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What the CCS tell us about reading & writing in the English and Content Area

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing. They need to be able to use technology strategically. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high quality first draft text under tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts.

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Research to Build & Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.

The Writing Process

In order to be successful when writing, there are a number of steps a writer must follow. The first thing a writer needs to know and understand when writing is **purpose**. What is the student writing about? Who is the audience**? Purpose is knowing exactly why a writer is writing and to whom the writer is addressing as an audience.**

There are three main types of writing discussed in the CCS:

1. **Narrative Writing –** writing that tells a story. The writer uses a plot line, characterization, dialogue, exposition, conflict, etc. to express ideas either real or imagined.

2. **Persuasive Writing –** persuasive writing is the art of using language to argue effectively for or against a set of beliefs or course of action AND to convince others to adopt a position or act in a certain way.

3. **Explanatory/Informational Writing –** explanatory/informational writing conveys important information concerning a topic to a specific audience, reporting and citing information correctly.

It is extremely important to know and understand these types of writing. Why? Because herein lies **purpose**. If the **purpose** of the writing assignment is to **tell a story**, the students write a **narrative**. If the **purpose** of the writing assignment is to **persuade** the audience, the students write a **persuasive** essay/response. If the **purpose** of the writing assignment is to **give information** on a given topic, the students write an **explanatory/informational** essay.

When traveling to an unfamiliar area, most use a GPS or map; it gives the traveler direction. It's the same with writing. There are steps to follow and directions to help a writer reach their destination.

There are 5 steps in successful writing.

1. **Prewriting**
2. **Drafting (Rough Draft)**
3. **Revising (Revised Copy)**
4. **Editing and Proofing**
5. **Publishing (Final Copy)**

Using these steps is essential no matter what a student is writing. When a student is writing a sentence, a paragraph even, the following process must be followed

Prewriting

When a writer is assigned a project to complete, a **topic** is usually assigned. The **topic** is the first obstacle a writer faces. In order to decide whether or not a topic is viable, a writer must ask these questions:

1. Does the topic interest me personally?
2. Is the topic clear enough for me to understand and write about?
3. Is there enough to say about the topic?

Limit the topic! Think of it as the phrase "less is more". If a student selects the topic of homelessness, the topic is too broad. The student must prune the topic down to a manageable size. To downsize, the student can use pre-writing in order to manage the topic.

Prewriting is what a writer does before sitting down to actually write the rough draft of a writing assignment.   There are several ways to prewrite.

1. **Free-write**: Free-writing is sitting and down and writing anything and everything a writer can think about the topic.
2. **Brainstorming/Clustering**: This is making a web or diagram concerning subject matter.
3. **Creative Questioning**: Ask all the different questions about the topic including the 5-W's and 1-H: how, what, when, where, why, who. Don't just ask the questions, but answer them as well.
4. **Browsing**: Browsing works well when writing an explanatory/informational or persuasive paper and are stuck concluding how to approach the subject. Browse the internet, an encyclopedia, a magazine; anything that will generate ideas on how to deal with the topic.

The most important part of prewriting is discovering *how* the writer will organize this mass amount of material. Use a timeline, a flow chart, or a diagram to help map out ideas. There are many graphic organizers to help students make discoveries concerning topics and topic choices. Browse the web and choose something that fits the purpose of the assignment.

The Thesis Statement & the Claim

EVERY essay a student writes must have a claim or a thesis statement at the end of the introductory paragraph.

This should be completed in the pre-writing step of the writing process. A working claim or thesis helps a student to focus their ideas, evidence, proof, and support for the chosen topic. This working claim or thesis can be refined as the student is researching and gathering information for the essay – ideas, reasons, and emphasis changes as the writing cycle continues.

The Thesis Statement

A **thesis statement** is used in an **explanatory/informational essay**.

A **thesis statement** is the sentence or sentences found **AT THE END** of the introduction telling the reader what the essay will be about. It is specific. It tells exactly what part of a topic the writer will explore within the paper itself. **A thesis statement is not a topic sentence for a paragraph**. The writer must be precise in the choice of words in a thesis statement. If the writer is writing a five-page paper, the thesis statement should state exactly what the writer will say in those five pages.

A thesis statement is usually found at the end of the introductory paragraph. **It is never the first sentence of the introductory paragraph!**

Example:
Subject: The Gettysburg Address

Thesis Statement: Abraham Lincoln's "Gettysburg Address" remains a concrete example of literary prowess penned by an author who knew and understood the use of literary elements and writing techniques while still using the language of the common man.

The Claim

A **claim** is used in a **persuasive/argument essay**.

A **claim** is the sentence or sentences found at the end of the introduction telling the reader what your paper will be about. It is specific. It tells exactly what part of a topic the writer will explore within the paper itself. **A claim is not a topic sentence for a paragraph**. The writer must be precise in the choice of words in a claim. If the writer is writing a five-page persuasive paper, the claim should state exactly what the writer will say within those five pages. A claim illustrates the reasons

A claim is usually found at the end of the introductory paragraph. **It is never the first sentence of the introductory paragraph!**

Example:
Subject: The Gettysburg Address

Claim USING A BECAUSE CLAUSE: Abraham Lincoln's "Gettysburg Address" echoes in history not because Abraham Lincoln spoke well but instead, remains a classic example of persuasive rhetoric because the speech itself uses pathos and logos to prove the importance of the battle and its relevance in the world of both the past and the present.

Drafting – Rough Draft Writing

Don't be concerned with grammar, punctuation, and organization at this point in the writing. At this point, a student is only getting their ideas down on a piece of paper. They must concentrate of the purpose, the support, the evidence, and the word choices used to convey meanings. A student needs to pick a place and time when they will not be interrupted and just do it.

Revising – Revised Copy

Revision means you are changing the content of the essay for the better.

A student revises in order to improve, develop, expand, and publish what has been written.

There are **Six Traits of Effective Writing** – these traits should be found in ALL student writing.

1. **Ideas and Content** – Make sure ideas are clear, focused, and supported with details.
2. **Organization** – Arrange ideas in a logical order that moves the reader through the text.
3. **Voice** – Express ideas in a way that shows individual style and personality.
4. **Word Choice** - Use language that is precise, powerful, and engaging.
5. **Sentence Fluency** – Improve the rhythm and flow of sentences by using varied sentence lengths and structures.
6. **Conventions** – Eliminate errors in grammar, spelling, and punctuation.

Check your ideas and content!
 Ask the following questions concerning the writing:

- Is the purpose for writing clear?
- Are the ideas interesting and well-focused?
- Are there enough details to explain the ideas and support opinions/reasons?
- Is all the information included important to the paper's purpose?

If the answer is no to any of these questions, REVISE the content!

Check organization!

Ideas should be organized in a way that will help the reader understand them.

1. Is there a clear beginning, middle, and end?
2. Is the introduction strong?
3. Does each section seem to lead naturally to the next?
4. Are there enough supporting details where they are needed?
5. Is the conclusion strong?

Check voice, word choices, and sentence fluency!

Voice is the way a student as an individual expresses themselves in writing. It should be honest, natural, appealing and interesting. **Word Choice** is the words chosen for use in the writing. The words used should be natural, precise, strong, specific, imaginative, and engaging. **Sentence fluency** is the rhythm and flow of sentences in the draft. Sentences should be various lengths and structures, should begin in different ways, and should flow together smoothly.

Revision Checklist

Revision means you are changing the content of your essay for the better. Here is a checklist to complete for revision:

1. The introduction and conclusion paragraph should have 5 - 11 well-put-together sentences. Bracket [] each sentence in each paragraph and count the sentences – put the number to the side of the paragraph. The TIQAAx2+C should have 11 sentences.
2. Check your in-text citations – **HIGHLIGHT** the in-text citations and attribution you have in your essay – is the whole essay highlighted? **DON"T STACK YOUR FACTS!!!!!!** USE TIQAAX2+C!!!!!
3. Identify the sentence types: simple, compound, complex, and compound/complex. You should have a **variety** of sentence types in your essay. REMEMBER – a simple sentence is a good way to make an important statement – it should not be every sentence in the essay!
4. Did you get my attention with the first sentence? Did you leave me with something to think about in the conclusion? Are both the introduction and conclusion developed?
5. There should be NO I, ME, MY, YOU within this essay!!!!!!! There should be no contractions unless they are in quotes; there should be no informal language (i.e. slang, texting etc…) in the essay. Numbers should be spelled out if they are from 1 to 100 – example: forty-seven percent…(unless they are in a quote!).
6. Check your PRONOUNS (we, they, us)…**EVERY** pronoun must have a **NOUN** it is renaming – otherwise, I am confused!!!! There should be a limited number of pronouns used.
7. Check your verbs! Identify your verbs by <u>underlining</u> them…then change them from PASSIVE verbs to ACTIVE verbs!
8. Check your organization…does it work or is it choppy from paragraph to paragraph? CHECK your TRANSITIONS!!!!!!!!!!!!!!!!!!!
9. Check for sentences that end incorrectly!!! No sentence should end with a PREPOSITION or VERB!
10. **NO SENTENCE SHOULD EVER START WITH A CONJUNCTION – BUT, AND, OR, SO, ETC…It should also NEVER START WITH A CONJUNCTIVE ADVERB – however, therefore, etc…**

Editing and Proofing

Editing and proofing deals with those pesky grammatical mechanical issues found in all essays. A student should always check writing for grammatical/mechanical mistakes before handing it in to the teacher! Check the writing for errors in grammar, spelling, and punctuation.

Here are some of the most common mistakes made by writers concerning convention:

Sentence fragments	Errors in subject/verb agreement
Run-on sentences	Missing/incorrect punctuation
Verb tense agreement	Misused/misspelled words
Incorrect capitalization	Dangling modifiers

Here's how to edit/proof an essay:

1. Read your work slowly – one sentence at a time. **NOTE**: If you read the piece **aloud**, you will **HEAR** the mistakes – awkward word choice and phrases need to be weeded out of the essay.
2. Look for the kinds of mistakes often found in writing, as well as other kinds of mistakes.
3. Look closely at sentences that just don't seem right – even if it is not clear why, they just seem wrong. Ask the English teacher about these!
4. Use the Grammar, Usage, and Mechanics discussion at *The Owl at Purdue* or in the English book to help correct errors in grammar, capitalization, and punctuation.
5. Use a dictionary to check the spellings of unfamiliar words.
6. Ask a friend or a family member to read the work, looking for errors others missed.

Publishing – Final Copy

When publishing a final copy of any essay, formatting is one of the keys to success.

ALL essays require the following:

1. Times New Roman font
2. 12 font ONLY, unless otherwise specified
3. Double space with NO EXTRA SPACE BETWEEN PARAGRAPHS OF THE SAME STYLE
4. The title of the paper on the first line of the first page
5. NO page number on the title page nor the first page
6. Header on page 2 – top, right hand side with **last name and page number only**: example = Henderson 8 – there is no p. or pg. or page next to the number!
7. Standard margins on all pages
8. Paragraphing indent at ½ inch
9. No colored paper
10. No colored font
11. No gargantuan font
12. The Works Cited page font is Times New Roman 12 font as well

Title Page Example:

Title of the Essay

Your Name

These lines are double spaced only do not add additional line spacing.

The Teacher (Caroline McMahan)

The Class (English 11, 3rd Hour)

The Date (written out April 12, 2014)

Integrating Research Material into an Essay

Writing an essay that includes research material forces a student to understand how to integrate "proof" into their paper.

There **are three ways** to use research in an essay:

1. **quotations**
2. **paraphrasing**
3. **summarizing**

The purpose of using these 3 ways of integrating research into an essay is to **SUPPORT** what the writer has to say, not to say it for the writer! The reader is looking for **DEVELOPMENT** of ideas – not regurgitation.

Quoting

When using an author's own words, the writer must put them in quotation marks. **Direct quotations should be used sparingly** - save them for occasions when the author has:

1. used original language
2. made an extremely important point
3. used unusually concise language

When quoting, the writer should introduce the quote **BEFORE** actually quoting the source. **This is called attribution**. *Then* quote the source **use parenthetical citation for page numbers of a print source**. After quoting the source, the writer must relate the quote back to the thesis statement or claim.

A DIRECT QUOTE IS ALWAYS ATTRIBUTED!!!!!!!!!!!!!

Rather than using "says" each time, incorporate a source's words or ideas by VARYING the WORDING!

acknowledges	discloses	implies	warns
suggests	concludes	notes	admits
concludes	believes	comments	concurs
insists	explains	claims	affirms
predicts	summarizes	illustrates	speculates
reports	finds	proposes	indicates

NOTE: The period goes AFTER the parenthesis.

An example of attribution:

According to John Smith, "Roughly 10% of all students have used cell phones to cheat on an exam given in an academic class" (42).

The parenthetical numerical citation is used to cite the page number of a print source. **EVERY time a student uses a PRINT SOURCE, the page number must be included in the citation in the form of a parenthetical citation.**

An example of parenthetical citation:

Parenthetical citations are also used when paraphrasing and summarizing – here the writer uses the author's last name and page number to give credit to the source.

Cell phone cheating is a common occurrence at high schools in the state of Illinois (Smith 44).

Use **either** attribution or parenthetical citation for summaries & paraphrases.

<div align="center">

Paraphrasing

</div>

When paraphrasing, a writer restates someone else's ideas in their own words in detail. The writer uses all of the author's important ideas, including the author's tone, order, and emphasis. A paraphrase can be the same length as the article used because of its attention to detail**. If any of the author's original words or phrases are used, put them in quotation marks!**

Again, use attribution and parenthetical citations within your paper in order to cite the source correctly.

<div align="center">

Summarizing

</div>

When a writer summarizes, a brief summary of the main ideas are noted on paper or note cards. When a writer summarizes, his or her own words are used. A summary is always shorter than the article from which it is taken.

If the article is written using distinctive words or phrases, the summary should reflect those phrases and words using quotation marks otherwise, the writer will be committing plagiarism.

Again, the writer must use attribution and parenthetical citations within the paper in order to cite the source correctly.

Writing and Using Note Cards

Note cards are used to help the writer organize the massive amounts of material he or she will acquire during the researching process. Note cards are used immediately after a source has been critically read & help the reader put quotes, paraphrases, and summaries into the rough draft of the essay. There are two types of note cards – the Bibliography or Source Card and subsequent notes cards for information from the source.

The **Bibliography Card** is the first card a student fills out concerning their source. The **Bibliography Card** is also called the **Source Card** because it helps a student **cite** the source when writing the rough draft. The only information on the **Bibliography/Source Card** is the MLA citation to be used in the draft, Annotated Bibliography, or Works Cited.

Bibliography/Source Card

Source Number – this is a letter AND a number. The A1 tells me it is source A, note card #1.

Because this is the MLA Citation, a writer uses the card to ensure in-text citations are correct.

A1

Hodges, Walter C. *Shakespeare's Theatre*. New

    York: Coward-McCann, Inc., 1964.

(This is the MLA citation of a **Book** used in a research project.)

Unlike a Bibliography/Source card, a note card from the source **contains a single quote, paraphrase, or summary** of the pertinent information found within a source. A **single** quote, paraphrase, or summary **is used specifically** for rough draft writing. When a student has a number of note cards and is ready to write the rough draft, he or she can choose from the note cards the specific information needed to illustrate their idea, sit down at the computer with the chosen note cards, and write.

Source Number – notes are from Source A – the Hodges book from above. The next article/book/source will be Card B.

A2

NOTICE: the quote uses correct punctuation throughout. It also gives the page Number in parenthesis just as it will look in the in-text citation.

"The works of William Shakespeare has fueled numerous plots found in multimedia including television, movies, and other plays found around the world" (254).

Citing Long Quotes

A short quotation takes four lines or fewer in your essay; whereas, a long quote is more than four lines. Quoting more than four lines has a different format style. Begin quotations longer than four lines on a new line and indent one inch or ten spaces. **Do not add quotation marks.** Note that **the period goes before the page number at the end** – this is different! **NOTE: ALWAYS use ATTRIBUTION!**

Example:

In her article "Art for Everybody," Susan Orlean attempts to explain the popularity of the painter Thomas Kincaid:

> People like to own things they think are valuable…The high price of limited editions is part of their appeal: it implies that they are choice and exclusive, and that only a certain class of people will be able to afford them – a limited edition of people with taste and discernment. This is important to note when discussing the popularity of a painter like Thomas Kincaid. (128)

This same statement could also explain the popularity of the phenomena like PBS's *Antiques Road Show*.

Common Mistakes

There are many mistakes found in research writing. Here are some of the common mistakes to look for in a paper:

- **Missing Attribution -** if using a direct quote, **ATTRIBUTION must be used**
- **Missing Punctuation** – especially quotation marks and commas
- **Inadequate Citation** – no page number is given to show *where* in the source the material was drawn.
- **Paraphrase Relies Too Heavily on the Source** – either the wording or phrasing follows the source too closely.
- **Distortion of Meaning** – paraphrase or summary distorts the meaning of the source – the quote is taken out of context, resulting in a change of meaning.
- **Missing Works Cited Entry** – Works Cited page doesn't include all the works cited in the paper.
- **Inadequate Citation of Images** – a figure or photo appears with no label, caption, citation.

Writing an Essay

- An essay is a group of paragraphs dealing with one main idea.
- A good essay has the same characteristics of as a well-written paragraph.
- An essay should have :
  - A main idea.
  - A variety of details that develop and support the main idea.
  - A logical flow from one part to the next.
- An essay has three parts:
  - An introduction
  - A body
  - A conclusion

Unity & Coherence

In order for any type of writing to be successful, it must have two things: **Unity** and **Coherence**

Building an essay or a paragraph, involves presenting a **Main Idea** and developing that **Main Idea** with **supporting ideas** and **details**.

NOTE: Every sentence in a paragraph has to relate to the main idea – this is **UNITY**. **Supporting details** are sensory details, examples, anecdotes, facts, statistics, and quotations. In other words, unity means staying on topic with relevant information used in each and every sentence of the draft.

Organization in an Essay

Building an essay also involves **coherence** - a pattern of organization within an essay.

There are several ways to organize your writing – here are the five most common ways to organize an essay:

- Order of Degree
- Sequential Order
- Cause/Effect Order
- Spatial Order
- Compare/Contrast Order

Order of Degree – Persuasive & Explanatory/Informational Writing
Use order of degree to present ideas of unequal importance, familiarity or complexity or to show a ranking of people, places, things, or events.

Sequential Order – Narrative Writing & *some* **Informational Writing**
Use sequential order to tell a story or present a series of events. This pattern includes **chronological order** in which events are arranged as they occur in time, and step-by-step order in which the stages of a process or procedure are described.

Cause/Effect Order – Persuasive & Explanatory/Informational Writing
Use cause/effect order to show relationships between events and their results. Use the topic sentence to state a cause and then provide details about its effects, or state an effect in the topic sentence and then discuss its causes. Sometimes a writer may want to present a series of causes and effects in a single paragraph.

Spatial Order – Narrative Writing
Use spatial order to present details in a ways that reflects their positions in space. This pattern allows the reader to picture a scene as it would appear to someone panning it with a camera. A writer might introduce details as they are arranged from right to left, from near to far, or from top to bottom.

Compare/Contrast Order - Persuasive & *some* **Explanatory/Informational Writing**
Use compare/contrast order to present the similarities and differences between people, places, things, or events.

The writing assignment itself drives the organization of the essay. An assignment to persuade a reader never uses chronological order for the organization of the essay – portions of the essay may be using a narrative to drive a reason but the organization itself is never sequential.

Writing an Introduction

Begin the **introduction** to the paper with one of the following techniques:

- a question.
- a quotation
- a startling or interesting fact
- vivid detailed description
- an anecdote or a story
- address the audience directly
- take a stand

Fill in information in the rest of the introduction by:

- Telling the reader why the topic is important.
- Giving background information on the topic.
- Using a series of images to build up to the thesis/claim.
- Using a relevant quotation – remember to cite the source of the quotation.

As a writer, the goal is to get the attention of the audience! Using one of these techniques as the first sentence of the paper will do exactly that - get the reader's attention right away so they will want to continue reading.

After writing the first sentence of the paper…the grabber sentence…write a few more sentences to introduce the reader to the topic. **Do not put your claim/thesis after the first sentence**…remember, it is the **last** sentence in the introductory paragraph.

Thesis/Claim Generator

1. Identify the subject of your essay	
2. Turn your subject into a guiding question	
3. Answer your question with a statement	
4. Refine the statement into a working thesis/claim	

Writing a Body Paragraph for a Research Essay

Body paragraphs are supporting paragraphs; they support or prove the thesis or the claim. The rest of the paragraph should develop and support the topic sentence. **DO NOT** merely *tell* the reader what the quotation means. You need to analyze!

Use **TIQAAx2 + C**

Topic sentence – Write a sentence that indicates the focus of the paragraph.

Introduce quotation – Put the quotation, paraphrase, or specific example into context by explaining the situation. (Who said it? To whom? About what?)**THIS IS NOT WHERE ANNOTATION IS PLACED!**

Quotation – Provide the quotation, paraphrase, or specific example using correct in-text citations

Analysis – Explain to the reader the importance of the quotation, paraphrase, or specific example.

Analysis – Explain to the reader how this supports your topic sentence.

Transition – Write a phrase or sentence that provides flow from the first example to the second example.

Introduce quotation – Put the quotation, paraphrase, or specific example into context by explaining the situation. (Who said it? To whom? About what?)

Quotation – Provide the second quotation, paraphrase, or specific example.

Analysis – Explain to the reader the importance of the second quotation, paraphrase, or specific example and how it supports your topic sentence.

Analysis – Explain to the reader how this supports your topic sentence. If possible, tie the two pieces of evidence together.

+C – Use a clincher sentence to conclude the paragraph but do not merely restate the main idea sentence.

TIQAAx2+C should be repeated for any additional body paragraphs.**
The original TIQA idea came from Argo High School.

TIQAAx2+C

T Topic Sentence
Write a sentence that indicates the focus of the paragraph.

I Introduction
Put the quotation, paraphrase, or specific example into context by explaining the situation. (Who said it to whom? About what?).

Q Quote/Proof
Provide the quotation, paraphrase, or specific example.

A Analysis
Explain to the reader the importance of the quotation, paraphrase, or specific example.

A Analysis
Explain to the reader how this supports your topic sentence.

T Transition
Write a phrase or sentence that provides flow from the first example/idea to the second example/idea.

I Introduction
Put the quotation, paraphrase, or specific example into context by explaining the situation. (Who said it? To whom? About what?).

Q Quote/Proof
Provide the quotation, paraphrase, or specific example.

A Analysis
Explain to the reader the importance of the quotation, paraphrase, or specific example.

A Analysis
Explain to the reader how this supports your topic sentence.

C Conclusion
Use a concluding sentence to end the paragraph - reflects thesis and main idea.

Here is an example of a TIQAAx2+C paragraph:

Cell phones should not be allowed in school because they are a distraction. Many students cannot concentrate when another student is making noise, playing with a pen or pencil, or even shaking their leg. Cell phones would be a total distraction to these students! According to John Abernathy in his article in *Education Digest*, "Students cannot learn in an environment that includes distractions" (24). In other words, a student taking out a cell phone and texting inhibits learning. If student A is taking a test while student B is texting, the grade on student A's test could suffer because of the distraction student B causes. Texting is not the only distraction cell phones make in the classroom. The noises cell phones emit are also a huge disruption. A student whose cell phone constantly rings is a distraction. "…when 15 cell phones are ringing at the same time, there is no learning going on in the classroom" says Phillip Sharp. One cell phone ringing in a class does not constitute a horrific problem, but an entire class of ringing could become a nightmare for both the student and the teacher. Ringing is not the only noise cell phones make – the distraction could include random noises students could use to distract other learners *purposefully*. The learning environment would be compromised if cell phones were allowed in class.

Notice:

1. This body paragraph has only 2 quotations…there is no stacking of facts.
2. This body paragraph has in-text citations including page numbers for print sources.
3. This body paragraph has analysis of the topic, not just opinion and example.
4. This body paragraph uses a variety of sentence structures and word choices.
5. This body paragraph is not repetitious.
6. This body paragraph is a reflection of the students thinking and writing – the research is used for PROOF not to drive the reasoning or write *for* the student.
7. The writer uses DIRECT QUOTES thus the use of ATTRIBUTION is REQUIRED.

Writing a Conclusion

The conclusion should not be merely a summary; rather, it should restate and reemphasize the thesis or claim. It should show the importance of the analysis done throughout the paper and provide a concluding sentence, which may connect back to the first sentence of the introduction.

Thesis restatement: Reword the thesis/claim, but do not copy and paste the claim or thesis from your introductory paragraph. Make sure your wording is precise but varies from the exact wording of the introduction. Remember, you have illustrated this thesis/claim throughout the essay itself…direct repetition of the thesis/claim kills the paper.

Importance: Discuss the importance of the points supported throughout the paper.
1. Use words that sound like the paper is concluding.
2. Briefly summarize the main point(s).

Concluding statement: Give a final thought about the topics discussed throughout the paper - try to connect this idea to the one used in the attention-getter. The conclusion is where the writer answers that "so what?" question.

Paragraph Writing

Paragraphs are not difficult to write, it just takes practice and time!

Just like there are **3 major types of writing**, there are **three types of paragraphing**:

> Persuasive
> Expository/Informational
> Narrative

Each of these paragraphs have a specific purpose in writing however, **they all have the same components**:

1. Main Idea
2. Supporting Details
3. Examples
4. Explanation

Here is an example of an information/explanatory paragraph that works:

Main Idea:

Organization skills can help all high school students improve classroom success.

Supporting Detail/Example

If a student keeps a separate colored folder for each individual class, he or she can pick it up quickly out of their locker and use it ONLY for that particular class.

For example, if the History folder is orange, this folder would only be taken and used for History assignments.

Explanation
In this way, the student keeps all History work together; therefore, the student will be more successful in History class because of organization.

Concluding Sentence Refers back to THESIS
Student organization invites student success.

Writing Rubrics

Paragraph Writing Rubric

_____1. Did the writer thoroughly address the writing prompt?

_____ 2. Did the writer include strong, appropriate examples?

_____ 3. Are all sentences coherent?

_____ 4. Does the writing have unity?

_____ 5. Are the sentences grammatically/mechanically correct?

_____ 6. Is the paper legible?

_____ 7. Are quotes, paraphrases, and summaries cited correctly?

_____ 8. Does the paper contain correct headings, name, etc…

Comments:

Research Writing Rubric

Ideas & Content	The paper is clear and focused. It holds the reader's attention with relevant anecdotes & details enriching the central theme or storyline. Topic sentences & thesis match with development in the paragraphs.	The writer is beginning to define the topic, even though development is still quite basic and general. The writer has trouble going from general observations to specific ones.	The paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy details. Everything is as important as everything else.
Organiza-tion	The organization enhances and showcases the central idea of the essay. The order, structure, and presentation of information is compelling and moves the reader through the text in a logical manner.	The organizational structure is strong enough to move the reader through the text without undue confusion. The structure takes away from the content of the essay.	The writing lacks a clear sense of direction. Ideas, details, and events seem strung together in a loose and random fashion – or else there is no identifiable internal structure.
Voice	The writer speaks directly to the reader in a way that is individualistic, expressive, and engaging. Clearly, the writer is involved in the text, is sensitive to the needs of an audience, and is writing to be read.	The writer seems sincere but not fully engaged or involved. The result is pleasant, or even personable, but not compelling. The writer uses safe generalities rather than strong personal insights.	The writer seems indifferent, uninvolved, or distanced from the topic. The writing is lifeless and mechanical. The writing communicates on a functional level but does not move the reader.
Word Choice	Words convey the intended message in a precise, interesting, and natural way.	The language is functional even if it lacks punch; it is easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meanings.
Sentence Fluency	The writing has an easy flow and rhythm when read aloud. Sentences are well built with strong and varied structure that invites expressive reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than engaging, more mechanical than fluid. There is little variation in sentence length and structure.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects choppy, incomplete, rambling, and awkward sentences.
Conventions	The writer demonstrates a good grasp of standard writing practices. Errors in spelling, grammar, punctuation, usage, are few. Errors tend to be so few and so minor the reader has to specifically look for them.	The writer shows reasonable control over a limited range of standard writing conventions. Sometimes errors are distracting and impair readability.	Errors in spelling, punctuation, usage, capitalization, and/or paragraphing repeatedly distract the reader and make the text difficult to read.
Citations	All required citations were included in the essay. Citations correspond with the Works cited. Works Cited is correctly formatted.	Citations within the body of the essay and the corresponding Works Cited were present; however, formatting errors exist or some components were missing.	Citations for statements included in the essay were not present or references which were included were not found in the text. In-text citations were incorrectly formatted. The Works Cited was incorrectly formatted.

Works Cited Information

A Works Cited is always necessary when a writer uses researched information in an essay, PowerPoint, Google Doc, or image. Here are some Works Cited rules:

A Works Cited

- Is ALWAYS Alphabetical

- ALWAYS indent the second line

- ALWAYS end the entry with a period

- ALWAYS italics for the TITLE of the book, magazine, or website

- ALWAYS use quotation marks for the title of the ARTICLE

- ALL months are abbreviated EXCEPT May, June, & July

- AFTER second author, it is first name, last name

- MORE than three authors – USE et al

- ALWAYS header on top right with last name and page number (this is ALWAYS the last page of the essay)

- Works Cited is ALWAYS plural and always Times New Roman 12 font – CENTERED on first line

An example can be found on the next page.

Works Cited

Barlow, John Perry. "Africa Rising: Everything You Know about Africa is Wrong."

    Wired 5 Jan. 1998: 142-58. Print.

Hinton, S.E. *The Outsiders*. New York, New York: Penguin, 1967. Print.

Snider, Michael, and William Smith. "Wired to Another World." *Maclean's* 23 Mar.

    2003: 23-24. *EBSCOhost*. MAS Ultra. Web. 4 Oct. 2013.

Thomas, Michael J., Kelly R. Jones, and Patricia S. Kemble. "Wired in Tomorrow's

    World." *Maclean's* 15 Mar. 2008: 23-24. *EBSCOhost*. Opposing

    Viewpoints. Web. 4 Oct. 2014.

Voigt, Evan, et al. "Africa." *National Geographic* 5 Jan. 1998: 142-58. Print.

The Annotated Bibliography

Many colleges and universities now use the Annotated Bibliography when students are writing, presenting, and discussing research information. Teachers use the Annotated Bibliography to facilitate discussion with the student in order to assess whether or not the research sources are genuine and gauge the scope of student research in relation to the thesis or claim.

An Annotated Bibliography is **NOT** a Works Cited page!

An Annotated Bibliography helps a student to narrow their topic and choose the most important parts of that topic to draft an essay.

The Annotated Bibliography will **ALWAYS** have **more sources** than a Works Cited page.

When creating an annotation, the student should:

- Use MLA style formatting, writing a citation for the source.
- Double Spaced; Times New Roman 12 font; check the box do not add space between paragraphs of the same style; hanging indent; header top left (this is a full heading **ONLY on the first page, subsequent pages will have the standard last name & page number, top right only**)

- Take time to write a SHORT summary of the source – discuss the claim/thesis of the piece, effectiveness of the information (does it fit the topic choice?), any bias by the author or print source (you should be judging here!), and any information you deem as important in using this source later in your essay.

- Format the entry correctly!

If you need help in the format, check The Little Penguin Handbook & *The Owl at Purdue***.**

EXAMPLE Annotated Bibliography using EBSCOhost:

Your Name

English 11, 1ˢᵗ Hour

February 23, 2014

<div align="center">Annotated Bibliography</div>

Author last name, first name. "Title of Article." *Title of Magazine or Newspaper Article*

day month abbrev. Year: pg.no. or n.pag. *MAS Ultra School Edition.*

EBSCOhost.   Web. Date you accessed.

Annotation.

Anderson, Arnold. "Three Key Success Factors in a Business Area." *Houston Chronicle,*

2013.   Web. 03 Oct. 2013.

When an entrepreneur starts a business, they have to work at keeping it

successful and this article says to do so you have to retain customers, you

have to develop product and you have to manage cash wisely. You have

to work to keep customers, because getting them is no good if you don't

keep them.

Brahmantika, Bara E. "The Effect of Incentive on the Employee Performance." *Under*

One Sun 30 Jan. 2012: 456-700. *ERIC*. EBSCOhost. 18 Sept. 2013.

In Brahmantika's article, he discusses how incentives in businesses work;

or how they don't work. He discusses why certain incentives work for

some companies, (small vs. large), and not others, and why. His article

disagrees with another source of mine which implies that incentives, for

the most part, always work.

Peer Revision

Peer revision is an important aspect of the writing process. The following are some questions students can answer when revising other student essays.

Writer:_____

Reader:_____

1. Tell the writer what you think the intended readers would find:

    - Most convincing

    - Least convincing

2. If you think the essay is seriously flawed, share your thoughts!

3. Look at the way the issue is presented and indicate if you think most readers would understand the issue differently. If you think the reader needs more information to grasp the issue and appreciate its importance, ask questions to help the writer fill in whatever is missing!

4. Summarize the writer's position as you understand it from reading this draft.

5. UNDERLINE THE THESIS/CLAIM IN THE DRAFT!!!

6. Discuss the thesis/claim as presented – does it work or does it need some help?

7. UNDERLINE THE REASONS/TOPIC SENTENCES IN THE DRAFT – then explain whether these reasons/main ideas are plausible. If they are too far reaching, lack pathos or logos, or just don't work, indicate this fact to the writer! Let him or her know how they might be able to fix this mistake.

8. If this is a persuasive essay, find where opposing arguments or objections are mentioned and identify them in the margin – has the writer IGNORED important arguments or objections? If there is more they need to add indicate it!

9. Is the beginning engaging or boring? Give the writer some advice if needed.

10. Reread the ending – does it concluded decisively and memorably? If not, give the writer some advice!

11. Give the writer your final thoughts on this paper.

Avoiding Plagiarism

Plagiarism **is passing off someone else's work as your own. It is dishonest. If you borrow, buy, or steal someone else's paper, you have** plagiarized**. But you have also** plagiarized **if you have used an author's words without identifying that author.**

Plagiarism Is
- using someone else's words as your own
- not giving an author credit for ideas you have paraphrased or summarized
- using tables, graphs, charts, and statistics taken from a source without documenting that source

Common Knowledge

As a writer, you may use **common knowledge** without listing a source. **Common knowledge** is general information found in several sources and known to be true. For example, it is common knowledge Harper Lee was born in Monroeville, Alabama and she wrote the novel *To Kill A Mockingbird.* We do not need to document this fact because it is common knowledge. If we were to talk about her novel in comparison to Truman Capote who is the supposed "real author" of the novel, we would be required to document the source of this idea.

Anytime you as a writer download material off the Internet, you have the potential to commit plagiarism. Do not simply cut and paste material to your account here at school or even to your computer at home. Take the time to summarize your material or paraphrase your material in order to avoid the temptation of plagiarism. It is easy to plagiarize material simply copied onto a word account. Don't do it! If you want to quote the source, make sure to document, document, and document the source!

In order to document sources correctly, *The Brief Penguin Handbook* or *The Owl at Purdue* must be used. A copy of this book or help finding this website is easy – ask an English teacher!

If at any time, any student in English has plagiarized material from a source on any English assignment, that student will receive a zero for that assignment. Plagiarism in any form will not be tolerated.

Plagiarism Statement

I _____understand the definition

of plagiarism. As a student of at Dee-Mack High School, I

understand the following:

- If I copy someone else's words, ideas, statistics, graphs, tables, or charts and use it as my own without crediting the source, I will receive a zero for the assignment.

- I am aware my teacher _____does not allow me to cut and paste material into my word processing program when using the computers in the computer lab. If I do this, I will receive a zero on the assignment.

- If I copy literary notes and use this information on a paper without quoting the source of the material, I will receive a zero on the assignment.

Plagiarism is a serious problem that will not be tolerated in the classroom.

If you have any questions about quoting or using a source, you have only to ask Mrs. McMahan, Mrs. Whals, or Mr. McLemore, or check *The Brief Penguin Handbook* or *The Owl at Purdue.*

Plagiarism is cheating not only yourself, but every other student within the class. Document your sources and plagiarism will not be a problem.

Signed_____ (student)

Signed_____ (parent)

Signed_____ (teacher)

Citing Sources

The following are some examples for MLA citations for a book, magazine, online web page, an image, and a government source. CHECK *The Owl at Purdue* website for information on citing.

A book

Author(s). *Title of the Book in Italics*. **Place of Publication: Publisher, Copyright.**

    Print.

One Author

Cather, Willa. *My Antonia*. New York: Bantam Books, 1918. Print.

Two or Three Authors NOTE: the second & third authors are first name last name.

Levitt, Stephen D., and Stephen J. Dubner. *Freakonomics*. New York: Harper Collins,

    2005. Print.

More Than Three Authors NOTE: the et al denotes multiple authors.

Goldber, Peter, et al. *The Revolutionary War*. Boston: Harcourt, 2009. Print.

A PRINT Magazine Article: There is a period after the periodical title.

Author. "Title of Article." Periodical Name in Italics day Mon. Year: page

    number. Print.

Davis, Marc. "The Impact Of Recession On Businesses." *Investopedia*. 26 Feb. 2009: 25.

    Print.

A Web Magazine/Newspaper Article: There is no period after the name of the periodical and there is either a page number or n. page denoting no page number. ALL months are abbreviated except for May, June, and July. The day is always BEFORE the month.

Ingram, David. "The Advantages of Businesses in the Local Economy." *Chron*. Houston

    Chronicle, 2014: n. pag. Web. 22 Oct. 2013.

A Website: Always note the owner of the website, even if it is the same as the title of the website itself. A page number does not need to be noted unless there is a page number present.

The Street Staff. "100 Events That Changed Business: 1900-2000." *The Street*. The

Street, Inc., 12 Aug. 2011. Web. 20 Nov. 2013.

A PDF File:

Bentley, Phyllis. "Yorkshire and the Novelist." *The Kenyon Review* 30.4 (1968): 509-22.

JSTOR. PDF file.

An image: ALL images should be cited underneath the image. The full citation is used underneath the image – if using Google images, the original website where the image was found should be used.

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*.

Web. 22 May 2006.

Government Website

United States Department of Health and Human Services. *Salmonellosis Outbreak in

Certain Types of Tomatoes.* U.S. Dept. of Health and Human Services, 5 July

2008. Web. 30 Nov. 2013.