**AP LANGUAGE/FALL 2015 ACTION RESEARCH PAPER SCHEDULE**

CBAPELC C7—The course teaches research skills, and in particular, the ability to evaluate, use, and cite primary and secondary sources. The course assigns projects such as the researched argument paper, which goes beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.

CBAPELC C8—The course teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association).

**Length**: Minimum 7 pages; maximum 12. Do NOT turn in a paper that does not meet the length requirements.

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| --- | --- | --- | --- |
| **Packet Page**  | **Due Date** | **Item** | **Additional Resources** |
| 3 | **M Aug 31** | Research Proposal | *MLA Handbook* pp. 31-38 |
| 4-5 | **T Sept 8** | Annotated Bibliography | *Pocket Guide* pp. 25-53; *Patterns* p. 759*;**Patterns* Citations: pp.774-781*;*  *Patterns* Evaluating Sources: p. 760-761  |
| 6 | **Th Sept 10** (in-class)  | Working Outline | *Pocket Guide* pp. 2-3*; MLA Handbook* pp. 41 |
| 7-8 | **T Sept 15** | Introduction draft  |  |
| 7-8 | **Th Sept 17** | Community context draft  |  |
| 9-10 | **W Sept 23** | Annotated Sources Check | *MLA Handbook* pp. 38-40 |
| 11 | **Th Oct 1** | Analysis Notes Check  | *Patterns* pp. 761-769  |
| 12-14 | **W Oct 7** | Literature Review Draft for Peer Editing | *MLA Handbook:* Plagiarism pp. 51-60; *MLA Handbook*: Editing pp. 63-112 |
| 12-14 | **F Oct 9** | Literature Review Due  |  |
| 15 | **T Oct 13** | Action Research Cycle 1: Methodology  |  |
| 16 | **W Nov 4** | Visual Rhetoric check | *MLA Handbook* p. 118 |
| 17 | **F Nov 6** | Action Research Cycle 2: Data Analysis  |  |
| 18-19 | **M Nov 9** | Formal Outline Check  | *Patterns* pp. 769-770*; MLA Handbook* p. 43 |
| 20 | **W Nov 11** | Conclusion draft  |  |
| 25 | **F Nov 13** | Early Turn In Opportunity (+5%) | Students who choose this opportunity must have the entire paper complete and turned in by the beginning of class, including the works cited and works consulted.  |
| 21-22 | **T Nov 17** | Works Cited AND Works Consulted Page Check | *Pocket Guide* pp. 10-11*;*  *Patterns* p. 774*; MLA Handbook* pp. 123-211 |
| 23-24 | **Th Nov 19** | First Draft with Incorporated Quoted Material for Peer Editing | This draft MUST be typed and must be a completed draft. No half-written drafts, please pp. 12-24 *Pocket Guide*. Visual rhetoric and rhetorical devices must be included in this draft! *MLA Handbook* pp. 213-231. |
| 25 | **F Nov 20** | Final Draft: Non-negotiable Final Due Date | *Pocket Guide* pp. 6-9; *Patterns* p. 782-788*; MLA Handbook* pp. 115-122 |
| 26-27 |  | Rubrics for all assignments | Cut from bottom of last page. |

**Due Date**: ALL assignments are due ON or BEFORE the due date. I will NOT accept late papers. Any paper turned in AFTER your class period on **the due date** is considered late and will **NOT** be accepted. If you are absent because of serious illness, you MUST have someone deliver the assignment on the due date and you must provide me with a *note from the doctor*. *\* Of course, medical emergency exceptions can be made, but only with an official note from the doctor*.

**Final Paper Deliverables**: I will not take papers over email. I will not take papers in ANY OTHER format. The following must be in large clasped envelope **in this order**:

1. Rubric
2. *Turnitin* report
3. Final draft including works cited and works consulted, *which are part of the paper; continued pagination*.
4. All draftsincludingpeer edited rough draft
5. Formal outline/typed
6. Action Research notes and/or appendices
7. Analysis notes
8. Annotated sources (Highlight and copy the portion that you quote)
9. Working Outline
10. Annotated Bibliography
11. Research Proposal
12. Any other documents related to your paper

**I will not accept a paper without a *Turnitin* report.**

Plagiarism in any form, **no matter how small the amount plagiarized**, will earn the writer a "0" on the research paper. Please review our class syllabus for information about our policy on plagiarism.

Step by step directions for using ***Turnitin***

1. You can link to ***Turnitin*** from the HHS website under Helpful Links or go to [www.turnitin.com](http://www.turnitin.com) .
2. Click on the New Users at the top of the homepage.

Use the following class ID and an enrollment password.

**class ID: 10378961**

**enrollment password: tatum**

1. Your class will show up on your homepage. Click on the name of your class to open your class portfolio.
2. Your class portfolio shows the assignments and your submissions to the class.
3. To submit a paper, click the submit button next to the paper’s assignment.
4. The paper submission page will open. Enter a title for your paper. To select a paper for submission, click the browse button and locate the paper on your computer. The program accepts submissions in these formats:

• MS Word, WordPerfect, RTF, PDF, PostScript, HTML, and plain text (.txt)

1. After entering a title for your paper and selecting a file, click submit to upload your paper.
2. (Skip this step if you had no problem submitting your paper. Move on to step 10.) If your paper is in a format that the program does not accept, you can submit it by cut and paste. To submit a paper this way, select cut & paste using the pulldown at the top of the form. After you confirm your submission, a digital receipt will be shown. This receipt will be e-mailed to you. To return to your portfolio and view your submission, click the portfolio button.
3. **This step is very important!** You will see an icon under the contents column of the student class portfolio page. The Originality Report provides a summary of matching or similar areas of text found in a submitted paper. When the grayed out box turns to a number (percentage), click on this % to pull up your report. Originality Reports are typically completed within 10 to 15 minutes of submissions. This report generation time may vary based on the levels of usage. You may need to refresh your screen.
4. PRINT THIS OUT. **This report shows areas that you MUST change if the program indicates that they are from another source and undocumented.** This is plagiarism. **Your final paper MUST reflect the changes that you made from this original report.**

 **Research proposal**

 *(Write about the current issue you want to research. Explain why you want to research it, its relevancy to you, to your community, to the world. See the sample below and follow this format including the five bolded headings. Stick to ONE page, about 400 words maximum.)*

**The Issue**: For thirty years, the state of Georgia has funded one of the best high school scholarship programs *in the nation.* This program, called *The Governor’s Honors Program*, has helped children to hone their skills in every area of academics, including but not limited to Music, Mathematics, English/Communicative Arts, Drama, Architecture and Design, Science, Dance, and Social Studies. GHP has allowed the best of Georgia’s students to get better; it has given students a once-in-a-lifetime opportunity to experience college *before* college. Because students are not *graded*, they learn free of pressure; every student who returns claims that the no-grade, high-expectation atmosphere of the program, the first-rate instructors, and the challenge posed by other exemplary students has helped them learn more than they did in their entire high school career. Now, because of low interest and little teacher promotion, the English department at Harrison struggles to find quality candidates to send to interviews.

**Primary Claim**: I plan to make a claim that answers the following question: What changes should be made to the way the Harrison English department recruits and selects candidates for the GHP interview process?

**Why this is important to me:** I went to GHP in 1991, and I still keep in touch with the students I met there. This program helped me to prepare for college, and it also helped me to prepare for adulthood. I had to learn how to do my laundry, manage my time, live in a dorm – there was no one there to hold my hand, and I am so thankful I had that experience. As a teacher and judge at the GHP program, I have seen how Georgia’s students work, and I want them to have the same opportunity that I did.

**Purpose and Audience:** I am writing this paper so that hopefully I can affect change in the selection of candidates. I want to help ensure that Harrison sends quality students to GHP every year. I will submit my claims to my colleagues, department chair, and administrators.

**Research Methods:** My research methods will include personal interviews with students who have gone through the interview process, surveys of how teachers monitor student achievement in order to make nominations, personal experience, and scholarly articles/news reports on student interest in scholarship programs.

**CRAAP Test: SOURCE EVALUATION**

*-Adapted from California State http://www.csuchico.edu/lins/handouts/eval\_websites.pdf*

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the **CRAAP Test** can help. The **CRAAP Test** is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

Evaluation Criteria

***C*urrency**: ***The timeliness of the information*.**

 When was the information published or posted?

 Has the information been revised or updated?

 Does your topic require current information, or will older sources work as well?

Are the links functional?

***R*elevance**: ***The importance of the information for your needs*.**

 Does the information relate to your topic or answer your question?

 Who is the intended audience?

 Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?

 Have you looked at a variety of sources before determining this is one you will use?

 Would you be comfortable citing this source in your research paper?

***A*uthority**: ***The source of the information.***

 Who is the author/publisher/source/sponsor?

 What are the author's credentials or organizational affiliations?

 Is the author qualified to write on the topic?

 Is there contact information, such as a publisher or email address?

Does the URL reveal anything about the author or source?

EXAMPLES: **.com** (commercial), **.edu** (education), **.gov** (government), **.mil** (military), **.org** (organization), **.net** (network provider), **CA** (Canada), **UK** (United Kingdom), **FR** (France)

***A*ccuracy**: ***The reliability, truthfulness and correctness of the content.***

 Where does the information come from?

 Is the information supported by evidence?

 Has the information been reviewed or refereed?

 Can you verify any of the information in another source or from personal knowledge?

 Does the language or tone seem unbiased and free of emotion?

 Are there spelling, grammar or typographical errors?

***P*urpose: *The reason the information exists*.**

 What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?

 Do the authors/sponsors make their intentions or purpose clear?

 Is the information fact, opinion or propaganda?

 Does the point of view appear objective and impartial?

 Are there political, ideological, cultural, religious, institutional or personal biases?

**ANNOTATED BIBLIOGRAPHY**

Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit.

Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**Steps to Academic Publishing: A Learning Process**

* Create an interesting title.
* On the first page, write a one-page reflection of your research process up to this point. What challenges have you encountered in your research? What would you change in the process, and what have you learned so far? What steps do you still need to take? (You will write this last even though it will be the first page of your Annotated Bibliography.)
* You will write at least six (6) total entries with annotations.
* Entries should be in alphabetical order according to bibliographic citation, should follow the MLA format, and should be double-spaced. Follow strict MLA format for each citation. See pages 25-53 of *Pocket Guide.*
* Your written annotation should include a) a brief summary of the article, b) an evaluation of the article using the standards of the CRAAP test, and c) an explanation of how this particular article applies to your argument. Cite page numbers using parenthetical documentation for any material quoted from the source.

**For a full example of the entire annotated bibliography, see the teacher’s blog. The following is an example of one entry only:**

**Anderson, Nancy. “Writing Your First Textbook.” Reading Research and Instruction 46, 3(2007): 255-265.**

With an inviting, first-person tone and a common-sense attitude, Anderson offers new textbook writers more than just a how-to list for publishing. The author organizes her article in a logical format: the beginning discusses what writers need to do before they start writing, the middle explains the actual pre-writing, writing, and selling process, and the end suggests what to expect once the book has been circulated. Anderson speaks with authority and yet does not patronize new authors, which makes this article appeal to multiple audiences. The publication date is relatively recent, and the sources used within the text are widely known authors and editors. Perhaps the best part of her article, however, is that she includes relevant pointers about the textbook publishing industry: “Authors do not receive a penny for used textbooks” (255), and “[Acquisition] editors spend as much as one-third of their time in the field, knocking on office doors, asking professors if they have any ideas…” (256), and “Always keep in mind that your colleagues are your first audience, not your students” (261). This information supports the idea that publishing a work takes dedication and time.

Explanation of how this article pertains to your argument

CRAAP test evaluation

Brief

summary

of

article

**Annotated Bibliography 100 pts**

Introduction 10

6 Entries 60 (10 points per entry: summary, evaluation, quote)

MLA Citations 30 (5 points per entry)

**WORKING OUTLINE**

A Working Outline is an informal list of topics and subtopics which you are thinking of covering in your paper. A working outline must be submitted at the beginning of your work so that I can suggest ways in which the work needs to be further developed or cut back. I might also see that you're trying to accomplish too much or too little for the scope of the assignment. The working outline can be revised as you discover new material and get new ideas that ought to go into your paper. Most word processing programs have outlining features with automatic formatting that make it easy to create and revise outlines. It is a good idea to keep copies of old outlines in a computer folder. Consider the rhetorical situation and way that you want to organize your argument. What Mode(s) will you choose?

A point-based working outline means that each number in the outline uses **only words or phrases—not full sentences**. You can use the model to guide a more specific working outline for your paper.

**(See pages 4-5 of the article “Understanding Action Research” for more clarification.)**

Joe Student

Mrs. Jamison

AP Language 5th period

September 5, 2014

Title: Working Outline

Research Question: How does ---------------?

1. Introduction
	1. Significance of problem
	2. Invitation to audience
2. Community Context
	1. Values of community
	2. Nature of community
	3. Personal involvement in community
	4. Prior solutions to problem
3. Literature Review (sources)
	1. Theories
	2. Similar cases

**Working Outline 20 pts**

MLA heading, title 5

Numbering 5

Parallel structure 5

Point based 5

* 1. Possible solutions
1. Methodology
	1. Data Collection Plan
	2. Procedures
	3. Justification
	4. Limitations
2. Data Analysis
	1. Description of data collected
	2. Conclusions drawn from data
3. Problem Resolution
	1. Decision
	2. Action plan

**WRITING THE INTRODUCTION**

Your introduction must relate the significance of the problem you are addressing. The reader needs to be invited to think about the problem at the widest level. This should answer the question—Why should I read this; why should I care about this study? This is not about the context but about the problem and how it is linked to your vision for a different future. Be sure to include and label at least two rhetorical devices.

Example:

The new regulations released in August for the Healthy, Hunger-Free Kids Act, which were championed by First Lady Michelle Obama as part of her "Let's Move" campaign to fight childhood obesity, trimmed down the carbs and gave them a little color by emphasizing whole grains instead of white flour. Fruits and veggies were placed in a leading role supported by a cast of protein foods like chicken, lean meat, cheese, and so on (METAPHOR). The calories of school lunch meals have not changed appreciably, with previous guidelines for children in grades 7 through 12 weighing in at 825 calories and the newest regulations ranging from 750 to 850 calories for the same age group. What has changed significantly, however, is what's being served.

Not everyone is happy about these healthy school-lunch makeovers. Some hungry students and teachers are claiming that they aren't being served the calories they need—and that to compensate, they're resorting to junk food to fill up (LITOTES). Some kids need more food than is being served, particularly those who participate in sports and after-school programs. Schools also have the option to give students who need additional calories seconds of low-fat milk, fruit, and vegetables, but those are not the foods kids are requesting. Instead, they are seeking the preferred choices served in the past.

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**WRITING THE COMMUNITY CONTEXT PARAGRAPHS**

Once you have a posed a problem at a general level, you will need to provide the context of your work. In your local context, you may want to describe your membership/position in your community of practice, as well as how you have previously tried to address the problem described. Be sure to include and label at least two rhetorical devices.

Example:

 The new nutrition standards drastically decrease sales in vending machines, lunchrooms, and school stores all across the nation. Firm percentage restrictions on fats, carbs, sodium, and sugar limit the food my school store can sell. These new standards cause us to lose our minds, and our profits (ZEUGMA). Unfortunately, not only do the employees suffer, but also the student body, the lunch staff, and the school profits suffer. The school store personnel, including myself—the school store manager, no longer enjoy investing our time into our once favorite hangout. At Harrison High School, the school store’s profits fund many community and in-school projects. As co-president of the Harrison Support Coalition, I take charge of many projects that the profits from the school store help to fund. When the Hole in the Wall (school store) profits suffer, the HSC cannot fund teacher appreciation events, gifts or community projects. Healthy habits hurt Harrison (ALLITERATION), and the Hole in the Wall needs to find new ways to thrive despite the restricting, Healthy, Hunger-Free Kids Act (PARADOX).

**INCORPORATING RHETORICAL DEVICES**

CBAPELA **W4.2** Student evaluates drafted text to determine the effectiveness of stylistic choices. Students choose precise vocabulary and rhetorical devices to establish credibility and to appeal to the audience.

What rhetorical devices might strengthen your appeal and thus reinforce your overall argument? For example, using parallel structure helps writers make a logical point. Using loaded words, allusions, metaphor, figurative language, etc. are tools to appeal to pathos. Evaluate where your important claims are and incorporate a rhetorical device somewhere in that section (but don’t overdo it). You may choose from the list below or from any other terms that we have learned throughout the semester**. Make sure you underline and label your devices in the final copy.** You must have a minimum of TWO rhetorical devices per SECTION.

**Analogy**

clarifying a concept by showing similarity to a more familiar concept

**Antithesis**

a statement OPPOSED to something previously asserted

**Anticipate an Objective**

addressing a possible protest before the opposition can raise it; audience centered

**Antimetabole:**

inverting a phrase or sentence in AB-BA word for word: “Ask not what your country can do for you; ask what you can do for your county.”

**Concession**

acknowledgement of personal flaws or flaws to a proposal; speaker centered

**Reduce to the absurd**

a statement to show the utter foolishness of another argument

**Rhetorical Question**

asking a question desiring thought, not a n audible response

**Under/Overstatement**

saying considerably less or more than a condition warrants

**Anecdote**

a short entertaining account of some happening, frequently personal or biographical

**Loaded Words**

unjustifiably using highly connotative diction to describe something favorably or not

**Allusion**

a brief or indirect reference to a person, place, event, or passage in a work of literature or the Bible assumed to be sufficiently well known to be recognized by the read; e.g., "I am Lazarus, come from the dead." T. S. Eliot

**Metaphor and other examples of figurative language**

**Anaphora**

the repetition of introductory words or phrases for effect; a special type of parallelism.

**Parallelism**

The repetition of a clear grammatical structure

**Kairos**

using the urgency of the moment; the golden opportunity. "Now is the time..." Dr. King.

**Antithesis**

opposition or contrast emphasized by parallel structure. "I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice" (Dr. King).

**Appeal to Authority**

citation of information from people recognized for their special knowledge of a subject for the purpose of strengthening a speaker's or writer's arguments. As my friend Mick Jagger says, "You can't always get what you want." (a form of ethos)

**Cause and Effect**

examination of the causes and/or effects of a situation or phenomenon

**Classification as a Means of Ordering**

arrangement of objects according to class; e.g. media classified as print, television, and radio.

**Deduction (Deductive Reasoning)**

a form of reasoning that begins with a generalization, then applies the generalization to a specific case or cases; opposite to induction

**Exigency**

the occasion of the piece; e.g. what was going on at the time that motivated the writing (culture; history)

**ANNOTATED SOURCES**

After you have selected a focus, written an introduction, and found possible sources from which to pull evidence, it is time to thoroughly read through all the sources that contain information relative to your working outline. Annotating sources begins the process of taking notes.

The following will be done **directly on the copies of the articles** you are using as sources for your research.

**Direct Quotes:** (You should directly quote **anything more than three words** used in succession.)

* **Highlight** exact words, phrases, or sentences that you wish to use as they appear in the text.
* In the margin, make a note that **explains** why this quote is important to your research. One word is NOT enough!
* Include where you might use the information within your paper.  Use your working outline to assign the quote a paragraph **number** ie. II,A.

**Paraphrasing:** (Remember that paraphrasing is NOT analysis; it is a condensed version of the original text.)

* **Bracket** off whole passages or paragraphs that seem important as information, but that you do not plan to use word for word.
* In the margin, **rewrite** the passage IN YOUR OWN WORDS using a COMPLETE SENTENCE.
* Write a sentence that **explains** meaning/purpose/importance of the passage to your research. One word is NOT enough!
* Include where you might use the information within your paper.  Use your working outline to assign the paraphrase a paragraph **number** ie. III,B.

**Annotated Sources 45 pts**

Number of Direct Quotes 5

Number of Paraphrases 5

Direct Quotes

 Highlighted 5

 Explained 5

 Outline Number 5

Paraphrases

 Bracketed 5

 Re-written 5

Explained 5

Outline Number 5

**SAMPLE ANNOTATED SOURCE**

**How does Common Core compare?** by [**SARAH GARLAND**](http://hechingerreport.org/author/sarah-garland) **October 15, 2013**

A major requirement for the Common Core State Standards was that they be internationally benchmarked. But there has been debate about how well the standards match those of countries like Singapore.

On the Common Core website[, a section on myths about the standards](http://www.corestandards.org/resources/myths-vs-facts) says “international benchmarking played a significant role in both sets of standards.” A 2012 [study](http://edr.sagepub.com/content/41/8/294.abstract) by William Schmidt and Richard Houang, education researchers at Michigan State University, seems to confirm this. It found that the Common Core math standards were highly correlated with those of high-performing countries. As in these countries, the Common Core includes fewer topics for students to master each year. The grade-levels for given topics also tended to match, according to the analysis.

[An earlier study](http://www.edweek.org/ew/articles/2011/08/10/37porter_ep.h30.html), led by University of Pennsylvania education school dean Andrew Porter, found less congruence between the Common Core and the standards in three other countries (Finland, New Zealand and Sweden). Education observers and other researchers have [criticized](http://www.edexcellence.net/commentary/education-gadfly-daily/common-core-watch/2011/andrew-porter-has-a-point-its-just-not-clear-what-it-is.html) this study, but Porter hasn’t been alone in his concern that the Common Core standards are less rigorous than they could have been, particularly in math.

The standards don’t lead to a complete Algebra I course until high school, unlike in other high-achieving countries. An analysis by Achieve, a nonprofit organization that has supported the Common Core, found that Singapore’s math curriculum was similar to Common Core, but that in Singapore, [students more quickly reach a higher level of math proficiency](http://www.achieve.org/files/CCSSandSingapore.pdf).

So how do the new Common Core standards compare to what existed before in the United States?

“The reality is that they are better than 85 or 90 percent of the state standards they replace. Not a little better. A lot better,” said James Milgram, a mathematician at Stanford University who sat on the Common Core validation committee. But, he added, “that’s really a comment on the abysmal quality of these state standards.”

The studies looking at international comparisons also considered how the Common Core compares to previous state standards, and found significant differences. The Porter study found the new standards put greater cognitive demands on students; in English language arts, for example, the Common Core places more emphasis on analysis—about a third of the English standards—than did previous standards, where analysis made up less than a fifth of the standards. The Schmidt study found that the Common Core standards in math are much leaner than previous standards.

Porter also found that the Common Core focuses more on basic algebra than did previous standards, which tended to emphasize more advanced algebra.

Still, another main reason for the shift to the new standards was the large amount of variation among previous state standards, making it hard to generalize about them. Some states, like California, Massachusetts and Minnesota, adopted highly praised curriculum guides in recent years, and there have been questions about whether it was wise for them to switch to the Common Core standards. In the case of Minnesota, the state chose not to do so for math.

In 2010, the Fordham Institute published [a report ranking state standards](http://www.edexcellence.net/publications/the-state-of-state-of-standards-and-the-common-core-in-2010.html) along with the Common Core. The report [examined the best states](http://standards.educationgadfly.net/best/), detailing why they ranked highly. Six states, including California and Tennessee, received an A for their English standards, in contrast to the B+ earned by the Common Core. The new standards in English were marked down for “bloated” and “confusing” language, and for missing elements, such as no requirement that students be able to define “plot” or its elements.

For math, five states, including California and Florida, earned an A, while the Common Core received an A-. It lost points for some broad standards that were difficult to interpret.

QUOTE III, C

Now that all states use the same standards, all U.S. kids will have an equal education.

PARAPHRASE III, B

Common Core raises rigor compared to the standards states previously had in place.

QUOTE III,A

Common Core does not seem to be as rigorous as other high-achieving countries’ standards. The U.S. may still be behind after implementing the Common Core.

**ANALYSIS NOTES**

You cannot integrate quoted material into your research paper without detailed lead-ins and analyses. Careful analysis notes will help ensure that you have these two crucial elements embedded within your paper.

* From your annotated sources, choose the direct quotes that will appear in your paper.
* For each quote, you will write a two-sentence lead analysis, a lead-in to the quote, and a two-sentence commentary about the quote as it pertains to your argument.

Required number of notes: You will create one note per quote that you wish to use (if you have 10 quotes, you will have 10 notes.)  I do not require a note for paraphrase. QUALITY PLEASE.

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Offending Our Neighbors: Analysis Notes

III, B Some schools have been scrutinized for their use of mascot names that mimic Native American culture. Many of these schools have changed their names in order to be more politically correct, or culturally sensitive. It is interesting that all NCAA schools “except for Alcorn State University in Mississippi” have dropped the offensive names (Majerol). Considering that the University of Mississippi recently had a student uprising when the university changed the mascot of Colonel Reb to a bear, students in the state of Mississippi seem not to want to play the cultural sensitivity game. However, as they have done in Cleveland, Ohio, many Native people may begin to protest this university (Majerol, Johnson).

**Analysis Notes 30 pts**

Number of Notes 5

Paragraph # 5

2-sentence lead 5

Quote lead-in 5

Parenthetical Documentation 5

2-sentence Commentary 5

**WRITING THE LITERATURE REVIEW**

Adapted from the text *They Say, I Say and http://writingcenter.unc.edu/handouts/literature-reviews/*

A literature review discusses published information in a particular subject area, and sometimes information in a particular subject area within a certain time-period. A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or combine new with old interpretations. Or it might trace the intellectual progression of the field, including major debates. But how is a literature review different from an academic research paper?

The main focus of an academic research paper is to develop a new argument, and a research paper will contain a literature review as one of its parts. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions.

Your literature is another way to set the context for your work. In this section, you do not speak directly about our community and situation. Instead, you report what others in similar circumstances have learned. What previous work informs your understanding of the problem? What theories or predictions about outcomes come from past studies? How is what you plan to do similar or different from what others have tried?

You will combine your analysis notes to create the literature review. Simply arrange the analysis notes in a logical order, remove the outline numbers, add transition sentences where appropriate, and use inferences and assumptions to fill in the gaps. Be sure to add at least two rhetorical devices to the literature review.

**You will need to create a works cited list for the literature review. (See p. \_\_\_ of this packet for information.)**

**Example:**

 Good customer service depends on amount and quality of communication. Successful contact also relies on the community the business thrives in. Every day the industry should promote the products and services it offers. How can the corporation know if they promote themselves successfully? (Rhetorical Question).When assessing the accomplishment of marketing tactics, businesses should accept criticism and change what does not work for the consumers. To determine how effectively the tactics work, companies should look at the increase or decrease of profits after trying different promotional techniques (“Master Tips for Advertising Sales Teams”). For example, a school store could easily obtain feedback from the student body on the new tactics they employ. The valuable input from the consumers could help the school manage its quality of communication and successful promotion.

 Carol Patton, a successful optometrist and business major writes in “Optometry Times” about marketing for medical stores. She describes the most effective way to encourage customers to buy a product as a “salesman…creating a need for the product” by engaging in conversation and describing the benefits through friendly conversation (Patton). The seller needs to appeal to the wants of that specific customer by asking about needs, wishes, and dislikes. By creating a friendly environment through conversation, the vendor opens the door to sales opportunities. Not only does verbal communication influence customers, but also body language, attitude and tone (Patton). A smile, handshake, or simple greeting can sway a customer’s decision.

Works Cited

"Master Tips for Advertising Sales Teams." *Association Media and Publishing*. Association Media and Publishing, 28 Feb. 2011. Web. 22 Sept. 2014.

Patton, Carol. "Basic Sales Strategies Can Turn Patients Into Buyers." *Optometry Times* 2.7 (2010): 54. *Academic Complete*. *Search* Web. 26 Aug. 2014.

**HOW TO USE QUOTES EFFECTIVELY**

Research material is a vital component of your writing. However, this process is not as simple as cutting and pasting sentences (or even worse, paragraphs) from the original texts into your essay. You need to do more than just parrot information; simple cutting and pasting resorts in an incoherent flow of information in which the diction becomes nearly schizophrenic—literally, a confusion of voices. Technically, an isolated quotation is called a “free-standing quote.” It is essential, therefore, for you to integrate quotations into your writing so that the essay flows as smoothly as possible.

Before you try to place a quote in your essay, you need to understand two things: what the quote literally means and how the quote will fit with the context of your paragraph and essay. The quote will not help your essay if you are unsure of its specific meaning, so be sure to understand any complex vocabulary or ideas. Second, the placement of quotes should not be haphazard; you should have a definite, specific purpose for placing each quote. Without such a purpose, your essay will seem random, a quality successful writing does not possess.

Here is an original quote and three ways to incorporate it into your text.

*Being a good poet makes you a good psychologist, it is suggested, one capable of “profound insight,” but being a good psychologist doesn’t seem to make people good poets.*

1. **The Somebody Says Lead-in**: Use a simple introductory phrase.

*According to Adam Phillips, the former Principal Child Psychotherapist at Charing Cross Hospital in London and the author of many influential books on psychoanalysis, “being a good poet makes you a good psychologist […] but being a good psychologist doesn’t seem to make people good poets” (4).*

Here we’ve used a simple “according to” phrase to introduce the quote, and we’ve used ellipses with brackets to use part of quote that we may find most emphatic. Note the ellipses are in brackets. Any change you make to the original quote, changes of verb tense, capitalization, etc, need to be bracketed. Also, you do not need to introduce or end your quotes with ellipses; they are only used with quotes to indicate omitted information in the middle. In addition to citing our source, we have also qualified our author. Rather than just providing the name, we have provided relevant context, which strengthens our essay by providing credibility.

2. **The Sentence Lead-in**: Use an independent clause and a colon.

*Creativity is ripe with paradox. For example, artists often have a complex understanding of human nature while those who have studied human nature often have no artistic ability: “Being a good poet makes you a good psychologist, it is suggested, one capable of ‘profound insight,’ but being a good psychologist doesn’t seem to make people good poets” (Phillips 4).*

The key here is to make sure you have a complete sentence (independent clause) preceding the quote. If you do not have an independent clause before the quote, the sentence is a fragment.

3. **The Blended Lead-in**: Incorporate the quote into the context of your sentence.

*While “being a good poet” may turn an otherwise uneducated person into “a good psychologist,” the authors of many scholarly texts would not be able to craft a metaphor if their lives depended on it (Phillips 4).*

This technique is the most sophisticated, but it also has potential for mishap: be sure to make all your verb tenses and pronouns consistent. If the quote uses a plural verb while your sentence has a singular subject, your sentence will be incorrect grammatically. Either use brackets to change certain parts of the original quote, or change your sentence to match the quote. Either way, consistency is the goal.

You should also be aware of **block quotes**. Any quote that fills more than three lines of your paper needs to be offset (blocked) from the rest of your essay.

As a final note, always remember to cite the quotes correctly with parenthetical citations and a works cited page.

**LITERATURE REVIEW PEER EDITING**

Look at each topic sentence. In general, has the author categorized topics taken from the available literature? Do the topic sentences clarify the main ideas related in the paragraphs? Are the topic sentences germane to the research claim?

Has the author appropriately cited quotes, paraphrases, and ideas taken from sources?

Does each quote use a proper lead-in?

Are citations in the correct format, placed before the period following the end of the sentence?

Does each citation have a corresponding bibliographic citation on the works cited list?

This portion of the paper should use first person pronouns in a limited way and only to explain how the literature relates to the specific community (I, me, my, myself, we, our, ourselves, us). It should NOT use any second person pronouns (you, your, yourself) except in direct quotes.

Look for any use of the same words in close proximity. This is a violation of “WT = word territory.” Words are weakened when they are overused. Mark these!

Look for extra, unnecessary words. Help the writer cut out the fluff.

* Watch for word choice. This is a FORMAL paper for an ACADEMIC audience. The language should reflect this. (Example: “stuck up” = conceited, etc.) NO use of slang.
* Highlight any use of the word “thing” (anything, everything, things, stuff, alot, a lot) other than in direct quotes. The writer will need to change these nebulous words.

Circle any contractions (other than those in direct quotes!). Write these out. (Ex: couldn’t = could not)

See if the writer has said “this means that” or “what the quote says” after a quote. Mark out these words to edit the sentence to what it DOES say without forcing on the reader “this says that”!

Mark out “there is/there are” structures ANYWHERE (other than direct quotes). All this does is delay the subject.

Circle ALL “to be” verbs. (See list below.) The writer will need to work to replace these verbs.

Are there any run-ons, fragments, or comma splices? Are commas, semi-colons, and colons used correctly?

**Alternative Words for “Says”**

Accept, Accuse, Acknowledge, Admit, Advertise, Affirm, Agree, Allege, Announce, Answer Confess, Confide, Confirm, Contend, Continue, Declare, Defend, Demand, Hint, Observe, Offer

**“To Be” verbs:**

* to be **(is, am, are, was, were, be, been, being**)
* to become (any variation of **become**)
* to seem (any variation of **seem** ie. **exist**)
* **look, smell, appear, prove, sound, remain, taste, grow, feel, exist**

**Literature Review 25 pts**

Combines both summary and synthesis 5

Quality sources/current/applicable 5

Lead-ins, quotation marks 5

Proper citation of sources 5

Conventions 5

**ACTION RESEARCH CYCLE 1: METHODOLOGY**

During your research process, you should be conducting action research (surveys, interviews, reflection, journaling, data collection, etc.) which will inform the body of your paper. For this check, you must show significant evidence of your action research **plan**. Demonstrate that you have designed a **methodology** for collecting data.

Any interview, survey, or experiment you design must lead to quality data for solving the over-arching problem or issue faced by your community. Your action research is a design experiment. You are designing with an eye toward a deeper understanding of change.

You will write the methodology section of your research paper in approximately three paragraphs. Feel free to add paragraphs and change the arrangement as you see fit.

**Paragraph 1: Interviews/Surveys**

1. List questions you intend to ask. Follow each question with a valid reason for asking. What do you expect to find out by asking the question? How does it relate directly to solving your problem? **One of your questions should be your research question.**
2. Who will answer your questions? Why have you chosen them? How do they relate to the community, and how can they lead to solutions to the problem?
3. Make several predictions about what you might find by using the methods you have designed.

**Paragraph 2: Experiments**

1. List solutions, experiments, data runs you intend to perform. Follow each experiment with a valid reason for performing it. What do you expect to find out by performing the task? How does it relate directly to solving your problem? **Include a baseline experiment to measure growth.**
2. Who will participate in the experiment? Why have you chosen them? How do they relate to the community, and how can they lead to solutions to the problem?
3. How will you collect and record the data?
4. Make several predictions about what you might find by using the methods you have designed.

**Paragraph 3: Time Table/Deadlines**

1. Look at the due date for Cycle 2: Analysis.

**Action Research Cycle 1 25 pts**

Lists questions/experiments 5

Participants 5

Time Table 5

Valid reasoning 5

Predictions 5

1. Create a time table for collecting your data by working backwards from the due date. List everything that needs to be done to collect your data; then select dates by which you plan to accomplish the items on the list.

**VISUAL RHETORIC**

**You must add at least one visual image to your researched argument paper.**

**Choose and use photos, graphs, charts, or images strategically to convey or reinforce your message or claim**.  Recognize that the images you add to the essay are just as much of a statement or message as what you write - so choose them carefully.



Captions grab attention. Use

Photo captions to turn skimmers

into readers (Turner).

**Captions** are a phrase, sentence, or short paragraph describing the contents of an illustration such as photos or charts. Photo captions are usually placed directly above, below, or to the side of the pictures they describe. After headlines and graphics, photo captions are the third most looked at portion of most printed pages. Use captions to pull in the reader.

**Captions draw in readers.**
Captions give you an opportunity not only to explain the illustration but to summarize the story or article they accompany. Well-written photo captions give the editor/publisher one more opportunity to pull the reader into the publication. The steps outlined above help the caption do this more effectively.

* **Use contrast between captions and surrounding text.**
Use a different typeface and style to create contrast and differentiate photo captions from surrounding body text. Do NOT use Times New Roman.
* **Separate captions from surrounding text.**
Keep photo captions and captions on charts and other images separate from body text with space or [rule lines](http://desktoppub.about.com/od/layout/l/aa_linesrules.htm).
* **Use the same photo caption style throughout a document.**
Be consistent in your use of photo captions, styling, and numbering methods for captions (if used).
* **Keep photo captions short.**
Edit carefully and avoid long captions under wide paragraphs. If very long captions with very wide photographs are necessary - consider using 2 columns, with a sufficiently wide gutter, for the caption text.
* **Use parenthetical documentation to cite the source of your graphic.**

Treat the source of your graphic as any other source in your paper; include it on your works cited page. Use parenthetical documentation after your caption.

* **Include a bibliographic citation**.

It should follow this template: Artist’s Last Name, First Name. “Title.” Medium. Date Taken. Example: Turner, Leon. “Big Red Fish.” Photograph. 14 July 2014.

**Visual Rhetoric 20 pts**

Explanation of how Visual relates to content 5

Different Font (not TNR) 5

Citation (parenthetical and bibliographic) 5

Caption that relates to content 5

**ACTION RESEARCH CYCLE 2: DATA ANALYSIS**

After collecting information through interviews, surveys, experiments, etc., you need to analyze the meaning and implications of the data. This section will be approximately four paragraphs. You can follow the organization suggested here, but feel free to add more information or paragraphs as needed.

**Paragraph 1**

Begin with a description of what happened. Detail the experience, including who did/did not participate, the context of the experiment, etc. Include how you determined a baseline for your analysis.

**Paragraph 2**

Explain what actions you took after collecting the data. How did you test new theories?

Supply evidence used to evaluate the action. What evidence did you collect to tell you how others respond to your action? Where did you look for direct or indirect evidence of what happened?

**Paragraph 3**

Explain how your data relates to, proves, or disproves your research question and the information you found in the literature review.

Describe the change effected by the action. Evaluate the outcomes. Indicate future plans and next steps.

Reveal the limitations of your research. Discuss the data size and how that might skew your results.

**Paragraph 4**

Reflect: looking back on your action after collecting data, what thoughts come to mind? If you were to repeat the process, what would you change? What worked best for you? What most surprised you? How do you better understand your community after completing the research?

**Action Research Cycle 2 25 pts**

Analyzes responses 5

Describes experiments 5

Evaluates outcomes 5

Reveals limitations 5

Reflects 5

**FORMAL OUTLINE**

A formal outline serves as a guide to your paper for your reader. It lays out your main points and subpoints for your reader. Generally, this kind of outline uses conventions of formal outlining: Roman numerals, letters and indentations. This type of outline is produced after you have written your essay. Your formal outlines will be written in sentence outline form. The ideas are expressed in complete, though not necessarily parallel, sentences. You will begin with a statement of your thesis and indicate increasing levels of support in this order: I., A., 1., a., (1), (a). **Remember: no A without a B, no 1 without a 2.**

The purpose for writing a formal outline after writing the majority of the paper is to check for—and add if necessary—unity and coherence. You will NOT simply be deconstructing all sentences from your paper into an outline format. Instead, you will be highlighting the main ideas in an effort to think metacognitively about the structure of your argument.

As you write the formal outline—which requires a topic sentence for each main paragraph—you will be ensuring unity among your thesis, topic sentences, and details. Unity will prevent an unfocused paper, logical fallacies, and weak argumentation.

**Read the description of UNITY AND COHERENCE on the next page.**

Your Paper Title: Formal Outline

Primary Claim: Complete sentence primary claim goes here. It should answer the research question.

1. Section Heading (NOT a Complete Sentence)
2. Body Paragraph Topic Sentence that relates back to the **thesis** statement
3. Main Detail in a Complete Sentence that relates back to the **topic** sentence
4. Main Detail in a Complete Sentence that relates back to the **topic** sentence
5. Transition to next body paragraph
6. Body Paragraph Topic Sentence that relates back to the **thesis** statement
7. Main Detail in a Complete Sentence that relates back to the **topic** sentence
8. Main Detail in a Complete Sentence that relates back to the **topic** sentence
9. Conclusion of current section and transition to next section
10. Section Heading (NOT a Complete Sentence)
11. Body Paragraph Topic Sentence that relates back to the **thesis** statement
12. Main Detail in a Complete Sentence that relates back to the **topic** sentence
13. Main Detail in a Complete Sentence that relates back to the **topic** sentence
14. Transition to next body paragraph
15. Body Paragraph Topic Sentence that relates back to the **thesis** statement
16. Main Detail in a Complete Sentence that relates back to the **topic** sentence
17. Main Detail in a Complete Sentence that relates back to the **topic** sentence
18. Conclusion of current section and transition to next section

**NOTE: All body paragraph topic sentences MUST relate to the thesis statement. All details MUST relate to the topic sentence of the paragraph.**

**Unity and Coherence**

From *Writing the Research Paper: A Handbook* by Anthony Winkler, Jo Ray McCuen-Metherell (Eighth edition, 2010)

The rhetorical principle of **unity** means that a paper should stick to its chosen thesis without rambling. If the thesis proposes a specific problem in a community, it should cover exactly that subject and nothing more, ignoring all side issues, no matter how fascinating you find them.

To observe the principle of unity, you simply have to follow the lead of the thesis. Properly drafted, the thesis predicts the content of the paper, controls its direction, and obligates you to a single purpose. You introduce only material relevant to your thesis, suppressing the urge to dabble in side issues or to stray from the point. Such single-mindedness will produce a unified paper that is easy to read.

If unity means “sticking to the point,” **coherence** means “sticking together.” To make your writing coherent, you must think of the paragraph as expressing a single idea to which the individual sentences contribute bits of meaning. Here are four suggestions to help you write coherent paragraphs:

* Repeat key words or use clear pronouns. Either repeat key words or make certain the pronouns you use clearly hark back to them.
* Use parallel structures. The deliberate repetition of certain words, phrases, or clauses in a paragraph can give sentences a cohering rhythm and harmony.
* Use transitional markers. Transitional markers are words or phrases used to assert the relationships between sentences or a paragraph. Common among these markers are the conjunctions *and, or, nor, but,* and *for*. Other lengthier connectives can also be used to ensure coherence.
* Use a transitional sentence. One common way to make the transition from one paragraph to the next is to open the second paragraph with a straddling sentence. This is a sentence that stands with one foot on the paragraph that is just ending and the other on the one that is just beginning.

Common transitional markers:

Adding: *furthermore, in addition, moreover, similarly, also*

Opposing: *however, though, nevertheless, on the other hand, unlike*

Concluding: *therefore, as a result, consequently*

Exemplifying: *for example, for instance, to illustrate*

Intensifying: *in fact, indeed, even, as a matter of fact*

Sequencing: *first, second, finally, in conclusion, to sum up, in short*

**Formal Outline 25 pts**

MLA heading, title 5

Numbering 5

Sentence Form 5

No singletons 5

Thorough 5

**WRITING THE CONCLUSION—or Final Reflection**

A conclusion is like the final chord in a song. It makes the listener feel that the piece is complete and well done. The same is true for your audience. You want them to feel that you supported what you stated in your thesis. You then become a reliable author for them and they are impressed by that and will be more likely to read your work in the future. They may also have learned something and maybe have had their opinion changed by what you have written or created!

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. **It should offer an argument for the solution you found to the research problem.** A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem but a synthesis of key points and, if applicable, where you recommend new areas for future research.

The conclusion is where you will take stock of your overall learning process during your action research. It might be helpful to think of a reflection as a set of connections between the past, present and future. If this section is only a summary of events that happened, it is inadequate as a reflection. A reflection provides a deep understanding of why events occurred as they did, and how those outcomes helped you address your over-arching question. At the conclusion of a good reflection, you should ideally know more than you did when you began. If you have not gained new insights about the problem and your problem-solving action, it is likely that you are only summarizing. Reflection is a powerful learning experience and an essential part of action research.

For most papers, one well-developed paragraph is sufficient for a conclusion, although in some cases, a two or three paragraph conclusion may be required.

You must include at least **two underlined and labeled rhetorical devices**.

**WORKS CITED AND CONSULTED PAGES**

Smith 8

Works Cited

Carpenter, Richard. “A Look at Bathsheba.” Victorian Studies 32 (1998): 40-50.

---. Thomas Hardy. Boston: Twayne, 1964.

Guerard, Albert J. “The Women of the Novels.” Hardy. Ed. Albert J. Guerard. Englewood Cliffs, NJ: Prentice-Hall, 1963. 63-70.

Hardy, Thomas. Far from the Madding Crowd. New York: Penguin, 1960.

“Life in Victorian England.” News for Kids. Atlanta Journal Constitution. 24 March 2002:D2.

Scott-James, R. A., and C. Day Lewis. “Thomas Hardy.” British Writers. Ed. Ian Scott-Kilvert. Vol. 6. New York: Scribner, 1983.

**Remember:**

**An article goes on the Works Cited list ONLY if you have documented it inside your paper. Include anything quoted or paraphrased within your paper.**

**To be sure, check each parenthetical documentation in the paper against the Works Cited list.**

**Alphabetize the entries according to the first letter that appears in the entry.**

 Smith 9

Works Consulted

Brooks, David. “Strong Victorian Women.” Victorian Prose 5.3 (2002): 19-25.

Gurko, Leo. “Love in Far from the Madding Crowd.” Twentieth Century Interpretations of Far from the Madding Crowd. Ed. Harold Bloom. New York: Scribner, 1985. 17-25. Discovering Collection. Gale. Osborne High School Lib., Marietta, GA. 6 Jan. 2006 <http:// galenet.galegroup.com/servlet/DC/>.

May, Charles E. “Thomas Hardy.” Critical Survey of Long Fiction. Ed. Frank N. Magill. Vol. 4. Pasadena: Salem, 1991.

**Remember:**

**An article goes on the Works Consulted page ONLY if you did not use it in the body of the paper.**

**If an article informed your opinion, but did not appear directly in your paper, it goes on this list.**

**Check your annotated bibliography against both the Works Cited and Works Consulted pages to sure all articles are documented.**

**Works Cited/Consulted 25 pts**

Title 5

Alphabetical order 5

MLA Format for entries 10

Page numbers 5

**ROUND-ROBIN PEER REVIEW**

**Before the Round Robin, do a self-check for formatting:**

* Take a ruler and MEASURE the **margins** (top, bottom and side). They should be 1”.
* **Times New Roman, 12** point font, **double spaced**
* On the left side, there should be a **Heading** with your name, teacher’s name, class information, and date.
* The **title** of the essay should be centered but otherwise look exactly like the rest of the paper.
* The title should be original. (ie. Research Paper cannot be your title.)
* Remove extra “enters” from the keyboard. **NO extra spacing** after the heading before the title, or after the title before the intro, or between paragraphs.
* Each page after the first should have **pagination** with your last name and page number on the top right.
* **Section headers** should be bolded and flush with the left margin.
* **Parenthetical** **citations** should offer either an author’s last name or the title of an article in quotation marks as well as page numbers if appropriate.
* Check the **works cited/consulted pages**: titles centered at top, hanging indention used on all entries, double spaced, alphabetical order.
* The **visual** should be correctly formatted: different font, appropriately placed, cited.

**For each paper, complete the following:**

1. Each paper needs a number 1, 2 and 3 written on the top. Different people will serve as person 1, person 2 and person 3 for different papers (not your own).
2. Rotate jobs from the following list.
3. On the papers that you are editing, put your name next to the number of the job you completed from the list below.
4. Complete each bullet in the job list thoroughly before passing the paper on to the next person.
5. EACH OF YOU: Communicate in writing with the writer. What works? What is the best part? The most interesting? Write directly on the draft.

**PERSON 1: UNITY AND COHERENCE**

* Find the **claim**. Does claim answer the research question?
* Look at the **introduction**. Does it set up the issue, give a little background, explain why the issue is important to write about, and transition into a well-developed claim?
* Now make sure that the development of each **body paragraph** follows the purpose of the claim. Identify the **topic sentences** for each paragraph. The topic sentences should offer transitions among ideas and make arguable sub-claims that directly link to the writer’s main claim.
* Now read the **conclusion**. It should offer NO repetition of what is in the paper. (Think about it. The writer has already presented a thesis and elaborated on these ideas. Why repeat?! The conclusion should work as the final reflection of the study.) If it does offer *any* repeated ideas, make a note “Do not repeat ideas in conclusion.”

**PERSON 2: EVIDENCE/CLAIMS**

* Read the paper. Has the writer used **support** for his/her claims? Because this is a researched argument, primarily the writer’s opinion should be supported by outside data. The writer should have included specific **details** based on what he/she has observed or experienced, in addition to what he or she has read. If not, make a LARGE notation for him/her to ADD support.
* Has the author appropriately **cited** quotes, paraphrases, and ideas taken from sources? Check that each parenthetical citation has a corresponding entry on the works cited page.
* Are there any **logical fallacies**?
* Is the graphic or **visual** relevant to the main claim of the paper?

**PERSON 3: EDITING/PROOFREADING**

* Are there any **run-ons, fragments**, or **comma splices**? Are **commas, semi-colons**, and **colons** used correctly? Are **quotations marks** used correctly?
* Are the labeled **rhetorical devices** effective? Make sure that the writer has a purpose for the device other than “the teacher made me do it.”
* This paper may use first person **pronouns** (I, me, my, myself, we, our, ourselves, us) or NOT second person pronouns (you, your, yourself) except in direct quotes.
* Look for any use of the same words in close proximity. This is a violation of “WT = **word territory**.” Words are weakened when they are overused. Mark these!
* Look for extra, **unnecessary words**. Help the writer cut out the fluff. Are there any sentences that could be restated for clarity?
* Watch for **word choice**. This is a FORMAL paper for an ACADEMIC audience. The language should reflect this. (Example: “stuck up” should be changed to “conceited”) NO use of slang.
* Highlight any use of the word “**thing**” (anything, everything, things, stuff, alot, a lot) in this paper other than in direct quotes. The writer will need to change these nebulous words.
* Circle any **contractions** (other than those in direct quotes!). Your writer will need to write these out. (Ex: couldn’t = could not)
* See if the writer has said “**this means that**” or “what the quote says” after a quote. Mark out these words to edit the sentence to what it DOES say.
* Mark out “**there is/there are**” structures ANYWHERE (other than direct quotes). All this does is delay the subject.
* Circle ALL “**to be**” verbs. (See list below.) The writer will need to work to replace these verbs.

**Alternative Words for “Says”**

Accept, Accuse, Acknowledge, Admit, Advertise, Affirm, Agree, Allege, Announce, Answer Confess, Confide, Confirm, Contend, Continue, Declare, Defend, Demand, Hint, Observe, Offer

**“To Be” verbs:**

* to be **(is, am, are, was, were, be, been, being**)
* to become (any variation of **become**)
* to seem (any variation of **seem**)
* **look, smell, appear, prove, sound, remain, taste, grow, feel**

**Alternatives for “Be” Verbs**

* Check first for passive voice—any past tense helping verb following by a past tense action verb. If you find that construction, simply put the subject at the beginning of the sentence—make sure the Subject is doing the Action.
* ie. *I was driven to the mall.* The past helping verb “was” plus the past action verb “driven” equals passive voice. Put the subject in the driver’s seat. ie. *Sarah drove me to the mall.*  Now you have eliminated the “be” verb.
* Check for linking verbs and rewrite. ie. *Sally is pretty.* Rewrite a more interesting sentence. ie. *Sally’s clear green eyes and fresh pink cheeks illuminate the room.*

**AP Language Researched Argument PaperRubric Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Points Scale: 3 exceeds 2 meets 1 does not meet**

**5 points** \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Product/Deliverables** CBAPELC LO8

* Materials are delivered in large envelope. Name/Class Period/Date on outer envelope.
* Materials arranged in this order:

Rubric

Final draft including works cited and works consulted

*Blackboard*report with your name, highlighted warnings, and %

two rough drafts with peer editing form

formal outline

annotated sources

analysis notes

proposal

annotated bibliography

**3 2 1 (x 10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_**Introduction** CBAPELC S3

* Intro appeals to ethos, logos, pathos. Thesis is clearly stated.
* Thesis makes a strong assertion and also addresses the “so what” aspect of the issue. *Thesis does not ask any questions!* There is additional personal commentary about the topic before the thesis.

**3 2 1 (x 15 )** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Body Paragraphs** CBAPELC S1, CBAPELC S4, CBAPELC S5

* Body paragraphs support main idea of thesis. Ideas in each paragraph support topic sentence. Topic sentences clearly support and further the argument presented in the thesis.
* Each topic sentence clearly makes its own claim (a mini-thesis) and the paragraph that follows supports that claim.
* Thoughts are organized and flow; there is good transition between paragraphs.
* Student addresses several aspects of the issues; through the use of counterarguments, it is clear that student knows the issue is not “black & white.” Student does not make assumptions, generalizations, and does not use logical fallacies in paper.
* Paragraphs do not begin with a quote and do not end with a quote.
* Content in paragraphs goes in depth. Student analyzes in great detail and offers interesting insight.
* There are at least TWO rhetorical devices per section. Rhetorical Devices are underlined, work in the context, serve to strengthen the argument, and make sense.

**3 2 1 (x 10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Conclusion** CBAPELC S3

* Conclusion contains insight, and provides closure. Conclusion does not repeat statements already made. Student does not use the words “I have told you” or “you” or “In this conclusion” or “in conclusion” or “I have proven.”

**3 2 1 (x 5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Format** CBAPELC C7

* Paper includes a sufficient number of **quotes from at least 5-6 credible sources.** Each quote is thoughtful, thorough, and summarizes/supports the main idea of the paper/paragraph. Ratio should be 75% analysis, 25% quotes.
* Each quote has an effective and thoughtful lead-in and an effective and thoughtful analysis afterwards. Student has more analysis than quotes.
* MLA format followed correctly **(page numbers on top right with last name, title page, heading, title (not bold or underlined) spacing at 1” margins, 12 pt. times new roman font, double spaced (no more no less), etc.**
* 7-12 pages, double spaced and typed (the entire paper MUST be typed).
* Section headers are bolded and are flush with the left margin.

**3 2 1 (x 10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Documentation** CBAPELC C8

* Works Cited and Works Consulted follow MLA format (alphabetized, punctuated and worded as displayed in the Student Research Guide).
* Entries on Works Cited page match parenthetical documentation.

**3 2 1 (x5)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Visual Rhetoric** CBAPELC C6

* Visual adds to the argument and includes a caption.
* Visual is cited properly within the document and on the works cited page.

**3 2 1 (x 10)** \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Mechanics** **and Voice** CBAPELC S2

* Punctuation, Spelling, Capitalization, Grammar, Sentence Structure: variety of sentences
* Word Choice: Students uses language that combines scholarly knowledge and appropriate voice. Student has a strong voice and tone/student does not “vent.”

**\_\_\_\_\_\_/200 Total Score (\_\_\_\_\_\_ %)**

**Action Research Rubrics (**Cut from bottom of second page.)

**Works Cited/Consulted Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Title \_\_\_\_/ 5

Alphabetical order \_\_\_\_/ 5

MLA Format for entries \_\_\_\_/ 10

Page numbers \_\_\_\_/ 5 **Total** \_\_\_\_/ 25

**Formal Outline Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

MLA heading, title 1 2 3 4 5

Numbering 1 2 3 4 5

Sentence Form 1 2 3 4 5

No singletons 1 2 3 4 5

Thorough 1 2 3 4 5 **Total \_\_\_\_\_ / 25**

**Action Research Cycle 2 Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Analyzes responses 1 2 3 4 5

Describes experiments 1 2 3 4 5

Evaluates outcomes 1 2 3 4 5

Reveals limitations 1 2 3 4 5

Reflects 1 2 3 4 5 **Total \_\_\_\_\_ / 25**

**Visual Rhetoric Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Explanation of how Visual relates to content 1 2 3 4 5

Different Font (not TNR) 1 2 3 4 5

Citation (parenthetical and bibliographic) 1 2 3 4 5

Caption that relates to content 1 2 3 4 5

**Total \_\_\_\_\_ / 20**

**Action Research Cycle 1 Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Lists questions/experiments 1 2 3 4 5

Participants 1 2 3 4 5

Time Table 1 2 3 4 5

Valid reasoning 1 2 3 4 5

Predictions 1 2 3 4 5 **Total \_\_\_\_\_ / 25**

**Literature Review Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Combines summary and synthesis 1 2 3 4 5

Quality sources/current/applicable 1 2 3 4 5

Lead-ins, quotation marks 1 2 3 4 5

Proper citation of sources 1 2 3 4 5

Conventions 1 2 3 4 5 **Total \_\_\_\_\_ / 25**

**Analysis Notes Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Number of Notes \_\_\_\_\_\_ 1 2 3 4 5

Paragraph # 1 2 3 4 5

2-sentence lead 1 2 3 4 5

Quote lead-in 1 2 3 4 5

Parenthetical Documentation 1 2 3 4 5

2-sentence Commentary 1 2 3 4 5 **Total \_\_\_\_\_ / 30**

**Annotated Sources Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Number of Direct Quotes \_\_\_\_\_ 1 2 3 4 5

Number of Paraphrases \_\_\_\_\_ 1 2 3 4 5

**Direct Quotes**

Highlighted 1 2 3 4 5

 Explained 1 2 3 4 5

 Outline Number 1 2 3 4 5

**Paraphrases**

Bracketed 1 2 3 4 5

 Re-written 1 2 3 4 5

Explained 1 2 3 4 5

Outline Number 1 2 3 4 5 **Total \_\_\_\_\_ / 45**

**Working Outline Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

MLA heading, title 1 2 3 4 5

Numbering 1 2 3 4 5

Parallel structure 1 2 3 4 5

Point based 1 2 3 4 5 **Total \_\_\_\_\_ / 20**

**Annotated Bib Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Introduction \_\_\_\_\_/10

6 Entries \_\_\_\_\_ /60 (10 points per entry: summary, evaluation, quote)

MLA Citations \_\_\_\_\_/30 (5 points per entry) **Total \_\_\_\_\_/100**