

Hardin Valley Academy Style Manual



A Guide to Writing and Using Resource
Materials

Created by the English Department of
Hardin Valley Academy
Knox County Schools, TN
2010-2011

Hardin Valley Academy

STYLE MANUAL

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To the Hardin Valley Academy Learning Community:

Communicating properly takes time and hard work. It is a direct reflection of higher-order thinking skills. More and more professional positions require sharp communication skills along with technical or subject-area knowledge. The purpose of the *Hardin Valley Style Guide* is to provide guidelines for proper format for assignments in classes at HVA. Use this booklet as a guide for all standard assignments, **but be sure consult your teacher for any variation from this style manual.**

One important component of this manual is the *Hardin Valley Academy Plagiarism Policy*. Plagiarism is a very serious offense and will be dealt with by teachers and administrators as such. Remember, it is your responsibility to write correctly and accurately and to complete your own work to the best of your ability, honestly and to give proper documentation where it is due.

This style guide will not only be helpful for writing in English classes, but in other fields such as social studies, science, technology and business. At HVA, we believe that interdisciplinary instruction is the best practice to ensure student learning. As a result, Hardin Valley Academy is dedicated to communicating across the curriculum; that is making sure that reading, writing and speaking are utilized effectively in all subject areas, not just in English classes.

The shared vision of HVA is that Hardin Valley Academy strives to prepare students to compete in a global economy through challenging curriculum and real world application provided through small learning communities. Having good communication skills is vital to being able to compete in your chosen field of study. It is our intention that this style guide will become a stepping stone to realizing that vision.

--The Hardin Valley Academy English Department

Types of Writing Addressed in the Hardin Valley Academy Style Manual

Writing in the field of Science—Part of this style guide is intended to provide a guide for the writing of a formal laboratory report in many of the science classes that are offered in Hardin Valley Academy. You are being trained in science and part of this training involves written communication of ideas and results. The professional appearance of the report, the proper punctuation, grammar and writing style are just as important as the units and calculations. Keep in mind that there is no standard way of writing these reports and the reports presented here are examples of particular teachers. Refer to your own teacher's rules for writing lab reports in their classes.

Writing in the field of Social Studies—Much of the writing done in the field of social sciences centers around informing the reader. Informative writing may take any of the following forms: Social scientists may describe the process by which something occurs; they may compare and contrast two theories; they may classify or define something. After researching and reporting their findings, social scientists establish arguments by making claims and supporting those claims with evidence. Research papers are very common to social studies courses.

Writing in the field of Business—Many students do not realize the sheer number of specialized business careers available. Most management and executive level positions in the business world require excellent communications and writing skills to succeed. In addition to the occasional resumes and cover letters, many professionals write memos, letters, emails and other correspondences every day. As a result, students not only need to master the business tools presented to them in class, but also the aspects of effective business communication.

Writing in the field of Technology—Two essential components of many technology-based jobs are oral and written communications between people in these fields. Technical writers create instruction manuals, user's guides and document the work of scientists, doctors, engineers, computer programmers and other technical professionals. Students planning to enter these fields must be prepared to effectively convey technical material both verbally and in writing. In order for students to communicate effectively in the field of technology, it will become increasingly important for them to write effectively and accurately.

Keep in mind that the fields of Mathematics and the visual and performing Arts also have many opportunities to communicate effectively, be it in written form or orally. Use the components of this style manual and the directions of your teachers to strive to be a more effective communicator.

Hardin Valley Academy Plagiarism Policy

For Use in All Subject Areas

2010-2011

The community of Hardin Valley Academy expects you to behave with academic integrity and to exhibit responsibility. This means you should complete original work and perform to the best of your ability. Plagiarism and cheating clearly violate this expectation.

Definition of Plagiarism

Plagiarism is the unauthorized use of someone else's work. This includes claiming work from friends, parents, and tutors as your own. Improperly documented information from websites, books, or other resources is also plagiarized. Cheating includes copying another's work or allowing your work to be copied.

Examples of Plagiarism

The following are examples of plagiarism:

- Copying another student's paper from a school computer or from a printed copy
- Using online translators in a World Language course
- Copying programming code
- Copying the analysis portion of a lab report in science class
- Taking key words or phrases or facts from an electronic source without properly citing the source
- Using key words or phrases from a source without placing those words in quotation marks and without placing an in-text citation in the paper at the end of each sentence containing such quotes
- Placing a citation at the end of a passage in your paper without making clear which of the preceding sentences contain(s) the information taken from the source
- Documenting only quoted material, but not documenting paraphrased or summarized material
- Turning in a paper without proper in-text citations or without a Works Cited page
- Failing to cite a fact that is not common knowledge (if you are in doubt about whether or not an item is common knowledge, ask your instructor. If your instructor is unavailable, cite the item.)
- Downloading a paper from the Internet

I have read the Hardin Valley Academy Plagiarism Policy and will abide by it. I understand that should I commit any possible violations, I will be subject to the consequences listed on the back of this form.

Student

Signature

Date

Parent/Guardian

Signature

Date

Things you should know

Plagiarism is easy to expose. The resource that most students use to plagiarize, the internet, makes detection very easy. If you copy even one phrase from an internet source, it is likely that you will be caught plagiarizing. Do not let this happen!

All parties involved are equally guilty of plagiarism. The student who makes his or her work available to be plagiarized is equally as guilty as the student who plagiarizes.

Ignorance of the rules is no excuse. Follow your teacher's directions for documenting sources carefully to avoid plagiarism.

Being caught plagiarizing may affect a student's status in leadership positions in school organizations. Plagiarism offenses may also affect college admissions.

Consequences for plagiarizing

As a result, when, not if, involved parties are caught, the following consequences will be adhered to:

Under-documentation/unintentional plagiarism:

Parent phone call and redo assignment for reduced credit at teacher's discretion.

Intentional copying of another student's, a parent's or a tutor's work; copying from a textbook or internet resource:

1st Offense: Cheating documented and administrative conference;

1. Teacher will call the parent and write the student up for cheating,
2. Student will receive zero credit on assignment. Zero credit cannot be made up, but student must complete an alternate assignment to be graded and averaged in with zero for plagiarized work for a maximum of 50% of the total points attainable on the assignment.

2nd Offense and beyond:

1. Steps one and two above will be followed.
2. Administrative conference
3. Loss of early release and mandatory intervention until the assignment is completed or six sessions
4. Disciplinary hearing.

Guide for Formatting Formal Writing Assignments in Modern Language Association (MLA) Format

Basic Guidelines for Handwritten Papers:

- Use a full sheet of 8 ½" x 11" paper.
- The paper should have no spiral notebook edges.
- Use only blue or black ink.
- Write on only one side of the paper.
- Double space your paper by skipping lines.

Word-Processed Papers (in Microsoft Word):

- Font Style: 12 point Times New Roman
- Full sheet of 8 ½" x 11" paper
- Double spaced
- Indent/Tab for a new paragraph
- Use Standard/Default Margins set by computer (1" margins)

Formatting the First Page of Your Paper:

- In the upper-left hand corner of the page, list the following information:
- Your name
- Your instructor's name
- Course Name (Example: English I CP)
- Date in MLA Format (Example: 12 June 2009)
- Double space again and center the title of your paper.
- Double space between the title and the first line of the text.
- Do not use a cover sheet unless it is required by your teacher.

Formatting the 2nd and Subsequent Pages of Your Paper:

Student's last name and then the page number in the upper-right hand corner. (ex: Smith 2)

Sample Pages MLA Format

Jane Smith	Smith 1
Mr. John Doe	
English I, CP	
12 June 2010	
Creative,Original, Engaging Title	
Begin writing your first paragraph here.	
Remember, you should use 12 point font,	
Times New Roman. Do not forget to double	
space and use 1" margins.	

Smith 2
Page two of your paper should have the
proper header with your last name and the
page number of your paper in the top right
hand corner.

Types of Essays

The writer Aldous Huxley once said that an essay is “a literary device for saying almost everything about almost anything.” An essay is a short piece of writing that discusses, describes or analyzes one topic. It can discuss a subject directly or indirectly, seriously or humorously. An essay can be written from any perspective, but essays are most commonly written in the third person.

Descriptive Essay:

Descriptive essays provide details about how something looks, feels, tastes, smells, makes one feel, or sounds. This essay seeks to appeal to the reader's senses. It can also describe what something is, or how something happened. Most often, the purpose of this essay is to inform or to explain.

Comparison/Contrast Essay:

The compare/contrast essay discusses the similarities and differences between two things, people, concepts, places, or any idea. Most students begin pre-writing for comparison and contrast essays with a Venn diagram. The purpose of this essay can be to inform or to persuade.

Cause/Effect Essay:

Cause/effect essays explain why or how some event happened and what resulted from the event. This essay is a study of the relationship between two or more events or experiences. Purposes of this essay include to inform, explain or at times, persuade.

Narrative Essay:

The narrative essay tells a story. It could be called a “short story.” Generally the narrative essay is conversational in style and tells of a personal experience. It is often written in the first person. This essay could tell of a single, life-shaping event or simply an ordinary experience. The purpose of this type of essay is to inform or entertain.

Expository Essay:

Expository essays are simply essays that explain something with facts, as opposed to opinion. It can describe how to do something, describe a process, explain or describe an historical event and analyze events, ideas, objects, or written works.

Argumentative/Persuasive Essay:

An argumentative or persuasive essay is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny but always tries to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm.

Critical Analysis Essay:

A critical essay analyzes the strengths, weaknesses and methods of someone else's work. It should then discuss how well the author accomplishes his/her goals and makes his or her points. A critical essay can be written about another essay, story, book, poem, movie, or work of art.

Literary Analysis Essay:

Literary analysis involves examining all the parts of a novel, play, short story, or poem using elements such as character, setting, tone, and imagery, and thinking about how the author uses those elements to create certain effects. A high school- or college-level literary essay asks, “How does this piece of literature actually work?” “How does it do what it does?” and, “Why might the author have made the choices he or she did?”

The Writing Process

Prewriting

- Choose a topic. If it is too broad a topic, narrow it down so you can develop it to the specified length.
- Identify your audience and purpose (inform, persuade, entertain, explain, etc.) for writing.
- Organize the information; outlining is the most common method of organization.
- Choose a thesis statement.

Drafting (Writing)

- Keeping your purpose in mind, begin to write.
- Follow your organizational plan that you developed in the prewriting stage.
- Write an introduction.
- Write the body paragraphs.
- Write a conclusion.

Revising

- Your first draft is not your final draft!
- After finishing your first draft, it is now time to revise your paper. Read the paper aloud to make sure you have actually communicated what you intended to write. You may want to have someone else read your paper to help you know what you need to revise. You may need to revise your paper several times before submitting it.
- Read your paper with the following questions in mind:
 - Have you written in complete sentences?
 - Does your paper make sense?
 - Do you prove your thesis?
 - Is it organized? Do you have an introduction, body, and conclusion?
 - Do you have too much or too little detail?
 - Do you stay on topic throughout the paper? Do all of your paragraphs relate to the thesis?
 - Do you have transitions?
 - Are you repetitive?

Editing

- After you are satisfied with the content and structure of the paper, you will make the final changes before submitting it to your teacher.
- Look for any mechanical errors, like punctuation, spelling, capitalization, agreement, proper citation, clear word choice, and consistent verb tense.

Publishing

- It is now time to share your work with others.
- Publishing goes beyond getting a piece in a magazine or newspaper. Publishing means getting a piece into the hands of any reader. Getting a friend or teacher or parent to read a piece is publishing. By knowing that others will read a piece a writer will work harder to make certain the piece reaches its highest possible potential.

Information adapted from Park High School, Cottage Grove, MN.

Writing a Thesis Statement

A thesis statement is a sentence (or sentences) that expresses the main idea(s) of your paper and answers the question or questions posed by your paper. It offers your readers a quick and an easy-to-follow summary of what the paper will be discussing and what you as a writer are setting out to tell them. The type of thesis that your paper will have will depend on the purpose of your writing. Below are examples of different types of thesis statements to help in the writing process.

General Thesis Statement Tips

- A thesis statement generally consists of two parts: your topic and then the analysis, explanation, or opinion you are making about the topic. Research papers will require you to write an essential question that will become your thesis statement and will be answered in your paper.
- A thesis statement is a very specific statement—it should cover only what you want to discuss in your paper, and be supported with specific evidence.
- Generally, a thesis statement appears in the first paragraph of an essay so that readers will have a clear idea of what to expect as they read.
- It might be helpful to use a graphic organizer, such as a chart or picture, to help you connect your thesis statement with other ideas.
- As you write and revise your paper, it is okay to change your thesis statement -- sometimes you do not discover what you really want to say about a topic until you have started (or finished) writing. Just make sure that your final thesis statement accurately shows what will happen in your paper.

Analytical Thesis Statements

In an analytical paper, you are breaking down an issue or an idea into its component parts, evaluating the issue or idea, and presenting this breakdown and evaluation to your audience. An analytical thesis statement will explain:

- what you are analyzing
- the parts of your analysis
- the order in which you will be presenting your analysis

Example: An analysis of the college admission process reveals one challenge facing counselors: accepting students with high test scores or students with strong extracurricular backgrounds.

The paper that follows should:

- explain the analysis of the college admission process
- explain the challenge facing admissions counselors

Questions to ask yourself when writing an analytical thesis statement:

- What did I analyze?
- What did I discover in my analysis?
- How can I categorize my discoveries?
- In what order should I present my discoveries?

Argumentative (Persuasive) Thesis Statements

In an argumentative or persuasive paper, you are making a claim about a topic and justifying this claim with reasons and evidence. This claim could be an opinion, a policy proposal, an evaluation, a cause-and-effect statement, or an interpretation. However, this claim must be a statement that people could possibly disagree with because the goal of your paper is to persuade your audience that your claim is true based on your presentation of your reasons and evidence. An argumentative thesis statement will tell your audience:

- your claim or assertion
- the reasons/evidence that support this claim
- the order in which you will be presenting your reasons and evidence

Example: High school graduates should be required to take a year off to pursue community service projects before entering college in order to increase their maturity and global awareness.

The paper that follows should:

- present an argument and give evidence to support the claim that students should pursue community projects before entering college

Questions to ask yourself when writing an argumentative thesis statement:

- What is my claim or assertion?
- What are the reasons I have to support my claim or assertion?
- In what order should I present my reasons

Expository (Explanatory) Thesis Statements

In an expository paper, you are explaining something to your audience. An expository thesis statement will tell your audience:

- what you are going to explain to them
- the categories you are using to organize your explanation
- the order in which you will be presenting your categories

Example: The life of the typical college student is characterized by time spent studying, attending class, and socializing with peers.

The paper that follows should:

- explain how students spend their time studying, attending class, and socializing with peers

Questions to ask yourself when writing an expository thesis statement:

- What am I trying to explain?
- How can I categorize my explanation into different parts?
- In what order should I present the different parts of my explanation?

Adapted from Polar Style Manual and The OWL at Purdue

Source Documentation

Careful reading of your research and taking good notes is important in writing a good paper. To begin, you must evaluate your source and then begin your note taking.

Website validity:

There are many guidelines to use in order to determine what is a legitimate website and what websites you need to stay away from; here are a few:

1. Check the domain. If the site is supposed to be a site about education, does the domain address end in .edu?
2. Read the "About Us." Is there contact information, as well as a clear detailing of who is responsible for creating and updating the site?
3. Check the last update. If the site hasn't been updated recently, it isn't a site from where you want to get information. The date for the most recent update usually appears at the beginning or at the end of the site's home page.
4. Compare similar sites. Check other sites that are supposed to have the same kind of information as the site you are visiting.
5. Use common sense. If the site is supposed to contain education information, for example, but it talks about unrelated things, it makes sense that the site is not valid.

Source Cards

Now that you have found valid websites, you need to document the source by creating a Source Card. This source card will contain the information you will use for your Works Cited List. See the appendix for what a sample Source Card should look like.

Refer to the following website (Purdue OWL) for examples on how to document particular sources- <http://owl.english.purdue.edu/owl/search.php>. Click on Research and Citation, 2009 MLA Guide.

Note Cards

When you have found a valid source and created a Source Card, you are now ready to take notes by using index cards to create Note Cards.

Note taking

There are three note-taking methods: summary, paraphrase, and direct quotation.

1. **Summary:** used to record the general idea of large amounts of information
 - It is used to record only the general idea of long passages (up to two pages) in your own words.
 - The summary must be cited.
2. **Paraphrase:** used to transfer the exact idea of the original passage to a note card, using your own words. You are paraphrasing improperly if you:
 - Retain the sentence pattern of the original and simply change the word order.
 - Use more than three words in succession from the original source.
 - Distort the meaning of the original passage.
 - Do not restate word for word: rather restate idea by idea
 - Your paraphrase must be cited.

3. **Direct Quotation:** According to the MLA Handbook for Writers of Research Papers : “Quote only words, phrases, lines, and passages that are particularly interesting, vivid, unusual, or apt, and keep all quotations as brief as possible” (56).

- Enclose all quotations in quotation marks
- Always copy the quotation exactly as it appears in the original source. Copy spelling, internal punctuation, and capitalization, even if the original contains errors.
- All quotations must be integrated. Never drop a quotation into a sentence or paragraph without a proper lead-in.

For example, do not write the following:

There has been a de-emphasis in the importance of grammar instruction in the modern classroom. “Many teachers seem to believe rules stifle spontaneity” (D’Angelo 54).

Write the following instead:

Because “many teachers seem to believe rules stifle spontaneity, “ there has been a de-emphasis in the importance of grammar instruction in the modern classroom (D’Angelo 54).

How to integrate quotes:

1. The “somebody said” lead-in is very common. For example: Jane M. Agee comments, “Many students who would not have attempted college seven years ago are now coming into state university through junior colleges...”(10).
2. The “blended” lead-in provides more flexibility. In this kind of lead-in, some of the quoted material is left out and what is retained blends right in with the sentence.
For example:

Because “Many teachers seem to believe rules stifle spontaneity, “there has been a de-emphasis in the importance of grammar instruction in the modern classroom (D’Angelo 54).
3. The “sentence followed by a colon” lead-in is another effective technique.
For example:
Agee insists that English instruction on the college level will not be improved until educators examine realistically the situation: “Public school teachers, professors of English and English Education, students, and state leaders need to sit down together and evaluate the current realities before any real progress can be made” (10).
4. If the quotation ends with a question mark or an exclamation point, however, the original punctuation is retained, and no comma is required.
For example:

“What a wonderful little almanac you are, Celia!” Dorothea Brooke responds to her sister (7).
5. If a quotation ends with both single and double quotation marks, the comma or period precedes both.
For example:

“‘The poem alludes to Stevens’s ‘Sunday Morning,’” notes Miller.

Examples of what should be included on a notecard is in the appendix.

Sample Source Cards and Note Cards

Source Cards:

①

"Lee, Harper." Encyclopaedia Britannica.
Encyclopaedia Britannica Online School
Edition. Encyclopaedia Britannica,
2010. Web. 25 May 2010.

②

Lee, Harper. To Kill a Mockingbird.
New York: Warner Books, 1982. Print.

③

Smykowski, Adam. "Symbolism and Racism
in To Kill a Mockingbird." Readings on
"To Kill a Mockingbird". Ed. Terry O'Neill.
San Diego, Calif.: Greenhaven Press, 2000.
52-56. Rpt in Contemporary Literary
Criticism. Ed. Jeffrey W. Hunter.
Vol. 194. Detroit: Gale, 2005.
Literature Resource Center. Web.
25 May 2010.

Note Cards:

1-1

- Born April 28, 1926, to a lawyer
named
- Daughter of a lawyer, like Scout!
- Gained an understanding of people

2-1

Scout said "I think there's
just one kind of folks. Folks."

3-1

There are many examples of symbolism,
such as when Jem and Scout
build the snow man out of dirt
and then cover it with snow. This
may symbolize that Jem is trying
to say that people are all the
same.

How to Write:

An Annotated Bibliography

An **annotated bibliography** includes some brief statement as to the value of the source for the purposes of your paper. The annotation need not be in sentence form; however, it must begin with a capital letter and end with a period. Note the spacing and indentations in the annotations below:

Annotated Bibliography	
“History of Space Flight.” Collier’s Encyclopedia. 1995 ed.	
Excellent source as an overview of the topic; detailed but not technical.	
Sullivan, Walter. America’s Race for the Moon: New York Times	
Story of Project Apollo. New York: Random House, 1982.	
Carefully researched chapters by several science authors; recaptures excitement of early space flights; good background.	

A Works Cited Page

When creating your Works Cited Page, remember to:

- Begin the Works Cited on a new page, but number consecutively (i.e., if the last page of your essay is page 3, the Works Cited is page 4)
- Alphabetize each entry by first letter
- Underline all titles of books, magazines, films, etc.
- Put quotation marks around the titles of poems, short stories, and articles
- Indent the 2nd line, the 3rd line, and all subsequent lines of each citation
- Double-space all entries.

In-Text Citations

(Also Known As Internal Citations or Parenthetical Citations)

Whenever material from a reference source is used—either quoted verbatim, discussed, or paraphrased—within the context of a paper, it must be referenced in order to avoid plagiarism.

Internal Citations

You must acknowledge all information gained from outside sources when writing a paper. Generally three types of information must be acknowledged to avoid plagiarism:

1. **direct quotation**
2. **paraphrase or summary**
3. **ideas of the source's author**

The purpose of internal citations is to direct the reader to the appropriate works cited entry which gives complete credit to the original author.

The works cited entry also provides publishing information so the reader can find the original source for further exploration as needed. In Modern Language Association (MLA) style, the following guidelines apply:

- Usually, the internal citation consists of the author's last name followed by one space and the page number of the material being referenced. For example, if the research paper is discussing material from page 117 of the book *Global Warming: Myth or Reality?: The Erring Ways of Climatology* by Marcel Leroux, , the internal citation would be (LeRoux 117) and would be placed before the ending punctuation of the sentence.
- If the name of the author or editor is unknown, the internal citation should include the first unique word in the title of the book or article. For example, if the report is discussing material from the article "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability" that comes from page 19, the internal citation would be ("Avoiding" 19).
- If the source does not contain page numbers, the internal citation would consist of only the author's last name or first unique word in the title, as in the following examples: (Leroux) or ("Avoiding").

Internal Citations and Quoting Worksheet

I. Internal Citations

- a. Use to give _____ to author or source you took information from
- b. Avoiding _____
- c. Must include for all researched information

II. Including Internal Citations

a. Author known

- i. When you have an author and _____, this will serve as your internal citation.

- 1. Human beings have been described as “symbol-using animals” (Burke 3).
- 2. In order to become a teacher, one must first receive a bachelor’s degree in his or her chosen major or subject area (Smith 7).

b. More than one work by the same author

- i. If you cite more than one work by a particular author, include a _____ title for the particular work.

- ii. If the author’s name is not mentioned in the sentence, you would format your citation with the author’s _____ name followed by a _____ comma, followed by a shortened _____ of the work, followed, when appropriate, by page numbers

(Smith, *Dentistry* 37)

c. The period

- i. The period for your sentences **always** goes _____ the internal citation

d. No author known

- i. When a _____ has no known author, use a shortened title of the work instead of an author name. Place the title in _____ if it’s a short work, or italicize or underline it if it’s a longer work.

1. Citation: “Becoming a Teacher.” *Teachersite.org*. 2 Apr 2008. The Center For Teaching. Web. 18 Feb. 2009

2. Internal citation: (“Becoming”)

e. More than one source with the same title

- i. Use additional _____ from title in citation
- ii. Use _____ organization
- iii. _____ just use “The” or “A”

f. More than one source in a citation

- i. To cite multiple sources in the same _____ reference, separate the citations by a _____:
...as has been discussed elsewhere (Burke 3; Dewey 21).

III. Giving Credit

a. _____ ways

- i. Wordsworth stated that Romantic poetry was marked by a “spontaneous overflow of powerful feelings” (263).
- ii. Romantic poetry is characterized by the “spontaneous overflow of powerful feelings” (Wordsworth 263).
- iii. Wordsworth extensively explored the role of emotion in the creative process (263).

Works Cited Sample Entries

In the Spring of 2009, the MLA released its *MLA Handbook for Writers of Research Papers (7th edition)*, which updated the way sources are documented in English papers. Changes include no longer including the url for web sources and including the medium of publication within citations. Refer to the following for correct citation formats.

Print Sources

Book

Lastname, Firstname. *Title of Book(italicized)*. Place of Publication: Publisher,
Year of Publication. Medium of publication (Print).

Carré, John le. *The Tailor of Panama*. New York: Alfred A. Knopf, 1996. Print.

Book with more than one author

Lastname, Firstname (first author), Firstname, Lastname of second and subsequent authors.

Title of Book(italicized). Place of Publication: Publisher, Year of Publication. Medium of publication (Print).

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

Book with no author

Title of Book (italicized). Place of Publication: Publisher, Year of Publication. Medium of publication (Print).

Encyclopedia of Indiana. New York: Somerset, 1993. Print.

Anthology or Collection

Lastname, Firstname (1st editor), Firstname, Lastname if second and subsequent authors.

Title of Book(italicized). Place of Publication: Publisher, Year of Publication. Medium of publication (Print).

Hill, Charles A. and Marguerite Helmers, eds. *Defining Visual Rhetorics*. Mahwah, NJ:
Lawrence Erlbaum Associates, 2004. Print.

A Work in an Anthology, Reference or Collection

Book parts include an essay in an edited collection or anthology, or a chapter of a book. The basic form is:

Lastname, First name. "Title of Essay." *Title of Collection (italicized)*. Ed. Editor's Name(s). Place of Publication:
Publisher, Year. Pages. Medium of publication (Print).

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34. Print.

Article in a Magazine

Author(s). "Title of Article." *Title of Periodical (italicized)* Day Month Year: pages. Medium of publication (Print).

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

Scholarly Publication (Journal)

Author(s). "Title of Article." *Title of Journal (Italicized)* Volume.Issue (Year): pages. Medium of publication (Print).

Aldrich, Frederick A. and Margueritte L. Marks. "Wyman Reed Green, American Biologist." *Bios* 23.1 (1952): 26-35. Print.

Electronic Sources

Entire Website

If the website does not provide pagination, use the abbreviation n.pag for no pagination.

Name of Site (italicized). Date of Posting/Revision. Name of institution/organization affiliated with the site (some times found in copyright statements).. Medium of Publication (Web). Date you accessed the site.

The Purdue OWL Family of Sites. 20 May 2009. The Writing Lab and OWL at Purdue and Purdue University. Web. 30 June 2009.

An Individual Page on a Web Site

Author(s) or Alias (if known). "Title of Article." *Name of Site* (italicized). Date of Posting/Revision. Name of institution/organization affiliated with the site. Medium of Publication (Web). Date you accessed the site.

Stolley, Karl. "MLA Formatting and Style Guide." *The OWL at Purdue*. 10 May 2006. Purdue University Writing Lab. Web. 12 May 2006.

Online Periodical

Author(s). "Title of Article." *Name of Site* (italicized). Website Publisher. Medium of Publication (Web). Date you accessed the site.

If no publisher is listed, use N.p. to denote no publisher name given.

Cohen, Elizabeth. "Five Ways to Avoid Germs While Traveling." *CNN.com*. CNN, 27 Nov. 2008. Web. 28 Nov. 2008.

Online Database Scholarly Journal Article

Author(s). "Title of Article." *Database Name* (italicized) Volume.Issue (Year): pages. Medium of publication (Web). Date you accessed the site.

Berger, James D. and Helmut J. Schmidt. "Regulation of Macronuclear DNA Content in Paramecium Tetraurelia." *The Journal of Cell Biology* 76.1 (1978): 116-126. JSTOR. Web. 20 Nov. 2008.

Online Database or Collection to which the HVA Media Center Subscribes.

Author. "Article Title." Periodical title (italicized) Volume (Date): Page numbers. Name of the database or subscription collection. Name of the library through which you accessed the content, The Library's city and state. Date of access. Medium of Publication (Web).

Grabe, Mark. "Voluntary Use of Online Lecture Notes: Correlates of Note Use and Note Use as an Alternative to Class Attendance." *Computers and Education* 44 (2005): 409-21. ScienceDirect.HVA Media Center, Knoxville, TN. 28 May 2006. Web.

Entries adapted from the Owl at Purdue Website. <http://owl.english.purdue.edu/owl/resource/557/15/>. For further examples, refer to your English Teacher's instructions

Sample MLA Paper

Getnay 1

Ima Getnay

Mr. Hawk Ighes

English I, CP

5 October 2010

Harper Lee: The Mockingbird Flies On

Few authors have changed the landscape of American literature as dramatically and boldly as Harper Lee did when she wrote *To Kill a Mockingbird*, a novel that continues to be read and analyzed by high school and college students across the nation and beyond. Many American adults remember the story of Scout and Boo Radley fondly and enjoy sharing the experience of this book with their own children. Perhaps families enjoy the novel so much because family is such an important theme in the novel. Lee's personal background of growing up in the American south is reflected in the setting, conflict, and symbolism in *To Kill a Mockingbird*.

Harper Lee was born in Monroeville, Alabama, on April 28, 1926, and, like the protagonist Scout in *To Kill a Mockingbird*, Lee was the daughter of a lawyer ("Lee"). Lee's background in the American south gave her a sense of people, expressed by Scout, who said, "I think there's just one kind of folks. Folks" (Lee 67). Lee expressed this best when....

In addition to elements of setting and conflict, *To Kill a Mockingbird* contains many examples of symbolism. For example, when Jem and Scout build a snowman out of dirt and then cover it with snow, their actions symbolize that Jem is trying to show that people are, for the most part, all the same (Smykowski).

Sample Works Cited Page

Getnay 7

Works Cited

Holman, Clarence, and William Harmon. *A Handbook to Literature*. Sixth Ed. New York:

Macmillan General Reference, 1992. Print.

“Lee, Harper.” *Encyclopædia Britannica*. *Encyclopædia Britannica Online School Edition*.

Encyclopædia Britannica, 2010. Web. 25 May 2010.

Lee, Harper. *To Kill a Mockingbird*. New York: Warner Books, 1982. Print.

Smykowski, Adam. “Symbolism and Racism in *To Kill a Mockingbird*.” Readings on “*To Kill*

a Mockingbird”. Ed. Terry O’Neill. San Diego, Calif.: Greenhaven Press, 2000. 52-56.

Rpt. in *Contemporary Literary Criticism*. Ed. Jeffrey W. Hunter. Vol. 194. Detroit: Gale,

2005. Literature Resource Center. Web. 25 May 2010.

Appendix

Proofreading Checklist

Grammar and Usage

- Are there any sentence fragments or run-ons?
- Have you used the correct form of each pronoun?
- Have you used verb tenses correctly?
- Do all verbs agree with their subjects?
- Are compound and complex sentences written and punctuated correctly?

Capitalization

- Did you capitalize first words and all proper nouns and adjectives?
- Are titles capitalized correctly?

Punctuation

- Does each sentence have the proper end mark?
- Are end marks, such as colons, semicolons, apostrophes, hyphens and quotation marks used correctly?

Spelling

- Did you check all unfamiliar words in the dictionary?
- Are plurals and possessive forms spelled correctly?
- Did you use a spell-check program, if available?

Form

- Were corrections made neatly?
- In your final copy, is the writing legible?
- Have you used the proper heading and margins?
- Did you follow all points of good manuscript form?
(lighting style)

Proofreading Symbols

Cap or ≡	Capitalize	└	Move down; lower
⌒	Close up	┐	Move up; raise
↯	Delete	lc or /	Lowercase
^	Insert	¶	Paragraph
^	Insert comma	No new ¶	No new paragraph
# or #/	Insert space		Align copy
↓	Insert apostrophe	○ or ✎	Spell out
⇄ ⇄	Insert quotation marks	stet	Let it stand; ignore correction
→	Move right	N or tr	Transpose
←	Move left	—	Underline or italics

Terminology

The following terminology will help you understand the different aspects of citation within the research paper and how to avoid plagiarism.

- **Annotated Bibliography:** An annotated bibliography includes a summary and/or evaluation of each of the listed sources. Depending on the project or assignment, the annotations may do one or more of the following: summarize the source's information, assess the usefulness or reliability of the information, or reflect on the information's use within the essay.

- **Bibliography:** A bibliography is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic.

- **Citation:** When citing a source, a brief note is included within the paper indicating that the information comes from an outside source. Direct quotations as well as paraphrases must be cited. The word "cite" (to quote something as an example with appropriate attribution or credit given) is not to be confused with "site" (the position or location of something – i.e. building site or web site).

- **Direct quote:** A direct quote is taking information from a source and inserting it into an essay word-for-word. Put quotation marks at the beginning and end of the quote.

- **Internal citation:** An in-text citation provides information about the source in the text of the paper. In-text citations direct your reader to the works cited or bibliography page if more information is needed. These citations contain a parenthetical reference at the end of the sentence. Usually these citations use the author's last name and a page number.

- **Paraphrase:** Paraphrasing is taking information from a source and rewording it into your own language. Changing a couple of words is not the same as paraphrasing. Paraphrases require an in-text citation.

- **Parenthetical reference:** The parenthetical reference is part of the in-text citation. At the end of the source material, whether it is a paraphrase or a direct quote, there should be parentheses with the page number of the source material. Often, the last name of the author of the source is included in the parentheses.

- **Plagiarism:** Plagiarism is the use of someone else's work without giving that person the proper credit or giving them no credit at all.

- **Source:** A source is the text being utilized for research; this could be a book, reference book, magazine, newspaper, journal, website, online journal article, etc.

- **Works cited page:** The works cited page should be the last page of the paper, and it lists identifying information, such as the publication date and location, for each of the sources cited in the paper. The sources are listed in alphabetical order by the author's last name.

Hardin Valley Academy Library Media Center Online Resources and Databases

See librarians Mrs. Angela Roberts and Mrs. Suzanne Sherman for passwords to access any of these resources from home.

Discovering Collection

Use this high-school level database to research many topics.

Gale E-Book Collection

Use the search box to find information on a topic, or choose a publication to browse. When browsing a publication, click "eTable of Contents" to view the book's text.

Heritage Quest Online

Resources for genealogy (tracing your family's heritage).

Learning Express Library

Click here to access practice tests for the ACT, SAT, skills improvement, civil service tests, vocational tests, and more. You will need to create a username and password to use this service.

Newsbank Newspapers Online

Points of View Reference Center

Read opposing viewpoints on many current issues.

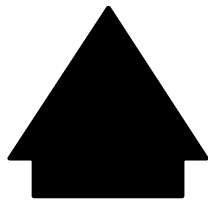
Tennessee Electronic Library (TEL)

HVA Library Media Center Staff

Mary Hampton, Administrative Assistant
Angela Roberts, Library Media Specialist
Suzanne Sherman, Library Media Specialist

6+1 Trait[®] Writing

Scoring Continuum



WOW!

Exceeds expectations

- IDEAS
- ORGANIZATION
- VOICE
- WORD CHOICE
- SENTENCE FLUENCY
- CONVENTIONS
- PRESENTATION

5 STRONG:

shows control and skill in this trait;
many strengths present

4 EFFECTIVE:

on balance, the strengths outweigh the
weaknesses; a small amount of revision
is needed

3 DEVELOPING:

strengths and need for revision are
about equal; about half-way home

2 EMERGING:

need for revision outweighs strengths;
isolated moments hint at what the
writer has in mind

1 NOT YET:

a bare beginning; writer not yet
showing any control



ENGLISH LANGUAGE ARTS EXPOSITORY WRITING RUBRIC

SKILL AREA	6	5	4	3	2	1
Meaning: the extent to which the writing exhibits sound understanding, analysis, and explanation, of the writing task and text(s)	<ul style="list-style-type: none"> convey an accurate and in-depth understanding of the topic, audience, and purpose for the writing task offer insightful and thorough analysis and explanation in support of the topic 	<ul style="list-style-type: none"> convey an accurate and complete understanding of the topic, audience, and purpose for the writing task offer clear and explicit analysis and explanation in support of the topic 	<ul style="list-style-type: none"> convey an accurate although somewhat basic understanding of the topic, audience, and purpose for the writing task offer partial analysis and explanation in support of the topic 	<ul style="list-style-type: none"> convey a partly accurate understanding of the topic, audience, and purpose of the writing task offer limited analysis or superficial explanation that only partially support the topic 	<ul style="list-style-type: none"> convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task offer unclear analysis or unwarranted explanations that fail to support the topic 	<ul style="list-style-type: none"> provide no evidence of understanding the writing task or topic make incoherent explanations that do not support the topic
Development: the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis	<ul style="list-style-type: none"> develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence from a variety of sources effectively discriminate between relevant and irrelevant information and between fact and opinion 	<ul style="list-style-type: none"> develop ideas clearly and consistently, incorporating and explaining specific textual evidence from a variety of sources discriminate between relevant and irrelevant information and between fact and opinion 	<ul style="list-style-type: none"> develop some ideas more fully than others, using relevant textual evidence from a variety of sources attempt to discriminate between relevant and irrelevant information and between fact and opinion 	<ul style="list-style-type: none"> develop ideas briefly or partially, using some textual evidence but without much elaboration or from limited sources may contain a mix of relevant and irrelevant information and/or confuse the difference between fact and opinion 	<ul style="list-style-type: none"> attempt to offer some development of ideas, but textual evidence is vague, repetitive, or unjustified contain irrelevant and/or inaccurate information and/or confuse the difference between fact and opinion 	<ul style="list-style-type: none"> completely lack development and do not include textual evidence contain irrelevant and/or inaccurate information and completely fail to distinguish fact from opinion
Organization: the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence	<ul style="list-style-type: none"> skillfully establish and maintain consistent focus on a clear and compelling thesis exhibit logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis make skillful use of transition words and phrases 	<ul style="list-style-type: none"> effectively establish and maintain consistent focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively used transitions make effective use of transition words and phrases 	<ul style="list-style-type: none"> establish and maintain focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations but ideas within paragraphs may be inconsistently organized make some attempt to use basic transition words and phrases 	<ul style="list-style-type: none"> establish but fail to consistently maintain focus on a basic thesis exhibit a basic structure but lack the coherence of consistent claims, evidence, and interpretations make an inconsistent attempt to use some basic transition words or phrases 	<ul style="list-style-type: none"> establish a confused or irrelevant thesis and fail to maintain focus exhibit an attempt to organize ideas into a beginning, middle, and end, but lack coherence make little attempt to use transition words and phrases 	<ul style="list-style-type: none"> fail to include a thesis or maintain focus complete lack of organization and coherence make no attempt to use transition words or phrases
Language: the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety	<ul style="list-style-type: none"> are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose effectively incorporate a range of varied sentence patterns to reveal syntactic fluency 	<ul style="list-style-type: none"> use language that is fluent and original, with evident awareness of audience and purpose incorporate varied sentence patterns that reveal an awareness of different syntactic structures 	<ul style="list-style-type: none"> use appropriate language, with some awareness of audience and purpose make some attempt to include different sentence patterns but with awkward or uneven success 	<ul style="list-style-type: none"> rely on basic vocabulary, with little awareness of audience or purpose reveal a limited awareness of how to vary sentence patterns and rely on a limited range syntactic structures 	<ul style="list-style-type: none"> use language that is imprecise or unsuitable for the audience or purpose reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns 	<ul style="list-style-type: none"> use language that is incoherent or inappropriate include a preponderance of sentence fragments and run-ons that significantly hinder comprehension
Conventions: the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar	<ul style="list-style-type: none"> demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) 	<ul style="list-style-type: none"> demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) 	<ul style="list-style-type: none"> demonstrate emerging control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; spelling of basic words) 	<ul style="list-style-type: none"> demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) 	<ul style="list-style-type: none"> illegible or unrecognizable as literate English

ENGLISH LANGUAGE ARTS PERSUASIVE WRITING RUBRIC

SKILL AREA	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the writing exhibits sound understanding, analysis, and explanation, of the writing task and text(s)	<ul style="list-style-type: none"> convey an accurate and in-depth understanding of the topic, audience, and purpose for the writing task offer insightful and thorough analysis and explanation in support of the argument or position 	<ul style="list-style-type: none"> convey an accurate and complete understanding of the topic, audience, and purpose for the writing task offer clear and explicit analysis and explanation in support of the argument or position 	<ul style="list-style-type: none"> convey an accurate although somewhat basic understanding of the topic, audience, and purpose for the writing task offer partial analysis and explanation in support of the argument or position 	<ul style="list-style-type: none"> convey a partly accurate understanding of the topic, audience, and purpose of the writing task offer limited analysis or superficial explanation that only partially support the argument or position 	<ul style="list-style-type: none"> convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task offer unclear analysis or unwarranted explanations that fail to support the argument or position 	<ul style="list-style-type: none"> provide no evidence of understanding the writing task or topic make incoherent explanations that do not support the argument or position
Development: the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis	<ul style="list-style-type: none"> support the position clearly and fully with arguments that effectively integrate and elaborate on specific ideas and textual evidence from a variety of sources effectively anticipate and convincingly refute opposing view points 	<ul style="list-style-type: none"> support the position clearly and consistently with arguments that incorporate and explain ideas and specific textual evidence from a variety of sources anticipate and somewhat convincingly refute opposing viewpoints 	<ul style="list-style-type: none"> support the position with arguments that use ideas and relevant textual evidence from a variety of sources anticipate and attempt to refute opposing viewpoints at a basic level 	<ul style="list-style-type: none"> support the position partially, using some ideas and textual evidence but without much elaboration or from limited sources partially anticipate and with a limited or confused attempt to refute opposing viewpoints but 	<ul style="list-style-type: none"> attempt to support the position, but textual ideas and evidence is vague, repetitive, or unjustified allude to opposing viewpoints but make no attempt to refute them 	<ul style="list-style-type: none"> completely lack development and do not include textual evidence make no attempt to anticipate or refute opposing viewpoints
Organization: the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence	<ul style="list-style-type: none"> skillfully establish and maintain consistent focus on a clear and compelling thesis exhibit logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis make skillful use of transition words and phrases 	<ul style="list-style-type: none"> effectively establish and maintain consistent focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations to support the thesis make effective use of transition words and phrases 	<ul style="list-style-type: none"> establish and maintain focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations but ideas within paragraphs may be inconsistently organized make some attempt to use basic transition words and phrases 	<ul style="list-style-type: none"> establish but fail to consistently maintain focus on a basic thesis exhibit a basic structure but lack the coherence of consistent claims, evidence, and interpretations make an inconsistent attempt to use some basic transition words or phrases 	<ul style="list-style-type: none"> establish a confused or irrelevant thesis and fail to maintain focus exhibit an attempt to organize ideas into a beginning, middle, and end, but lack coherence make little attempt to use transition words and phrases 	<ul style="list-style-type: none"> fail to include a thesis or maintain focus complete lack of organization and coherence make no attempt to use transition words or phrases
Language: the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety	<ul style="list-style-type: none"> are stylistically sophisticated, using language that is precise and engaging, with a notable sense of voice and awareness of audience and purpose effectively incorporate a range of varied sentence patterns to reveal syntactic fluency 	<ul style="list-style-type: none"> use language that is fluent and original, with evident awareness of audience and purpose incorporate varied sentence patterns that reveal an awareness of different syntactic structures 	<ul style="list-style-type: none"> use appropriate language, with some awareness of audience and purpose make some attempt to include different sentence patterns but with awkward or uneven success 	<ul style="list-style-type: none"> rely on basic vocabulary, with little awareness of audience or purpose reveal a limited awareness of how to vary sentence patterns and rely on a limited range syntactic structures 	<ul style="list-style-type: none"> use language that is imprecise or unsuitable for the audience or purpose reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns 	<ul style="list-style-type: none"> use language that is incoherent or inappropriate include a preponderance of sentence fragments and run-ons that significantly hinder comprehension
Conventions: the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar	<ul style="list-style-type: none"> demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) 	<ul style="list-style-type: none"> demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) 	<ul style="list-style-type: none"> demonstrate emerging control, exhibiting frequent errors that somewhat hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words) 	<ul style="list-style-type: none"> demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) 	<ul style="list-style-type: none"> illegible or unrecognizable as literate English

ENGLISH LANGUAGE ARTS LITERARY ANALYSIS WRITING RUBRIC

SKILL AREA	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text(s)	<ul style="list-style-type: none"> convey an accurate and depth understanding of the topic, audience, and purpose for the writing task offer insightful interpretations of the text(s) with analysis that goes well beyond a literal level 	<ul style="list-style-type: none"> convey an accurate and complete understanding of the topic, audience, and purpose for the writing task offer clear and explicit interpretations of the text(s) with analysis that goes beyond a literal level 	<ul style="list-style-type: none"> convey an accurate although somewhat basic understanding of the topic, audience, and purpose for the writing task offer partially explained and/or somewhat literal interpretations of the text(s) with some analysis 	<ul style="list-style-type: none"> convey a partly accurate understanding of the topic, audience, and purpose of the writing task offer few or superficial interpretations of the text(s) with a tendency to retell instead of analyze 	<ul style="list-style-type: none"> convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task offer unclear interpretations of the text(s) and no attempt to analyze 	<ul style="list-style-type: none"> provide no evidence of understanding the writing task or topic make no interpretations of the text(s)
Development: the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis	<ul style="list-style-type: none"> develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence reveal a thorough and insightful understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas clearly and consistently, incorporating and explaining specific textual evidence reveal an understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop some ideas more fully than others, using relevant textual evidence reveal an implicit understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas briefly or partially, using some textual evidence but without much elaboration reveal a vague or limited understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> attempt to offer some development of ideas, but textual evidence is repetitive, or unjustified reveal a confused understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> completely lack development and do not include textual evidence reveal no awareness or understanding of the author's use of literary elements and techniques
Organization: the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence	<ul style="list-style-type: none"> skillfully establish and maintain consistent focus on a clear and compelling thesis exhibit logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis make skillful use of transition words and phrases 	<ul style="list-style-type: none"> effectively establish and maintain consistent focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations to support the thesis and effectively used transitions make effective use of transition words and phrases 	<ul style="list-style-type: none"> establish and maintain focus on a clear thesis exhibit a logical sequence of claims, evidence, and interpretations but ideas within paragraphs may be inconsistently organized make some attempt to use basic transition words and phrases 	<ul style="list-style-type: none"> establish but fail to consistently maintain focus on a basic thesis exhibit a basic structure but lack the coherence of consistent claims, evidence, and interpretations make an inconsistent attempt to use some basic transition words or phrases 	<ul style="list-style-type: none"> establish a confused or irrelevant thesis and fail to maintain focus exhibit an attempt to organize ideas into a beginning, middle, and end, but lack coherence make little attempt to use transition words and phrases 	<ul style="list-style-type: none"> fail to include a thesis or maintain focus complete lack of organization and coherence make no attempt to use transition words or phrases
Language: the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety	<ul style="list-style-type: none"> are stylistically sophisticated, using language that is precise and engaging, with notable sense of voice and awareness of audience and purpose effectively incorporate a range of varied sentence patterns to reveal syntactic fluency 	<ul style="list-style-type: none"> use language that is fluent and original, with evident awareness of audience and purpose incorporate varied sentence patterns that reveal an awareness of different syntactic structures 	<ul style="list-style-type: none"> use appropriate language, with some awareness of audience and purpose make some attempt to include different sentence patterns but with awkward or uneven success 	<ul style="list-style-type: none"> rely on basic vocabulary, with little awareness of audience or purpose reveal a limited awareness of how to vary sentence patterns and rely on a limited range syntactic structures 	<ul style="list-style-type: none"> use language that is imprecise or unsuitable for the audience or purpose reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns 	<ul style="list-style-type: none"> use language that is incoherent or inappropriate include a preponderance of sentence fragments and run-ons that significantly hinder comprehension
Conventions: the extent to which the writing exhibits conventional spelling, punctuation, capitalization, and grammar	<ul style="list-style-type: none"> demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) 	<ul style="list-style-type: none"> demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) 	<ul style="list-style-type: none"> demonstrate emerging control, exhibiting frequent errors that somewhat hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words) 	<ul style="list-style-type: none"> demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) 	<ul style="list-style-type: none"> illegible or unrecognizable as literate English

SPEECH RUBRIC

SKILLS	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<i>Topic</i>	Appropriately focused topic with a clearly communicated understanding of the purpose for the speech	Focused topic with partially demonstrated understanding of the purpose for the speech	Somewhat focused topic or a vague sense of the purpose for the speech, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience
<i>Research Analysis</i>	Clear and convincing command of facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments	Clear use of facts and information with partially developed explanations in support of the speaker's ideas or arguments	Partially clear use of facts and information with limited or incomplete explanations to support the speaker's ideas or arguments	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speakers ideas or arguments
<i>Organization</i>	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at organization with a beginning, middle, and end and an attempt to use transitions	Some inconsistencies in organization and/or a lack of sustained focus throughout the speech with inconsistently use transitions	A lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
<i>Language</i>	Uses sophisticated and varied language that is suited to the topic and audience; word choice is concise, original, and effectively conveys the appropriate tone given the purpose of the speech	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose of the speech; word choice lacks originality and fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal or too imprecise given the topic and purpose of the speech
<i>Stylistic Devices</i>	Skillful use of various stylistic devices (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) greatly enhance the effectiveness of the speech	Effective use of at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) enhances the effectiveness of the speech	An attempt to use at least one stylistic device (e.g., repetition, parallelism, anecdotes, analogies, figurative language, different types of appeals) but it does not enhance the effectiveness of the speech	No attempt to use stylistic devices to enhance the meaning of the speech
<i>Delivery</i>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, and gestures significantly enhance the speaker's words	A combination of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures are used but without the smoothness of level four	Inconsistent use of eye contact, clarity and projection of voice, tone and pace, and/or gestures interrupt the flow of the speech	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the speech difficult to follow
<i>Overall Effectiveness</i>	Speaker remains enthusiastic, audience attention is maintained, and the purpose of the speech is achieved	Speaker shows some enthusiasm, the audience remains mostly interested, and the purpose of the speech is achieved	Speaker shows limited enthusiasm, audience interest is not sustained, and the purpose of the speech is only partially achieved	Speaker lacks enthusiasm, the audience shows a lack of interest, and the purpose of the speech is not achieved

BIOLOGY LABORATORY REPORTS

In college, lab report requirements vary greatly. Some are quite rigorous and require that a review of the pertinent scientific literature be included in the introduction. Since we are greatly limited by time in this course, our write-ups will be brief and somewhat less rigorous than ones that you may do in college. Lab reports should be written in ink in your lab notebook.

Please use the following format and numbering sequence when writing up your lab:

I. TITLE: This should indicate what the lab was all about. Be brief, but indicate the nature of the investigation. What was the question being investigated?

II. PURPOSE AND HYPOTHESIS (if suitable)

In this section, you will discuss what is known about the topic and what you might expect to learn. For instance, for a lab on diffusion, you would discuss the principles of diffusion. State your hypothesis in an “If...then” format if one is appropriate for the lab investigation.

III. MATERIALS & METHODS: What materials and equipment were used? How were they used?

IV. PROCEDURE: Describe how the procedure will allow you to confirm or reject the hypothesis. What procedures were followed? This is not expected to be an account including minute details, but should be a general overview of what was done. For “experimental” labs, be sure to describe how the experiment was controlled. It is a good idea to include a diagram displaying how equipment was used. This section should be written impersonally in the past tense-not, “We made a cross section of the plant, and ...”, but rather, “A cross section of the plant was made, and ...”. Please leave out the personal pronouns.

IV. RESULTS/DATA/OBSERVATIONS: This part of the report will display in tabular form the data that you collected. It should be neatly and clearly presented. If the lab is “observational” in nature, you would include diagrams and/or descriptions of structures, chemical reactions, behaviors, etc. Put only the data that you, or your lab group, or the class collected, not what you think that you should have seen. Use graph paper to graphically display your data wherever appropriate. You should present both your lab group’s data and the class data. This is the only part of your lab write-up that will be shared with your partner(s).

V. ANALYSIS/DISCUSSION: Present a summary of the data generated by the lab. Put into your own words what the numbers or observations tell you. How do you interpret the data or observations in light of your hypothesis or your own expectations? Do not make the mistake of looking for the “right answer”, and please do not ask, “what was supposed to happen?”. In this section you must discuss YOUR results. If you come up with results that do not make sense, examine your methods and materials for sources of experimental error, and describe them in this section. Your discussion should include your personal reactions to what you have just done and learned. Also discuss how this applies to what we are learning in class. What are the real life applications? Also, reflect on what you would do differently if performing the experiment again.

* Format by Mrs. Sarah Price. See your Biology teacher for more details and further directions.

Writing the Chemistry Lab Report

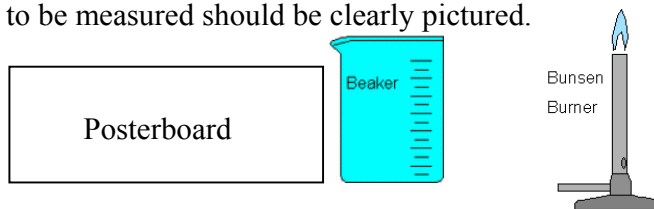
Labs are the basis for our understanding of the key concepts in chemistry. What follows are the guidelines for success in writing a quality lab report.

1. You should keep all data collected during the lab in the lab notebook.
2. All laboratory reports are to be written *in pen* or word-processed. *You should write on one side only.*
3. **Your name, the name(s) of all members of your laboratory team and the date the investigation was performed is to be written in the upper right hand corner of the first page of each report.**
4. An appropriate title for the report should be placed in the center of the first page of the report.
5. Each of the following sections of the laboratory report should be prefaced with the section names.

Title

Purpose This is a statement of the problem to be investigated. It provides the overall direction for laboratory investigation and must be addressed in the conclusion.

Equipment All laboratory apparatus used in the investigation, along with a detailed diagram to illustrate the configuration of the apparatus, should be included in this section. See example below. The variables to be measured should be clearly pictured.



Procedure This section should identify and name all experimental variables and briefly describe how the independent variables are controlled. Someone who was not present during the lab should be able to understand how the experiment was performed by reading your procedure. Include any measurements that you took (not the numerical values, rather temperature of water, etc.)

Data Data consists only of those values measured directly from the experimental apparatus. No values obtained by way of mathematical manipulations or interpretations of any kind may be included in this section of the report. Data should be in a table and consist of as many trials as judgement would indicate necessary. The units for physical measurements (kg, m, s, etc.) in a data table should be specified in column heading only.

Analysis This section should include all graphs, analysis of graphs, and post laboratory calculations. State each formula, and if necessary, identify the symbols used in the formula. If repetitive calculations are to be performed, substitute *only one set of data* into each formula and then construct a **table of values** for all additional calculated values. Be certain that your final calculated values are expressed to the correct number of significant figures. Do not show your arithmetic calculations.

Conclusion In the conclusion you must do the following:

- a) State the relationship between the variables identified in the purpose in a clear, concise English sentence.
- b) When a mathematical expression can be derived from graphical analysis, write it, making sure to include the appropriate units. State the *meaning of the slope* and discuss the *significance of the y-intercept* (when appropriate).
- c) Describe any new terms that arise as a result of your evaluation of data.
- d) When your results differ from what is expected, provide a plausible explanation.

*Format by Mr. Rudy Furman. See your Chemistry teacher for further instruction.

AP Chemistry Lab Report Format

1. At the top of the page:
 - Title of Experiment – This should be descriptive. Lab Report or Experiment 42 is not a title. Most of the time you can simply use the title I’ve used on the lab.
 - Date – Include the date (or dates) on which you performed the lab.
2. The remainder of the report should be prepared as follows:
 - Label each section heading using letters in alphabetical order AND the name of the lab report section. (For example, “A. Purpose, B. Procedure”, etc.) This makes it clear to the reader what is being discussed and also allows for easier transitions between sections.
 - Use complete sentences on all parts except data and calculations. Please **DO NOT** begin sentences with “because.”
 - Write so I can read it! If I can’t read your writing, you lose points.
 - Get help if you need it. Labs are hard, so if you’re struggling, ask for help from your lab partners or teacher. Remember that copying something from your partner is cheating, not help! Help should be in the form of hints. If I see two (or more) **IDENTICAL** lab reports, the total points earned will be shared between those students with matching reports.
3. Specific directions for each section:
 - A.** Purpose – Give a brief statement of what you are attempting to do in the lab.
 - B.** Pre-lab questions – Number and answer the pre-lab questions if given.
 - C.** Procedure
 - Provide a **VERY BRIEF** description of the method to be used.
 - Include a brief list of measurements to be taken. of titrant, etc.)
 - D.** Materials – Briefly list vertically. Columns are acceptable.
 - E.** Data -Record all data **DIRECTLY** in your notebook.
 - F.** Calculations/Results
 - G.** Error Analysis – This is where you explain the meaning of your results. It is really a discussion section. If you need to explain why something happened, the discussion belongs here. If you are in doubt about whether or not to include something, include it!
 - H.** Questions
 - Number the questions and answer each question completely.

* Adapted from Mrs. Debbie Sayers’ “The Ultimate AP LAB NOTEBOOK Guide.” See your Chemistry teachers for more details and further directions.

Writing the Physics Lab Report

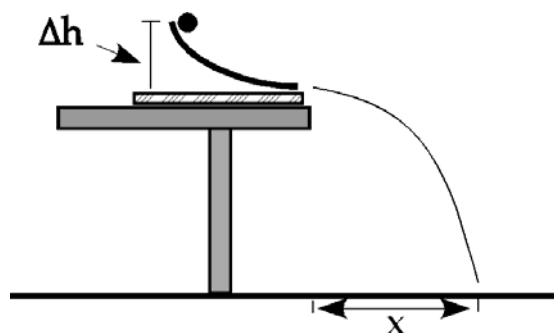
Labs are the basis for our understanding of the key concepts in physics. What follows are the guidelines for writing a quality lab report.

1. You should keep all data collected during the lab in the lab notebook.
2. All laboratory reports are to be written *in pen* or word-processed. *You should write on one side only.*
3. Your name, the name(s) of all members of your laboratory team and the date the investigation was performed be written in the upper right hand corner of the first page of each report.
4. An appropriate title for the report should be placed in the center of the first page of the report.
5. Each of the following sections of the laboratory report should be prefaced with the section names.

Title

Purpose This is a statement of the problem to be investigated. It provides the overall direction for laboratory investigation and must be addressed in the conclusion.

Equipment All laboratory apparatus used in the investigation, along with a detailed diagram to illustrate the configuration of the apparatus, should be included in this section. See example at right. The variables to be measured should be clearly pictured.



Procedure This section should identify and name all experimental variables and briefly describe how the independent variables are controlled. Someone who was not present during the lab should be able to understand how the experiment was performed by reading your procedure.

Data Data consists only of those values measured directly from the experimental apparatus. No values obtained by way of mathematical manipulations or interpretations of any kind may be included in this section of the report. Data should consist of as many trials as judgement would indicate necessary. The units for physical measurements (kg, m, s, etc.) in a data table should be specified in column heading only.

Analysis This section should include all graphs, analysis of graphs, and post laboratory calculations. State each formula, and if necessary, identify the symbols used in the formula. If repetitive calculations are to be performed, substitute *only one set of data* into each formula and then construct a **table of values** for all additional calculated values. Be certain that your final calculated values are expressed to the correct number of significant figures. Do not show your arithmetic calculations.

Conclusion In the conclusion you must do the following:

- a) State the relationship between the variables identified in the purpose in a clear, concise English sentence.
- b) When a mathematical expression can be derived from graphical analysis, write it, making sure to include the appropriate units. State the *meaning of the slope* and discuss the *significance of the y-intercept* (when appropriate).
- c) Describe any new terms that arise as a result of your evaluation of data.
- d) When your results differ from what is expected, provide a plausible explanation.

*Please see your Physics teacher for further details and instruction.

Hardin Valley Academy English Department

Meshon Crateau

Stephanie Crichton

Jenny Driskill

Landon Harless

Carleen Hodak

Desiree Jones

Lora Langlois

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Lauren Spradling

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Amanda Wash

Amy Welch

Allison Walker

Michelle Weller