The other sources will include literary criticisms and essays, historical reference books or articles. All sources must have been published in print; if you cannot find evidence of print publication, you cannot use the source. For exceptions or questions, see me. The sources need not say exactly what you’ll be saying in your thesis – they just need to provide support for some part of your thesis. The source used most often should be the novel itself. A paper that does not refer often to the novel will not reflect enough student voice – it will sound too much like a literary criticism summary. Refer to sources more than once in each paragraph, or else you might be guilty of plagiarism. Vary the sources you use in each paragraph (do not use Smith three or four times without using another source, too). When you fail to vary the sources, the paper is organized by available sources rather than organized by you.
- *quotations:* Use paraphrase whenever possible; use very few quotations. This practice will help establish your writer’s voice and will aide in a smooth writing style. When you do use a quotation, blend it into your own sentence – rarely should a quotation stand alone. Never use a quotation to start or end a paragraph – you need to write your own topic and conclusion sentences in order to maintain voice. You need to analyze all quotations. The majority of the paper will not be quotations or paraphrases – it will be your own analysis. The sources are used only for support, two or three per paragraph -- maybe fewer, maybe more. For quotations over four lines of regular text, the quotations must be set off from the rest of the paragraph, and citation rules change. See me.
- *works cited:* Include an MLA formatted works cited page after the last page of your paper. Header/pg # should continue from the paper. No four line heading is required. See attached handouts.
- *plagiarism:* Plagiarism takes many forms:
 - ❑ failing to identify a quote or passage as being written by someone

other than you

failing to identify an idea as being formed by someone other than you

failing to attribute a quote, passage, or idea to the *correct* author and/or page number(s). (This type plagiarism happens most often when student tries to insert citations after paper has already been written).

failing to use quotation marks if the quote or passage is in the exact words of the author, even if student does cite the author by name.

failing to change the author's words sufficiently when paraphrasing

copying a portion or the entirety of the paper from another student or source, i.e. from an internet site

Honors English III Research Paper

YES! Test/Peer Evaluation

(Can serve as formal/informal assessment according to teacher discretion)

Directions: First, review the following points and make sure your draft meets these expectations. Then, ask a peer editor to read your draft and check "yes" or "no" for the corresponding editing point. For every "no" you receive, you will edit your draft before turning it in. All final drafts should score a "100" on the YES test before being turned in.

YES!

NO!

Does the essay have a good title? (also, it shouldn't be underlined or bolded).

Does the essay have a 4 line heading in correct format?

Does each page (except p 1) have writer's name & page # in upper right corner?

Is the essay typed and on front page only?

Does the essay have 1" margins on all sides?

Does the introduction paragraph gradually lead the reader to the thesis statement?

Is the last sentence of the intro a thesis statement with significance? (a "so-what")

Are the subtopics and paragraphs arranged in an order that is logical & well-planned?

Does each paragraph have a good topic sentence (One that links to the thesis statement and to all other topic sentences, as well as

		represents the topic of the entire paragraph)?
_____	_____	Is each paragraph a <u>proper length</u> (more than 5 sentences; less than a page)?
_____	_____	Does the essay use enough sources? (Each paragraph has at LEAST 2 citations; each paragraph uses a VARIETY of sources; paper doesn't sound like an opinion essay)
_____	_____	Are <u>paraphrases</u> used more than <u>quotations</u> ? (no more than 6 or 7 quotes in paper)
_____	_____	Are <u>quotations</u> that are used <u>blended</u> into a sentence that begins with the writer's own words? (NO quotation should stand alone – needs intro leading into it, part of same sentence. Exception -- long quotations set apart (see me))
_____	_____	Is <u>every quotation and every paraphrase (fact) cited</u> ? (Are you beyond doubt that there is absolutely no plagiarism, whether it be intentional or otherwise?)
_____	_____	Does every <u>citation</u> in the paper match an entry on the <u>works cited</u> page? (name/word used in citation must be first word on corresponding works cited entry -- check EVERY citation in the paper)
_____	_____	Are <u>citations</u> in correct format? Ex:“hlhhlklhklhl” (Jorgenson 39-42).
_____	_____	Does writer <u>analyze</u> rather than simply string together others' words & ideas?
_____	_____	Is <u>writer's voice</u> clearly controlling the essay, rather than the critics' ideas and words?
_____	_____	Does writer use a <u>variety of sentence styles & transitional phrases</u> in order to avoid choppiness?
_____	_____	Is <u>works cited page</u> in correct format? (alphabetized, not numbered, inverted indention, double-spaced, title not bolded or underlined, etc. . . .see manual & sample paper.)
_____	_____	Does <u>conclusion</u> go beyond summary and make a point?
_____	_____	Is every <u>verb</u> in <u>present tense</u> ?
_____	_____	Is every sentence in the essay a <u>complete thought</u> ? (No fragments)
_____	_____	Has the writer omitted all <u>contractions</u> and 1 st & 2 nd person pronouns?
_____	_____	Has writer omitted all <u>vague</u> pronouns and language? (“thing,” etc.)

_____ Has the writer omitted all grammatical problems such as comma splices (run-ons), capitalization, abbreviation, spelling, and other punctuation problems?

_____ Is this the very best effort of which the writer is capable?

Glossing: A Revision Technique (Informal Assessment)



Definition: “Glossing” is a term that refers to notes made by the student in the margin of an essay. These notes point out to both writer and reader precisely where revisions and edits have been made. In identifying revisions, the student writer takes charge of the writing process, insures thoughtful time and energy will be spent on revisions, and validates his/her work to the reader.

Directions: Your final draft is written after you, a peer, and the teacher have all read and made suggestions on your paper. After you type your final draft, take out your first draft and position the two side by side. Use a colored pen to note (or “gloss”) in the margins where corrections to the first draft were made.

Sample Glosses: (note that these are significant revisions as well as simple edits)

- “added significance to thesis statement”
- “corrected run-on”
- “analyzed more”
- “added textual support”
- “improved transition”
- “gave additional support”
- “blended quotation”
- “changed quotation to paraphrase”
- “fixed punctuation”
- “added source to correct plagiarism”
- “used more specific language to correct vagueness”
- “added significance (“so what”) to the conclusion”
- “added header and page number”
- “corrected according to MLA style guidelines”

English III H Term Paper **Draft Evaluation #1 by Teacher** (Informal Assessment)

Congratulations!!! You have completed the first draft of your research paper. I have reviewed the draft and made the following comments and suggestions that will aid in your revision and edit:

I am particularly impressed with your

- ❑ Thesis Statement –written well; identifies the subtopics
- ❑ Writing Style – illustrates good sentence variety and good use of transition
- ❑ Sources – uses both the novel(s) as well as other sources correctly & well
- ❑ Analysis – discusses student and source assertions after paraphrasing/quoting
- ❑ Format – headings, citations and works cited adheres to MLA style
- ❑ Outline – accurately depicts all subtopics in order & is formatted correctly
- ❑ Effort – spent obvious time with sources, drafting, and revising peer edit

Take a look at your

- ❑ Thesis Statement/Introduction –needs clarity; needs to accurately reflect subtopics. Introduction needs to gradually lead reader to this statement.
- ❑ Writing Style – use sentence variety & transition to provide a smooth read. Make sure enough of your own sentences and ideas appear between use of sources that your writer’s voice is evident.
- ❑ Sources – use the novel as well as other sources for support; avoid overusing quotations; do not allow quotations to stand alone – blend them into your own sentences to maintain writer’s voice. Make sure every thought & quote from a source is cited. May need to find more/different sources. Plagiarism evident.
- ❑ Analysis – discuss both student assertions and sources after quoting/paraphrasing them. Make sure conclusion has a “so-what,” or significance.
- ❑ Format – headings, citations, outline and/or works cited need to adhere to MLA style; see the “How to Cite Sources” handout.
- ❑ Outline – each subtopic, paragraph, and detail needs a corresponding outline entry in order; outline needs to be longer.
- ❑ Effort – Look at your calendar; get focused and back on track; conduct more research; ask for help. Paper may not meet length requirements. Peer edit may be missing.

Teacher Response to Student Concerns: (Write your questions/concerns here prior to turning in draft, and I will respond).

Literary Criticism Summary

Directions & Rubric

Directions:

1. Find a literary criticism online or in the library. Make sure to choose an article where the critic is analyzing a specific aspect of the work. Do not choose a plot summary or a book review: (articles where the writer is simply summarizing the plot or explaining why she likes or doesn't like the book). If you want to avoid picking the wrong type of article, ask Mr. Boing or Mrs. Mayer, and get us to initial that we talked to you.
2. Read the article and highlight its main points. Take notes out in the margin, summarizing these points in your own words. DO NOT SKIP THIS STEP.
3. Compose and type a one page (MLA formatted) summary that details the critic's main points. Make sure you introduce the article and critic by name. Also make sure you are explaining the critic's main ideas, not simply creating a list that sounds as if you are translating every detail in order of appearance. (You can avoid this mistake by not skipping #2).
4. Compose and attach a MLA formatted works cited entry.
5. Attach the criticism to your work.

Rubric (Formal Assessment):

A

- summary adheres to MLA format at all times (one page; 12 point font; double spaced; title with no underline/bold/italic/special font; 4 line heading in proper format/order)
- summary is very well written
- summary skillfully introduces critic, title of article, and topic of criticism
- summary is well organized and illustrates main ideas rather than "translates" point by point
- summary consistently attributes ideas to critic
- student took excellent notes on criticism

B

- summary adheres to MLA format at most times (one page; 12 point font; double spaced; title with no underline/bold/italic/special font; 4 line heading in proper format/order)
- article may be a book review or plot summary

- summary is well written
- summary introduces critic, title of article, and topic of criticism
- summary is organized and illustrates main ideas rather than "translates" point by point
- summary attributes ideas to critic
- student took good notes on criticism

C

- summary often fails to adhere to MLA format (one page; 12 point font; double spaced; title with no underline/bold/italic/special font; 4 line heading in proper format/order)
- article may be a book review or plot summary
- summary is written with average style/skill
- summary may forget to introduce critic, title of article, and/or topic of criticism
- summary is not well organized and may "translate" point by point rather than summarize key ideas
- summary often fails to attribute ideas to critic (summary seems plagiarized at times)
- student may not have taken enough notes on criticism, or notes may not appear at all

D

- summary fails to adhere to MLA format (one page; 12 point font; double spaced; title with no underline/bold/italic/special font; 4 line heading in proper format/order)
- article may be a book review or plot summary
- summary is poorly written
- summary fails to introduce critic, title of article, topic of criticism
- summary is not organized and "translates" point by point rather than summarizes main ideas
- summary fails to attribute ideas to critic (sounds plagiarized)
- student did not take notes on criticism

F

- summary is off topic, incomplete, or missing

Literary Techniques Chart

Directions & Rubric

Directions:

1. For each literary technique on the chart, find a quotation from the

	<p>novel that illustrates its use. Quotations may not be used more than once.</p> <ol style="list-style-type: none"> 2. Cite the quotation and page number. You may use ellipses, but write as much of the quotation as possible. 3. Analyze the significance of the excerpt, considering the entire reading, but specifying its use in this particular instance. 4. DO NOT generalize or use vague, empty rhetoric, such as "gives the reader better understanding of character," or "emphasizes an important theme." Instead, state the character trait/theme directly, and explain its significance to this particular part of the novel. 5. You may work with one partner. Both of you should fill out separate charts. While your work may be identical to your partner's, it should not look like any other student's chart. Staple your chart to your partner's before turning it in. Because not all novels illustrate all techniques, you may choose to skip up to two of the techniques on the chart. <p><u>Rubric (Formal Assessment):</u></p> <p>A</p> <ul style="list-style-type: none"> • student has attempted to analyze as many literary techniques as possible in this novel • quotations are written as completely as possible and reference all page numbers • chart illustrates thorough reading of the assigned pages • chart illustrates student mastery of the literary techniques • significance column is thorough, in-depth, and analytical at all times <p>B</p> <ul style="list-style-type: none"> • quotations are written as completely as possible and reference all page numbers • chart illustrates reading of the assigned pages • chart illustrates student mastery of most of the literary techniques • significance column is in-depth and analytical <p>C</p> <ul style="list-style-type: none"> • quotations may not be written as completely as possible and may not reference all page numbers • chart illustrates superficial reading of the assigned pages • chart illustrates problems in student mastery of the literary techniques • significance column needs to be more in-depth and analytical <p>D</p> <ul style="list-style-type: none"> • student has not attempted to analyze enough of the
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	<p>techniques</p> <ul style="list-style-type: none"> • quotations are not written as completely as possible and do not reference all page numbers • chart illustrates insufficient reading of the assigned pages • chart illustrates numerous problems in student mastery of the literary techniques • significance column is generalized and/or superficial <p>F</p> <ul style="list-style-type: none"> • student has failed to analyze enough of the techniques • quotations are illegible, not sufficient in length, or unacceptable • chart illustrates no reading of the assigned pages • chart illustrates little to no student mastery of the literary techniques • significance column is unacceptable in quality <p>• <i>See appendixes for literary terms chart and other assessments</i></p>
System for Grading	<p>Include system for grading in the course syllabus.</p> <p>Daily grades = 33.3 % Quiz/project grades = 33.3 % Test/Essay grades = 33.4 %</p>
<p>Instructional Materials, Equipment, and Technologies</p> <p>List texts, materials and technology needed for the course.</p>	<p>The English III Honors course will utilize the approved district text for English III, plus multiple supplementary novels, speeches, essays, poetry, short stories, etc. Internet research, desktop publishing programs, and Power Point presentations will be utilized by both teacher and students, so access to lab top computers and/or computer labs, as well as LCD projectors, is required. Video and audio recordings of screenplays, speeches, etc. require VCRs and DVD players.</p> <p>District technical funds and support are necessary to utilize programs such as “Moodle” for online chats and similar assignments, as well as to utilize online plagiarism sites such as “Turnitin.com,” beneficial for students and teachers alike.</p>

Submitted _____
Teacher signature
Date

Approved _____
Administrator signature *Date*

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