

HARTSELLE HIGH SCHOOL WRITING GUIDE:

FIRST EDITION



HARTSELLE HIGH SCHOOL WRITING GUIDE: Table of Contents

I.	TOOLS FOR READING AND WRITING	
	a. Annotation Guide	1
	b. Writing Terminology	2
	c. Commonly Misspelled Words	3-4
	d. The Origin of Language: Prefix/Suffix List	5
	e. Transition Words	6
	f. Verbs, Verbs, and More Verbs	7
	g. Got Me Feeling Some Type of Way: Tone & Mood	8
	h. Properly Punctuating Titles	9
II.	PREWRITING	
	a. Say What?: Deconstructing the Prompt	11
	b. Show What You Know: Graphic Organizers	12-13
	c. Putting It All Together: The Outline	14-15
	d. Simply Stated: Thesis Statements & Topic Sentences	16-17
III.	WRITING	
	a. Tips for a Triumphant Title	19
	b. Time to Start Writing: The Introduction	20-21
	c. Body Paragraphs: Template and Examples	22-23
	d. Don't Dump Your Quotes: Proper Quote Integration	24-27
	e. Alternate Endings: The Conclusion	28
	f. The Final Draft is Never Final: Revision Checklist	29
IV.	RESEARCHED WRITING	
	a. Plagiarism: Avoid the Avoidable	31-34
	b. The Devil is in the Details: Formatting & The Works Cited Page	35-36
	c. Quick Guide for Citing Sources: MLA Style	37-41
	d. Student Sample: The Researched Argument Paper, Outline, and Sources	42-55
	e. Student Sample: The Researched Analysis Paper	56-60
V.	ACT	
	a. The Short and the Sweet of Things: The ACT Test	62
	b. Down to the Nitty Gritty: The ACT Subtests	63-66
	c. The Task at Hand: ACT Writing	67
	d. ACT Writing: Sample Prompt, Essay, Rubric	68-73

TOOLS FOR READING

AND WRITING

ANNOTATION GUIDE

Use this guide to assist you in actively reading any text.

<p><u>main idea</u></p>	<p>Underline key words/phrases that appear to be important to your understanding of the text.</p>
<p>?</p>	<p>If you have a question about something or there is something that you do not understand in the text, indicate this by putting a question mark in the margin.</p>
<p>*</p>	<p>Use an asterisk to emphasize information that is important in the text. Use these sparingly to indicate the most important ideas/events of the work.</p>
<p>word</p>	<p>Circle words that you do not know and write the definition of the word in the margin of the page. Also include the pronunciation of the word if necessary.</p>
<p>Tone/mood word</p>	<p>As you are reading, indicate the tone/mood of the text after each main section, chapter, page, etc. If you notice a change in the tone/mood, be sure to indicate this shift.</p>

WRITING TERMINOLOGY

Introductory Paragraph	The first paragraph of an essay. The paragraph begins with a hook/lead-in and concludes with the thesis statement (near the end of the paragraph). See Time to Start Writing: The Introduction p. 20-21 for additional ideas.
Hook/Lead-in	At the beginning of the introductory paragraph, this should be an interesting, intriguing opener that gains the reader's attention. See Time to Start Writing: The Introduction p. 20-21 for additional ideas.
Thesis	Often, just one sentence that summarizes the essay. It contains the author's argument (claim) and a brief list of how the author intends to support the claim. The thesis typically is the last sentence of the introductory paragraph. See Simply Stated: Thesis Statements and Topic Sentences p. 16-17 for additional explanation and examples.
Claim	The argumentative idea that the author will defend throughout the essay.
Transition	Transitional words/phrases establish the relationship of the ideas in the essay. See Transition Words p. 6 for additional ideas.
Topic Sentence	The first sentence of a body paragraph. This sentence should contain a transitional word/phrase, the author's claim, and ONE reason of support for the claim (that is a reflection of the ideas contained in the thesis statement). A topic sentence SHOULD NOT contain any kind of evidence from the text. This <i>may</i> also serve as the assertion when following an AEC template of writing. See Simply Stated: Thesis Statements and Topic Sentences p. 16-17 for additional ideas.
Assertion	The argumentative idea that the author will defend throughout a body paragraph.
Evidence	Specific details or facts that prove the assertion/topic sentence of a body paragraph. Depending upon the type of essay, evidence can come from a variety of sources: ideas/knowledge of the writer, quotations from the text, or information from related sources. Evidence will NEVER be included as a sentence by itself; evidence must be connected to the writer's own sentences. See Don't Dump Your Quotes: Proper Quote Integration p. 24-27 for additional ideas.
Commentary	The commentary is a discussion of how the evidence proves the writer's assertion/topic sentence. The writer should offer original insight on BOTH the meaning and the significance of the evidence, proving to the reader that the evidence supports the assertion. Your commentary should be longer than the evidence itself, at least 2-3 sentences. See Body Paragraphs: Templates and Examples p. 22-23 for additional ideas.
Wrapper Sentence	In the event that the author includes multiple AECs in the body paragraph, the wrapper sentence may be necessary to conclude the body paragraph by restating the ideas from the topic sentence.
Concluding Paragraph	The last paragraph of the essay. It should reflect on the ideas of the essay, offer commentary on the importance of the issue/topic, and refer back to the introduction so that the essay ends in an intentionally cohesive manner. See Alternate Endings: The Conclusion p. 28 for additional ideas.

15 COMMONLY MISSPELLED WORDS

1. **a lot**—alot is not a word; neither is alittle.
2. **beautiful**
3. **judgment**—notice it is NOT judge + ment
4. **definitely**—There is no “a” in definitely. Make sure your spellchecker doesn’t recommend defiantly!
5. **dependent** (independent)
6. **dilemma**
7. **embarrass**— She was rosy red with severe shame.
8. **grateful**—you should be grateful to know that keeping "great" out of "grateful" is great.
9. **guarantee**
10. **license**—you should have to know how to spell it to get one
11. **misspell**—What is more embarrassing than to misspell the name of the problem? \
12. **necessary**—one C and two S’s
13. **recommend**
14. **restaurant**—there is only one “au” and it’s in the middle, not the end – think restau-RANT
15. **separate**—How do you separate the E’s from the A’s in this word? Simple: the E’s surround the A’s.

12 SETS OF COMMONLY MISSPELLED WORDS

- [1] **AFFECT**—verb, to influence
ex: Lack of sleep affects the quality of your work.
EFFECT—noun, result; verb, to accomplish (rarely used)
ex: The effect of the lighting made the room look scary.
- [2] **ALL READY**—prepared
ex: Dinner was all ready when the guests arrived.
ALREADY—by this time ex: The turkey was already burned when the guests arrived.
- [3] **ITS**—of or belonging to it
ex: The baby will scream as soon as its mother walks out of the room.
- IT’S**—contraction for it is ex: It’s a beautiful day in the neighborhood.
- [4] **LEAD**—noun, a type of metal
ex: Is that pipe made of lead?
LED—verb, past tense of the verb "to lead" ex: She led the campers on an over-night hike.
- [5] **LIE**—to lie down (a person or animal. hint: people can tell lies)
ex: I have a headache, so I’m going to lie down for a while.
- LAY**—to lay an object down.
ex: The town lay at the foot of the mountain. **or** "Lay down that shotgun, Pappy!" The sheriff demanded.
(also laying, laid, has/have laid--At that point, Pappy laid the shotgun on the ground).

[6] **LOSE**—verb, to misplace or not win

ex: Mom glared at Mikey. "If you lose that new lunchbox, don't even think of coming home!"

LOOSE—adjective, to not be tight

ex: The burglar's pants were so loose that he was sure to lose the race with the cop chasing him.

ex: While awaiting trial, he was never set loose from jail because no one would post his bail.

[7] **PRINCIPAL**—the school principal is a prince and a pal.

ex: The principal showed no mercy when he expelled me.

PRINCIPLE—anything of foremost importance; a "principle" is a rule.

ex: He decided not to cheat on the exam because it was against his principles.

[8] **THAN**—use with comparisons

ex: I would rather eat cardboard than your cooking.

THEN—at that time, or next

ex: I studied for my exam for seven hours, and then I went to bed.

[9] **THEIR**—shows possession (often referencing people)

ex: He stole all of their cupcakes.

THEY'RE—contraction of "they are"

ex: They're coming over for dinner.

THERE—a location

ex: I've never been there, but I hear it is beautiful.

[10] **THREW**—past tense of throw

ex: He threw the ball.

THROUGH—in at one end, side, or surface and out at the other; during the whole period of time

ex: The ball went through the window.

[11] **WHETHER**—expressing a doubt or choice between alternatives

ex: Whether my mom agrees with my decision or not, I am going to buy a helicopter.

WEATHER—Is it sunny outside?

ex: I love Cleveland, but hate the weather.

[12] **YOUR**—showing possession

ex: Clean up your mess.

YOU'RE—contraction of "you are"

ex: You're going to fail if you do not study for the exam.

THE ORIGIN OF LANGUAGE: PREFIX/SUFFIX LIST

Prefix	Meaning	Example
a, ab, abs ad, a, ac, af, ag, an, ar, at, as bi, bis circum com, con de dis, dif, di epi equi ex, e hyper hypo in inter mal, male mis mono non ob omni preter pro re retro se sub super trans un, uni un (pronounced <i>uhn</i>)	away, from to, toward two around together, with opposite, from, away apart, not upon, on top of equal out, from, forth over, above under, beneath in, into, not between, among bad, ill wrong alone, single, one not in front of, against everywhere, all past, beyond forward again, back backward, behind, back apart under greater, beyond across, beyond one not	absent, abstinence adhere, annex, accede, adapt bicycle, biped, bisect circumference combination, connect detract, defer, demerit disperse, different epicenter equality, equitable eject, exhale, exit hyperactive, hypersensitive hypodermic inject, endure, incorrect intercede malpractice, malevolent mistake, misunderstand monotone, monopoly nonsense obvious omnipresent preternatural proceed, promote recall, recede retroactive secede subway supernatural, superstition transcend, transcontinental unilateral, unity unhappy, unethical
Root	Meaning	Example
bas cap, capt cred dict duc, duct fac, fact graph log mort scrib, script spec, spect tact ten therm ver	low take, seize believe speak lead make, do write word, study of die, death write see touch hold heat true	basement capture, capable credible predict, dictionary induce, conduct artifact, facsimile autograph, graphic dialog, biology mortal, mortician transcribe, subscription specimen, aspect contact, tactile tenacious, retentive thermostate, thermometer verify
Suffix	Meaning	Example
-able, -ible -er, -or -fy -ism -ist -less -logue, -log -ness -ship -tude	able to (adj.) one who does (n) to make (v) the practice of (n) one who is occupied with without, lacking (adj.) a particular kind of speaking or writing the quality of (n) the art or skill of (n) the state of (n)	usable competitor dignify rationalism, Catholicism feminist, environmentalist meaningless prologue, dialogue aggressiveness sportsmanship rectitude

Gallagher, Kelly. *Deeper Reading*. Portland: Stenhouse, 2004. Print.

TRANSITION WORDS

Cause and Effect	Comparison	Contrast	Addition	Concession	Elaboration
<p>accordingly, as a result, because of, consequently, hence, it follows, subsequently, therefore,</p>	<p>additionally, along the same lines, equally important, in comparison, in the same way, likewise, similarly,</p>	<p>although, by contrast, conversely, despite, even though, however, in contrast, instead, on the contrary, regardless, yet,</p>	<p>additionally, also, another, equally important, further, furthermore, in addition, moreover,</p>	<p>although, at the same time, conversely, even so, even though, however, in contrast, in spite of, instead of, neither, nevertheless, provided that, though, unfortunately, unlike, whereas,</p>	<p>consider, especially, in fact, indeed, in other words</p>
Order of importance	Sequence	Conclusion			
<p>foremost, most important(ly), of most importance, additionally important (for 2nd+ body paragraph) in the same way, equally important (for 2nd body paragraph), simultaneously, subsequently,</p>	<p>initially, in opening, in the beginning, to begin</p>	<p>as a result, hence, it follows then, ultimately,</p>			

from Mrs. Griffin's *Yellow Pages*

VERBS, VERBS, AND MORE VERBS

These verbs are excellent *replacements for “be” verbs* and instrumental in the formulation of *thesis statements* and *topic sentences*. IF you choose a verb from this list, **MAKE SURE** you know what it means.

VERBS FOR ANALYSIS

accentuates	accepts	achieves	adopts	advocates
affects	alleviates	allows	alludes	alters
analyzes	approaches	argues	assesses	assumes
attacks	attempts	attributes	avoids	bases
believes	challenges	changes	characterizes	
chooses	chronicles	claims	comments	compares
compels	completes	concerns	concludes	condescends
conducts	conforms	confronts	considers	contends
contests	contrasts	contributes	conveys	convinces
defines	defies	demonstrates	depicts	describes
despises	details	determines	develops	
differentiates	differs	directs	disappoints	
discovers	discusses	displays	disputes	disrupts
distinguishes	distorts	downplays	dramatizes	elevates
elicits	emphasizes	encounters	enhances	enriches
envisions	evokes	excludes	expands	
experiences	explains	expresses	extends	
focuses	forces	foreshadows	functions	
generalizes	guides	heightens	highlights	hints
holds	honors	identifies	illustrates	illuminates
imagines	impels	implies	includes	indicates
infers	inspires	intends	interprets	interrupts
inundates	justifies	juxtaposes	lambasts	laments
lists	maintains	makes	manages	
manipulates	minimizes	moralizes	muses	notes
observes	opposes	organizes	overstates	outlines
patronizes	performs	permits	personifies	persuades
ponders	portrays	postulates	prepares	presents
presumes	produces	projects	promotes	proposes
provides	qualifies	questions	rationalizes	reasons
recalls	recites	recollects	records	recounts
reflects	refers	regards	regrets	rejects
represents	results	reveals	ridicules	satirizes
seems	sees	selects	specifies	speculates
states	strives	suggests	summarizes	supplies
supports	suppresses	symbolizes	sympathizes	traces
understands	values	verifies		

VERBS TO USE INSTEAD OF “shows” or “reveals”

appears	asserts	attests to	certifies	confirms
connotes	defines	demonstrates	denotes	depicts
discloses	elucidates	endorses	establishes	exhibits
expounds	exposes	manifests	points to	proves
ratifies	relates	substantiates	suggests	typifies
upholds	validates			

from Mrs. Griffin’s *Yellow Pages*

GOT ME FEELING SOME TYPE OF WAY: TONE & MOOD

Tone: the writer's/speaker's/narrator's attitude toward the subject, audience, or a character

Mood: the feeling created in the reader; the atmosphere of the piece

To help distinguish between the two (rather similar) terms, remember **that tone is related to the author's attitude**, while **mood is related to the reader**.

Tone—author/speaker

Mood—reader

Both of these concepts have to do with emotion, and the words used to describe each are the same or similar. For example, a piece might contain an angry tone (so the author is indicating that he/she feels angry about the topic being discussed); similarly, a piece might contain a frightening mood (so the setting and plot is such that indicates the mood of the story is frightening).

Words to Describe Tone & Mood		
Positive	Neutral	Negative
Admiring	Authoritative	Angry
Amazed	Confidant	Authoritative
Amused	Detached	Arrogant
Cheerful	Dramatic	Biased
Comforting	Factual	Biting
Compassionate	Formal	Condescending
Complimentary	Impartial	Confused
Concerned	Matter-of-fact	Disrespectful
Delighted	Neutral	Grim
Ecstatic	Objective	Irreverent
Excited	Restrained	Outraged
Forgiving	Sentimental	Pessimistic
Humorous	Serious	Sad
Impressed	Solemn	Sarcastic
Light-hearted	Straightforward	Scornful
Optimistic	Surprised	Somber
Peaceful	Unbiased	threatening
Respectful		
Sincere		
Sympathetic		

PROPERLY PUNCTUATING TITLES

<i>Italicizing/Underlining</i> Type	Example		“Quotation Marks”	Example
Book (anything as a stand-alone publication—including reference books)	<i>To Kill a Mockingbird</i> , <i>The Best American Essays of 2013</i> <i>World Book Encyclopedia</i>		Short Story	“The Most Dangerous Game” “Hills Like White Elephants”
Epic poem	<i>Odyssey</i> <i>Paradise Lost</i>		Chapter Title	“The Last to See Them Alive” (from <i>In Cold Blood</i>)
Play/Drama (w/ more than three acts)	<i>MacBeth</i> <i>The Tragedy of Julius Caesar</i>		Reference book articles	“Ulysses S. Grant” in <i>World Book Encyclopedia</i>
Movie/Film	<i>The Avengers</i> <i>Gone with the Wind</i> <i>The Lion King</i>		Poem	“The Raven” “Mending Wall”
Television Series	<i>The Simpsons</i> <i>The Big Bang Theory</i>		Individual TV show	“Lisa Goes to Washington” “Sheldon’s Discovery”
Works of Art	Rhodan’s <i>The Thinker</i> Van Gogh’s <i>Starry Night</i>		Speech/Sermon title	“Second Inaugural Address” by Abraham Lincoln “I Have a Dream” speech by MLK, Jr.
Magazine/Newspaper	<i>Sports Illustrated</i> <i>The New York Times</i>		Articles in magazine/newspaper	“50 Ways to Improve Your Diet” “The Real Cost of College”
Ship/Train/Aircraft/Spacecraft (do not italicize USS)	USS <i>Nimitz</i> <i>The Orient Express</i> <i>Air Force One</i> <i>Challenger</i>		Song title	“Good Girl” “Ice Ice Baby”
Legal Cases	<i>Roe v. Wade</i>			
*Religious books, such as the Bible or the Koran, are not italicized				

Note that if the title appears in italics in this chart, you should underline that title when you handwrite an essay.

Adapted from LTF’s “Take Note: The Steps from Source to Essay”

PRE-WRITING

SAY WHAT? DECONSTRUCTING THE PROMPT

No matter your skills as a writer, if you fail to answer the question your essay will not receive high marks. Your ability to understand and deconstruct the prompt is essential and should happen **FIRST**—before you ever begin thinking of possible responses. Always, always, always, underline what you have to do and circle what you have to talk about. This helps you to maintain focus throughout your essay.

Analysis prompt:

- Underline exactly what you have to analyze (mood, figurative language, rhetorical devices, historical idea, etc)
- Circle the big idea that the analysis should discuss

Sample prompt for fiction analysis:

Many writers use a country setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work and aids in the development of plot and character. Do not merely summarize the plot.

Sample prompt for nonfiction analysis:

An English soldier, explorer, and author, many claim that John Smith is responsible for the successful establishment of Jamestown and of further English colonization of the New World. Others contend, however, that Smith misled the English Council (those responsible for funding the settlement efforts) and that Smith did not play such a vital role. Read the following excerpt from John Smith's *The General History of Virginia* and analyze the rhetorical strategies Smith uses in order to deceive the audience of his role in the establishment of Jamestown.

Sample prompt for historical analysis:

Analyze the economic, social, and political factors that influenced colonial southern planters to shift from relying on indentured servants to importing Africans into slavery in the 1600s.

Argument prompt:

- Underline the task—the part of the prompt that tells you exactly what you have to do
- Circle the issue that you must discuss.

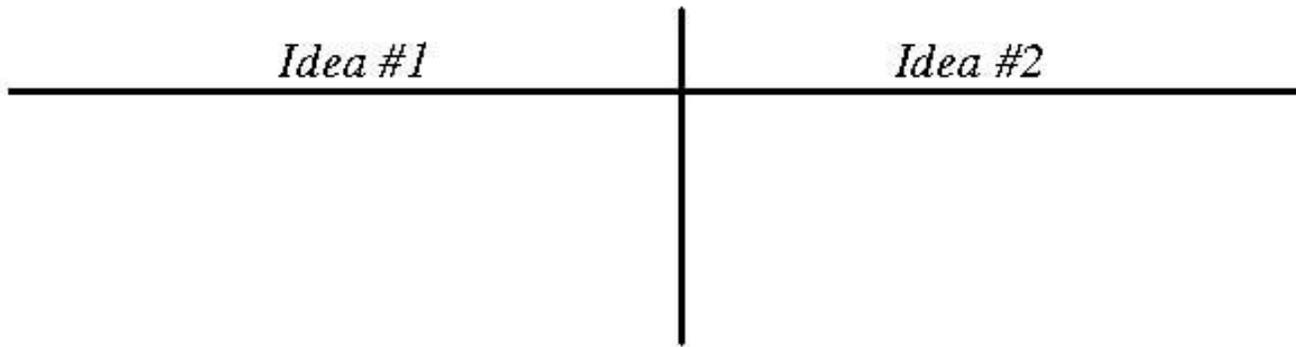
Sample argument prompt:

Many people think that the media goes too far as reporters pursue celebrities and athletes for news stories. Others believe that these famous people should accept intrusions on their personal lives as the price of fame. Take a position on whether or not the media goes too far in the pursuit of "news."

SHOW WHAT YOU KNOW: GRAPHIC ORGANIZERS

A graphic organizer is a visual aid used during pre-writing to logically arrange writing and organize ideas.

A. T-Chart: determine your position for an argument prompt



National Health Care

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none">• All Americans would have health care coverage	<ul style="list-style-type: none">• Government, small businesses, and many individuals would pay more for their insurance
<ul style="list-style-type: none">• A centralized system would cut administrative costs and burdensome paperwork	<ul style="list-style-type: none">• A person's choice of doctors and hospitals would be limited
<ul style="list-style-type: none">• National caps on spending would cut health care costs	<ul style="list-style-type: none">• The government would oversee physicians' decisions

B. Planning for an essay

Topic:

Copy the writing prompt into this space so that you stay focused on your task and issue

*indicate your position if an argumentative prompt

Reason #1	Reason #2	Reason #3
Supporting evidence for reason #1	Supporting evidence for reason #2	Supporting evidence for reason #3

Topic:

Should schools require students to complete volunteer service hours as a requirement for graduation?

*yes

Reason #1:	Reason #2	Reason #3
<ul style="list-style-type: none">To teach life-long habits of the importance of volunteering	<ul style="list-style-type: none">To benefit the community	<ul style="list-style-type: none">To set examples for family and friends

PUTTING IT ALL TOGETHER: THE OUTLINE

A logical way to organize your ideas is to create an outline.

A **formal outline** is a type of graphic organizer that uses numbers and letters to show relationships among ideas. A formal outline can be a **topic outline**, composed of words or phrases, or a **sentence outline**, composed entirely of sentences. Never mix the two styles in an outline. You might write a formal outline for your own personal organization of material, or your teacher may require that you write one to check your progress while you are working on your project.

The outline is part of the process and should be written BEFORE the rough draft, not after the paper is written only to fulfill a requirement.

A formal outline will help you to:

- Remain organized and stay focused when you put your product together.
- See if you have enough (or too much) material to support your thesis statement.
- Figure out the order in which your main ideas and subordinate ideas will appear in the final product.

These are the traditional outlining symbols:

I.

A.

1.

2.

a.

b.

B.

II.

Use at least two subdivisions at each level. Do not write a Roman numeral I without a Roman numeral II, an A without a B, and so on. If a level has only one idea, either integrate it into a higher level or expand it to at least two subdivisions.

You may need to do some additional research and note-taking if you find informational gaps while writing the outline.

Student Name

Teacher Name

Course

Day Month Year (6 May 2015)

Title of paper

Thesis: Single-gender classes should be offered because of the academic and personal advantages that they offer to girls.

I. Background

A. Segregated education

B. Co-education

II. Gender bias

A. Attention

1. Opportunity

2. Discipline

B. Favoritism

1. Encouragement

2. Expectation

III. Academic advantages

A. Grade improvement

1. Materials

2. Methods

B. Techniques

SIMPLY STATED: THESIS STATEMENTS & TOPIC SENTENCES

A **thesis statement** is one sentence that summarizes the essay. It contains the author's argument (claim) and a brief list of how the author intends to support the claim. The thesis is the driving force of the paper—even determining the order of the paragraphs. The thesis typically is the last sentence of the introductory paragraph.

A strong thesis statement is not a fact; it takes a firm stand on a topic and makes a logical argument for that position by providing reasons for the stance on the topic.

In order to write an effective thesis statement, you must have

- 1.) a **subject**—this is determined from the assigned essay topic. The subject of your paper is typically an *abstract* idea, such as characterization, tone, theme, mood, author's purpose, etc.
- 2.) your **opinion** about the subject
- 3.) your **proof**—the literary or rhetorical devices, the arguable reasons that you've determined, that support your assertion. The proof of your paper is *concrete* elements of the text—the evidence that you can use to support your position on the subject.

A **topic sentence** is the first sentence of a body paragraph. This sentence should contain a transitional word/phrase, the author's claim, and ONE reason of support for the claim (that is a reflection of the ideas contained in the thesis statement). A topic sentence SHOULD NOT contain any kind of evidence from the text. This *may* also serve as the assertion when following an AEC template of writing.

In order to write an effective topic sentence, you must have

- 1.) a **transition**—related to why the paragraphs are placed in this particular order (order of importance, chronology, logic, etc).
- 2.) the **subject**—this is determined from the assigned essay topic
- 3.) the **topic of the paragraph**—your proof (related to the thesis)

*LITERARY ANALYSIS TOPIC:

Essay Topic: In a well-written essay, explain how the author uses literary elements to characterize Scrooge.

Thesis Statement:

In *A Christmas Carol*, Charles Dickens incorporates figurative language, detail, and imagery in order to characterize Scrooge as greedy and cold-hearted.

Topic Sentence:

The most important literary element that Dickens utilizes is figurative language in order to reveal Scrooge's greediness.

*RHETORICAL ANALYSIS TOPIC:

Essay Topic: In a well-written essay, analyze the rhetorical strategies the author uses in order to achieve his purpose.

Thesis Statement:

In *The Great Influenza*, John M. Barry incorporates repetitive diction, questioning syntax, and extended metaphor in order to illustrate that scientific research is dangerous and uncertain.

Topic Sentence:

In the beginning of his essay, Barry relies upon repetitive diction in order to emphasize the uncertainty that scientists face when conducting research.

*ARGUMENTATIVE/RESEARCH PAPER TOPIC:

Essay Topic: In a well-written essay, take a position on whether schools should require students to complete volunteer service hours as a requirement for graduation.

Thesis Statement:

Students should be required to complete volunteer service hours as a requirement for graduation because the student volunteers would learn valuable life experiences and skills and their service would have a positive effect on their community.

Topic Sentence:

The most important reason that students should complete service hours as a requirement for graduation is because as teenagers they would learn habits and skills that they otherwise might not.

*HISTORICAL PAPER TOPIC:

Essay Topic: Analyze the economic, social, and political factors that influenced colonial southern planters to shift from relying on indentured servants to importing Africans into slavery in the 1600s.

Thesis Statement:

Colonial southern planters made this shift during the 1600s because of economic, social, and political reasons.

Topic Sentence:

Economically, colonial southern planters quickly realized that African slaves were much more cost efficient than indentured servants.

WRITING

TIPS FOR A TRIUMPHANT TITLE

1. Consider involving a bit of word play by setting up a contrast.
Examples: Our Feast, Their Famine

Laugh All Day and Cry All Night
2. Use words in an unexpected way (puns, homophones, etc).
Examples: Try a Little Ardor

Red, White, and Skewed
3. Sometimes a line or phrase heard or read will serve as a suitable title.
Examples: "Frailty, Thy Name is Woman" (from Shakespeare's *Hamlet*)

The Party's Over
4. Try using alliteration in the title to catch the reader's attention.
Examples: Walk Through Winter

Seeds of Strength
5. A short phrase is better than a complete sentence, but if a short phrase is not enough, add a second phrase after a colon (or vice-versa).
Example: Airlines: Still the Safest Way to Travel
6. Look for a phrase, repeated words, or an idea in your writing that might be a possible title
7. **Avoid** using titles with an article followed by a noun.
Examples: The Car

The Walk

A Spring Day
8. **Avoid** using a question as a title. Remember the primary purpose of a title is to inform the reader.

TIME TO START WRITING: THE INTRODUCTION

Great writers know that effective and impacting essays begin with an interesting and engaging introduction that reveals their thesis and purpose, while capturing the reader's attention.

Introductions help writers...

- **Reveal** their essay's central idea or thesis
- **Guide** readers to important ideas in the body of the essay
- **Provide relevant background information** to help readers understand the essay's purpose and thesis.

It is important to provide an introductory paragraph that prepares the reader for what lies ahead. Any introduction, though, must clearly relate to the rest of the essay.

Strategies for Writing Introductions

An introduction should always include an introductory device that leads into the thesis and stimulates the reader's interest in the topic. The following examples (from published authors) are all excellent ways to gain your reader's interest in your topic.

Describe a scene or tell an anecdote

Welcome to French class, where you must learn to juggle irregular verbs, flying chalk, and the constant threat of bodily harm. At the age of forty-one, I am returning to school and having to think of myself as what my French textbook calls "a true debutant." After paying my tuition, I was issued a student ID, which allows me a discounted entry fee at movie theaters, puppet shows, and Festyland, a far-flung amusement park that advertises with billboards picturing a cartoon stegosaurus sitting in a canoe and eating what appears to be a ham sandwich.

--David Sedaris, "Me Talk Pretty One Day"

Provide relevant background information

To hold its own in the struggle for existence, every species of animal must have a regular source of food, and if it happens to live on other animals, its survival may be very delicately balanced. The hunter

cannot exist without the hunted; if the latter should perish from the earth, the former would too. When the hunted also prey on some of the hunters, the matter may become more complicated.

--Alexander Petrunkevitch, "The Spider and the Wasp"

Address your readers directly

You ask me what is poverty? Listen to me. Here I am, dirty, smelly, and with no "proper" underwear on and with the stench of my rotting teeth near you. I will tell you. Listen to me. Listen without pity. I cannot use your pity. Listen with understanding. Put yourself in my dirty, worn out, ill-fitting shoes, and hear me.

--Jo Goodwin Parker, "What is Poverty?"

Use a comparison, a contrast, or an analogy

I've finally figured out the difference between neat people and sloppy people. The distinction is, as always, moral. Neat people are lazier and meaner than sloppy people.

--Suzanne Britt, "Neat People vs. Sloppy People"

Challenge a widely held assumption or opinion

Remember that hole in the ozone layer over Antarctica, the one thought to be caused by chlorofluorocarbons? It may be on the mend, say Japanese researchers. They say the hole could be on its way to recovery more quickly than anticipated.

--Jeffrey Winters, "That Ozone Hole? Never Mind"

WHAT <u>NOT</u> TO DO IN INTRODUCTORY PARAGRAPHS
1. Avoid stating the obvious in statements such as "In this paper I will discuss the causes of failing oil prices."
2. Don't apologize. Avoid self-critical statements such as "I do not have much background in this subject" or "I am not sure if I am right, but here is my opinion."
3. Avoid overused expressions (or clichés) such "Love is what makes the world go round" or "Haste makes waste"—they are "overused" for a reason

BODY PARAGRAPH TEMPLATE

Topic Sentence/Assertion: _____

_____.

Evidence: _____

_____.

Commentary: _____

_____.

Evidence: _____

_____.

Commentary: _____

_____.

Evidence: _____

_____.

Commentary: _____

_____.

****Your teacher will determine how many AECs are required for each body paragraph; as a general rule, students should expect to add additional pieces of evidence and commentary to better develop their ideas.**

AEC STUDENT SAMPLES

Assertion (in bold)

Evidence (in italics)

Commentary(underlined)

Rhetorical Analysis AEC

Brent Staples’ effective use of comparison allows him to convey the horrors of chain gangs. *He begins his essay by explaining how “any animal with teeth enough will chew off its leg to escape a trap.”* In an attempt to emphasize the inhumane treatment of chain gang members, he connects the concept of the trapped animal to the chain gang members. Such a connection immediately allows the reader to understand the horror of the chain gangs because humans would not want to be treated like nor compared to a wild animal. These graphic details elicit emotions of sympathy for the men, and the reader begins to feel anger towards the institution that allows such a practice.

Literary Analysis AEC

Miss Maudie is an ever-present example of the simple goodness and faith that exists in Maycomb (no matter how hidden). *Scout notes that even after her house perishes in a fire, Miss Maudie continues to take “a lively and cordial interest” in the children’s affairs—a clear revelation of her kindness and concern for others (Lee 97).* Facing a situation that has potentially erased years of her life and stolen valuable, treasured material possessions, Miss Maudie chooses not to focus only on herself and her own perils. Instead, she spends her time ensuring the comfort, safety, and security of others—the children of Maycomb.

Argument AEC

Year-round school would benefit students and school systems because it improves students’ academic achievement. *With multiple breaks throughout the year, students are likely to experience less academic burnout.* Without such an extended break, students have frequent opportunities to refresh and restart their learning experience. It is likely that they also retain more of their knowledge and skills that is oftentimes forgotten over the extended summer break. With more frequent breaks from school, students will most likely experience better grades and a better attitude toward school.

****Your teacher will determine how many AECs are required for each body paragraph; as a general rule, students should expect to add additional pieces of evidence and commentary to better develop their ideas.**

DON'T DUMP YOUR QUOTES: PROPER QUOTE INTEGRATION

INTEGRATING EVIDENCE

One of the best ways to strengthen your essays and research papers is to use evidence from reliable sources. Quoting means citing the exact words of another writer. By quoting other writers, you lend credibility and support to your own ideas.

When to Use Evidence

1. Provide evidence to serve as examples of your main points and observations. Remember that evidence by itself has little significance. It needs your commentary (explanation of the evidence and discussion of its significance) to provide context and meaning. Your commentary should be longer than the evidence itself.

2. Select evidence carefully and purposefully for your essay:

- * to explain an opinion or idea
- * to prove a fact
- * to provide authority for an assertion you have made
- * to show many opinions

How to Integrate Evidence

Sprinkle your discussion with key phrases and terms, which should be surrounded with quotations marks.

1. Use an introductory phrase or clause.

After describing the minimal space in the apartment, the narrator goes on to describe the living room as "crowded to the doors with . . . furniture entirely too large for it"(29).

As the grandfather explained, "life is a war" (154).

2. Use an indirect statement with "that."

Margaret Mead feels that the use of marriage contracts "may reduce the divorce rate" (9).

3. Blend your lead-in and quotation.

Knight views the symbolism in Jones' play as a "creation and destruction pattern" (164).

4. Use a complete sentence lead-in. Follow with a colon (NOT after a verb) and two spaces before the quotation.

Edith Hamilton describes Hera perfectly: "She was the protector of marriage" (223).

Again the main character hears the words spoken by his grandfather: "I never told you, but our life is a war" (154).

5. Split the quotation.

"A fully articulated pastoral idea of America," claims Leo Marx, "did not emerge until the end of the eighteenth century" (89).

6. When quoting poetry, just give the line numbers in parentheses after you have established that the numerals in the parentheses refer to lines rather than to pages. See MLA 3.7.3 for specifics.

Wilfred Owens says that the only prayer said for those who die in battle is the "rapid rattle of guns which spatter out their hasty orisons" (line 7).

7. Use the author's name and/or his authority to introduce quotations from secondary sources.

Frank Kermode, a prominent critic, claims that Hamlet "is a delaying revenger" (1138).

Punctuating Quotations

1. Use a comma for a brief, informal, or grammatically incomplete introduction.

Prufrock thinks, "I am no prophet--and here's no great matter" (line 37).

2. Use a colon (NOT after a verb) to separate your own complete sentence lead-ins from quotations.

3. Use an ellipsis (. . .) to indicate material omitted from the quotation.

* To indicate omitted material within a sentence, use three periods with a space before and after each period.

Hamlet tells Ophelia, "you jig and amble . . . and make your wantonness . . . ignorance" (III.i.140-142).

* Use a line of spaced dots to signal that a line (or more) of poetry has been omitted. Two lovers they sat on a hill:

.....

And could not talk their fill (lines 6-8)

4. Use brackets [] to indicate editorial changes that you must make to clarify the quotation or improve the grammatical structure of your sentence.

"She looked carefully for the place where [Elizabeth] had entered the garden" (65).

Flaubert says that "she [has] an excess of energy" (97).

5. Reproduce your source exactly in a quotation. Use the word [sic] immediately after a problem word or obvious mistake.

"There were no pieces of strong [sic] around the boxes," one witness wrote.

6. Introduce long quotations with a complete sentence followed by a colon. Use the same line spacing for your quotation that you use for the rest of the paper. Indent ten spaces from the left margin. A long quotation is one with more than four lines of prose or more than three lines of poetry. See MLA 3.7.2

In *A Room of One's Own*, Virginia Woolf speaks about women in literature and history:

A very queer, composite being thus emerges. Imaginatively she is of the highest importance; practically she is completely insignificant. She pervades poetry from cover to cover; she is all but absent from history. She dominates the loves of kings and conquerors in fiction; in fact, she was the slave of any boy whose parents forced a ring upon her finger. (60)

Notice that the indented quotation ends with a period, followed by the page number. No period follows the page number in parentheses. Also notice that no quotation marks are used.

7. Use double quotation marks for a quotation and single quotation marks for an inner quotation.

After his interview with Hester, Dimmesdale sinks into self-doubt: "'Have I then sold myself,' thought the minister, 'to the fiend whom . . . this velveteed old hag has chosen for her prince and master!'" (237)

8. Always put colons and semicolons outside quotation marks.

The senator announced, "I will not seek re-election"; then he left the room.

9. Always put periods and commas inside quotation marks.

Though Thoreau wrote that most men "lead lives of quiet desperation" (98) and much of his book about Walden Pond "expresses joy" (96).

Notice that when you have two quotations from different pages within the same sentence, you place the first parenthetical reference immediately after the quoted material.

10. Put other marks of punctuation (question marks, dashes, exclamation points) inside when they are part of the quoted material, outside when they are not. When a question mark or exclamation point goes inside the quotation, no end punctuation follows the parenthetical reference.

When King Hamlet's ghost reveals that he was killed by Claudius, young Hamlet exclaims, "O my prophetic soul!" (I.v.40).

What are the implications of Hamlet's statement, "To be, or not to be" (III.i.55)?

11. Use a slash (/) with a space before and after the mark to indicate line division in poetry when quoting three lines or fewer.

In "Harlem" by Langston Hughes, the speaker asks, "What happens to a dream deferred? / Does it dry up / like a raisin in the sun?" (lines 1-3).

12. When the word that introduces a quotation, use no comma after it and no capital to start the quotation unless it begins with a proper noun.

In the closing lines, the speaker suggests that "it just sags like a heavy loads" (lines 9-10).

ALTERNATE ENDINGS: THE CONCLUSION

Call-back or frame

What it does: states or alludes to something suggested in the introduction but **without** restating

Surprise

What it does: provides a (plausible) twist

Dialogue

What it does: emphasizes the main idea or thesis with a quotation from a character/participant in the story/event

Rhetorical question

What it does: prompts the reader to contemplate an issue raised in the work

Funny

What it does: creates humor through the presentation of something unexpected and perhaps ironic

Call to action

What it does: exhorts the reader to do something as a result of having read the work

Clincher

What it does: takes the form of an astounding fact or a harsh, biting comment in order to sum up the gist of the work

Contemplative

What it does: leaves the reader with a thoughtful reflection relating to the content of the work

Image

What it does: leaves the reader with a word picture appealing to one or more of the senses

THE FINAL DRAFT IS NEVER FINAL: REVISION CHECKLIST

- _____ Give your paper an original title (see **Tips for a Triumphant Title** for additional help)

- _____ When writing about literature, enclose titles of short stories, articles, and poems in quotation marks; underline/italicize titles of full-length plays, magazines, newspapers, and books (see **Properly Punctuation Titles** for additional help)

- _____ Do not refer to your paper in your paper. Completely avoid sentences that begin with such words as “In this paper, I am going to tell you about . . .” or “This essay will focus on . . .”

- _____ If you are writing about **literature**, use present-tense verbs in your analysis and in describing anything that occurs within the work of literature. You would write, “The theme of the story is obvious” instead of “The theme of the story was obvious.” If you are writing about **history**, use past-tense verbs when discussing your topic: “The Battle of Gettysburg was a pivotal moment in the Civil War” instead of “The Battle of Gettysburg is a pivotal moment in the Civil War.”

- _____ Avoid using too many quotations. A good rule to follow is to keep quoted material to less than 20% of your overall essay; however, you should check with your instructor to see how much quoted material he/she allows.

- _____ Do not piece together strings of quoted material (see **Don’t Dump Your Quotes: Proper Quote Integration** for additional help).

- _____ Avoid using first person (“I, we, our, mine”) or second person (“you”) in analysis essays (first person is acceptable in argument essays); second person is NEVER acceptable in ANY essay.

- _____ Do not begin your conclusion paragraph with “In conclusion.”

- _____ Check for punctuation errors.

- _____ Do not end sentences with prepositions: (“Where are you going to?”)

- _____ Check spelling carefully. Particularly notice words like “to, too, two” and “there, their”

- _____ Avoid contractions, slang, or any informal language.

- _____ Be sure to follow your instructor’s requirements.

RESEARCHED

WRITING

PLAGIARISM: AVOID THE AVOIDABLE

PLAGIARISM

Hartselle High School

Plagiarism

- All members of the Hartselle High community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to himself and the school. An educational community which allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates. Because all may suffer, it is in the best interest of the entire community to sanction any individual who chooses not to accept the principles of academic honesty.

Plagiarism

- Acts of academic dishonesty include, but are not restricted to, the following:
 - **Cheating:** using or attempting to use unauthorized materials or information; giving or receiving unauthorized assistance during an examination or other academic exercise. [. . .]
 - **Plagiarism:** using another's words or ideas without acknowledgment.
 - Examples include:
 - failing to use quotation marks when quoting from a source; and
 - failing to reference distinctive ideas from a source.
 - **Misrepresentation:** falsifying, altering, or misstating the contents of academically related documents, sources, or assignments. [. . .]

Just what is plagiarism anyway?

- In essence, plagiarism means to use someone else's work without giving proper credit to the originator.
- *Deliberate*: examples include purchasing a research paper from a commercial source (term paper mill), "borrowing" a completed paper from a student who had previously taken the same class, having someone else write a paper for you, by downloading material from the Internet and submitting it as your own work, or by submitting a paper that you prepared for one class as fulfillment for an assignment in another class without receiving permission from your instructor.

Just what is plagiarism anyway?

- Unintentional Plagiarism:
 - This happens when you have been careless in taking notes- neglecting to record quotations word-for-word, or omitting quotations marks and the appropriate citation for the source of the quotation.
 - It can also happen when you have not paraphrased another's words properly, have neglected to cite or give credit to authors as you have summarized their work, or have incorrectly assumed that a fact is common knowledge and failed to provide the source of your information.

Ignorance or a lack of understanding is no excuse for plagiarism-it is still **wrong!**

What's so wrong with plagiarism?

- Well, in the first place, it is dishonest. For instance, by allowing the reader of your paper to assume that any undocumented ideas or phrases are your own, you deny the rightful authors or originators credit for their work. This is a form of cheating. Not only are you cheating the author, but you are also cheating yourself. Successful completion of classes and earning a diploma indicates that you have had specific experiences and have acquired certain knowledge and capabilities. If you have not had the full experience, for example, of going through all of the steps involved in researching and writing a research paper, you have shortchanged yourself and perhaps received credit for what you did not do.

What can I do to avoid plagiarizing?

- Learn which sources need to be cited and which ones do not. You do not need to document information that is widely known by the general public (for example, that in the U.S. the Fourth of July is also known as "Independence Day").

How to avoid plagiarism:
Citation Style

- An important step in avoiding plagiarism is to learn the proper citation format for your particular discipline or field of study. The style used by the English department at Hartsville High School is MLA (Modern Language Association). A librarian can assist you in locating and using one of these guides.
- Ask your teacher which citation format that class requires.

How to avoid plagiarism: Paraphrasing

- In order to paraphrase without plagiarizing inadvertently, *use your own words and sentence structures*; do not simply substitute synonyms, and do not imitate an author's style (Lunsford and Connors 488).

How to avoid plagiarism: Summarizing

- A **summary** is a significantly shortened version of a passage, a section, or even a whole chapter or work that *captures main ideas in your own words*. Unlike a paraphrase, a summary uses just enough information to record the main points or the points you wish to emphasize (Lunsford and Connors 491).

Consequences of Plagiarism

- Notification of parents (possible conference with you, your parents, the guidance counselor, and a principal)
- Resubmit all of the individual components and a non-plagiarized paper on a different topic(earning a maximum of 60%)

Works Cited

"Academic Honesty Policy." *Student Directory and Handbook, 2002-2003*. Florence: U of North Alabama, 2002. 5.

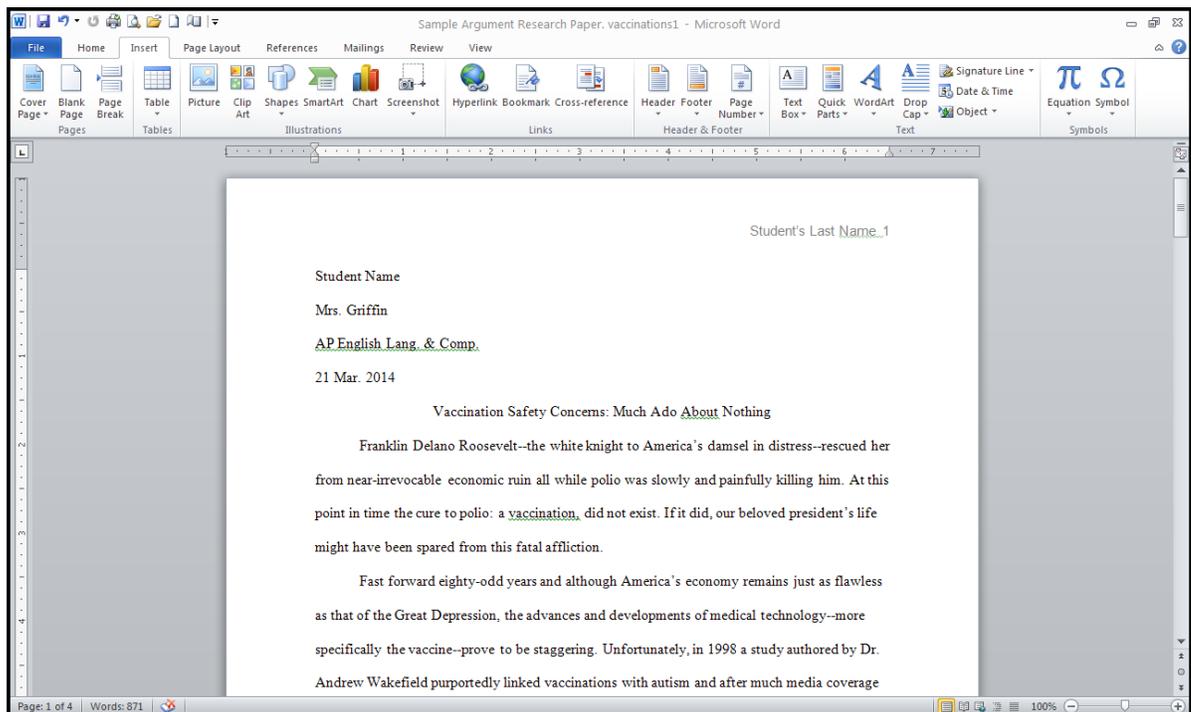
Lunsford, Andrea, and Robert Connors. *The New St. Martin's Handbook*. Boston: St. Martin's, 1999. 484-97.

THE DEVIL IS IN THE DETAILS: FORMATTING THE PAPER

Make certain you are following MLA formatting style rules when producing your final draft.

- 1-inch margins all around
- 12-point font in black ink (Times New Roman or Arial are preferred.)
- **Entire** paper is double spaced (This includes the heading, works cited page, quotes, etc.)
- Heading in the top, left corner (This is in place of a cover page.)
- Title must be centered and appear below the heading. (Do not boldface, underline, italicize, increase point size, or put in quotation marks!)
- Page number must include your last name and an Arabic number and should be placed in the top right corner of **every** page.
- The last page of the entire document will be the Works Cited Page
- Be certain to adhere to any additional specific teacher requirements.

****SEE THE SAMPLE RESEARCH PAPERS IN THE RESEARCHED WRITING SECTION FOR COMPLETE FORMATTING EXAMPLES**



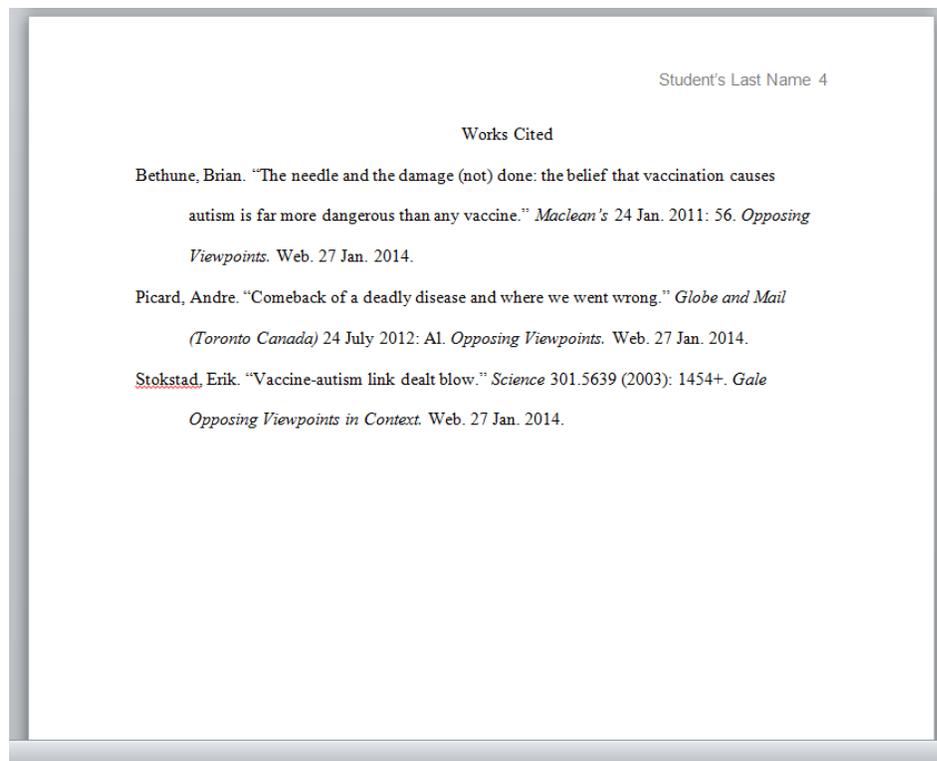
THE DEVIL IS IN THE DETAILS: THE WORKS CITED PAGE

The Works Cited page is the last page of the research paper. This is a list of the sources that you have cited within the paper. The purpose of a Works Cited is so that the reader may reference your parenthetical citations.

MLA requires a specific format for the Works Cited page:

- Works Cited page should be numbered like all other pages of your paper
- Works Cited should be centered as a title at the top of the page
- The entire document is **double spaced**
- All entries need to be **alphabetized**
- Each Works Cited entry on the page should appear as a parenthetical citation within the paper
- The entries use a hanging indentation (the 1st line goes to the left edge of the margin and each line thereafter is indented 5 spaces.)
- Double space all citations but do not skip spaces between entries

****SEE THE SAMPLE RESEARCH PAPERS IN THE RESEARCHED WRITING SECTION FOR COMPLETE WORKS CITED PAGE**



QUICK GUIDE FOR CITING SOURCES: MLA STYLE

****ELECTRONIC/DIGITAL SOURCES****

If you **originally** access your source using the internet (even if you print the source), you must follow the format for an electronic source.

Citing Internet Sources

- Although MLA format says that page numbers are not necessary when citing Internet sources, the HHS English Department typically requires students to use the page number from their printed copy of the source. Ask your instructor.

Works Cited Page: Electronic Sources (Web Publications)

- When citing a Website, be sure to include your date of access since Web material is often changed/updated.
- If you can, keep a personal copy of any electronic information you use. Either print the information or save an electronic copy to refer to in the future.

ELECTRONIC SOURCES
<p style="text-align: center;">Article in an Online Magazine or Newspaper</p> <p>Name of author. "Title of article." <i>Title of Magazine or Newspaper</i>. Publisher. Date of publication. Medium of Publication (Web). Date of access. Kristol, William. "Doing the Unpopular Thing." <i>Time</i>. Time, Inc. 23 Apr. 2007. Web. 30 Apr. 2007.</p>
<p style="text-align: center;">A Page on a Web Site</p> <p>Author. "Page Title." <i>Title of Website</i>. Publisher or sponsor of the site; if not available, use N.p. Date of publication. Medium of publication (Web). Date of access. Stolley, Karl. "MLA Formatting and Style Guide." <i>The Owl at Purdue</i>. Purdue University. 10 May 2006. Web. 20 April 2007. "Chemotherapy and Your Emotions." <i>Coping with Physical and Emotional Changes</i>. National Cancer Society. 2009. Web. 20 April 2009. "Violent Music Lyrics Increase Aggressive Thoughts and Feelings, According to New Study." <i>Science Daily</i>. N.p. 5 May 2009. Web. 12 Dec. 2009.</p>
<p style="text-align: center;">Online Database (* use for Alabama Virtual Library)</p> <p>Author. "Journal article title." <i>Title of Journal</i> Volume. Issue (publication date): page numbers. Database name(s). Alabama Virtual Library. Medium of Publication (Web). Date of access. Smith, William. "The Problem with Testing." <i>Education Review</i> 12.4 (Oct. 2009): 1-3. <i>Academic Search Premier</i>. EBSCOhost. Alabama Virtual Library. Web. 14 Apr. 2010. "Anthrax." <i>Environmental Encyclopedia</i> (2009): 110-14. <i>Gale Opposing Viewpoints</i>. Alabama Virtual Library. Web. 4 Jan. 2013.</p>

****PRINT SOURCES****

If you access your source in a printed form (you can physically hold book, magazine, journal, etc., you must follow the format for a print source.

PRINT SOURCES
<p style="text-align: center;">Book (one author)</p> <p>Name of author. <i>Title of Book</i>. City of publication: Publisher, year of publication. Format (Print).</p> <p>Kristol, William. <i>Engineering: What We Can Learn from Failures</i>. Chicago: St. Martin's, 2011. Print.</p>
<p style="text-align: center;">Book (two or three authors)</p> <p>Smith, Tom, Jason Arnold, and Mary Abbot. <i>Educational Innovations: Pursing the Best</i>. New York: Harcourt, 2012. Print.</p>
<p style="text-align: center;">Work of Literature in an Anthology</p> <p>Author of literary work. "Title of literary work." <i>Title of Anthology</i>. Edition. Editors. City of publication: Publisher, date. Page numbers. Print.</p> <p>Hemingway, Ernest. "Hills Like White Elephants." <i>The Norton Introduction to Literature</i>. 10th ed. Eds. Alison Booth and Kelly J. Mays. New York: Norton, 2010. 166-69. Print.</p> <p>Shakespeare, William. <i>A Midsummer Night's Dream</i>. <i>Classical British Literature</i>. 2nd ed. Ed. B.N. Rosch. London: Cambridge UP, 2014. 16-152. Print.</p>
<p style="text-align: center;">Editors of an Anthology</p> <p><i>If you use material from an anthology, cite to the editors for material that is not part of the literature selections themselves. For example, you would need to cite to the editors if you used material from footnotes or commentaries within the text (materials provided by the editors and not written by the authors of the works of literature).</i></p> <p>Booth, Alison, and Kelly J. Mays, eds. <i>The Norton Introduction to Literature</i>. 10th ed. New York: Norton, 2010. Print.</p>

Works Cited Page: Books

- As you search for printed sources, be sure that you have the following important information that will help you create Works Cited entries: name(s) of author(s), title of book, date of publication, publisher, and place of publication.
- For hard copy sources, the medium of publication is "Print."
- If you use a book with more than one author, when you list the book on your Works Cited page, put the first author's last name, followed by his/her first name. For the other authors, list their names with first names first and last names last.
- If there are more than three authors, you may use et al. instead of listing all of the authors. Be sure to put a period after the "al" in "et al."
- If one author wrote more than one of your sources, list the books in alphabetical order by title.
- Ignore articles (*a, an, the*) when alphabetizing the titles.

General example of MLA style for internal documentation of source info:

Typical MLA citations include both the author's last name and the page number.

- The Works Cited entry for a book might look like this:

MLA entry:

Smith, Sam. *Steps to Success*. New York: Hartford, 2011. Print.

- In your essay, citations to the book would look like this:

Author's Name Used in Essay Text:

Smith explains that the first step is "the most important and longest of all" (57).

Author's Name Not Used in Essay Text:

The first step is "the most important and longest of all" (Smith 57).

IMPORTANT YET OBSCURE MLA INFORMATION:

Two Authors with Same Last Name

- To distinguish between two authors with the same last name, include the first initial of each person's first name in the parenthetical citation:

(A. Smith 17) (K. Smith 36)

Citing Works by Multiple Authors

- If more than one author wrote a source, follow these citation rules:
 - For three or fewer authors, list all authors' last names in the citation:

(Speeker, Barnes, and Buckelew 75)
 - For four or more authors, list the first author's last name and use the abbreviation et al. (meaning "and others") to represent the other authors' names.

(Johnson et al. 185)

Citing Multiple Works by the Same Author

- If one author wrote more than one of your sources, give a shortened form of the title of the source in addition to the author's name when you cite the source in your essay:

(Majerik, "Communication Innovations" 35)

(Majerik, "Persuasive Arts" 98)

Citing Multivolume Works

- If you use multiple volumes of a multivolume work, include the volume number in the citation (it should come before the page numbers and be followed by a colon). If you use only one volume of a multi-volume work, the volume number is not needed.

(Salerno 3: 78-86)

Citing the Bible

- To cite the Bible, include the version you used, the book of the Bible (not italicized), the chapter, and the verses:

(King James Bible, Acts 1.2)

- **MLA has its own abbreviation for books of the Bible. Please consult a current MLA Handbook for the proper abbreviations.**
- **Note that a period (not a colon) is used between chapters and verses of Bible books.**

Citing Indirect Sources

- If you quote someone who is being quoted by the author of a source, give credit to both the original source and the person who wrote your source:

(Warren qtd. in Thompson 276)

Citing Multiple Sources in the Same Citation

- If you use material from more than one source in the same sentence, give credit to both sources by using this format:

(Cox 22; Ledbetter 7)

Citing Non-print Sources

- If you use a source that is not printed (such as a film or presentation), when you cite the source in your essay, use the first item from the source's Works Cited entry (author, article name, film name, etc.).
- If the first item in the Works Cited entry already appears in the essay body (such as the name of a film in a sentence), it may not be necessary to use a citation at the end of the sentence.

Common MLA Abbreviations

- n.p. No place of publication given
- n.p. No publisher given
- n.d. No date of publication given
- n. pag. No pagination given
- When used before the colon in the Works Cited entry, *n.p.* means “no place”; when used after the colon, *n.p.* means “no publisher.”

Examples:

- NO PLACE
- Buckelew, Kathy. *Literary Motifs*. *N.p.*: Norton, 2008. Print.
- NO PUBLISHER
- Speaker, Donna. *The Spanish Novel*. New York: n.p., 2008. Print.
- Note that the first letter of the abbreviation is capitalized if the letter appears after a period within the citation. If the first letter appears anywhere else, it should be lower case.



If you need to cite a source that is not listed here,
reference the Purdue Writing Lab:

go to <https://owl.english.purdue.edu/owl/>

click on: Research and Citation

Click on: MLA Style

Click on: MLA Formatting and Style Guide

Choose the source you need

Student Name

Mrs. Griffin

AP English Language

21 Mar. 2014

Vaccination Safety Concerns: Much Ado About Nothing

Franklin Delano Roosevelt--the white knight to America's damsel in distress--rescued her from near-irrevocable economic ruin all while polio was slowly and painfully killing him. At this point in time the cure to polio: a vaccination, did not exist. If it did, our beloved president's life might have been spared from this fatal affliction.

Fast forward eighty-odd years and although America's economy remains just as flawless as that of the Great Depression, the advances and developments of medical technology--more specifically the vaccine--prove to be staggering. Unfortunately, in 1998 a study authored by Dr. Andrew Wakefield purportedly linked vaccinations with autism and after much media coverage mothers everywhere fell victim to the fear of an autistic child, thus refusing vaccination. Fourteen years later TIME magazine crowned Wakefield as one of eight "Great Science Frauds" after evidence came to light proving the complete and utter fabrication of the vaccine-autism link. Although autism is a significant medical condition and despite the reported linkage, vaccinations are necessary, effective, and safe medical interventions in the 21st century.

A world rejecting vaccinations will strip the cliché from the phrase 'it's a small world after all' and spawn its literal meaning as long as everyone in it believes the damage caused by immunization outweighs the damage caused by refusing it. Vaccinations, by definition, create immunity to various diseases hence the term 'immunization'. Since their creation centuries ago they have "reduced or eliminated" numerous diseases that "once routinely killed or harmed" infants, children, and adults (CDC). The removal of this 'highway to health' will inevitably lead to a worldwide 'highway to Hell'

with the merciless resurrection of deadly diseases in the forms of pandemics and epidemics. Refusing inoculation extends far beyond a single, unfounded fear of an autistic child into the potential resurfacing of diseases such as polio, tuberculosis, and pertussis--to name a few--and their fatal consequences. Not only are vaccinations necessary because of the physical ramifications but also because of the “social and economic costs” (CDC) created by these preventable diseases. Sick children would miss school, causing parents to miss work and lose money from their pay. Diseases also cost money to treat with doctor's visits, hospitalizations, and may even result in premature deaths.

With the necessity of vaccinations largely established, one question that may remain is of their effectiveness. If vaccinations had limitations or only prevented a handful of diseases one might argue against the necessity of immunization because of their inability to quickly and flawlessly produce widespread health. However this is simply not the case. In polio alone the “number of cases reported globally has decreased” from an insurmountable number of 350,000 in 125 countries in 1998 to only 2,000 cases in 17 countries in 2005. Nine years have passed since this shocking drop in polio cases. 3,285 days. 78,840 hours. 4,730,400 minutes. 283,824,000 seconds. Over two-hundred million seconds have passed in a country that needs only a few to advance light years in medicine. The golden ticket to a disease-free life is right at America's fingertips, yet ten unvaccinated children died of whooping cough in 2010, a “rate not seen since the vaccine was introduced” (Bethune). To parents falling victim to the unfounded claims made by Wakefield the choice is possible autism or possible death. To parents aware of Wakefield's fraudulency there is no choice because there is no reason to refuse. To the world there are only the consequences, positive or negative, death or immunity.

Before Wakefield's claim supporting a vaccine-autism link became invalidated by numerous scientific studies, hesitation in accepting immunization would be unadvised albeit understandable. However now that the single existing claim suggesting a link has been eliminated, wary mothers no longer have any excuse to reject immunization for their children. Unfortunately many people are still

falling victim to the “erroneous notion” (Picard) that vaccines are more dangerous than the numerous deadly diseases they are susceptible to. This mental parasite known as ignorance is the only culprit, and it's putting everyone at risk.

Because of polio Franklin Delano Roosevelt spent the final years of his life paralyzed from the waist down and confined to a wheelchair. Imagine if he had been given the option of going back in time and getting vaccinated as a child. He most certainly would have taken the vaccine in order to prevent his tragic burden. Furthermore, Roosevelt's presidential performance may have been even more life-changing were his life spared. With the vaccination being a safe, effective, and necessary means of preventing polio, why would he choose otherwise? Surely not because of a misplaced worry over its safety and an unfounded concern about autism.

Works Cited

Bethune, Brian. "The needle and the damage (not) done: the belief that vaccination causes autism is far more dangerous than any vaccine." *Maclean's* 24 Jan. 2011: 56. *Opposing Viewpoints*. Web. 27 Jan. 2014.

Picard, Andre. "Comeback of a deadly disease and where we went wrong." *Globe and Mail (Toronto Canada)* 24 July 2012: A1. *Opposing Viewpoints*. Web. 27 Jan. 2014.

Stokstad, Erik. "Vaccine-autism link dealt blow." *Science* 301.5639 (2003): 1454+. *Gale Opposing Viewpoints in Context*. Web. 27 Jan. 2014.

Student Name

Mrs. Griffin

AP English Lang. & Comp.

21 Mar. 2014

Vaccination Safety Concerns: Much Ado About Nothing

Thesis: Although autism is a significant medical condition and despite the reported linkage, vaccinations are necessary, effective, and safe medical interventions in the 21st century.

- I. Attention getter (see p. 20-21 for ideas)
- II. Exigence (why this topic is important/relevant)
 - A. Discussion
 - B. Thesis
- III. Supporting point #1: Vaccines are necessary
 - A. Concession: Address a point of the opposition
 - B. Refutation: Decrease in harmful diseases
 - C. Refutation: Decrease in economic costs
- IV. Supporting point #2: Vaccines are effective
 - A. Reported cases have decreased with vaccines
 - B. Reported cases have increased without vaccines
- V. Supporting point #3: Vaccines are safe
 - A. False claims
 - B. Unintentional ignorance
- VI. Conclusion (see p. 28 for ideas)

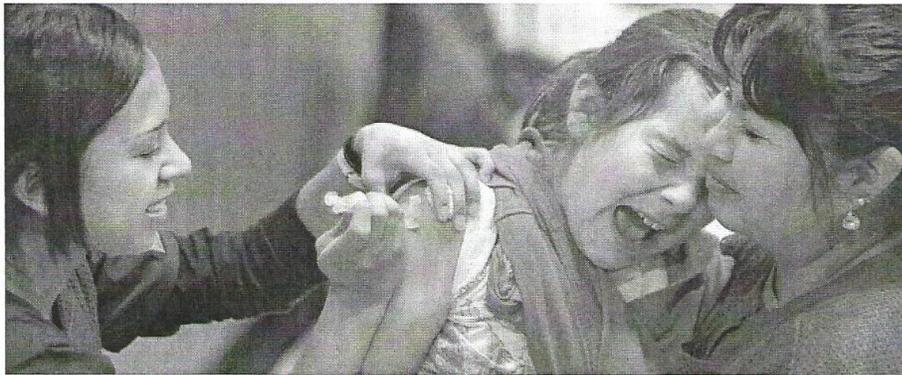
MACLEAN'S

The needle and the damage (not) done

The belief that vaccination causes autism is far more dangerous than any vaccine

Brian Bethune

January 19, 2011



MANDEL NGAN/AFP/Getty Images

In 1721, after New England Puritan preacher Cotton Mather had started an inoculation program—the ancestor of today's disease-preventing vaccines—to combat a raging smallpox epidemic that eventually killed 800 Bostonians, someone firebombed his home. "Cotton Mather, you dog, dam [*sic*] you," ran a note that accompanied the lit grenade tossed through his window, "I'l [*sic*] inoculate you with this, with a Pox to you." There are two good reasons for Seth Mnookin to include the incident in *The Panic Virus*, his riveting account of the rise of the popular—but scientifically baseless—belief that vaccinations cause autism. Mather's ordeal demonstrates both the surprisingly ancient pedigree of humanity's best weapons against its worst enemies (smallpox regularly killed up to 400,000 Europeans a year in the 18th century), and that the counterintuitive idea of deliberately infecting ourselves—or worse, our infant children—with disease has always crept us out.

That instinctive repulsion is one of the root factors in the long and bitter controversy over the causes of a neurological disorder, usually diagnosed in childhood, that can physically exhaust, financially drain and emotionally devastate families. It is now known that autism and the related conditions grouped together as autism spectrum disorder are physical disorders, meaning that the social impairment aspect—serious language difficulties, avoidance of eye contact and lack of interest in others—is no longer blamed, as it once was, on uncaring “refrigerator parents” who were reaping what they had sown. But what does cause ASD remains unknown, although a genetic “component” is clearly involved. Thus the feeling that ASD is a poisoned chalice parents have brought to their children—“What, after all,” remarks Mnookin in an interview, “is more you, than your genes?”—still provokes guilt, anger and a burning desire to find an outside agent.

No such agent could be more intuitively obvious than vaccines. Beyond their ancient emotional baggage, vaccinations are now given to very young children often within weeks—even days—of the ages at which many autistic kids first display symptoms. And from the 1990s onward, both the number of vaccines administered and the incidence of ASD diagnoses have increased. Autism was once thought to affect four or five people in 10,000; today one in 280 girls and one in 70 boys is diagnosed with ASD, for an overall rate of one in 110 children. Intuition is further reinforced by the usual suspects Mnookin fingers: the Internet echo chamber that allows partisans to filter out contrary opinions, and the media’s casual standards of balance, easily satisfied with one source providing evidence-based (if uncertain) science and another offering passionate certainty and compelling stories.

All those factors mean that Andrew Wakefield was less a cause than a trigger in bringing the supposed vaccine-autism link to prominence, even if the British doctor’s 1998 paper in the prestigious medical journal *Lancet*—recently exposed as an exercise in not just shoddy science but flat-out fraud—gave the theory what scientific gloss it had. Which was never very much, even before Wakefield was exposed: study after study has failed to unearth any evidence for the link.

Yet vaccination rates have continued to drop and 200 California schools are now entering probable disease outbreak situations. One, Ocean Charter School in Del Ray, where half of all kindergartners since 2007 have not been vaccinated, is an epidemic waiting to happen. Ten children died of whooping cough in California last year, part of a state epidemic of 4,000 cases, a rate not seen since the vaccine was introduced in 1955.

The anti-vaccine activists are not likely to abandon the cause any time soon—many, in fact, see Wakefield as more persecuted than disgraced—at least not before there is progress in finding the real cause of ASD. And, more importantly, why its incidence is rising. Better diagnoses explain much of the increase, but not all. An unknown environmental factor is somehow involved in triggering the genetic component, as Mnookin readily admits. “It’s just that it’s not vaccines.”

Comeback of a deadly disease, and where we went wrong

 *Globe & Mail (Toronto, Canada)*, July 24, 2012

Byline: ANDRE PICARD

HEALTH / WHOOPING COUGH

Better check the calendar because it's feeling a whole lot like 1959.

There have been more than 18,000 cases of whooping cough reported in the United States so far this year, and nine deaths. Winter, when respiratory illnesses hit hardest, is yet to come, so they will likely far surpass the record 40,000 cases back in '59.

Canada doesn't do nearly as good a job at data collection as the U.S., but we know anecdotally that there are significant outbreaks of whooping cough in British Columbia, Alberta, New Brunswick and Southwestern Ontario. At least one baby has died, one-month-old Harper Whitehead of Lethbridge, Alta.

Pertussis - the formal name for whooping cough - is a bacterial infection. It's preventable. In fact, we've had a vaccine for 70 years, yet we're galloping blithely toward levels of disease not seen since the prevaccination era.

What is going on here? Has science failed us? Or have we failed to use the tools we have to protect children from sickness and death?

The ongoing whooping cough outbreaks occurring now in North America - and in parts of Europe, where rates have jumped 10-fold in the past year - are a striking example of the latter.

Well-meaning parents are shunning vaccination in small but significant numbers because of imaginary fears largely concocted by quacks and charlatans. In doing so, they are giving almost-forgotten diseases the ability to resurface and cause real harm.

The bacterium *Bordetella pertussis* is, for adults, largely a bother. It infects airways and causes a persistent, nagging cough, which is why the illness is sometimes called the 100-day cough.

Pertussis actually means "violent cough" and, in some cases, the coughing is so violent that people suffer broken ribs, hernias, vomiting or loss of consciousness.

In children, however, pertussis clogs up the airways even more thoroughly, causing kids to gasp for

breath between coughs and producing the telltale "whoop, whoop" sounds that gives the disease its moniker.

In some cases, it can lead to pneumonia, convulsions, brain damage and death. One in every 200 young children who is infected with pertussis dies; all of them suffer.

The younger the child, the greater the danger: About 90 per cent of pertussis deaths occur in babies under the age of one.

Whooping cough remains a major cause of death globally, killing more than 300,000 children each year.

But in Canada, like in all developed countries (and many developing ones), we vaccinate kids. They get pertussis vaccine, along with diphtheria and tetanus, a combo known as DTaP (we will explain the little "a" in a minute) at two, four, six and 18 months, and then again at ages 4-6 and 14-16.

Babies like Harper Whitehead are too young to be vaccinated. They depend on others to do so. Universal vaccination creates what is called herd immunity, making it difficult for bacteria like pertussis to circulate and infect the vulnerable, like babies, the frail elderly and those with weakened immune systems.

"We're hopeful that sharing our story will send a message to people who don't think the disease is real and choose not to be immunized or have their children immunized. This is real," said Dani Whitehead, Harper's grieving aunt.

These tragedies were all too real before vaccination was developed and embraced. It was so effective that the childhood whoop-whoop became a rarity; in Canada, pertussis rates fell from 200 per 100,000 people to below two per 100,000.

But we became complacent. In the early 1990s, rates began to creep up again. This was a direct result of fears about vaccination, which really took off as the popularity of the World Wide Web grew.

Much has been written about the MMR (measles, mumps, rubella) vaccine and claims that it causes autism - which are totally unfounded, by the way, and were perpetuated by a researcher trying to get rich off a new measles vaccine. But the DTaP vaccine was also a target, the victim of unscientific claims that it caused neurological damage.

The reality is that DTaP did have a lot of mild side effects, mostly redness and swelling at the injection site, and some fever. But it is pertussis infection, not vaccination, that can cause neurological damage and death.

Nevertheless, the vaccine was reformulated. Instead of using whole killed virus, only proteins from the surface were used. That made it an acellular vaccine (hence the little "a.") The change almost eliminated the side effects but also seems to have lessened the potency of the vaccine. That means

adolescents and adults now need booster shots. This is particularly important for anyone who is around young children, from parents through to daycare workers.

The combination of lesser effectiveness and reduced vaccination rates is fuelling the current outbreaks. But the real culprit is ignorance, this erroneous notion that vaccines are more dangerous than disease.

Failing to get vaccinated is selfish - and it can be deadly.

Chelsea Charles, whose 27-day-old baby Kaliah Jeffery died of pertussis earlier this year, pleaded with people to roll up their sleeves. A little pain from a needle prick, she told USA Today, can save a lot of suffering.

Ms. Charles put it in these stark terms: "Would you rather have a baby die than be vaccinated?"

ANATOMY OF A VIOLENT COUGH

THE 'WHOOPING' SOUND

The distinctive sound* that gives whooping cough its name comes from the voice box after a paroxysm when the sufferer is suddenly able to take a breath in again. A look at what is happening in the lungs:

1. IRRITATION

Stimulated receptors create the desire to cough.

2. BIG BREATH IN

The lungs fill with the air to be expelled in the cough.

3. COMPRESSION

The flaps of the glottis (commonly known as the voice box) close, blocking the exit for the inhaled air. The pressure increases as you breathe out with no place for the air to go.

4. EXPULSION

When the right pressure level is reached, the glottis opens up and air is forced out, carrying with it any phlegm or foreign matter.

5. THE 'WHOOOP'

The sound is created in the vocal cords as the sufferer struggles to breathe in after coughing.

*Not present in all cases

To hear the whooping cough in children and adults, visit tgam.ca/whoopingcough

TONIA COWAN/THE GLOBE AND MAIL

SOURCES: PUBLIC HEALTH AGENCY OF CANADA; CDC; WHOOPINGCOUGH.NET; TREATMENT-ZONEBLOGSPOT.CA;

ANDRE PICARD

Full Text: COPYRIGHT 2012 The Globe and Mail Inc.
<http://www.globeandmail.com>

Source Citation

Picard, Andre. "Comeback of a deadly disease, and where we went wrong." *Globe & Mail* [Toronto, Canada] 24 July 2012: A1. *Opposing Viewpoints in Context*. Web. 6 Aug. 2015.

URL

http://ic.galegroup.com/ic/ovic/NewsDetailsPage/NewsDetailsWindow?failOverType=&query=&prodId=OVIC&windowstate=normal&contentModules=&display-query=&mode=view&displayGroupName=News&limiter=&currPage=&disableHighlighting=false&displayGroups=&sortBy=&search_within_results=&p=OVIC&action=e&catId=&activityType=&scanId=&documentId=GALE%7CA297362692&source=Bookmark&u=avl_hart&jsid=4c57a1ce6412043c822d4ff1ae3a9eff

Gale Document Number: GALE|A297362692

Vaccine-autism link dealt blow

 *Science*, September 12, 2003

Two new studies cast further doubt on the theory that a mercury-based preservative in vaccines causes autism. Called thimerosal, the preservative has already been phased out in many industrialized countries but is still used in the developing world. The new findings "provide additional, extremely reassuring data" says William Schaffner of Vanderbilt University School of Medicine in Nashville, Tennessee.

Thimerosal first attracted attention in the United States in 1999, when the Food and Drug Administration realized that toddlers, who are typically injected with several vaccines simultaneously, might be receiving higher doses of mercury than allowed by one federal standard. As a precaution, vaccine-makers began to phase out thimerosal that year.

Not long after, parent advocate groups from Safe Minds proposed that mercury, from the preservative and other sources, might be a factor in the rising incidence of autism, which often appears at about the same time that 2-year-olds get a round of shots. Many scientists were skeptical, given the minute amount of mercury and the different symptoms of mercury poisoning and autism. But in 2001 an Institute of Medicine panel concluded that there wasn't enough evidence to rule out (or accept) the link.

Now the first big epidemiological studies weigh in. One comes from Denmark, which eliminated thimerosal from childhood vaccines in 1992. A team led by Kreesten Madsen of the Danish Epidemiology Science Centre in Aarhus reasoned that if thimerosal were a major cause of autism, incidence of new cases should drop once it was removed. In the September issue of the journal *Pediatrics*, they report that, instead of declining, the incidence continued to skyrocket after 1992. Like many epidemiologists, Madsen says the rising incidence could be a result of increased awareness and broader definitions of the disease. In any case, Madsen says, because incidence didn't even slacken, thimerosal is not a major cause of autism.

But Mark Blaxill of Safe Minds argues that the study is "distorted and misleading." He notes that in 1995, the Danish health registry began tracking a new category of patient, called autism outpatients. This and other factors, he says, are artifacts that confound the interpretation. Madsen responds that an unpublished analysis without outpatients showed the same increasing trend. A similar pattern emerges from health statistics from Sweden, where total mercury in childhood vaccines began to decline in the late 1980s, as reported in the August issue of the *American Journal of Preventive Medicine*.

Epidemiologist Craig Newschaffer of Johns Hopkins University in Baltimore says that these ecological studies have inherent limitations, because they look at populations rather than studying individual diagnoses and exposures. But more in-depth studies are expensive, he adds, and with scientific skepticism about a possible link between thimerosal and autism mounting, may be difficult to fund. Although the current studies are unlikely to end the controversy in the United States, where many lawsuits have been filed, the new findings are reassuring to the World Health Organization, which continues to recommend the use of small amounts of thimerosal to keep down the costs of essential

vaccines.

Stokstad, Erik

Full Text: COPYRIGHT 2003 American Association for the Advancement of Science.
<http://www.aaas.org/>

Source Citation

Stokstad, Erik. "Vaccine-autism link dealt blow." *Science* 301.5639 (2003): 1454+.
Opposing Viewpoints in Context. Web. 6 Aug. 2015.

URL

http://ic.galegroup.com/ic/ovic/AcademicJournalsDetailsPage/AcademicJournalsDetailsWindow?failOverType=&query=&prodId=OVIC&windowstate=normal&contentModules=&display-query=&mode=view&displayGroupName=Journals&limiter=&currPage=&disableHighlighting=false&displayGroups=&sortBy=&search_within_results=&p=OVIC&action=e&catId=&activityType=&scanId=&documentId=GALE%7CA109355082&source=Bookmark&u=avl_hart&jsid=b3f23f5fe8896ead7bfcd604f0007f90

Gale Document Number: GALE|A109355082

First Last


AX

Dr. Ward

AP English Literature

17 December 2012

Jealousy: A Dangerous Emotion

Jealousy is a powerful emotion that is often difficult to control. Although there are infinite causes of jealousy, the result is often similar: heartbreak, hatred, or violence. Sometimes, jealousy can lead to extreme physical violence. In the novel, *Lord of the Flies*, William Golding illustrates how jealousy escalates into violence through his antagonist, Jack. Jack's actions can be compared to biblical, literary, and realistic scenarios that involve violence as an obvious result of jealousy. good

Jack's jealousy can be compared to the biblical story of Cain and his jealousy toward his brother, Abel. Genesis chapter 4 includes a story of how one boy's rejection leads to jealousy, which results in murder. Simply, God accepts Abel's offering of meat but rejects Cain's offering of fruit. Cain feels "betrayed, rejected, and humiliated" (Nauta 69). As in most cases of jealousy, Cain "blames a third party" (69). Cain believes it is Abel's fault that God did not accept his offering. Cain is overcome with a deep hatred and envy. Such strong emotions cause Cain to kill Abel. Similar to how being rejected leads to Cain's violence, Jack's feeling of rejection and jealousy leads to violence. On the island, Ralph's direction and rules are almost always accepted by the boys because he is the chief. When Simon gives his piece of meat, Jack's "offering" as a hunter, to Piggy, Jack becomes infuriated. "Eat! Damn you!" he shouts at Simon (Golding 74). The meat is Jack's contribution to the boys, and Ralph's leadership is his contribution. Because Ralph's contributions are accepted, Jack feels that his should be accepted and just as important.

He viewed Simon giving away his meat as Simon rejecting it and his contributions. Jack is jealous that he is being rejected while Ralph is being accepted. This specific example of jealousy is one of many that angered Jack and caused him to become violent. *Excellent!*

Similarly, in John Knowles's novel, *A Separate Peace*, Gene's jealousy of Finny leads to direct violence. Finny is the most athletic boy at school. His friend, Gene, spends his time trying to become valedictorian so that they will both "come out on top" and will "be even" (Knowles 43). Gene is jealous of Finny's tremendous success. Finny almost always wins games and breaks records. Gene, on the other hand, is hardly ever recognized for his intelligence. Gene works hard to match Finny's success. However, that goal is not easily accomplished. When both Gene and Finny are standing on a tree limb, Gene "jounced the limb," sending Finny crashing down (52). Gene knew that if Finny was hurt and could not play sports, he would be the only one to come out on top. Gene's jealousy leads to him bouncing his friend out of a tree. In *Lord of the Flies*, Ralph is elected as chief soon after the boys arrive on the island. Later in the story, Jack asks who thinks he should be chief instead. When the boys do not respond, he feels rejected. Jack failed to be recognized and admired for his hunting ability. Once again, Ralph "comes out on top." Jack becomes even more jealous of Ralph and how he had won the boys over. Similar to how Gene would be the best if Finny could no longer play sports, Jack could become chief and supreme power if Ralph died. Jack shouts, "Heave! Heave!" at the other boys so that they will release giant rocks where Ralph is hiding (Golding 193). Jack truly wants Ralph dead because he is jealous of his power. To both Jack and Gene, violence seemed like the solution to solve their jealousy. They believed they would receive attention or power after they hurt/killed the person who possessed what they wanted. Their jealousy led to their violence. *Gene*

In addition to biblical and literary situations, real life sibling rivalry mirrors Jack's

jealousy and violence. It is common for siblings to fight. However, the fight often becomes physical if a child thinks he is “being treated unfairly” or if “parental favoritism is perceived” (Collier 3). Children crave attention from their parents. When they believe their sibling is receiving more attention, they become exceedingly jealous and use violence to express their emotions. Although Jack and Ralph are not brothers, their situation can match those of siblings because they are living together on the island. Instead of parents, they are fighting over the attention and acceptance of the other boys. Throughout the novel, Ralph blows the conch shell to gather the boys for a meeting. When Jack starts to believe that he should be chief instead, he takes the conch and “went on blowing till the shelters were astir” (Golding 125). The conch shell is a symbol of power and authority. When the boys hear the conch shell, they stop what they’re doing and go to where they have meetings. Jack is jealous of how Ralph has the authority to gain all the attention from the boys. Jack views this as unfair and feels that the boys favor Ralph. By calling a meeting and bluntly disregarding Ralph, he feels as though he is the source of the boys’ attention. The scene with the conch shell is one of many examples of the jealousy that built inside of Jack and resulted in his attempt to murder Ralph at the end of the novel as opposed to immediate violence.

Jack’s violence is a result of his jealousy. This is shown through the comparison of other scenarios where jealousy inevitably led to violence. In addition, there is experimental proof that jealousy can escalate into violence. The American Psychological Association conducted an experiment involving young people that displayed “negative behavior and aggression connected with jealousy” (Dittman 13). Jack’s continuous rejection from the boys cause him to be undeniably jealous of Ralph. It is proven that his jealousy is the cause of his violence and attempt at murdering Ralph. In the same article, Jeffrey G. Parker, PhD, claims that many young people

“fear their friend will replace them” (qtd. in Dittman 13). When they first land on the island, Jack is in charge of all the choir boys, later known as the hunters. During the first meeting on the island, the boys elect Ralph as chief, which means he has power over all the boys. Jack’s face illustrates his frustration with a “blush of mortification” (Golding 23). While Jack had control over these boys, they are now voting to follow Ralph instead. He feels as though the boys replaced Jack with Ralph as their leader. This feeling of rejection leads to the first feeling of jealousy Jack feels towards Ralph.

Throughout the novel *Lord of the Flies*, Jack becomes increasingly jealous of Ralph through instances of rejection and embarrassment. Golding illustrates how Jack’s jealousy leads him to become extremely violent. There are similar literary examples that portray jealousy that lead to violence. These easily comparable scenarios prove that jealousy is also the source of Jack’s attempt to murder Ralph. It is common for jealousy to consume a person’s (or character’s) thoughts and lead to actions based solely on that emotion. Jealousy is a dangerous emotion.

Excellent paper!
Well supported!

Works Cited

Collier, Shayne. "Keeping the Peace. (Cover Story)." *Australia's Parents 101* (1997): 6.

MasterFILE Premier. Web. 15 Nov. 2012

Dittmann, M. "Study links jealousy with aggression, low self-esteem." *Monitor on Psychology*.

February 2005. Web. 15 Nov. 2012

Golding, William. *Lord of the Flies*. New York: Penguin Group, 1954. Print.

Knowles, John. *A Separate Peace*. New York: The Macmillan Company, 1959. Print.

Nauta, Rein. "Cain And Abel: Violence, Shame and Jealousy." *Pastoral Psychology* 58.1 (2009):

65-71. *Academic Search Premier*. Web. 15 Nov. 2012.

ACT

PREPARATION

THE SHORT AND SWEET OF THINGS: THE ACT TEST

ON TEST DAY:

- Bring your driver's license (or state-issued ID)
- Your entrance ticket
- A permitted calculator
- Sharpened no. 2 pencils (NOT mechanical pencils) with good erasers

Visit www.actstudent.org for additional information.

STANDARDIZED TEST-TAKING STRATEGIES:

- DO NOT leave ANY questions blank on ANY portion of the ACT. You are not penalized for guessing.
- NEVER move onto another question without at least making an educated guess (use process of elimination and choose the best answer). If time remains at the end of the test, you can always go back and make changes.
- If you are forced to make a RANDOM guess (you didn't have time to read the question), make sure you choose the SAME answer choice every time. Statistically, you will get some questions correct following this method.
- Pace Yourself. There are a specific number of questions to be answered in a specific amount of time. Have knowledge of the time for each test, set your speed limit, and keep moving. Don't spend too much time puzzling out certain questions that you lose the time to find and answer other ones. You should develop the habit of occasionally checking your progress through the test, so that you know when you are one-fourth or half of the way through the time allotted for a section, and when you have 5 minutes left.

DOWN TO THE NITTY-GRITTY: THE ACT SUBTESTS

ACT ENGLISH SUBTEST

Overview

- 5 passages with a total of 75 questions
- 45 minute test
- Measures your understanding of standard written English (punctuation, grammar and usage, sentence structure) and rhetorical skills (strategy, organization, and style)
- Spelling, vocabulary, and specific rules/terms of grammar are NOT tested

General Strategies for the English subtest:

- The ACT is very strict about avoiding redundancy—never let the passage repeat itself. Now let's say it again: the same thing shouldn't be said more than once in a passage. This is the typical redundancy.
- The ACT is very strict about avoiding verbosity (using big words to say something when it is not necessary). The best way to write is the shortest way, as long as the short way doesn't violate the rules of writing mechanics (i.e. grammar or punctuation, etc) or contain informal writing (slang, contractions, etc).
- The ACT is very strict about making sure ideas are relevant. Ideas that are not directly and logically tied in with the purpose of the passage should be removed.

Specific Strategies for the English subtest:

- If you don't know whether an idea is redundant, it probably is, so take it out. If you don't know whether a certain way to say things is verbose, it probably is, so take it out. If you don't know whether an idea is relevant, it probably isn't, so take it out. In other words: When in doubt, take it out.
- If you can't solve certain questions, or don't have time for the remaining questions, choose the shortest answer, because the shortest answer is frequently your best bet. Some questions contain the "OMIT" choice that is apparently the shortest one. As a matter of fact, "OMIT" has a higher correct rate than any other choices.
- Before you start working on the questions, you should take a few seconds skimming the paragraph to get a sense of how it's shaped and what it's about. When you have a general sense of the context, you'll find it easier to correct the underlined portions. You can do this either paragraph by paragraph, or passage by passage. Try both ways to find out which one works better for you.
- When you approach each question, ask yourself:
 - *Does this belong here?* - check redundancy, verbosity and relevance
 - *Does this make sense?* - check logic
 - *Does this sound like proper English?* - check grammar

ACT MATHEMATICS SUBTEST

Overview

- 60 questions in 60 minutes
- Expect the following mathematical areas (and the corresponding number of questions on this portion of the ACT): Pre-Algebra/Elementary Algebra (24 questions), Intermediate Algebra/Coordinate Geometry (18 questions), Plane Geometry/Trigonometry (18 questions)
- Visit www.actstudent.org for information regarding acceptable calculators.

General Strategies

- Use your calculator *wisely*. All of the mathematics problems on the ACT can be solved without a calculator. Use good judgment when deciding when, and when not, to use your calculator.
- Use the scratch area provided in your test booklet to work out each problem.

ACT READING SUBTEST

Overview

- 4 passages about 750 words each; 40 questions; 35 minutes
- 1st – Literary Narrative – a literary excerpt from a novel or story
- 2nd – Social Studies – an expository writing about history, psychology, business, or some other human activity
- 3rd – Humanities – an expository or argumentative text about art, music, plays, dance etc.
- 4th – Natural Science – a scientific explanation of something

General Strategies

- The test analyzes your ability to read BORING texts for a purpose: “Be a shark. Keep moving and stay focused.”
- Don’t read the questions first. Read the passage with the appropriate strategy below, and then answer the questions. The ACT always asks the same kinds of questions (which are identified below).
- Start with your strength. Are you good at reading stories? Do the prose fiction first. Do you like reading the social studies text book? Do the social science first. Is science your favorite class? Do natural science first.

Types of Questions

- What's the **main idea**?
- What **details** does the author include to support the main idea? How do those details **support** the main idea?
- **Comparisons**: Based on the passage, an important **difference/similarity** between _____ and _____ is...
- What **caused** _____; what was the **effect** of _____?
- **Generalizations and Summaries**: Based on the passage, _____ can best be **described/summarized** as...
- **Inferences**: Based on _____, it is **reasonable to infer**... (Make a good guess based on the available information.)
- **Word meanings**: Given the information, the word _____ most nearly **refers to**/can be **defined** as ...
- **Order of Events**:
- **Author's Voice and Tone**: Based on _____, which statement would the **author** most likely agree with?

ACT SCIENCE SUBTEST

Overview

- 7 passages, 40 question, 35 minutes – 5 minutes per passage. Expect the following types:
 - Data representation passages – a little text followed by charts/graphs
 - Research summary passages – “Experiment” or “Study” summaries with charts/graphs
 - Conflicting viewpoint passage – competing scientific ideas compared and contrasted
- The questions do not require you to have advanced scientific knowledge.
- The questions ask you about information presented in charts, graphs, and summaries covering Biology, Chemistry, Earth/Space Science, and Physics.
- In general, but not always, the questions on each passage get harder as you go along.

General Strategies

- Do the data representation passages first. Most people find them easier because there is less information to deal with and typically take less time.
- If there is a passage on something you already know about, do it first.

Data Representation Strategies

- Look closely at the charts and graphs, and then read the text.
- On graphs, pay close attention to the X and Y axis labels.
- **Look for trends (increasing, decreasing, waves, patterns, etc.) and relationships (inverses, correlations, etc.) This is what the questions ask about, not the actual science.**
- Have a good handle on the “story” in the passage before you answer questions.
- Underline or star the important stuff. **There is much more information than you need to answer the questions.**

Research Summary Strategies

These questions are all about experiments using the scientific method, so before answering the questions, find and mark:

- **Purpose** – Why was this experiment or study performed? What are they trying to find out?
- **Methods** – How did they set up the experiments? What is different in each one?
- **Results** – What did they find out? This is usually in the charts, graphs, or tables.

Conflicting Viewpoint Strategies

Think of it as a reading test, not a science test. Mark it up the same way:

- First, figure out what they are disagreeing about. What’s the **main idea**?
- What is the **evidence** for each viewpoint? How did they come to the conclusion they did?
- Look for *bad* science—assumptions that have not been tested.

THE TASK AT HAND: ACT WRITING

Deconstructing the ACT writing prompt:

1. Read the first paragraph to familiarize yourself with the essay's issue.
2. Read the 3 different perspectives on the issue; expect two of them to be opposites and one to fall in the middle.
3. Underline the main ideas in each perspective.
4. Consider using the graphic organizer on the following page to help you organize your thoughts

Tips for writing the ACT essay:

1. Use clear organization (which also means effective transitions).
2. Write very clearly and concisely—avoid using big words that you may not fully understand.
3. Do your very best to get the entire essay finished in the allotted time. If you do not finish, you will not receive a high score.

Consider this method of organization for the ACT essay. Each body paragraph will focus on ONE of the perspectives from the prompt:

<p style="text-align: center;"><u>Paragraph One: Introduction</u></p> <ul style="list-style-type: none">• Personal connection (brief explanation of your personal connection to this issue)• Thesis (establish your position on the issue and reason(s) for your position)
<p style="text-align: center;"><u>Paragraph Two: Perspective with which you <u>AGREE</u></u></p> <ul style="list-style-type: none">• Discuss the multiple advantages of this perspective and PROVE with SPECIFIC EVIDENCE drawn from your reading, experience, or observation• Discuss ONE disadvantage of this perspective AND RESPOND so that your position is the superior one using appropriate, specific evidence drawn from your reading, experience, or observation to support your claim• Concluding statement for this paragraph
<p style="text-align: center;"><u>Paragraph Three: Perspective with which you <u>DISAGREE</u></u></p> <ul style="list-style-type: none">• Discuss ONE advantage of this perspective AND RESPOND so that your position is the superior one.• Discuss multiple disadvantage of this perspective and PROVE its weaknesses with SPECIFIC EVIDENCE drawn from your reading, experience, or observation• Concluding statement for this paragraph
<p style="text-align: center;"><u>Paragraph Four: Perspective with which you <u>DISAGREE</u></u></p> <ul style="list-style-type: none">• Discuss ONE advantage of this perspective AND RESPOND so that your position is the superior one.• Discuss multiple disadvantage of this perspective and PROVE its weaknesses with SPECIFIC EVIDENCE drawn from your reading, experience, or observation• Concluding statement for this paragraph
<p style="text-align: center;"><u>Paragraph Five: Conclusion</u></p> <ul style="list-style-type: none">• Restate your position (say the same thing in a slightly different way)• Return to the personal connection that you explained in the introduction (use your personal connection to restate your position on this issue)

THE TASK AT HAND: ACT WRITING—SAMPLE PROMPT

Intelligent Machines

Many of the goods and services we depend on daily are now supplied by intelligent, automated machines rather than human beings. Robots build cars and other goods on assembly lines, where once there were human workers. Many of our phone conversations are now conducted not with people but with sophisticated technologies. We can now buy goods at a variety of stores without the help of a human cashier. Automation is generally seen as a sign of progress, but what is lost when we replace humans with machines? Given the accelerating variety and prevalence of intelligent machines, it is worth examining the implications and meaning of their presence in our lives.

Read and carefully consider these perspectives. Each suggests a particular way of thinking about the increasing presence of intelligent machines.

Perspective One

What we lose with the replacement of people by machines is some part of our own humanity. Even our mundane daily encounters no longer require from us basic courtesy, respect, and tolerance for other people.

Perspective Two

Machines are good at low-skill, repetitive jobs, and at high-speed, extremely precise jobs. In both cases they work better than humans. This efficiency leads to a more prosperous and progressive world for everyone.

Perspective Three

Intelligent machines challenge our long-standing ideas about what humans are or can be. This is good because it pushes both humans and machines toward new, unimagined possibilities.

Essay Task

Write a unified, coherent essay in which you evaluate multiple perspectives on the increasing presence of intelligent machines. In your essay, be sure to:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.

THE TASK AT HAND: ACT WRITING—MAKE A PLAN

	Perspective #1	Perspective #2	Perspective #3
A			
D			
?			

KEY:

A=Advantages

D=Disadvantages

?=potential problems/other considerations for this perspective

THE TASK AT HAND: ACT WRITING—STUDENT SAMPLE

Sample Essay—SCORE: 5

STUDENT RESPONSE

It is no secret that today's workforce no longer consists entirely of people. Rather, machines are being developed to complete many of the tasks which humans have traditionally done. This can greatly increase productivity and efficiency of simple, repetitive tasks. Many people view this as a great positive and point out that it leads to a more uniform and less expensive product which is better for everyone. However, some people are more wary of this popular trend of automating the workforce and question whether this progress is truly positive. Their concerns, though, are outweighed by the benefits these machines offer.

It is the popular view among companies which are moving toward automation that robots can do many tasks better than humans. For example, in the automotive industry, most of a car's individual components are manufactured by pre-programmed robots which have much greater and more precise output than would be possible for a human. In addition, robots cut down the cost of production by a considerable amount. If a company hires an employee to complete a simple task for \$50,000 per year but could instead buy a machine for a one time purchase of \$30,000, it is far more cost effective to buy the machine. Lower cost of production means that the goods produced can now be sold at a lower pricepoint which passes the savings on to the consumer. Companies producing goods rightly contend that the use of machines to complete low-skill jobs has only positive impact for everyone.

Beyond these benefits for industry, some believe that machines will shape the future for the human race. Innovation and invention of new more intelligent machines can push us as humans toward new, unimagined possibilities. For example, before the first airplane was invented, people could only dream of human flight, but at the moment of takeoff, a whole new world of unimaginable possibilities was suddenly within our grasp. Through even just that one invention, an entire multi-billion dollar a year industry was born, and our lives improved and advanced in a multitude of ways. Who can know what great advancements may be brought about by a more intelligent machine than what we possess today? The possibilities are endless.

There are those who are less enthusiastic about all this progress and advancement. They argue that by not having to interact with fellow humans, we no longer are required to be courteous and have tolerance for others. While this may be true, this is a minor cost for a major increase in efficiency. Take the example of self checkout systems in grocery stores. Self checkout permits consumers to procure their goods and get out of the store quickly. This might seem like a small time-saver, but considering how often this experience is repeated reveals a cumulative effect. Across time, consumers end up saving hours, which improves the efficiency of their daily lives, allowing them to spend time on things that are of greater interest and meaning to them.

Whether humans like it or not, machines are becoming more and more popular in the workplace and are decreasing the need for humans to work those jobs. This can lead to advancement of society, a greater end product or service, and even a lower consumer cost of goods. Many people are frightened of change, but unfortunately for them, the past is gone and now we must look to the future.

THE TASK AT HAND: ACT WRITING—STUDENT SAMPLE—Score

Explanation

Scoring Explanation

Ideas and Analysis = 5

This argument engages productively with multiple perspectives. By viewing each perspective through the lens of a particular ideology, the writer establishes and employs a thoughtful context for analysis. Within this context, the writer articulates and addresses implications that range from benefits for industry to efficiencies for consumers. Competing views are also evaluated within this framework of capitalist ideals. The writer grants that intelligent machines reduce human interactions in places like the grocery store but argues that this is a good thing, as it allows for a more efficient experience for the consumer. In this way, the writer has addressed two values in tension, and an evaluation of the conflict serves to advance the argument.

Development and Support = 5

The essay is focused on its purpose throughout; the entire response works in service of the larger argument. The reasoning and illustration in each body paragraph function to deepen understanding of why the writer believes that the benefits of intelligent machines outweigh potential drawbacks. In using hypotheticals to explain her thinking, the writer responds to anticipated questions. For example, when she claims that *robots cut down the cost of production by a considerable amount*, she answers the question of how with an example that illustrates the difference between the ongoing salary of a regular employee and the one-time cost of a machine. She extends the idea further by noting that decreased *cost of production means that the goods produced can now be sold at a lower pricepoint which passes the savings on the consumer*, making clear the larger significance of this point. This careful thought process makes for a compelling, well-developed argument.

Organization = 5

The writer employs a productive organizational strategy. The introduction presents a roadmap for discussion, and this outline serves as a unifying force for the argument. The argument progresses logically: the writer first establishes benefits of the increasing presence of intelligent machines and then attempts to strengthen her case by acknowledging and rebutting a counterargument. Transitions are used when necessary and appropriate, making the connections among ideas readily apparent and contributing to a smooth, pleasurable read.

Language Use = 5

This response exhibits several markers of advanced language use. Word choice and sentence structures are precise and diverse, and are used to communicate complex ideas with relative concision. A formal, academic tone demonstrates strong comprehension of the rhetorical situation and works in service of the writer's measured argument.

THE TASK AT HAND: ACT WRITING—SCORING RUBRIC

The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
Score 6: Responses at this scorepoint demonstrate effective skill in writing an argumentative essay.	<p>The writer generates an argument that critically engages with multiple perspectives on the given issue. The argument's thesis reflects nuance and precision in thought and purpose. The argument establishes and employs an insightful context for analysis of the issue and its perspectives. The analysis examines implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen insight and broaden context. An integrated line of skillful reasoning and illustration effectively conveys the significance of the argument. Qualifications and complications enrich and bolster ideas and analysis.</p>	<p>The response exhibits a skillful organizational strategy. The response is unified by a controlling idea or purpose, and a logical progression of ideas increases the effectiveness of the writer's argument. Transitions between and within paragraphs strengthen the relationships among ideas.</p>	<p>The use of language enhances the argument. Word choice is skillful and precise. Sentence structures are consistently varied and clear. Stylistic and register choices, including voice and tone, are strategic and effective. While a few minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>
Score 5: Responses at this scorepoint demonstrate well-developed skill in writing an argumentative essay.	<p>The writer generates an argument that productively engages with multiple perspectives on the given issue. The argument's thesis reflects precision in thought and purpose. The argument establishes and employs a thoughtful context for analysis of the issue and its perspectives. The analysis addresses implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims deepen understanding. A mostly integrated line of purposeful reasoning and illustration capably conveys the significance of the argument. Qualifications and complications enrich ideas and analysis.</p>	<p>The response exhibits a productive organizational strategy. The response is mostly unified by a controlling idea or purpose, and a logical sequencing of ideas contributes to the effectiveness of the argument. Transitions between and within paragraphs consistently clarify the relationships among ideas.</p>	<p>The use of language works in service of the argument. Word choice is precise. Sentence structures are clear and varied often. Stylistic and register choices, including voice and tone, are purposeful and productive. While minor errors in grammar, usage, and mechanics may be present, they do not impede understanding.</p>
Score 4: Responses at this scorepoint demonstrate adequate skill in writing an argumentative essay.	<p>The writer generates an argument that engages with multiple perspectives on the given issue. The argument's thesis reflects clarity in thought and purpose. The argument establishes and employs a relevant context for analysis of the issue and its perspectives. The analysis recognizes implications, complexities and tensions, and/or underlying values and assumptions.</p>	<p>Development of ideas and support for claims clarify meaning and purpose. Lines of clear reasoning and illustration adequately convey the significance of the argument. Qualifications and complications extend ideas and analysis.</p>	<p>The response exhibits a clear organizational strategy. The overall shape of the response reflects an emergent controlling idea or purpose. Ideas are logically grouped and sequenced. Transitions between and within paragraphs clarify the relationships among ideas.</p>	<p>The use of language conveys the argument with clarity. Word choice is adequate and sometimes precise. Sentence structures are clear and demonstrate some variety. Stylistic and register choices, including voice and tone, are appropriate for the rhetorical purpose. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.</p>
Score 3: Responses at this scorepoint demonstrate some developing skill in writing an argumentative essay.	<p>The writer generates an argument that responds to multiple perspectives on the given issue. The argument's thesis reflects some clarity in thought and purpose. The argument establishes a limited or tangential context for analysis of the issue and its perspectives. Analysis is simplistic or somewhat unclear.</p>	<p>Development of ideas and support for claims are mostly relevant but are overly general or simplistic. Reasoning and illustration largely clarify the argument but may be somewhat repetitive or imprecise.</p>	<p>The response exhibits a basic organizational structure. The response largely coheres, with most ideas logically grouped. Transitions between and within paragraphs sometimes clarify the relationships among ideas.</p>	<p>The use of language is basic and only somewhat clear. Word choice is general and occasionally imprecise. Sentence structures are usually clear but show little variety. Stylistic and register choices, including voice and tone, are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics may be present, but they generally do not impede understanding.</p>

The ACT Writing Test Scoring Rubric

	<i>Ideas and Analysis</i>	<i>Development and Support</i>	<i>Organization</i>	<i>Language Use</i>
Score 2: Responses at this scorepoint demonstrate weak or inconsistent skill in writing an argumentative essay.	<p>The writer generates an argument that weakly responds to multiple perspectives on the given issue. The argument's thesis, if evident, reflects little clarity in thought and purpose. Attempts at analysis are incomplete, largely irrelevant, or consist primarily of restatement of the issue and its perspectives.</p>	<p>Development of ideas and support for claims are weak, confused, or disjointed. Reasoning and illustration are inadequate, illogical, or circular, and fail to fully clarify the argument.</p>	<p>The response exhibits a rudimentary organizational structure. Grouping of ideas is inconsistent and often unclear. Transitions between and within paragraphs are misleading or poorly formed.</p>	<p>The use of language is inconsistent and often unclear. Word choice is rudimentary and frequently imprecise. Sentence structures are sometimes unclear. Stylistic and register choices, including voice and tone, are inconsistent and are not always appropriate for the rhetorical purpose. Distracting errors in grammar, usage, and mechanics are present, and they sometimes impede understanding.</p>
Score 1: Responses at this scorepoint demonstrate little or no skill in writing an argumentative essay.	<p>The writer fails to generate an argument that responds intelligibly to the task. The writer's intentions are difficult to discern. Attempts at analysis are unclear or irrelevant.</p>	<p>Ideas lack development, and claims lack support. Reasoning and illustration are unclear, incoherent, or largely absent.</p>	<p>The response does not exhibit an organizational structure. There is little grouping of ideas. When present, transitional devices fail to connect ideas.</p>	<p>The use of language fails to demonstrate skill in responding to the task. Word choice is imprecise and often difficult to comprehend. Sentence structures are often unclear. Stylistic and register choices are difficult to identify. Errors in grammar, usage, and mechanics are pervasive and often impede understanding.</p>

Resources Referenced in the Development of this Guide

Gallagher, Kelly. *Deeper Reading*. Portland: Stenhouse, 2004. Print.

Laying the Foundation. "Take Note: The Steps from Source to Essay." Dallas: LTF, 2012. Web. 18 Oct.

2014.

Preparing for the ACT: 2012-2013. Iowa City: ACT, 2012. Print.

Wallace State Community College. *Sam Student Handout*, 2009.

Hartselle High School

Plagiarism Awareness Form

By submitting this form, I certify the following: I have read and understand the course syllabus and the plagiarism information presented to me in class. I understand Hartselle High School's policy on plagiarism, what plagiarism is, and the consequences of committing plagiarism. Furthermore, I am aware that failing to return this form or omitting necessary information will result in not receiving a grade on the assignment, resulting in an Incomplete on my report card; students are unable to receive class credit with an Incomplete status on a report card.

Student's name (first and last):

Teacher:

Class title and class period:

Date:

Student Signature: