

Monday

November 19, 2012 (11.19.12)

1. Materials



Composition Book
+ Pen or Pencil



Student Planner



Lord of the Flies

2. Agenda

<u>Minutes</u>	<u>Activity</u>
3	MLA Grading...What To Expect
2	Homework
Remaining	Work on MLA Paper / <i>LotF</i> '63:

3. Special Announcements

- Welcome to the **shortest week of the year**...although it is Monday, **today is really like Thursday!**

MLA Grading: What To Expect

❑ Papers graded on 6-trait rubric (Workbook pg. 4)

AICE Language: *Rubrics for Grading*

Compositions: Graded on a 6-trait writing rubric. Due to the large percentage these assignments count towards your grade, *extensive* feedback will be given. See "Tips for Improving Your Writing" at the end of this rubric section for help on ways to improve your writing.

	A	B	C	D	F	I
Ideas	<ul style="list-style-type: none"> The paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme. 	↔	<ul style="list-style-type: none"> The writer is beginning to define the topic, even though development is still basic or general. 	↔	<ul style="list-style-type: none"> The paper has no clear sense of purpose or central theme. The reader must make inferences based on missing details. 	<ul style="list-style-type: none"> The student has failed to submit a composition. This assignment cannot be redone for a higher grade.
Organization	<ul style="list-style-type: none"> The organizational pattern of this paper enhances and showcases the central theme and includes a satisfying introduction and conclusion. 	↔	<ul style="list-style-type: none"> The organizational structure is strong enough to move the reader through the text without too much confusion. 	↔	<ul style="list-style-type: none"> The writing lacks a clear sense of direction. 	
Voice	<ul style="list-style-type: none"> The writer of this paper speaks directly to the reader in a manner that is compelling and engaging and shows a respect for the audience. 	↔	<ul style="list-style-type: none"> The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling. 	↔	<ul style="list-style-type: none"> The writer seems uninvolved with the topic and the audience. 	
Word Choice	<ul style="list-style-type: none"> Words convey the intended message in a precise, interesting, and natural way. 	↔	<ul style="list-style-type: none"> The language is functional, but lacks energy of expression. 	↔	<ul style="list-style-type: none"> The writer struggles with limited vocabulary. 	
Sentence Fluency	<ul style="list-style-type: none"> The writing has an easy flow and rhythm and sentences are well built. 	↔	<ul style="list-style-type: none"> The writing tends to be done in a routine fashion and sentences may be choppy or awkward. 	↔	<ul style="list-style-type: none"> The writing is choppy, incomplete and does not sound natural. 	
Conventions (Grammar)	<ul style="list-style-type: none"> Spelling, punctuation, capitalization, and grammar are generally correct. 	↔	<ul style="list-style-type: none"> Spelling, punctuation, capitalization, and grammar are generally correct, but more moderate errors do occur. 	↔	<ul style="list-style-type: none"> Spelling, punctuation, capitalization, and grammar contain errors and are very noticeable. 	

MLA Grading: What To Expect

Lengthy commentary given:

Mr. Hampton
AICE Language
November 4, 2011

GRAPES OF WRATH MLA PAPER

“Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.” As said by Helen Keller. In the Grapes of Wrath by John Steinbeck this is apparent in the development of all of the characters. Steinbeck uses a very sorrowful character development. Throughout the book the characters will go from one bad situation to another, and when given a good situation the details of the matter do not all fall into place. Each trial the characters a faced with test their will to survive and their ability to maintain sanity and patriotism to their fellow migrants. The trials they face range from the loss of their loved ones to being hated by their fellow Americans. The character with the most beautiful development is Rose of Sharon. Her name originates from the Song of Songs 2:1 “I am the rose of Sharon, and the lily of the valleys” The Lily of Valley is considered to be sprung from the tears of Eve when she was rejected from the Garden of Eden. This connects to Rose with how she and her family have been cast out of their home, which brings upon them many tears and heartaches.

In the beginning of the story when you are first introduced to Rose, the description given of her is she is described as

“Clinging lightly to the bars, stood Rose of Sharon, and she balanced, swaying on the balls of her feet, and took up the road shock in her knees and hams. For Rose of Sharon was pregnant and careful. Her hair, braided and wrapped around her head, made an ash-

(Handwritten notes: B) Great paper on Rose with good citations. I'd like to see you use ellipsis (...) instead of using 1/2 page quotes, okay? title needs specifics

(Handwritten notes: italics what is apparent excellent)

(Handwritten notes: song !!!)

6-Trait Writing Rubric:

Ideas:	A	B	C	D	F
Organization:	A	B	C	D	F
Voice:	A	B	C	D	F
Word Choice:	A	B	C	D	F
Sentence Fluency:	A	B	C	D	F
Conventions:	A	B	C	D	F

Jon Hampton
AICE Language
4 January 2012

“What they do is”-McMurphy listens a moment-“take some bird in there and shoot electricity through his skull?”... “What the hell for?”

In *One Flew Over The Cuckoo's Nest* Ken Kesey uses different types of therapies and psychological treatments to expose the question of how moral these treatments are and their effect on the patients. Psychological treatments were invented for the purpose of helping patients overcome obstacles such as phobias and mental obstructions. Once those treatments become used as more of a punishment than a treatment, the reality of helping someone and making them think you're helping them is confronted. In *One Flew Over The Cuckoo's Nest*, Nurse Ratchet has the predominant decision of who gets what treatments such as Lobotomy and Electro-Shock Therapy (EST). Having this power would definitely influence the thought that when someone does something you don't approve of or don't agree with, you can punish them with that power. [This thought crossed Nurse Ratchet's mind long before McMurphy's arrival, her state of mind after McMurphy's arrival however changed entirely as no one had ever provoked her to do so.

“What, Miss Ratched, is your opinion of this new patient? I mean, gee, he's good-looking and friendly and everything, but in my humble opinion he certainly takes over.”... “I'm afraid that is exactly what the new patient is planning: to take over. He is what we call a ‘manipulator,’ Miss Flinn, a man who will use everyone and everything to his own needs.” (pg. 27)

(Comments: [JH1]: Ideas: B Organization: C Voice: B Word Choice: B Sentence Fluency: C Conventions: B Final grade: B- I enjoyed reading through your analysis of the types of treatments given in OFO. I also thank you did a good job citing from the novel appropriately. I'd recommend for next time to make sure that your citations match your document, as they are all center aligned and you give no explanation before giving them. Nice work though! [JH2]: I'd shorten this, but it's a good line that finds with the treatments given. maybe, Moral criticism in OFO: "They take some bird and shoot electricity through his skull?" [JH3]: Hence the power struggle in the novel [JH4]: I'd like to see you introduce a quote before giving it...that way I know why you're using it [JH5]: Also, (Kesey 27) not (pg. 27)

MLA Grading: What To Expect

□ Looking for ways to improve? (Workbook pg. 7)

AICE Language: *Tips for Improving Your Writing*

Directions: Consult the matrix below for how to improve aspects of your writing. If you have additional questions, see Mr. Hampton.

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
<ul style="list-style-type: none"> • Select facts and supporting details (observations, examples, conversations, experiences, classroom notes, interview questions, texts) • Support ideas with accurate facts, connected with experiences when applicable • Write an opinion with convincing reasons and use details that support the reasons • Support, explain, and elaborate on the main idea or position • Support plot development through clearly defined events or experiences • Use direct quotations from the text 	<ul style="list-style-type: none"> • Remove clutter from writing that does not support the main idea or position • Present writing with an engaging introduction, interesting body, and effective conclusion • Organize multiple paragraphs around central ideas or major points in logical order • Use transitional phrases (in the beginning, my second point, the next day, after that) to move from paragraph to paragraph • Maintain format of assigned genre • Make sure to include a <i>Works Cited</i> page (if applicable) 	<ul style="list-style-type: none"> • Match tone to the purpose of writing (serious, light, humorous, etc.) • Begin to write with voice unique to the writer (personality, rhythm, liveliness, etc.) 	<ul style="list-style-type: none"> • Write sentences including descriptive words that create pictures in the reader's mind • Choose precise nouns, vivid verbs and attention-grabbing adjectives and adverbs (descriptive language) • Use figurative language in writing (rhyme, rhythm, alliteration, simile, etc.) 	<ul style="list-style-type: none"> • Write using varied sentence starters • Write using a variety of sentence lengths • Link ideas using because, when, since, unless, as, after, before, until and conjunctions (and, but, or) • Write declarative, interrogative, imperative, and exclamatory sentences • Write simple, compound and complex sentences. • "Sounds great" when read aloud 	<ul style="list-style-type: none"> • Capitalize first word of a sentence and in a quotation (when applicable), proper nouns, the pronoun "I" • Punctuate simple, compound, and complex sentences • Use commas in a series, in dates, in an address, in greetings and closings of letters, in quotations when needed • Use apostrophes in contractions and possessives • Use subject-verb and noun-pronoun agreement in all sentences • Use singular and plural nouns, pronouns, possessive nouns, and verbs • Write prepositional phrases • Use verb tense (regular and irregular) that makes sense in a sentence • Either indent the first word of a paragraph or include a line break, but NOT BOTH. • Spell common, frequently used words and academic vocabulary correctly

Transition



Student
Planner

Homework

A
S
S
I
G
N
M
E
N
T

Date Given	Assignment	Due Date
Monday 1.19	▪ Complete MLA Paper on <i>LotF</i>	Tuesday 11.20 By 11:59 pm

Work on MLA Paper

A S S I G N M E N T

- Hampton will be around for help at back desk.
- Optional: Watch the remaining of *LotF* '63.

