

**Dr. P. Parks fall** 2016

Theme: Marginalized groups





Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ time class meets \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Questionnaire

1. What high school did you attend and when did you graduate?

2. When did you take English 50/53? Describe your experiences in that class.

3. What are your strengths as a writer?

4. What are your weaknesses as a writer?

5. How much do you read or write on a regular basis outside of class assignments?

6. What interests you about marginalized people?

**Schedule Assignment part one**

A. Using the schedule grid, fill in your commitments that happen at a certain time, such as school, work, church, transportation around those, etc. (done in class)

B. Make a list of those things that you have to do, but not at a particular time, such as shop, sleep, eat, exercise, relax, socialize, clean, run errands, etc. About how many hours, do you think each one takes? Homework is figured at 2 hours outside of class for every hour in class. Schedule in preview time before class and review time after class. Set aside time each day to study and time once a week to review the week's lessons. Allow time for relaxation and exercise. Fill in the boxes. Make sure you have enough boxes to accommodate all of your responsibilities and that you have a balanced life. Try to eat and sleep at about the same times every day. (done in class)

C. Follow your schedule for a week or two.

D. Think about how it is going for you. Write a two-page assessment of how well your plan is working. Organize your assignment using the following numbering system rather than in an essay format. Type all of each question and answer it.

1. How did you manage your time before being asked to create a schedule and follow it?

2. Does your schedule allow enough time for all that you need to do? Does your plan have enough flexibility, or is your time so tightly scheduled that any mishap means you are stressed or behind?

3. Have you used your time wisely? What tips do you have on being efficient? Did you use any of the time management tips on the handout? Which were most helpful? Explain the tips, not just list the numbers.

4. If your schedule changes every week due to work or for whatever reason your plan isn't working, what can you do differently in creating a new plan? What modifications will you make?

5. What did you learn about time management?

6. What on campus resources will you use to help you meet your long-term and short-term goals? (state what your goals are)

**Time Tips**

1.Count all your time as time to be used and make every attempt to get satisfaction out of every moment.

2.Find something to enjoy in whatever you do.

3.Try to be an optimist and seek out the good in your life.

4.Find ways to build on your successes.

5.Stop regretting your failures and start learning from your mistakes.

6.Remind yourself, "There is always enough time for the important things." If it is important, you should be able to make

time to do it.

7.Continually look at ways of freeing up your time.

8.Examine your old habits and search for ways to change or eliminate them.

9.Try to use waiting time­­-review notes or do practice problems.

10.Keep paper or a calendar with you to jot down the things you have to do or notes to yourself.

11.Examine and revise your lifetime goals on a monthly basis and be sure to include progress towards those goals on a

daily basis.

12.Put up reminders in your home or office about your goals.

13.Always keep those long term goals in mind.

14.Plan your day each morning or the night before and set priorities for yourself.

15.Maintain and develop a list of specific things to be done each day, set your priorities and get the most important ones done as soon in the day as you can. Evaluate your progress at the end of the day briefly.

16.Look ahead in your month and try and anticipate what is going to happen so you can better schedule your time.

17.Try rewarding yourself when you get things done as you had planned, especially the important ones.

18.Do first things first.

19.Have confidence in yourself and in your judgment of priorities and stick to them no matter what.

20.When you catch yourself procrastinating-ask yourself, "What am I avoiding?"

21.Start with the most difficult parts of projects, then either the worst is done or you may find you don't have to do all the other small tasks.

22.Catch yourself when you are involved in unproductive projects and stop as soon as you can.

23.Find time to concentrate on high priority items or activities.

24.Concentrate on one thing at a time.

25.Put your efforts in areas that provide long term benefits.

26.Push yourself and be persistent, especially when you know you are doing well.

27.Think on paper when possible-it makes it easier to review and revise.

28.Be sure and set deadlines for yourself whenever possible.

29.Delegate responsibilities whenever possible.

30.Ask for advice when needed.

Adapted from A. Lakein. *How to Get Control of Your Time And Your Life*

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| **Criteria for time management** | | | **Keep it up!**  (Met expectations) | | **Opportunities** (Inconsistently met expectations) | | | | **Want to talk?**  (Didn't meet expectations) | |
| **Content**  **(60%)** | | | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence. | | | | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. | |
| **Organization**  **(10%)** | | | Follows numbering given in the instructions. | | Skips a question or answers them in a different order.  Doesn't type out question. Doesn't number questions. | | | | Doesn't follow numbering. Confusing as to which question is being answered. | |
| **Grammar**  **(30%)** | | | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | | | | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. | |

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**schedule assessment part 2 (done after part 1)**

You have now been following a schedule for a month or two. Evaluate how things have been going. Type each question and answer it.

1. How has your schedule of time management ended up this semester, especially during times such as midterms or big assignments?

2. How much time do you spend each week on each of your classes outside of class? List the class and hours per week you spend total in studying, reading, writing, etc. Is that enough? How are your grades in your classes? Answer all of each question.

3. Did you end up dropping any classes? Why?

4. Have you turned in assignments late or not at all or not given them the time they deserve? Give examples. What was the reason? How did it end up?

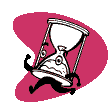
5. If you had a work schedule that changed every week, what did you do in terms of planning your time?

6. What is your plan in terms of time management for next semester?

7. What did you learn about time?

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| --- | --- | --- | --- |
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**Helpful information and grammar basics**

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**Persuasive or argumentative writing**

The goal of persuasive writing is to influence a reader's thoughts or actions. The writer may appeal to the reader's mind or emotions or both. A good argument always includes non-biased evidence, such as facts, examples, or expert opinion.

In this class, you will write persuasive essays that use various modes of development to advance your position.

**How to argue persuasively**

We are surrounded by arguments and persuasion every day. They can take the form of anything from television ads to family members. Often the purpose is to get the audience to change his/her thoughts or behaviors through persuasive appeals. During this semester, you will study argument from the standpoint of a reader and as a writer.  The better arguments use a variety of techniques to sway readers. This is a quick summary of ways to approach an argumentative essay; in class we will look at specific examples.

Use evidence.  The evidence must support the thesis. The strongest evidence is relevant, unbiased, accurate, and representative. It can be

* examples
* facts, statistics, study
* expert authority

Use appeals

1. logic. (logos) Logical appeals support a point of view through reason and a presentation of factual evidence. Logic appeals to common sense. The evidence can include statistics, specific instances, documents, test results, expert testimony, fictional examples to illustrate ideas, eyewitness testimony, and surveys. Logic is used in academic, business, and government writing.  It should form the basis of your essays.

2.  ethics. (ethos)  Ethics reflect deeply held convictions, like patriotism, religion, and humanitarianism. Referencing any of those can show the reader that the writer is a well-informed person of good will who is to be believed. Arguers who demonstrate fair mindedness and good character are more convincing than individuals who lack these qualities. It establishes the credibility of the author and seeks to form common ground with the reader. The ethical appeal is the basis of many sermons, editorials, and political speeches that emphasize shared values and beliefs. This can be a powerful motivator, but only works on audiences with common moral philosophies.

3. emotion. (pathos) Emotional appeals touch and arouse the feelings or emotions of the reader. Emotion also taps into his/her needs to be creative, independent, or popular. It uses images, sensations, or shock techniques to lead people to react. It can include emotional language, personal narratives, and vivid description of events. Emotional appeals are used in public relations, marketing, advertising, and political campaigns. For example, sex appeal is used to sell products from shampoo to cars. Images of starving children will provoke pity and empathy. Emotional appeals engage the reader and can be appropriate when the subject is emotional. These appeals can produce strong responses, but can be short lived and distract from the issue. Your argument should not rely solely on this appeal.

Anticipate objections. When you know your audience and their objections to your point of view, you can fairly stating their case and then refute their argument. This technique may help the writer win over a hostile audience. It shows that you are aware that others may disagree with you and that you have an understanding of and an answer to their concerns.

Arrange ideas. Build to your strongest point is usually the best way to organize your essay .  Also, your points should flow seamlessly from beginning to end.

Use humor. Humor can lighten the mood or cast a new light on the subject.

Don't insult your reader. It hurts an argument. No one wants to read, "if you cared about children, you'd agree with me."  Demeaning and negative language alienates the reader.

Argument from induction. Inductive arguments provide a number of examples and draw a conclusion (claim). The examples must be accurate and representative. The examples could be responses to a questionnaire, interviews, car sales, or blood test results, etc. The claim is a generalization made on the basis of the examples. Scientific conclusions are reached inductively.

Argument from deduction. Deductive arguments start with a true statement (major premise), provide a specific example (minor premise), and draw a conclusion about the the example. The true statement could be a contrast, will, insurance policy. The minor premise is tested against the major premise. If both the major premise and minor premise are true, the conclusion should be also.

 Avoid fallacies. Fallacies are errors in reasoning that lead to wrong conclusions. These are the most common.

* non sequitur (from the Latin "it does not follow"): stating a conclusion that doesn't follow from the premise. "He has a new computer, so he must be highly skilled in the use of computers."
* oversimplification: supplying neat and easy explanations for large and complex issues.
* hasty generalizations: leaping to a generalization from inadequate or faulty evidence. They can lead to stereotypes. "Women are too weak to fight in combat"
* either/or reasoning: assuming that a reality can be divided into only two parts or extremes or two solutions to a situation. "This country can have a strong defense program or a strong social welfare program."
* argument ad hominem (from the Latin "to the man"): attacking a person's views by attacking his character. "What does he know about marriage? He's been divorced twice.)
* Begging the question: repeating that what you stated in your premises is true because it's true. The writer should prove that it's true not argue in a circle. "It's true because I know it's true."
* post hoc, ergo propter hoc (from the Latin "After this, therefore because of this"): assuming that because B followed A that B was caused by A. (see modes of development, cause and effect writing). Sometimes no causal relationship exists. "People will be attractive and popular if they drink a certain soda."
* bandwagon appeal: assuming that since everyone is doing it, that it is good.  Polls use this to promote a candidate or fashion trend.

**Error marking guide**

frag incomplete sentence

r-o two sentences run together without appropriate punctuation

verb errors in form or agreement

tense incorrect /inconsistent verb tense

pro incorrect pronoun ref or agreement

wc word choice

slang informal English or slang

dm/mm dangling or misplaced modifier

cap capitalization needed or omitted

? not clear

^ this should be one word

awk sentence is awkward

p punctuation (comma, semi-colon, colon) error

¶ indent for new paragraph

sp spelling error

Voc vocabulary error, such as their/there

Jayme Thompson

Dr. Parks

English 1a 11:10

9 July 2014

Summary/Response for "My Week as a Waiter"

**Summary**: Frank Bruni, a food critic who wrote "My Week as a Waiter," tells about his week working as a waiter in a Cambridge, Massachusetts restaurant. His goal was to see what a waiter's life is like. Although he covered a smaller number of tables than the rest of the staff, Bruni described the job as exhausting. He found it difficult to memorize the extensive menu and list of beers. Customers often asked many questions about an item and then ordered their usual. Many were hard to please, expecting him to read minds. The owner explained that people are often rude when they are either hungry or drinking. Bruni had to be calm, patient, strong, and agile.

**Response**: I don't know why customers treat people in the food industry so poorly. Some act like the waiter is their personal servant. I was always taught to be kind to people who handled your food. I have worked at two food service jobs: a bagger at Vons market and a counter person at 31 Flavors. Both jobs were physically demanding, and I always went home exhausted at the end of my shift. People were impatient if they had to wait. At Baskin Robbins, they got mad if their ice cream cone wasn't perfect, and at Vons, they were particular about how their bags were packed. I don't know why we, as a society, undervalue food service jobs and treat the teen and adult workers with rudeness and impatience. My experience changed the way I treat them.

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, article (journal or magazine)**

1. Who is(are) the author(s) of the article?

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

2. For what university do the author(s) teach and conduct research? What is his/her education?

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

3. What else has the author written or on what topics does the author write?

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4. What is the name of the publication where the article is published? What is the publication's reputation?

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5. How would you describe the publication's audience (general or specific)?

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6. How long is the article? (It must be 3 pages long to be used as a source for your essay)

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7. How many sources are listed at the end of the article or are used in the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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10. On a scale of 1-10 how scholarly would you rate the article. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Feedback from classmate.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, article (journal or magazine)**

1. Who is(are) the author(s) of the article?

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3. What else has the author written or on what topics does the author write?

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4. What is the name of the publication where the article is published? What is the publication's reputation?

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5. How would you describe the publication's audience ( general or specific)?

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4. What is the name of the publication where the article is published? What is the publication's reputation?

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

5. How would you describe the publication's audience (general or specific)?

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

6. How long is the article? (It must be 3 pages long to be used as a source for your essay.)

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

7. How many sources are listed at the end of the article or are used in the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

10. On a scale of 1-10 how scholarly would you rate the article. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Feedback from classmate.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, article (journal or magazine)**

1. Who is(are) the author(s) of the article?

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

2. For what university do the author(s) teach and conduct research? What is his/her education?

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

3. What else has the author written or on what topics does the author write?

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

4. What is the name of the publication where the article is published? What is the publication's reputation?

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

5. How would you describe the publication's audience (general or specific)?

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

6. How long is the article? (It must be 3 pages long to be used as a source for your essay.)

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

7. How many sources are listed at the end of the article or are used in the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

10. On a scale of 1-10 how scholarly would you rate the article. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Feedback from classmate.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, book**

1. Who is(are) the author(s) of the book or chapter of a book?

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

2. For what university do the author(s) teach and conduct research? What is his/her background?

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

3. What else has the author written or on what topics does the author write?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. What is the name of the publishing company? How well known is it?

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

5. How would you describe the book's audience, such as a general audience or an audience that has background on the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How many sources are listed at the end of the chapter or are used in the chapter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

9. On a scale of 1-10 how scholarly would you rate the book. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Feedback from classmate. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, book**

1. Who is(are) the author(s) of the book or chapter of a book?

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

2. For what university do the author(s) teach and conduct research? What is his/her background?

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

3. What else has the author written or on what topics does the author write?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. What is the name of the publishing company? How well known is it?

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

5. How would you describe the book's audience, such as a general audience or an audience that has background on the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How many sources are listed at the end of the chapter or are used in the chapter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

9. On a scale of 1-10 how scholarly would you rate the book. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Feedback from classmate. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, website**

1. Who is(are) the author(s) of the website?

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

2. What are the author's credentials?

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

3. Is the website a .com, .gov, .org, net, or.edu or other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the website trying to sell something? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. How would you describe the website's audience, such as general audience or one that has a background in the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How long is the article? (It must be 3 pages long to be used as a source for your essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. How many sources are listed at the end of the article or are used in the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

10. How could you use this website in a research paper? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. On a scale of 1-10 how scholarly would you rate the article. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Feedback from classmate. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source evaluation, website**

1. Who is(are) the author(s) of the website?

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

2. What are the author's credentials?

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

3. Is the website a .com, .gov, .org, net, or.edu or other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the website trying to sell something? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. How would you describe the website's audience, such as general audience or one that has a background in the subject? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. How long is the article? (It must be 3 pages long to be used as a source for your essay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. How many sources are listed at the end of the article or are used in the article? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. How would you describe the sources used? (such as interviews, documents, or other studies) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. How would you describe the ideas in terms of complexity and amount of critical thinking needed to understand the concepts? Give an example of a complex idea.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

10. How could you use this website in a research paper? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. On a scale of 1-10 how scholarly would you rate the article. (1 is not at all scholarly, for example a random blog, and 10 is the most scholarly, such as an article in a journal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. Feedback from classmate. Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What answers to the above questions do you agree or disagree? Why

**Write a paragraph that evaluates/qualifies a source 10-20 points**

The purpose of this assignment is to get you to think about the differences between sources. This awareness will help you to select sources for your research paper.

Your paragraph should

* Evaluate the publication (for article) or publisher (book). Who is the audience (general or specialized)? Is it peer reviewed? What is the reputation of the publication or publisher?
* Evaluate the author who wrote the article or book. What is his/her background, education, experience? What else has he/she written?
* Evaluate the quality of evidence and sources. How many sources? (In a journal, they are listed at the end; in a periodical, they are not listed at the end. Count them.) What kind of sources are used? (studies, interviews, journal articles, books).
* Evaluate the depth of information and number of critical thinking opportunities, including amount of details, facts, and college-level ideas. What type of studies or theories are mentioned?
* Evaluate how you might use this source in a research paper on this topic. How would you rate it on a scale of 1 to 10. What are the advantages and disadvantages of this source?

**reading guide to be used for each source**

|  |
| --- |
| Title: |
| Author and credentials |
| Second author and credentials |
| Publication information: journal/magazine/newspaper, date, volume, number |

**background/central question/thesis:**

**key terms/definitions:**

**section 1 title:**

**section 2 title:**

**section 3 title:**

**section 4 title:**

**section 5 title:**

**conclusion:**

**What is your opinion?**

Jayme Smith

Professor Parks

English 1a 1:00

21 August 2016

Outline: Title of Paper

Thesis: Put the thesis of your essay here. It can be one sentence or two sentences. This sentence captures the main point or argument of your essay.

I. This is the topic sentence for the first paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is evidence

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This is evidence .

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

II. This is the topic sentence for the second paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is evidence

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This is evidence

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

III. This is the topic sentence for the second paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is evidence

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This is evidence

It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

Repeat for as many paragraphs as needed

.

Jayme Smith

Dr. Parks

English 1a 1:00

21 January 2016

Original Title

The introductory paragraph is the first paragraph. You can start the essay with background information about your topic and get more narrow and end with thesis. Another idea is to start with the thesis and follow with reasons that the reader will find in more detail in the body paragraphs. Some people start the essay with a story that hooks the reader; the story can be wrapped up in the conclusion. An interesting statistic or fact is another way to hook the reader. If your essay has one source, you can introduce the source in your first paragraph, but don't list several sources in your introduction. Most importantly, always include a thesis in the introduction.

The second paragraph starts with a topic sentence that is a reason that backs up the thesis. The middle of the paragraph has evidence that backs up your topic sentence. The first time you mention a source, include the author's first and last name and *title of the book* in italics. Introduce a written source with a lead in, such as Timmerman writes,..... and end with the page number, such as (53). Only use as much material from your source as you need to make your point. Assume your reader is familiar with the book or movie. The paragraph should end with your ideas. Explain your thoughts, analyze the point. You are answering questions, such as the following: What is the significance? and Who cares? and How does that tie into the thesis? Most of the paragraph should be your ideas, not summary, paraphrase or quote.

The third paragraph.....

**Sentence types**

**Simple – one independent clause**

Example: I

**Compound – two or more independent clauses**

Example: I, cc I.

I; ca, I.

I; I.

**Complex – one independent clause and one or more dependent (subordinate) clauses**

Example: D, I.

I + d.

**Compound complex – two or more independent clauses and one or more dependent (subordinate) clauses**

Example: I, cc I + d.

D, I: ca, I.

**Coordinating Conjunctions (cc)**

**(FANBOYS)**

for, and, nor, but, or, yet**,** so

**CA- conjunctive adverb**

**I – independent clause**

**D – dependent clause**

**SC- subordinating conjunction**

**Common subordinating conjunctions (SC)**

**used in complex sentences**

**Cause or effect Condition**

as even if

because if

in order that if only

since provided

so that since

unless

**Concession** when

although whenever

as if whether

even if how

even though

though

**Comparison or contrast Purpose**

as

as if so that

as though that

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

than **Relative connectors**

whereas(pronouns, adj., adv.)

whether which

while that

whatever

**Space or time** whose

after since whichever

as long as whom

before when what

now that who

once where whomever

whenever whoever

wherever why

until while where

*\*\* Subordinating conjunctions and relative connectors start subordinate (dependent) clauses in complex sentences*

**Common conjunctive adverbs (CA) and transitional phrases**

**Used in compound sentences**

**Addition Comparison or contrast**

also however

besides in comparison

further in contrast

furthermore instead conversely

in addition likewise on the other hand

incidentally nevertheless

moreover otherwise

similarly

nonetheless

**Emphasis**

certainly

indeed **Cause or effect**

in fact accordingly

still as a result

undoubtedly consequently

specifically hence

therefore

**Time** thus

finally

meanwhile

next

now **Misc.**

then for example

thereafter for instance

subsequently after all

even so

anyway

incidentally

*\*\* Conjunctive adverbs connect equal clauses (in compound sentences).*

*I: ca, i*

**Common prepositions**

about into

above like

according near

according to of

across off

after on

against onto

along out

along with outside

among over

around past

as regarding

at round

because of since

before through

behind throughout

below to

beneath toward

beside under

between underneath

beyond unlike

by until

concerning up

despite upon

down up to

during till

except with

except for within

excepting without

for next to

from

in

in addition to

inside

in spite of

instead of \*\*\* start prep. phrases, which add details

**Parts of speech**

**Noun** - names a person, place, thing, idea, feeling.

**Pronoun** - takes the place of a noun.

Personal (I, you, he, she, etc.); reflexive (myself, himself, etc.); relative (that, which, that, whose, etc.); demonstrative (this, that, these, those); indefinite (everybody, few, each); and interrogative (who, what, etc.).

**Verb** - shows action or helps make a statement

Action - shows action

Linking - links a subject to a describing word. These can be linking verbs : to be, to feel, to remain, to grow, etc.

Helping - helps an action or linking verb. Examples are do, does, did, has, had, have, may, might, must, should, would, could, shall, will, can, is, am, are, was, were, be, being, been.

**Adjective** - modifies a noun, tells which one, how many, what kind.

**Adverb** - modifies adjectives and other adverbs, tells how, when where, and to what extent.

**Preposition** - shows a relationship between a noun or pronoun and some other word in the sentence. List is on previous page.

**Conjunction** - joins words, phrases, and clauses.

Coordinating conjunction - for, and, nor, but, or, yet, so

Subordinating conjunction - start dependent clauses (since, when, after, if, etc.)

Correlative - (not only/but also, neither/nor, either/or, both/and)

**Infinitive** - to + a verb

**Articles** - a, an, the (are also adjectives)

**Sentence parts**

**Subject** -

a noun, pronoun, gerund, or infinitive

is never in the prepositional phrase

is never here or there

can be understood or implied

part of the sentence about which something is being said

**Verb** - see previous page

**Clauses**

**Independent clauses** - can stand on their own.

**Dependent clauses** -

can not stand on their own

start with a subordinating conjunction (listed on a previous page)

have a subject and a verb

need an independent clause

are needed to create complex sentences

Example: When I get up

**Sentence errors**

**Fragment**

Not a complete sentence

Could be missing a subject or verb or not be a complete thought

Could be a dependent clause or an added detail

Example: especially the last time

**Run-on**

Two sentences run together without a semi-colon or a period

Example: Jayme keeps me company in my office he often lies across my desk. (Fix with a period or semi-colon between “office” and “he.”)

**Comma rules**

1. Put commas around nonessential information, such as adjective clauses and appositives.

Example: My brother, who drives a red truck, works in the film industry.

I like to eat at Olive Garden, an Italian restaurant.

2. Put commas around interrupters.

Example: The information, however, is subject to discussion.

3. Put a comma after a dependent clause.

Example: After the cats ate, they went to sleep.

4. Put a comma after a coordinating conjunction in a compound sentence.

Example: Jackson sleeps on the sofa, but Jayme likes to sleep in a hidden place.

5. Put a comma between items in a series of three or more.

Example: Jayme meowed, ate his food, and ran around the house.

6. Put a comma after introductory word groups and direct address.

Example: Luckily, I found the source of the leak.

7. Put a comma between a city and state.

Example: Her house in Bakersfield, California, is air-conditioned.

**Semi-colon rules**

1. Put a semi-colon between independent clauses.

Example: Jayme is Jack’s brother; they play well together.

2. Put a semi-colon before a conjunctive adverb in a compound sentence.

Example: Jack is blind; consequently, he runs into the furniture if he gets scared.

3. Put a semi-colon between items in a series that has commas.

Example: I have invited my sister, who lives in Tennessee; my aunt, who lives in Maryland; and my brother, who lives in Los Angeles.

**Colon rules**

1. Put a colon after an independent clause and before a list or explanation.

Example: The career has three qualifications: outgoing personality, good with statistics, and impressive research skills.

2. Put a colon after an independent clause and before a quote.

Example: He explained the colon rule clearly: “When a colon is used to introduce a quotation, the part of the sentence that precedes the colon should be grammatically independent.”

**mechanics**

**Underlining and Italics**

Underline/italize the complete work: newspaper, magazine, CDs, movie, novel, play

**Quotes**

Put quotes around the part: article, song, poem, short story, TV episode

**Apostrophe**

used to make words possessive and in contractions

never used on verbs

never used on possessive pronouns (his, hers, ours, theirs, etc.)

if the word is plural and ends in s, just add an apostrophe

**Capitalization**

Capitalize the first word in a sentence

Capitalize proper nouns



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Information on

papers



**Basic MLA information** (see page 45 for an example)

* essay is double spaced
* has 1-inch margins
* has a heading on the left side only on the first page

Your name

Dr. Parks

English 1a time class meets

date

* has a title centered
* has a header on the upper right side on every page

Last name page number

**Paper 1: Your Journey**

* prepared for peer edit of sentence outline - 3 points
* prepared for peer edit of first draft - 3 points
* paper 1 - 50 points
* conference - 5 points
* get it? - 2 points





**Paper 1: Your Journey 50 points**

**Assignment**: What has been your life journey so far? How has marginalization been part of your journey?

**General Guidelines**

**Due dates**

Pay close attention to due dates. They are on your assignment sheet and will be discussed in class as well.

Drafts must be completed or the final draft will not be accepted.

**Format**

Follow MLA format precisely. See page 58 and your text)

All assignments must be typed in 12 point Times New Roman.

**Length**

2 1/2 pages

Papers longer than 4 pages will be marked down. Papers less than 2 pages will not pass.

**Content**

What has been your life journey so far? How has marginalization been part of your journey?

**Organization**

You can use "I" in this paper. In the introduction, define marginalization. Each paragraph should be an aspect of your journey woven with the theme of marginalization. It can be what you've seen or what you've experienced.

**Sources**

chapter one from *Internalized Oppression: The Psychology of Marginalized Groups* (handout)

The source should not dominate your essay. You can use your source to provide an example, add information, or show another angle.

**Citing sources**

Follow MLA format precisely.

You must paraphrase or summarize in your paper the source listed in the Works Cited page.

Give the author and chapter title of the source the first time you use it in the paper.

Use a lead in where the source starts and a parenthetical (with page number) where it ends. An example is So and so who wrote such and such argues blah blah blah (10).

The second time you mention the source just use the last name and end with page number. An example is So argues blah blah blah (22).

No quotes are allowed on this paper.

**Turn in**

Each person will turn in the 2 1/2 page essay, a works cited page listing the chapter; brainstorming notes, outline, peer edit, first draft, peer edit sheet, second draft, peer edit/conference sheet, and grade sheet.

**Plagiarism**

Any student who plagiarizes any part of the final draft of the paper will receive an “F” on the paper, which will result in a failing grade in the class.





**peer edit of sentence outline of paper 1**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question of the author's journey and marginalization?

2. What suggestions do you have for the thesis?

3. Does each topic sentence support the thesis?

4. Any suggestions for the topic sentences?

5. What do you like best about the outline?

**peer edit of sentence outline of paper 1**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question of journey and marginalization?

2. What suggestions do you have for the thesis?

3. Does each topic sentence support the thesis?

4. Any suggestions for the topic sentences?

5. What do you like best about the outline?

**peer edit of first draft of paper 1**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the author's journey and marginalization? Restate the thesis in your own words.

2. Does the first topic sentence support the thesis? Sources should not dominate the paragraph.

3. Does the second topic sentence support the thesis? Sources should not dominate the paragraph.

4. Does the third topic sentence support the thesis? Sources should not dominate the paragraph.

5. How well is the source integrated into the essay?

6.How well does the conclusion sum up the essay?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**peer edit of first draft of paper 1**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the author's journey and marginalization? Restate the thesis in your own words.

2. Does the first topic sentence support the thesis? Sources should not dominate the paragraph.

3. Does the second topic sentence support the thesis? Sources should not dominate the paragraph.

4. Does the third topic sentence support the thesis? Sources should not dominate the paragraph.

5. How well is the source integrated into the essay?

6.How well does the conclusion sum up the essay?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**conference sheet on first draft paper 2**

Fill out this page and bring it to your conference with your letter to the professor.

1. Summarize the feedback you got on the first draft.

2. What changes did you make?

3. What questions do you have for me? (specific questions related to content, structure, MLA, grammar, etc)

**grade sheet paper 1 50 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met) | **Want to talk?**  (Not met) |
| essay - organization and content (40%) | Thesis drives paper, background is in the beginning, transitions are graceful, argument builds to conclusion, analysis of journeys and marginalization. defines marginalization | Organization may deviate from logical structure, a few awkward transitions, some analysis of texts; a little short; some holes in content | Organization is confusing, does not address topic of journey and marginalization, thesis does not drive organization of essay, too much summary, no analysis; too short |
| Essay - sources (35 %) | Source is used to support writer’s point and doesn’t dominate essay, is properly cited in MLA format, clear where borrowed material begins and ends, parphs; at least 1 source used. no quotes | Sources is not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. Not well integrated | Most or all sources are plagiarized, wrong page numbers referenced, wrong sources referenced; source not used; not integrated (summary train) |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Works cited (5%) | Lists at least one source in proper format | Some errors in format; | No works cited; |
|  |  |  |  |

**get it? paper 1**

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_\_\_

1. What grade did you get on your paper?

2. What grade did you expect? Why?

3. What comments did you get on content or essay structure?

4. What comments did you get on grammar?

5. What do you need to do differently on your next paper?

6. What questions do you have? If you have questions like "how can I improve my writing," see me in my office with your paper.

**Papers 2-5 are research papers based on our class theme: Marginalized groups**

**Marginalization** can be based on the following:

* race/culture
* gender/gender identity
* socioeconomic status
* ability
* religion
* sexual orientation
* criminal record
* age

What can you add to the list?

**name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**topic worksheet**

Step one: choose a category that you might want to write about (such as gender).

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

Step two: choose a group within that category that you might want to write about (such as women).

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

Step three: list the most pressing issues to that group (such as hiring/promotion, maternity benefits, STEM career, childcare, etc.) Circle your three favorite.

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

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Step four: feedback from a class mate

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

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

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

step five: feedback from another class mate

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

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

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

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step six: reflect on the feedback you received and how do you want to revise your topic/focus.

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

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**Paper 2: What is the scope of the problem of your marginalized group?**

* paragraph on evaluating a source - 10 points
* prepared for peer edit of annotated bib - 3 points
* prepared for peer edit of sentence outline - 3 points
* annotated bibliography with thesis - 28 points
* prepared for peer edit of first draft with sources - 3 points
* prepared for peer edit of second draft with sources - 3 points
* prepared for conference on second draft - 5 points
* paper 2 - 100 points
* get it? - 2 points

****

**Assignment:** The purpose of this assignment is to explain the problem of the marginalized group and why the problem matters.

**Paper 2**

**What is the scope of the problem? 100 points**

**General Guidelines**

**Due dates**

Pay close attention to due dates. They are on your assignment sheet and will be discussed in class as well.

Drafts must be completed or the final draft will not be accepted.

**Format**

Follow MLA format precisely.

All assignments must be typed in 12 point Times New Roman.

Title page, outline, essay, and works cited.

**Length**

3 - 4 pages

Papers longer than 5 pages will be marked down. Papers less than 2 1/2 pages will not pass.

**Content**

Describe the problem of the marginalized group. If there is more than one problem, the problems should be connected, such as all are work related. Use statistics and data as well as anecdotes. A .gov is a good source of data. Explore the ramifications of the problem. Convince your reader that the problem matters. What is the significance of the problem?

**Organization**

The introduction should hook the reader and explain the problem briefly. The introduction is the only place to use "I" or tell a personal anecdote.

Each of your body paragraphs should focus on an aspect of the problem. If the paper were on women in the workplace, a paragraph could be on hiring, or promoting, or duties, or maternity leave, or sexual harassment. The significance could be on the economic consequences to women and their families.

**Sources**

Four sources are required.

At least one must be from a scholarly journal that can be found through databases such as EBSCOhost or in print. A specialized encyclopedia is in this category. No abstracts; full articles only. Articles must be at least three pages.

You might want a book or ebook.

No more than one periodical, such as from a magazine or newsmagazine.

No more than one Internet web source, such as a .net, .edu, .com, or .org. (Not found through EBSCOhost)

No general encyclopedia sources, like Wikopedia are allowed. But their reference section is a good source for other sources.

No one source should dominate your essay. Most paragraphs should use more than one source, and the sources should "talk to each other." They can provide an example, add information, disagree, or show another angle.

**Citing sources**

Follow MLA format precisely.

You must cite (quote, paraphrase, or summarize) in your paper all the sources listed in the Works Cited page.

Give the author and article or book title of the source the first time you use it in the paper.

Use a lead in where the source starts and a parenthetical (with page number) where it ends. An example is So and so who wrote such and such argues blah blah blah (10).

The second time you mention the source just use the last name and end with page number. An example is So argues blah blah blah (22).

Internet sources will not have page numbers.

No more than ten to 15 percent of your paper may be quotes.

Summarize and paraphrase your sources if at all possible. Use direct quotes only when the source's language is more effective than yours.

Quotes must be less than four lines.

**Copies**

You must turn in photocopies of all the sources you choose. Only the cover page with publication information and the pages you use are required. Highlight borrowed material. Without copies of all of the sources you chose, your paper will not pass.

**Plagiarism**

Any student who plagiarizes any part of the final draft of the paper will receive an “F” on the paper, which will result in a failing grade in the class.

**Annotated bibliography peer edit paper 2**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Annotated bibliography peer edit paper 2**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Grade sheet for annotated bib with thesis and 4 sources paper 2**

28 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met) | **Want to talk?**  (Not met) |
| Format ( 3 points) | MLA  Heading, header  Double spaced | Spacing inconsistent, annotation doesn't start right after citation. | Not typed; no header; no heading |
| Citation (2 points each) | Alphabetical order  Correct order of information  Correct punctuation  At least 4 sources, at least one journal article | Not in alphabetical order; citation not complete. | not a balanced list of sources; includes general encyclopedias, such as wikipedia, which are not allowed. |
| Annotation (3 points per source) | 100-word summary and how it might be used and how scholarly. | Doesn't include how it might be used or summary is too short | No annotations; sources are not appropriate to topic |

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis (5 points) | A complete sentence that clearly states the topic and why it matters. | Not a complete sentence; a question; doesn't clearly state the topic. | No thesis |



**Peer edit of sentence outline of paper 2**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about the scope of the problem of a group of marginalized people ?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc ?

4. Is each topic sentence specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**Peer edit of sentence outline of paper 2**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about the scope of the problem of a group of marginalized people ?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc ?

4. Is each topic sentence specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**first draft peer review paper 2**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not, skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence/source

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**First draft peer review paper 2**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay,** there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 2**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay,** there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 2**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**conference sheet on first draft paper 2**

Fill out this page and bring it to your conference with your letter to the professor.

1. Summarize the feedback you got on the first and/or second draft.

2. What changes did you make?

3. What questions do you have for me? (specific questions related to content, structure, MLA, grammar, etc)

**Paper 2**

The following will be in your envelope in this order.

* **One copy** of the final draft: title page, outline, paper, works cited
* Grade sheet for final draft
* Copies of sources in order of first mention. Borrowed material is highlighted or otherwise clearly marked. Page with title, author, publication information is included. WITHOUT COPIES OF ALL SOURCES YOU FOUND, YOUR PAPER WILL NOT PASS.
* Outline with peer edit sheets
* First draft with peer edit sheets
* Second draft with peer edit and/or conference sheet



**grade sheet for paper 2 100 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met expectations) | **Want to talk?**  (Not met expectations) |
| Title page (5%) | Complete in MLA format | Format is off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences, no header | Paper doesn’t follow outline, no outline |
| Essay- form (5 %) | Margins are correct, header, numbering is consistent | Some errors in format, errors in numbering, | format is confusing |
| essay - organization (35%) | Thesis drives paper, background is in the beginning, transitions are graceful, essay builds to conclusion, analysis, at least 3 pages | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content | Organization is confusing, thesis does not drive organization of essay, too much opinion or summary, no analysis; 2 1/2 pages or less; one source per paragraph |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, quotes & parphs; 4 sources used; sources are appropriate for topic | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. some aren't scholarly; not integrated | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced; no sources; not 4 sources; none are scholarly; not all listed; |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Essay - process | Shows improvement over drafts, includes all sources used | Some improvement, all sources are included | Drafts do not show improvement, instructor comments are not acknowledged, |

**get it? paper 2**

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_\_\_

1. What grade did you get on your paper?

2. What grade did you expect? Why?

3. What comments did you get on content or essay structure?

4. What comments did you get on grammar?

5. What do you need to do differently on your next paper?

6. What questions do you have? If you have questions like "how can I improve my writing," see me in my office with your paper.

**Paper 3: What is the background of the problem of your marginalized group?**

* paragraph on evaluating a source - 10 points
* prepared for peer edit of annotated bib - 3 points
* prepared for peer edit of sentence outline - 3 points
* annotated bibliography with thesis - 28 points
* prepared for peer edit of first draft with sources - 3 points
* prepared for peer edit of second draft with sources - 3 points
* prepared for conference on second draft - 5 points
* paper 3 - 150 points
* get it? - 2 points

****

**Assignment:** The purpose of this assignment is to explain the background of the problem of the marginalized group you selected.

**Paper 3**

**What is the background of the problem? 150 points**

**General Guidelines**

**Due dates**

Pay close attention to due dates. They are on your assignment sheet and will be discussed in class as well.

Drafts must be completed or the final draft will not be accepted.

**Format**

Follow MLA format precisely.

All assignments must be typed in 12 point Times New Roman.

Title page, outline, essay, and works cited.

**Length**

3 -4 pages

Papers longer than 5 pages will be marked down. Papers less than 2 1/2 pages will not pass.

**Content**

Describe the background of the problem of the marginalized group and how the group has struggled for equality. This should be the same problem you explored in paper 2. This essay is the background of the problem in paper 2.

If we stay with the problem of employment discrimination used as an example for paper 2, then paper 3 is the background of employment discrimination of women. Issues addressed would include when women entered the workforce, how they have historically been paid less, had fewer opportunities for advancement, and been banned from certain professions or graduate programs. Questions you might explore include significant court cases, key organizations, or historical movements.

**Organization**

The introduction should hook the reader and explain the problem briefly. The introduction is the only place to use "I" or tell a personal anecdote.

Each of your body paragraphs should focus on an aspect of the background of the problem: historical issues, key organizations, significant court cases, how/when the issue came to public attention, and how the group has struggled for equality.

**Sources**

Four sources are required.

One can be a source you used in paper 2.

At least one must be from a scholarly journal that can be found through databases such as EBSCOhost or in print. A specialized encyclopedia is in this category and might be helpful with background. No abstracts; full articles only. Articles must be at least three pages.

You might want a book or ebook. This is helpful with background.

No more than one periodical, such as from a magazine or newsmagazine.

No more than one Internet web source, such as a .gov, .net, .edu, .com, or .org. (Not found through EBSCOhost)

No general encyclopedia sources, like Wikopedia are allowed. But their reference section is a good source for other sources.

No one source should dominate your essay. Most paragraphs should use more than one source, and the sources should "talk to each other." They can provide an example, add information, disagree, or show another angle.

**Citing sources**

Follow MLA format precisely.

You must cite (quote, paraphrase, or summarize) in your paper all the sources listed in the Works Cited page.

Give the credentials of the each source the first time you use it in the paper. Use a lead in where the source starts and a parenthetical (with page number) where it ends. An example is So and so who wrote such and such argues blah blah blah (10).

The second time you use a source just use the last name and end with the page number. An example is So argues blah blah blah (22).

Internet sources will not have page numbers.

No more than ten to 15 percent may be quotes.

Summarize and paraphrase your sources if at all possible. Use direct quotes only when the source's language is more effective than yours.

Quotes must be less than four lines.

**Copies**

You must turn in photocopies of all the sources you choose. Only the cover page with publication information and the pages you use are required. Highlight borrowed material. Without copies of all of the sources you chose, your paper will not pass.

**Plagiarism**

Any student who plagiarizes any part of the final draft of the paper will receive an “F” on the paper, which will result in a failing grade in the class.

**Annotated bibliography peer edit paper 3**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Annotated bibliography peer edit paper 3**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Grade sheet for annotated bib with thesis and 4 sources paper 3**

28 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met) | **Want to talk?**  (Not met) |
| Format ( 3 points) | MLA  Heading, header  Double spaced | Spacing inconsistent, annotation doesn't start right after citation. | Not typed; no header; no heading |
| Citation (2 points each) | Alphabetical order  Correct order of information  Correct punctuation  At least 4 sources, at least one journal article | Not in alphabetical order; citation not complete. | not a balanced list of sources; no general encyclopedias, such as wikipedia, allowed. |
| Annotation (3 points per source) | 100-word summary and how it might be used and how scholarly. | Doesn't include how it might be used or summary is too short | No annotations; sources are not appropriate to topic |

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis (5 points) | A complete sentence that clearly states the topic and why it matters. | Not a complete sentence; a question; doesn't clearly state the topic. | No thesis |



**Peer edit of sentence outline of paper 3**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about the background of the marginalized group?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc ?

4. Is each topic sentence specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**Peer edit of sentence outline of paper 3**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about the background of marginalized people?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc ?

4. Is each category specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**First draft peer review paper 3**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not, skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence/source

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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

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

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**First draft peer review paper 3**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 3**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 3**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**conference sheet on first and/or second draft paper 3**

Fill out this page and bring it to your conference with your letter to the professor.

1. Summarize the feedback you got on the first or second draft.

2. What changes did you make?

3. What questions do you have for me? (specific questions related to content, structure, MLA, grammar, etc)

**Paper 3**

The following will be in your envelope in this order.

* **One copy** of the final draft: title page, outline, paper, works cited
* Grade sheet for final draft
* Copies of sources in order of first mention. Borrowed material is highlighted or otherwise clearly marked. Page with title, author, publication information is included. WITHOUT COPIES OF ALL SOURCES YOU FOUND, YOUR PAPER WILL NOT PASS.
* Outline with peer edit sheets
* First draft with peer edit sheets
* Second draft with peer edit and/or conference sheet
* paper 2 with grade sheet



**grade sheet for paper 3 150 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met expectations) | **Want to talk?**  (Not met expectations) |
| Title page (5%) | Complete in MLA format | Spacing off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences | Paper doesn’t follow outline, no outline |
| Essay- form (5 %) | Margins are correct, header, numbering is consistent | Some errors in format, errors in numbering, | format is confusing |
| essay - organization (35%) | Thesis drives paper, background is in the beginning, transitions are graceful, essay builds to conclusion, analysis, at least 3 pages; addresses background of problem in paper 2 | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content | Organization is confusing, thesis does not drive organization of essay, too much opinion or summary, no analysis; 2 1/2 pages or less; one source per paragraph |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, quotes & parphs; 4 sources used; sources are appropriate for topic | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. some aren't scholarly; not integrated | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced; no sources; not 4 sources; none are scholarly; not all listed; |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Essay - process | Shows improvement over drafts, includes all sources used | Some improvement, all sources are included | Drafts do not show improvement, instructor comments are not acknowledged, |

**get it? paper 3**

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_\_\_

1. What grade did you get on your paper?

2. What grade did you expect? Why?

3. What comments did you get on content or essay structure?

4. What comments did you get on grammar?

5. What do you need to do differently on your next paper?

6. What questions do you have? If you have questions like "how can I improve my writing," see me in my office with your paper.

**Paper 4 : What are the solutions to the problem of your marginalized group?**

* paragraph evaluating a source - 10 points
* prepared for peer edit of annotated bib - 3 points
* prepared for peer edit of sentence outline - 3 points
* annotated bibliography with thesis - 28 points
* prepared for peer edit of first draft with sources - 3 points
* prepared for peer edit of second draft with sources - 3 points
* prepared for conference on second draft - 5 points
* paper 4 - 150 points
* get it? - 2 points

****

**Assignment:** The purpose of this assignment is to present solutions to the problem of the marginalized group you selected.

**Paper 4**

**What are solutions to the problem of the marginalized group? 150 points**

**General Guidelines**

**Due dates**

Pay close attention to due dates. They are on your assignment sheet and will be discussed in class as well.

Drafts must be completed or the final draft will not be accepted.

**Format**

Follow MLA format precisely.

All assignments must be typed in 12 point Times New Roman.

Title page, outline, essay, and works cited.

**Length**

3 -4 pages

Papers longer than 5 pages will be marked down. Papers less than 2 1/2 pages will not pass.

**Content**

Explore solutions to the problem of the marginalized group. This is the same problem you explored in paper 2 and paper 3. This essay argues for solutions to the problem in paper 2 and paper 3.

Let us stay with the problem of employment discrimination used as an example for paper 2 and 3. In paper 2, the problem is explored: hiring, promotion, duties, child care, maternity leave, etc. Paper 3 is the background of employment discrimination of women. Issues addressed included when women entered the workforce, how they have historically been paid less, had fewer opportunities for advancement, and been banned from certain professions or graduate programs. Paper 4 argues for solutions, such as training for managers and personnel directors, new corporate policies, or adopting forward-thinking practices from another country. Each solution should match a problem: training for mangers and personnel directors (problem: lack of hiring and promotion of women), new corporate family-friendly policies (problem: lack of affordable, flexible childcare options that cause women not to seek promotion or high-level positions), what other countries are doing (problem: maternity leave policies that cause women to be passed up or not seek promotion or high-level positions).

**Organization**

The introduction should hook the reader and explain the problem briefly. The introduction is the only place to use "I" or tell a personal anecdote.

Each of your body paragraphs should focus on a solution to the problem.

**Sources**

Four sources are required.

You can use one source previously used.

At least one must be from a scholarly journal that can be found through databases such as EBSCOhost or in print. A specialized encyclopedia is in this category. No abstracts; full articles only. Articles must be at least three pages.

You might want a book or ebook.

No more than two from a periodical, such as from a magazine or newsmagazine.

No more than one Internet web source, such as a .net, .edu, .com, or .org. (Not found through EBSCOhost)

No general encyclopedia sources, like Wikopedia are allowed. But their reference section is a good source for other sources.

No one source should dominate your essay. Most paragraphs should use more than one source, and the sources should "talk to each other." They can provide an example, add information, disagree, or show another angle.

**Citing sources**

Follow MLA format precisely.

You must cite (quote, paraphrase, or summarize) in your paper all the sources listed in the Works Cited page.

Give the credentials of the each source the first time you use it in the paper. Use a lead in where the source starts and a parenthetical (with page number) where it ends. An example is So and so who wrote such and such argues blah blah blah (23).

The second time you use a source use use the last name and end with the page number. An example is So argues blah blah blah (45)>

Internet sources will not have page numbers.

No more than ten to 15 percent may be quotes.

Summarize and paraphrase your sources if at all possible. Use direct quotes only when the source's language is more effective than yours.

Quotes must be less than four lines.

**Copies**

You must turn in photocopies of all the sources you choose. Only the cover page with publication information and the pages you use are required. Highlight borrowed material. Without copies of all of the sources you chose, your paper will not pass.

**Plagiarism**

Any student who plagiarizes any part of the final draft of the paper will receive an “F” on the paper, which will result in a failing grade in the class.

**Annotated bibliography peer edit paper 4**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Annotated bibliography peer edit paper 4**

Writer’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evaluator’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Format**

1. Does the document have 1 inch margins ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does the document have MLA heading on the left side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Does the document have writer’s last name and page number in the header on the

right side? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is the document double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Do the summaries start where the citations end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Citation**

1. Are the four citations correct? (check in the book) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Are the citations double spaced? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are the citations indented with a hanging indent? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Are the citations punctuated correctly? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Content**

1. Does each annotation provide a summary? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Do they include how the source might be used in a paper and the quality of the source? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Is each annotation at least 100 words or about 1/2 page? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any suggestions for the writer? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Grade sheet for annotated bib with thesis and 4 sources paper 4**

28 points

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met) | **Want to talk?**  (Not met) |
| Format ( 3 points) | MLA  Heading, header  Double spaced | Spacing inconsistent, annotation doesn't start right after citation. | Not typed; no header; no heading |
| Citation (2 points each) | Alphabetical order  Correct order of information  Correct punctuation  At least 4 sources, at least one journal article | Not in alphabetical order; citation not complete. | not a balanced list of sources; no general encyclopedias, such as wikipedia, allowed. |
| Annotation (3 points per source) | 100-word summary and how it might be used and how scholarly. | Doesn't include how it might be used or summary is too short | No annotations; sources are not appropriate to topic |

|  |  |  |  |
| --- | --- | --- | --- |
| Thesis (5 points) | A complete sentence that clearly states the topic and why it matters. | Not a complete sentence; a question; doesn't clearly state the topic. | No thesis |



**Peer edit of sentence outline of paper 4**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about solutions to the problem of the marginalized group?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc ?

4. Is each topic sentence specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**Peer edit of sentence outline of paper 4**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question about solutions to a problem faced by a marginalized group?

2. What suggestions do you have for the thesis?

3. Is each paragraph identified by I, II, III, etc.?

4. Is each topic sentence specific and does it support the thesis?

5. Does each section have at least two sources (A and B) that are appropriate to the category?

6. Any suggestions for the topic sentences?

7. What do you like best about the outline?

**First draft peer review paper 4**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not, skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence/source

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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

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

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**First draft peer review paper 4**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. What are the main points to support the thesis?

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

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15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 4**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Second draft peer review paper 4**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least four separately stapled sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a header with student's last name and 1, 2, 3. Is there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis.

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

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**conference sheet on first and/or second draft paper 4**

Fill out this page and bring it to your conference with your letter to the professor.

1. Summarize the feedback you got on the first or second draft.

2. What changes did you make?

3. What questions do you have for me? (specific questions related to content, structure, MLA, grammar, etc)

**Paper 4**

The following will be in your envelope in this order.

* **One copy** of the final draft: title page, outline, paper, works cited
* Grade sheet for final draft
* Copies of sources in order of first mention. Borrowed material is highlighted or otherwise clearly marked. Page with title, author, publication information is included. WITHOUT COPIES OF ALL SOURCES YOU FOUND, YOUR PAPER WILL NOT PASS.
* Outline with peer edit sheets
* First draft with peer edit sheets
* Second draft with conference sheet
* papers 2 and 3 with grade sheets.



**grade sheet for paper 4 150 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met expectations) | **Want to talk?**  (Not met expectations) |
| Title page (5%) | Complete in MLA format | Spacing is off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences | Paper doesn’t follow outline, no outline |
| Essay- form (5 %) | Margins are correct, header, numbering is consistent | Some errors in format, errors in numbering, | format is confusing |
| essay - organization (35%) | Thesis drives paper, background is in the beginning, transitions are graceful, essay builds to conclusion, analysis, at least 3 pages; is on solutions | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content | Organization is confusing, thesis does not drive organization of essay, too much opinion or summary, no analysis; 2 1/2 pages or less; one source per paragraph |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, quotes & parphs; 4 sources used; sources are appropriate for topic and talk to each other | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. some aren't scholarly; not integrated | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced; no sources; not 4 sources; none are scholarly; not all listed; summary train |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Essay - process | Shows improvement over drafts, includes all sources used | Some improvement, all sources are included | Drafts do not show improvement, instructor comments are not acknowledged, |

**get it? paper 4**

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ class time \_\_\_\_\_\_\_\_\_\_\_

1. What grade did you get on your paper?

2. What grade did you expect? Why?

3. What comments did you get on content or essay structure?

4. What comments did you get on grammar?

5. What do you need to do differently on your next paper?

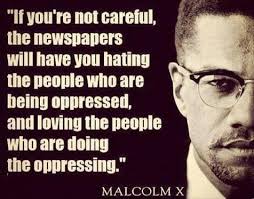
6. What questions do you have? If you have questions like "how can I improve my writing," see me in my office with your paper.

**Paper 5: argumentative research paper 200 points**

* prepared with full first draft with sources for peer edit - 5 points
* second draft with sources - 50 points
* attend conference on second draft - 5 points
* paper 5 - 200 points
* presentation - 20 points



Write an argumentative research paper on the problem of a marginalized group, the background of the problem, and your proposed solutions.



**paper 5**

**General Guidelines**

**Due dates**

Pay close attention to due dates. They are on your assignment sheet and will be discussed in class as well.

Late work receives partial credit.

You must complete drafts or your final draft will not be accepted.

**Format**

Follow MLA format precisely.

All assignments must be typed in 12 point Times New Roman.

Title page, outline, essay, and works cited.

**Length**

6 -7 pages

Papers longer than 8 pages will be marked down. Papers 5 pages or less will not pass.

**Content**

Your paper will cover the problem, background, and solution that a marginalized group is facing.

Maintain a balanced tone and credible persona. Do not use “I” except in the introduction.

**Sources**

At least six credible sources are required.

At least one must be from a book or ebook.

At least three must be from a scholarly journal that can be found through databases such as EBSCOhost in print. A specialized encyclopedia is in this category. Use full texts only; no abstracts. Articles must be at least 3 pages.

The rest of your sources can include

* interviews, television show, radio show, documentary, movie, etc.
* Internet source, such as a .edu, .com, .net, .gov, or .org.
* periodical, newspaper, or news magazine source.

No general encyclopedia sources, like Wikopedia are allowed, but at the end of entries, you might find the reference listing helpful.

The balance of sources should be the type that works best for your topic.

No one source should dominate your essay. Most paragraphs should have more than one source, and your sources should "talk to each other," by either providing an example, disagreeing, or showing another side of the issue.

One paragraph can raise a point that someone who disagrees with you might raise. State their position in one sentence. Then you must respond to that point in the rest of the paragraph. Poke a hole in their argument or state what they didn't consider. (see sample)

**Citing sources**

Follow MLA format precisely.

You must cite (quote, summarize, or paraphrase) in your paper all the sources listed in the Works Cited page.

Give the credentials of the each source the first time you use it in the paper. Use a lead in where the source starts and a parenthetical (with page number) where it ends. An example would be So and so who wrote such and such argues blah blah blah (10). The second time you use a source only the last name and page number are required. An example would be So argues blah blah blah (23).

Internet sources will not have page numbers.

At most, 10 to 15 percent may be quotes.

Summarize and paraphrase your sources if at all possible. Use direct quotes only when your source's words are much more effective than yours.

Most of the paper should be your ideas.

Quotes must be less than four lines.

**Copies**

You must turn in photocopies of all your sources. Only the cover page with publication information and the page(s) you use are required. Highlight borrowed material. If you watch a movie, conduct an interview, or listen to a radio show, supply transcripts or notes. Without all source copies, your paper will not pass.

**Plagiarism**

Any student who plagiarizes any part of the final draft of paper 3 will receive an “F” on the paper, which will result in a failing grade in the class. You must successfully complete both papers to pass the class.



**Developing an argumentative thesis:**

Your thesis should discuss a pressing issue related to a marginalized group. Your essay will include the scope of the problem, the roots of the issue, and how you suggest the problem be solved.

**Structure of you paper:**

describe the current issue including statistics

explain how the problem started

argue for your realistic suggestion on how to solve or reduce it



If you choose to revise/combine papers 2, 3, and 4, you will create a new outline, write an introduction, take out the intro and conclusions in papers 2, 3 and 4, and write a new conclusion for the essay. As you revise the essay, consider transitions so that the paper flows. Make sure the papers are aligned with a consistent problem, background, and solution. Make any corrections in MLA, grammar, and style.

**response to the other side example**

Some people argue that veganism isn't healthy because they think a vegan diet doesn't contain enough iron or protein. But, plant foods can supply all needed vitamins and nutrients, including iron and protein. For example, according to Gary Francione and Anna Charlton, who wrote *Eat Like You Care*, spinach has 15.5 mg of iron per 100 calories compared with steak, which has .9 mg per 100 calories. In addition, lentils have more iron than does pork per 100 calories. Other good sources of iron are whole grains, nuts, and green leafy vegetables (32). So, those foods are a more efficient source of iron than meat is; protein is just as easy to find in plants. Protein can be found in beans, peas, lentils, grains, and vegetables. In fact, according to Joy, a social psychologist who teaches at the University of Massachusetts, most Americans consume twice the recommended 100 grams of protein per day. Joy, who has written extensively on how we eat some animals and not others, adds that "excess protein has been linked with osteoporosis, kidney disease, calcium stones in the urinary track, and some cancers." (111). So, a vegan diet, while sometimes attacked as deficient and unhealthy is really healthier than an animal-based diet. This diet of plants, grains, and nuts can provide all needed nutrients, protein, and vitamins. It is quite easy to eat a well-balanced plant-based diet while caring for the environment and eliminating animal cruelty.

**First draft peer review paper 5**

**writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_**

**sources**

1. There should be at least six separately stapled credible sources that include the title page with publication information and pages that were used. (Abstracts and sources like info.com don't count.)

How many does the writer have? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Does each source have areas highlighted or otherwise marked? \_\_\_\_\_\_\_\_\_\_\_

**paper**

3. Does the title page have all the information (title, student's name, Dr. Parks, English 1a, date? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is there an outline? \_\_\_\_\_\_\_\_\_\_\_\_ (if not skip to 10.)

5. Does the outline have a header with student's last name and i, ii, iii, etc.?\_\_\_\_

6. There should not be a heading. Is there? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Outline: title should be at the top centered. Is it? \_\_\_\_\_\_\_\_\_\_

8. The thesis should next. Is it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. The format should be

I. main point (complete sentence)

A. evidence

Note errors with the margins or format. \_\_\_\_\_\_\_\_\_\_\_

10. On the **essay**, there should be a title and header with student's last name and 1, 2, 3. Are there? \_\_\_\_\_\_\_\_

11. From the introduction, write what you think is the student's thesis. It should be an argumentative one.

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12. As you read the paper, look for

a. lead ins for all borrowed material.

b. parentheticals for page numbers unless it's an internet source.

c. everything that is not common knowledge is cited.

(Mark any errors you see.)

d. each source to be listed on the works cited page. Mark each source on the works cited page as you see it in the paper.

e. each paragraph should have two or more sources that talk to each other.

f. there should be a response to the other side.

13. Is the paper organized by points to support his/her thesis? \_\_\_\_\_\_\_\_\_\_

14. Do the sources talk to each other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Are the sources appropriate to the topic sentence? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Is there enough of the writer's ideas? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

There should be few quotes and they should not be explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

15. What comments do you have about the paper's organization? \_\_\_\_\_\_\_\_\_\_

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

16. What comments or suggestions do you have about the completeness of the paper?

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17. What comments do you have about the grammar? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. What grade would you give this paper and why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**Grade sheet for paper 5 Second DRAFT 50 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met expectations) | **Want to talk?**  (Not met) |
| Title page (5%) | Complete in MLA format | Spacing is off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences, includes evidence | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences | Paper doesn’t follow outline, no outline |
| Essay- form (5 %) | Margins are correct, header, numbering is consistent | Some errors in format, errors in numbering, | format is confusing |
| essay - organization (35%) | Thesis drives paper, background is in the beginning, transitions are graceful, argument builds to conclusion, analysis, at least 6 pages | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content; too much summary | Organization is confusing, thesis does not drive organization of essay, too much opinion w/o evidence, no analysis; too short 5 pages or less |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, quotes & parphs; at least 6 sources used; sources talk to each other and are appropriate for topic | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. some aren't scholarly | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced, sources not integrated; no sources; not 6 sources; none are scholarly; not all listed |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Essay - process | Shows improvement over drafts, includes all sources used | Some improvement, all sources are included | Drafts do not show improvement, instructor comments are not acknowledged, |

**grade on draft: grade on final with no changes:**

**turn in with second draft of paper 5**

check list:

* complete draft with title page, outline, essay, and works cited
* at least 6 sources that are marked
* papers 2, 3, and 4.

1. What changes did you make from the last peer edit?

2. How much time did you spend revising?

3. What do you want me to pay particular attention to as I read your essay?

4. What questions do you have or problems you encountered?

check sheet for paper 5 final draft

The following will be in your envelope in this order.

* **TWO COPIES** of the final draft -title page, outline, paper, works cited
* Grade sheet for final draft
* Sources in order of first mention. Borrowed material is highlighted or otherwise clearly marked. Page with title, author, publication information is included. WITHOUT COPIES OF ALL SOURCES, YOUR PAPER WILL NOT PASS.
* Final draft of papers 2, 3, and 4 with grade sheet
* Graded second draft with grade sheet



**Grade sheet for paper 5 FINAL DRAFT 200 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met expectations) | **Want to talk?**  (Not met expectations) |
| Title page (5%) | Complete in MLA format | Spacing is off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences and evidence | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences | Paper doesn’t follow outline, no outline |
| Essay- form (5 %) | Margins are correct, header, numbering is consistent | Some errors in format, errors in numbering, | format is confusing |
| essay - organization (30%) | Thesis drives paper, background is in the beginning, transitions are graceful, argument builds to conclusion, analysis, at least 6 pages | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content; too much summary | Organization is confusing, thesis does not drive organization of essay, too much opinion w/o evidence, no analysis; too short 5 pages or less |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, sources talk to each other; quotes & parphs; at least 6 sources used; sources are appropriate for topic | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. some aren't scholarly | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced, sources not integrated; no sources; not 6 sources; not 3 journal sources, none are scholarly; not all listed |
| Essay -grammar (15%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Essay - process | Shows improvement over drafts, includes all sources used | Some improvement, all sources are included | Drafts do not show improvement, instructor comments are not acknowledged, |

**Oral presentation on paper**

20 points

Present the main points of your paper, why you chose the topic, what you learned or what opinions you formed. What was the research process like for you? Do not read from your paper or your power point. Three to six minutes. **You should use visual aids, etc. that announce the main points: problem, background, solution.** Do not organize your presentation by your sources. Include a works cited at the end. Invite questions.



name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Oral report sheet**

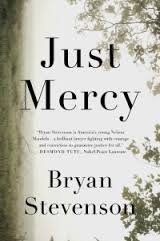
**presentation 20 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Met expectations** | **Inconsistently met** | **Not met** |
| Content | Summarized main points,  Knowledgeable,  Answers questions thoroughly,  Share insights related to topic and research process | Somewhat knowledgeable about topic; | Not knowledgeable about topic; can’t answer questions |
| Delivery | Shows poise, smooth;  Not read cards or power point | Not organized; jumps around; hems and haws | Reads presentation; too long or too short |
| Aids | Board, music, poster, handout, power point, pictures, photos are appropriate to topic and help show points | Aids do not help make points; hard to see; too small | No aids |

****

**discussion questions on**

***Just Mercy***



**Intro: Higher Ground**

1. Any comments on Stevenson feeling disconnected from his law studies and wondering if he was in the right field?

2. What did Stevenson get out of that visit with Henry?

3. Why is this work his passion?

**Chapter One: Mockingbird Players**

1. What is focus of this chapter and meaning of title?

2. Why was Walter McMillian accused of the murder?

3. How did politics figure into this case?

4. Review main characters.

**Chapter Two: Stand**

1. What is focus of this chapter and meaning of the title?

2. What are your thoughts on Stevenson being hassled by police and is response to that incident?

3. Any comments on the old man who spoke to Stevenson after his talk and the timing of that discussion?

**Chapter Three: Trials and tribulations**

1. What is focus of this chapter and meaning of the title?

2. Any comments on the length the police went to in order to arrest and charge McMillian?

3. Any comments on the importance of a jury of your peers?

4. See any connections to another reading?

**Chapter Four: The Old Rugged Cross**

1. What is focus of this chapter and meaning of the title?

2. Any comments on different laws in different states?

3. What is your opinion of the death penalty and/or how it's carried out.

**Chapter Five: Of the Coming of John**

1. What is focus of this chapter and meaning of the title?

2. What are you learning about McMillian and his family and community?

3. What do you get out of the story of Darnell Houston?

**Chapter Six: Surely Doomed**

1. What is focus of this chapter and meaning of the title?

2. Any thoughts on the prison treatment of juveniles?

3. Comments on the Jennings?

**Chapter Seven: Justice Denied**

1. What is focus of this chapter and meaning of the title?

2. What do you understand more about this case after all the back stories are explained?

**Chapter Eight: All God's Children**

1. What is focus of this chapter and meaning of the title?

2. What connects all three of the cases profiled?

**Chapter Nine: I'm Here**

1. What is focus of this chapter and meaning of the title and meaning of the title?

2. How do you think the additional testimony will affect McMillian's case?

3. Comments on how McMillian's supporters were treated? Mrs. Williams and the dog?

**Chapter Ten: Mitigation**

1. What is focus of this chapter and meaning of the title?

2. What is the purpose of the story of George Daniel?

3. Why did the guard change? How can that approach be used in other situations?

**Chapter Eleven: I'll Fly Away**

1. What is focus of this chapter and meaning of the title?

2. What are your comments on the effect of the press coverage in this case and other death penalty cases?

3. Why was Stevenson finally successful?

**Chapter Twelve: Mother, Mother**

1. What is focus of this chapter and meaning of the title?

2. What connects the other stories to Marsha Colbey?

3. What similarities do you draw between Colbey and Charlie in chapter six?

**Chapter Thirteen: Recovery**

1. What is focus of this chapter and meaning of the title?

2. Comments on Walter's adjustment? Is it possible to "recover"?

3. What should states do to compensate those wrongfully imprisoned?

4. What should we get out of the story of Stevenson's time in Sweden?

**Chapter Fourteen: Cruel and Unusual**

1. What is focus of this chapter and meaning of the title?

2. How should or should children like Joe Sullivan be punished?

3. What do you think about Stevenson's comments on the immaturity of teens and reasons not to impose life in prison?

**Chapter Fifteen: Broken**

1. What is focus of this chapter and meaning of the title?

2. Comments on how McMillian is doing?

3. What's the purpose of the story of his mother making him apologize, hug the boy, and tell him that he loved him?

4. What does Stevenson mean about our shared brokenness?

**Chapter Sixteen: The Stonecatchers' Song of Sorrow**

1. What is focus of this chapter and meaning of the title?

2. What connections do you see to PTSS?

3. Comments on Joshua Carter's case?

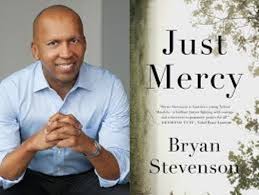
4. What do you make of the old Black woman at the end?

**Epilogue**

1. What is just mercy?

2. What do you think of how he framed McMillian's life?

3. Why end the book with all the people still needing help?



**In class essay**

**in class essay**

**Format**: typed or written in class in MLA format, with title page, outline, essay, and works cited page

**Sources**: *Just Mercy, Internalized Oppression: The Psychology of Marginalized Groups* chapter one*,* and at least two of the assigned articles.

Open book, open notes

**length:** at least 750 words

**Topic:** What are the most damaging aspects of marginalization ?

I want to see that you have read and understood the books and articles, have thought about them, and have reflected on your own ideas.

**General guidelines**

Choose sources that can talk to each other. Use transition words, such as similarly or in contrast. Most pargraphs should have more than one source.

Introduce a summary or paraphrase with a lead in, such as "Stevenson writes." Quotes should be used sparingly, if at all, and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as "(23)."

**peer edit of sentence outline of the in class essay**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question of the most damaging aspects of marginalization in at least one complete sentence?

2. What suggestions do you have for the thesis?

3. Is each topic sentence a reason in support of the thesis?

4. Does each roman numeral include two sources?

6. Any suggestions for the topic sentences?

**peer edit of sentence outline of the in class essay**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis answer the question of the most damaging aspects of marginalization in at least one complete sentence?

2. What suggestions do you have for the thesis?

3. Is each topic sentence a reason in support of the thesis?

4. Does each roman numeral include two sources?

6. Any suggestions for the topic sentences?

**peer edit of first draft of in class essay**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the most damaging aspects of marginalization ? Restate the thesis in your own words.

2. Does the first topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

3. Does the second topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

4. Does the third topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

5. How well are the sources integrated into the essay? How well do they talk to each other?

6.How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**peer edit of first draft of in class essay**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about the most damaging aspects of marginalization? Restate the thesis in your own words.

2. Does the first topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

3. Does the second topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

4. Does the third topic sentence state a reason in support of the thesis? Each paragraph should include minimal summary of the sources.

5. How well are the sources integrated into the essay? How well do they talk to each other?

6.How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**grade sheet for in class essay 150 points**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Keep it up!**  (Met expectations) | **Opportunities**  (Not consistently met) | **Want to talk?**  (Not met) |
| Title page (5%) | Has title, author, Dr. Parks, class, and date. Centered horizontally | Has most information; format is off | No title page |
| outline (5%) | Has a header, numbering is correct, has a thesis. Roman numerals have complete sentences | Numbering isn’t correct, omits some elements, roman numbers don’t have complete sentences | Paper doesn’t follow outline, no outline |
| essay - organization (35%) | Thesis drives paper, background is in the beginning, transitions are graceful, argument builds to conclusion, analysis, | Organization may deviate from logical structure, a few awkward transitions, some analysis; a little short; some holes in content | Organization is confusing, thesis does not drive organization of essay, too much opinion or summary, no analysis; too short |
| Essay - sources (35 %) | Sources are used to support writer’s argument and don’t dominate essay, are properly cited in MLA format, clear where borrowed material begins and ends, quotes & parphs; at least 4 sources used; sources are appropriate for topic & talk to each other | Some sources are not properly cited, not clear where borrowed material starts in some places, some references don’t have credentials; references serve a purpose, but not always used well. Not integrated | Most or all sources are plagiarized, quotes changed, wrong page numbers referenced, wrong sources referenced; no sources; not 4 sources; not all listed; not integrated (summary train) |
| Essay -grammar (18%) | Smooth, engaging, sophisticated writing | A few grammatical errors, such as punctuation and run-ons | Slang and many grammatical errors, not college-level writing |
| Works cited (2%) | Lists at least four sources in proper format | Some errors in format; not typed | No works cited |

**Final Reflective Letter**

Dear students,

Part of your final is a letter to me, analyzing your growth and development this semester in English 1a. Each number below represents a paragraph. Total: 300 words typed. Due at your final exam. Honesty is preferred.

1. Evaluate your writing and research skills. How have you grown as a researcher and writer? Include the written and verbal comments from me as well as your classmates. What most contributed to that growth? Do you have any evidence that your critical thinking skills have improved?

2. What readings, assignments, and class activities were most helpful to you? Which were most interesting? What will stay with you after the class is over? How has this class affected your life?

3. What did you learn from your and others' presentations?

4. Any suggestions for me for next semester? Any suggestions for future students (that you are giving me permission to share with them)? Anything you want to add?

Type and sign your name at the bottom.