**AP LANGUAGE/SPRING 2017 POLITICAL ISSUE 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. . \*Works Cited and Consulted do NOT count as pages (but have continuous pagination).

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| --- | --- | --- | --- |
| **Packet Page**  | **Due Date** | **Item** | **Additional Resources** |
| 3 |  | Working Outline | *MLA Handbook* pp. 41 |
|  | **W 1/25****W 2/1** **W 2/8** | World News Search |  |
| 6 | **W 2/15** | Rhetorical Précis #1 | *Patterns* p. 759*;**Patterns* Citations: pp.774-781*;*  *Patterns* Evaluating Sources: p. 760-761 |
|  | **M 2/27** | Read *They Say, I Say* intro & ch. 1-3 |  |
| 7 | **T 2/28** | Research Proposal | *MLA Handbook* pp. 31-38; *The Craft of Research* pp. 36-50. |
|  | **W 3/1** | Lab: two scholarly articles |  |
| 6 | **F 3/3** | Rhetorical Précis #2 |  |
| 8 | **W3/8** | Introduction draft  | *They Say, I Say* ch.1 |
| 10 | **M 3/13** | Annotated Sources Check | *MLA Handbook* pp. 38-40 |
| 11 | **F 3/17** | Analysis Notes Check  | *Patterns* pp. 761-769  |
| 14 | **T 3/21** | Literature Review Draft for Peer Editing | *MLA Handbook:* Plagiarism pp. 51-60; *MLA Handbook*: Editing pp. 63-112; *They Say, I Say* ch.2-3 |
|  | **W 3/22** | Read *They Say, I Say* ch. 4-6 |  |
| 15-16 | **W 3/29** | Argument Draft w/ Visual Rhetoric | *They Say, I Say* ch.4-6; *MLA Handbook* p. 118 |
|  | **Th 3/30** | Read *They Say, I Say* ch. 7 |  |
| 17 | **F 3/31** | Conclusion draft  | *They Say, I Say* ch.7 |
|  | **F 3/31** | 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.  |
|  | **M 4/10** | Read *They Say, I Say* ch. 8 & 11 |  |
| 18-21 | **M 4/10** | Complete Draft with Incorporated Quoted Material for Peer Editing plus Works Cited AND Works Consulted Page Check | This draft MUST be a typed, complete draft including visual rhetoric, rhetorical devices, and works cited. *Patterns* p. 774*; MLA Handbook* pp. 123-211, 213-231.; *They Say, I Say* ch.8 & 11 |
|  | **W 4/12** | Final Draft: Non-negotiable Final Due Date | *Patterns* p. 782-788*; MLA Handbook* pp. 115-122 |
| 22-24 |  | 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. Analysis notes
6. Annotated sources
7. Rhetorical Précis
8. Research Proposal
9. 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: 14308743**

**enrollment password: aplangsp17**

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 9.) 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.**

**POLITICAL ISSUE RESEARCHED ARGUMENT PAPER**

One of the main intents of the AP English Language and Composition course is to prepare students to be active participants in the civic discourse of our democratic society. In essence, students need to know what is going on in the world around them and utilize that knowledge as critical readers and writers.

Additionally, College Board requires that 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. The course also teaches students how to cite sources using a recognized editorial style (e.g., Modern Language Association).

Students will choose a current political topic to examine from all angles of opinion. They will gather sources that span the multiple political positions related to the topic. From their research, students will make an informed argument that incorporates public, professional, and personal opinion.

We will be reading and using templates offered in *They Say, I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein.

**BASIC PAPER OUTLINE**

1. Introduction
	1. Definition of the issue
	2. Description of nature of issue
	3. Classification of values of associated with issue
	4. Narration of personal interest in issue
	5. Assertion of claim statement (to be refined after research)
2. Literature Review (primary and secondary sources—THEY SAY)
	1. Historical context of growth of issue in the U.S.
	2. Comparison of professional viewpoints associated with the issue in the U.S.
3. Argument (personal interpretation--I SAY)
	1. Claim statement of personal opinion about the issue
	2. Reasons that support the claim statement
	3. Evidence that prove the validity of the claim statement
4. Conclusion
	1. Social implications of personal claim statement
	2. Community impact of resolution of issue

**CHOOSING A TOPIC**

For this research assignment, you will choose a current political issue to learn more about. You should choose an issue that you do not already hold a firm opinion about so that you can look at all sides of the issue in a non-biased, objective manner until you are well-versed in the topic.

You will turn in a series of three **World News Wednesday** assignments. This work will help you to narrow a topic for research. When finding articles for these assignments, your goal is to find all the sides or positions related to your topic. Who all cares about this issue, and what do they believe?

**EXPANDING YOUR SEARCH TERMS AND KEY WORDS**

View this YouTube video:

*Boolean searches: A Research Tutorial* <https://www.youtube.com/watch?v=4dOICAZlMbc>

**Use Wikipedia as a Spring Board:**

1. Search your topic on Wikipedia.
2. Browse through the page.
3. Make a list of words that recur on the page that might help you expand your search later.
4. Click on each of the resource links on the Wikipedia page.
5. At each link, determine if the article is useful to your topic. Note the URL so that you can come back to it later. Look for more key words to add to the list in #3.

**Search your key words in Cobb Digital Library:**

1. Go to [www.harrisonhigh.org](http://www.harrisonhigh.org)
2. Under Academics, choose Media Center
3. Under Online Resources, choose Cobb Digital Library
4. You will be directed to Mackinvia.
5. Type in Harrison High School, Kennesaw, GA. Username= student ID; Password= read.
6. Choose Databases.
7. Use the following databases: Academic Search Complete, Advanced Placement Source, or Galileo Advanced.

**Use Advanced Search to Find Relevant Articles:**

1. In the database of your choice, under the search bar, choose “Advanced Search.”
2. Enter one of the key words from your initial list in the first bar. ie. Cheerleading
3. In the second and third bars, you can qualify your first word by using the AND, OR, NOT dropdown and entering another word. ie. AND Sport NOT Olympics.
4. Under the key word bars, check “Also search within the full text of the articles” and “Full Text.”
5. If the publication date is relevant, you can also search within a specific time frame.
6. Continue to use a combination of words and qualifiers until you find relevant information.

**HOW TO USE EASYBIB FOR CITATIONS**

1. Go to easybib.com
2. If you went to HHS last year, click Login in upper right corner. Login is firstnamelastname@harrison.com. Password is your student number.
3. If you are new to HHS this year, click Sign Up in the upper right corner. Create a new account select register for free account. Fill in all information. Use your own email or use your cobb email address first.last@students.cobbk12.org Password- use your student number. Coupon code –HarrihsGA
4. Click New Project. Title it AP Lang Research.
5. Click Bibliography.
6. Enter the information prompted in the dialog box beneath the citation type.
7. Always double-check what EasyBib pulled in from the source to make sure it is correct. Make changes if necessary. Add remaining bibliographic entries.
8. Export sources as a Word document.

**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?

**RHETORICAL PRÉCIS** Woodworth, Margaret K. “The Rhetorical Precis.” *Rhetoric Review* 9 (1988): 156-65.

A rhetorical précis invites active readers to analyze an essay’s content (the what) and delivery (the how). It consists of four sentences that blend summary and analysis. Please be sure to quote and cite specific textual references and to include a terminal bibliographic reference (see below for sample).

1. The **FIRST SENTENCE** identifies the essay’s **author and title**, provides the article’s **date** in parenthesis, uses some form of the verb says (claims, asserts, suggests, argues) followed by *that*, and the essay’s **thesis** (paraphrased or quoted).

Example: In “The Ugly Truth about Beauty” (1998), Dave Barry argues that “women generally do not think of their looks in the same way that men do” (110).

1. The **SECOND SENTENCE** describes the author’s **support** for the thesis, the way in which the author develops the essay. (This is where your ideas for Diction, Syntax, Organization, and Perspective come in.)

Example: Barry illuminates this discrepancy by organizing his essay into men versus women categories, by juxtaposing the diction he uses to describe men’s perceptions of their looks (“average-looking” with women’s (“not good enough”), and by comparing men’s perspectives (the Super Bowl, lawn care) with women’s (manicures) (110).

1. The **THIRD SENTENCE** analyzes the author’s **purpose** using an *in order to* statement.

Example: He exaggerates and stereotypes these differences in order to prevent women from so eagerly accepting society’s expectation of them; in fact, Barry claims that men who want women to “look like Cindy Crawford” are “idiots” (111).

1. The **FOUTH SENTENCE** describes the essay’s target **audience** and characterizes the author’s relationship with that audience—or the essay’s tone.

Example: Barry seems to address men in this essay because most of his *yous* refer to men ( as in “If you’re a man” on page 110); however, by using humor to poke fun at men’s perceptions of themselves, Barry seems to want to address women and stop them from obsessively “trying to look like Cindy Crawford” (111).

**The Whole Précis**

In “The Ugly Truth about Beauty” (1998), Dave Barry argues that “women generally do not think of their looks in the same way that men do” (110). Barry illuminates this discrepancy by organizing his essay into men versus women categories, by juxtaposing the diction he uses to describe men’s perceptions of their looks (“average-looking” with women’s (“not good enough”), and by comparing men’s perspectives (the Super Bowl, lawn care) with women’s (manicures) (110). He exaggerates and stereotypes these differences in order to prevent women from so eagerly accepting society’s expectation of them; in fact, Barry claims that men who want women to “look like Cindy Crawford” are “idiots” (111). Barry seems to address men in this essay because most of his *you(s)* refer to men (as in “If you’re a man” on page 110); however, by using humor to poke fun at men’s perceptions of themselves, Barry seems to want to address women and stop them from obsessively “trying to look like Cindy Crawford” (111).

Barry, Dave. “The Ugly Truth about Beauty.” *Mirror on America; Short Essays and*

 *Images from Popular Culture.* 2nd ed. Eds. Joan T. Mims and Elizabeth M. Nollen

NY: Bedford, 2003. 109-12.

**Rhetorical Précis rubric** Each Entry is worth 10 points per part (4 sentences and citation)

**RESEARCH PROPOSAL**

**Before you write, read *The Craft of Research* pp. 36-50. (Found under the research tab on the AP Lang website.)**

*(Write about the current issue you want to research. Explain why you want to research it, its relevance 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**: *(Give an overview of what you have found through your research and precis work)*

Government spending on education has surged over the last decade and a half, with money being funneled to federal programs for low-income students, students with disabilities and a slate of competitions that the Obama administration launched through the economic stimulus package. Federal money has helped to decrease teacher layoffs, provide college tuition for low-income students, and increase Title 1 support. Arguing states’ rights, some politicians believe that the federal department of education should be abolished or should at least be more tightly regulated.

**Primary Claim**: *(You might not be able to make a full claim until you work through all of the sources, so you can pose the claim as a question that you will answer later.)*

I plan to make a claim that answers the following question: What role should the federal government play regarding education funding?

**Why this issue is important to me:** *(What is your interest in the topic? What appeals to you about it?)*

Since I was four years old, I have wanted to be a teacher. I now teach in an affluent school with high achievement ratings. I wish all schools were able to deliver the top-notch instruction we are able to give at Harrison High School. I understand that some of the variables that affect achievement ratings have to do with teacher pay and retention as well as curriculum and materials funding. However, I also know that the federal government sometimes oversteps state wishes in regards to education.

**Purpose and Audience:** *(Who do you need to convince, and what do you want them to do?)*

I am writing this paper so that hopefully I can discover the best way to handle education funding, through federal or state budgets. I plan to send my argument to my state representatives including the state superintendent of schools.

**Research Methods:** *(Where will you find additional information about the topic?)*

My research methods will include using databases such as the Library of Congress to find primary sources relating to the creation of the federal department of education. I will search past and current political ideologies regarding the federal DOE. I will email the current federal secretary of education and the current Georgia schools superintendent with a few interview questions that I develop from the historical research.

**WRITING THE INTRODUCTION PARAGRAPHS**

1. Review your research proposal.
2. Review your “baby” introduction and the PowerPoint presentation on the blog: <http://harrisonaplanguage.weebly.com/research.html> Look under *They Say, I Say* chapter 1.
3. Understand that an introduction to a research paper will span a few paragraphs. One lone paragraph is not enough to introduce your issue.
4. Combine the work you have already done into a cohesive passage that
	* establishes your issue
	* examines the history of the issue as well as the importance of your issue today
	* describes the current "argument" or controversy or questions surrounding the issue.
	* clarifies your community and your role in this issue
	* defines any specialized terms that you are using within the body of your paper.
5. Use a balanced, Rogerian approach to your introduction when you discuss the current "argument."
6. Spark the reader's interest immediately; appeal to pathos.
7. Add at least one rhetorical device to the introduction.

Your introduction must relate the significance of the issue 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. Example:

*The regulations released for the Healthy, Hunger-Free Kids Act, which were first championed by First Lady Michelle Obama as part of her "Let's Move" campaign to fight childhood obesity, drastically changed the school lunch tray. The regulations 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). However, 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, 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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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. 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 has seen many changes in the types of food it offers; it went from Snickers and Sourpatch to slushies and protein bars. 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 , and the Hole in the Wall needs to find new ways to thrive despite the restricting, Healthy, Hunger-Free Kids Act (PARADOX). Federal government oversteps its bounds when determining how states’ schools systems should feed their students. Congress should respect states’ rights in education and leave our food alone!*

**Be sure to include and label at least one rhetorical device among your introductory paragraphs.**

**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.

**Alliteration and Personification do not count for this credit. NO Clichés!**

**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 sources** you are using for your research.

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

* **Green 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!

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

* **Pink Highlight** 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!

**Annotated Sources 35 pts**

Number of Direct Quotes 5

Number of Paraphrases 5

Direct Quotes

 Green Highlighted 5

 Explained 5

Paraphrases

 Pink Highlighted 5

 Re-written 5

Explained 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 (GREEN)

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

PARAPHRASE (PINK)

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

QUOTE (GREEN)

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 context 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.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Example from *They Say, I Say*:

The feminist philosopher Susan Bordo deplores Western media’s obsession with female thinness and dieting. Her basic complaint is that increasing numbers of women across the globe are being led to see themselves as fat and in need of a diet. Citing the islands of Fiji as a case in point, Bordo notes that “until television was introduced in 1995, the islands had no reported cases of eating disorders. In 1998, three years after programs from the United States and Britain began broadcasting there, 62 percent of girls surveyed reported dieting” (149-50). Bordo’s point is that the Western cult of dieting is spreading even to remote places across the globe. Ultimately, Bordo complains, the culture of dieting will find you, regardless of where you live.

**Analysis Notes 30 pts**

Number of Notes 5

2-sentence context 5

Quote lead-in 5

Parenthetical Documentation 5

2-sentence Commentary 5

**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.

**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 about the issue come from past studies? How is what you believe similar to or different from what others believe?

You will combine your analysis notes, paraphrases from annotated sources, and portions of your rhetorical précis to create the literature review. Simply arrange the information in a logical order (try grouping similar opinions together), add transition sentences where appropriate, and use paraphrases to fill in the gaps. Be sure to add at least one rhetorical device to the literature review.

**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?
* 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**

**WRITING YOUR ARGUMENT**

Arguments are claims backed by reasons which are supported by evidence. Argumentation is then a social process of two or more people making arguments, responding to one another--not simply restating the same claims and reasons--and modifying or defending their positions accordingly. After considering your topic from multiple positions of opinion, you should be ready to formulate your own ideas and possible solutions or proposals.

Begin with your overall claim.Claims are statements about what is true or good or about what should be done or believed. Claims are potentially arguable. Follow your claim with a reason. Reasonsare statements of support for claims, making those claims something more than mere assertions. They can be linked to claims with the word *because*, and they supply answers to a hypothetical challenge to your claim. Follow your reasons with evidence.Evidence serves as support for the reasons you offer and helps compel audiences to accept your claims. Evidence comes in different sorts, such as examples, anecdotes, testimony, or numbers.

Add at least one rhetorical device to your argument section.

**Read chapters 4, 5, and 6 of *They Say, I Say*. Then use some of the templates it offers to create your argument.**

**Disagreeing, with reasons:**

• I think that X is mistaken because she overlooks \_\_\_\_\_\_\_\_\_\_.

• I disagree with X’s view that \_\_\_\_\_\_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_\_\_\_\_\_.

• X’s claim that \_\_\_\_\_\_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_\_\_\_\_\_.

**Agreeing, with a difference:**

• X is surely right about \_\_\_\_\_\_\_\_\_\_ because, as he may not be aware, recent studies have shown that \_\_.

• X’s theory of \_\_\_\_\_\_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_.

• I agree that \_\_\_\_\_\_\_\_\_\_ a point that needs emphasizing since so many people believe \_\_\_\_\_\_\_\_\_\_ .

**Agreeing and disagreeing simultaneously:**

• Although I agree with X to a point, I cannot accept her overall conclusion that \_\_\_ because \_\_\_\_\_\_\_\_ .

• Although I disagree with much of what X says, I fully endorse his/her final conclusion that \_\_\_\_\_\_\_\_\_\_.

• Though I concede that \_\_\_\_\_\_\_\_\_\_ I still insist that \_\_\_\_\_\_\_\_\_\_ .

• X is right that \_\_\_\_\_\_\_\_\_\_ but she seems to be on more dubious ground when she states \_\_\_\_\_\_\_\_\_\_ .

**Signaling who is saying what:**

• X argues \_\_\_\_\_\_\_\_\_\_.

• My own view, however, is that \_\_\_\_\_\_\_\_\_\_.

• Yet a careful analysis of the data reveals \_\_\_\_\_\_\_\_\_\_.

**Embedding voice markers (e.g., introducing your point of view):**

• X overlooks what I consider an important point about \_\_\_\_\_\_\_\_\_\_.

• I wholeheartedly endorse what X calls \_\_\_\_\_\_\_\_\_\_.

• My discussion of X is in fact addressing the larger matter of \_\_\_\_\_\_\_\_\_\_.

• These conclusions will have significant applications in \_\_\_\_\_\_\_\_\_\_ as well as in \_\_\_\_\_\_\_\_\_\_.

**Making concessions while still standing your ground:**

• Although I grant that \_\_\_\_\_\_\_\_\_\_, I still maintain that \_\_\_\_\_\_\_\_\_\_.

• While \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_\_\_\_\_\_.

**VISUAL RHETORIC**

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

**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.

**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 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 **one underlined and labeled rhetorical device**.

**A Final Check…**

**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*

Conceding: *admittedly, naturally, of course, to be sure*

**WORKS CITED AND CONSULTED PAGES**

The works cited page is a continuation of the research document. Both the works cited page and the works consulted page stand on separate pages from the document.

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

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.

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.

Example:

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.

**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

*Turnitin.com* report

Peer edited drafts

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 (\_\_\_\_\_\_ %)**

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

**Argument Rubric Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Offers claims, reasons, evidence 1 2 3 4 5

Uses They Say, I Say templates 1 2 3 4 5

One labeled rhetorical device 1 2 3 4 5

Visual Caption that relates to content 1 2 3 4 5

Visual Caption Different Font (not TNR) 1 2 3 4 5

Visual Citation (parenthetical and bibliographic) 1 2 3 4 5

**Total \_\_\_\_\_ / 30**

**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

One labeled rhetorical device 1 2 3 4 5

Conventions 1 2 3 4 5

**Total \_\_\_\_\_ / 30**

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

Number of Notes \_\_\_\_\_\_ 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

**Paraphrases**

Bracketed 1 2 3 4 5

 Re-written 1 2 3 4 5

Explained 1 2 3 4 5

**Total \_\_\_\_\_ / 35**

**Rhetorical Précis Rubric #2 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

2 Entries **\_\_\_\_\_ /20** (10 points per sentence plus citation)

**Rhetorical Précis Rubric #1 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

3 Entries **\_\_\_\_\_ /30** (10 points per sentence plus citation)