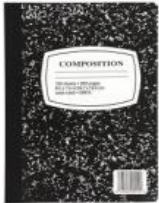


# Monday

## January 6, 2014 (1.6.14)

### Materials



Composition Book  
+ Pen or Pencil

### Agenda

#### Time Estimate

#### Activity

7-10

Warm Up

2-3

Reminders

20-30

Housekeeping

- *LotF* Book Return
- *LotF* Study Guide Wrap-Up
- MLA Lessons Learned
- MLA Revision Procedures
- MLA Common Mistakes
- LaD Changes
- Word Part of the Day Changes

Remaining

Grammar Lesson / MLA Review

# Warm Up

January 6, 2014 (1.6.14)

Volume-O-Meter: 0 (Silence)

Time: 5 Minutes

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Word Part of the Day:

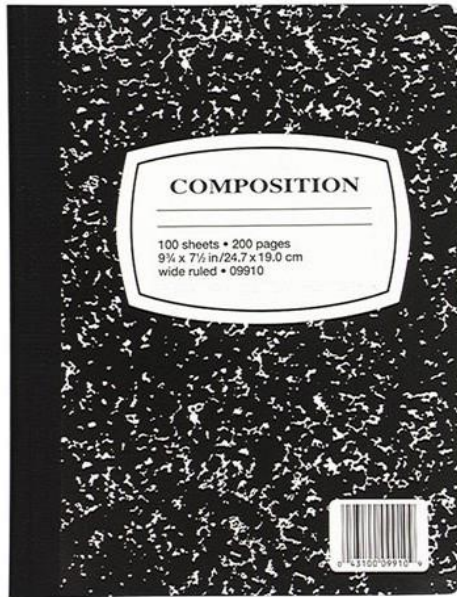
*orni / avi* – bird

1. Write down the word part of the day and its definition. Now, brainstorm and write down as many words as you can that contain that word part.
2. Congratulations are in order for finishing your first MLA paper on the *Lord of the Flies*. What did you learn (both good and bad, if you wish) from writing your first MLA paper?

# Reminders & Deadlines

<u>Assignment</u>	<u>Due Date</u>
<ul style="list-style-type: none"><li>• <b>Grammar Quiz</b></li><li>• #6-11 (Colon, Semi-Colon → Active vs. Passive Verbs)</li></ul>	Wednesday & Thursday 1.8.14 & 1.9.14
<ul style="list-style-type: none"><li>• <b>MLA Paper Revision</b></li><li>• Submit on Schoology</li></ul>	Sunday 1.12.14
<ul style="list-style-type: none"><li>• Turn in <i>Lord of the Flies</i></li><li>• Placed on debt list if not returned</li></ul>	Monday 1.13.14

# Transition

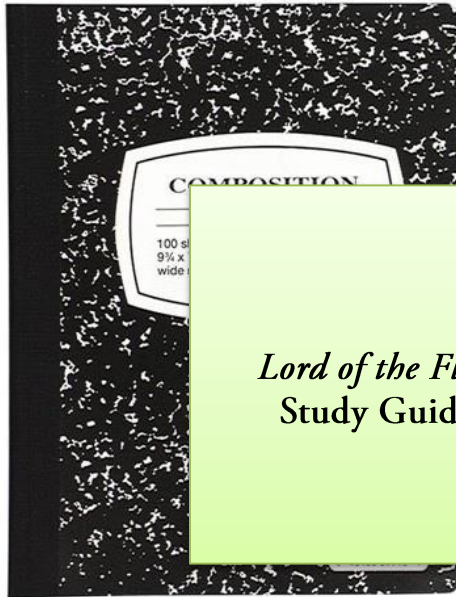


Notes

# LotF Book Return

- Done with MLA?
  - Return by Friday, 1.10.14
- Planning to revise MLA?
  - Return on Monday, 1.13.14
- Barcode is tied to name
- Will receive *The Crucible* later this week

# Transition



Study Guide

The BIG Question:  
Why did William Golding write *The Lord of the Flies*?

Key Text(s):  
*Lord of the Flies*

Concept 1:  
Philosophical Criticism

1. Where does evil come from in the LotF?

Concept 2:  
Historical Criticism

2. How is LotF a product of its time period?

Vocabulary

Vocabulary

S  
T  
U  
D  
Y  
  
G  
U  
I  
D  
E

Concept 3:  
Genre Criticism

3. Was the LotF influenced by the Bible?



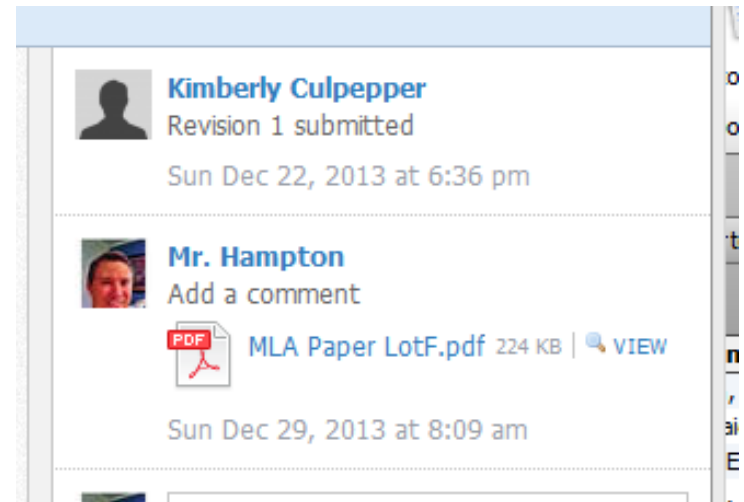
# MLA Lessons Learned

## You now can:

- ✓ Read a text using new criticisms (formalist, genre, historical, philosophical)
- ✓ Properly format a college-level document
- ✓ Write a thesis statement
- ✓ Use citations effectively
- ✓ Have an idea and support it by using the text
- ✓ Write and sustain a 5-7 page argument

# MLA Revision Procedures

- Grade breakdown:
  - A: 3 (6%)
  - B: 11 (22%)
  - C: 19 (39%)
  - D: 6 (12%)
  - F: 10 (20%)
- Can revise *LotF* MLA paper
- *Schoology.com* → Find MLA paper
- View commentary, rubric scores
- Must see Hampton **before** you can revise (Tuesday or Thursday after school)
- Due Date: Sunday, 1.12.14 on or before 11:59 pm on *Schoology*



The screenshot shows a Schoology interface with two entries. The first entry is from Kimberly Culpepper, dated Sun Dec 22, 2013 at 6:36 pm, with the text "Revision 1 submitted". The second entry is from Mr. Hampton, dated Sun Dec 29, 2013 at 8:09 am, with the text "Add a comment" and a link to a PDF file named "MLA Paper LotF.pdf" (224 KB) with a "VIEW" button.

# MLA Revision Procedures

Culpepper 1

Kimberly Culpepper

Mr. Hampton

AICE Language

20 December 2013

Biblical parallels:

William Golding's *Lord of the Flies*

In *Lord of the Flies*, William Golding uses biblical parallels to show the representation of biblical character traits within the boys. Throughout the book he shows different characteristics and relationships in the boys that can relate to those in the Bible. In example, the Holy Trinity can be seen in the relationship of Ralph, Simon, and Piggy. Ralph being the all-powerful God, the Christ-like Simon represented as Jesus, and Piggy the always present but not always noticed Holy Spirit.

To begin, the beginning of the book focused on the sense of darkness immediately felt on the island. More specifically the darkness felt within some of the boys. When first seen by the others, the character Jack, automatically gave off a feeling of darkness and evil. "...and peered into what to him was almost complete darkness."(Golding 20) Jack seemed to show devilish qualities from the start, even before all of the boys had grown accustomed to one another Jack was already seen as the dark and evil one.

**Commented [JH1]:** Welcome to your first graded MLA paper. Towards the right side of your document, you will now find various "comments" written by me. These comments will help you see not only how you got the grade you did, but also what college graders will look for in an MLA paper. Unlike other essays that are graded holistically (all at once), each of the categories in an MLA paper receive their own weight. You will find this grade on the last sheet of your paper. If you have any questions, don't hesitate to ask.

**Commented [JH2]:** Good thesis statement

**Commented [JH3]:** Comma here; look up "oxford comma" to see why you need one

**Commented [JH4]:** No comma here when citing; I will ignore other instances of it when I find them, but please correct for next time

# MLA Common Mistakes (by category)

## Ideas & Support

- Not citing when citation is necessary
- Not citing what actually matters
- Not explaining citation
- Not prefacing citation (giving information before citation)
- Citing too much (whole paragraphs)
- No citations...at all
- No Works Cited page

# MLA Common Mistakes (by category)

## Organization

- Not formatted correctly (font, size)
- Missing header
- Incorrect page numbers
- Citations not formatted correctly: (Golding 33).
- Must have conclusion paragraph

# MLA Common Mistakes (by category)

## Voice

- Paper doesn't **sound** like you
- Lack of personality, interest in topic

# MLA Common Mistakes (by category)

## Word Choice

- Do not use idioms (say literally what you mean)
- Do not say: “I think” or any variation of this
- Use more academic vocabulary (“thing” as example)

# MLA Common Mistakes (by category)

## Sentence Fluency

- Must move back and forth between preface, citation, explanation, and link to thesis effortlessly.
- Make complex, not simple sentences
- Tense or Verb shifting (past to present)



# MLA Common Mistakes (by category)

## Conventions (Grammar)

- Spell common words correctly (too, to...their, there)
- Not applying grammar lessons, especially comma, colon, semi-colons

# Leading a Discussion (LaD) Recap

## Things I've Seen:

- Questioning, answering text
- 30-45 minute discussions
- Involvement of 75% or more of class in discussion

## Things I've Have Not Seen (in great quantity):

- Questions that make use of the criticisms
- Summarizing/paraphrasing
- Dressing *professionally*
- Building off the responses of others (participant)
- Providing “wait time” to think/process
- Use of supplementary materials (articles, PowerPoints, pictures, etc.)

# Word Part of the Day Changes

## Will Now Include:

1. “Draw a picture”
  - Choose one of your brainstormed words and draw a picture of that word. Include a caption for your picture that includes your chosen word.
2. “Make a sentence that uses context clues”
  - Context clues = hints given within the sentence that help give away a word’s meaning.
  - Choose one of your brainstormed words and make a sentence for that word that utilizes context clues to help give away its meaning.

# Grammar Lesson Review / MLA Commentary

A  
S  
S  
I  
G  
N  
M  
E  
N  
T

## Directions:

- Volume-0: 3 (Normal team voice)
- Option 1:
  - Use computers in back
  - Look up MLA paper commentary
  - Work on MLA paper
- Option 2:
  - Review over past grammar lessons #6-11

