

Do's and Don'ts of the Rough Draft and Final Draft

Don't: Be Vague this is not a mystery novel. Steer clear of contractions "you" "your" "I" or "me" this is a formal piece and it is not ^{reflective} reflexive. Also Don't turn your paper into a persuasive piece it is not reporting on ^{RO} the state of the world today but the novel. Every paragraph must pertain to the novel through symbolism, characters or theme. If you go off on a rant not pertaining to the book those paragraphs will be considered dead paragraphs.



Do: Use specific examples from your novel whenever you can. Someone who has not read the book might not know what you are talking about. Do be authoritative get rid of words like ^{RO} "maybe" or "seems like" be confident in your opinions. Make sure any verb referencing ^X the novel is in present tense. Do be creative with language and sentence structure but make it flow. Be sure to attach the final draft rubric to the rough draft and peer edit.



Good Luck!

Hopefully this paper has been very informative and helpful. Go forth and conquer your English Research Paper. With this brochure anyone can survive Hague and the 11th grade paper. All you have to do is follow the procedure laid out and remember the do's and don'ts of the Rough and Final Draft and there is no way you cannot achieve an 80 or better. With this brochure in hand your 11th grade Research paper will be the epitome of exceeding the standard in your portfolio.

Chariho
portfolios

Demonstrating
proficiency...



The 11th Grade English Research Paper and You.



The Following is a step by step brochure to help all upcoming 11th grade English student's to succeed in writing a Chariho portfolio worthy essay. Just follow these simple steps and you too can achieve ^X and eighty or better.

THE FOLLOWING STEPS ARE GUARANTEED TO HELP YOU SUCCEED!

First Step: Pick a novel.

Mrs. Hague will expertly design a list of intriguing and thought provoking books. Actually read the book! Do not just try and skip out on all the work and pick the same thing everyone else is doing, get something that will truly interest you. Also, reserve or order the book right away to make sure you actually have one.



Second Step: Book Journals.

After completing the book the first assignment will be two book journals. One for the first half of the book and one on the second half. They will need to include summary of plot and characters, analysis of plot and character, and 10-20 quotes. Although this seems like just a death statement because they have to be about 10 pages long. This will help! It helps you organize thoughts on your book, and when you are in need of quotes, there they will be.

Third Step: Sources.

So basically up to this point in your research paper writing career, sources have been a necessary evil, where you might use a few quotes or make them up.



Well, you're in Hague's class so think again. This paper is called a research paper for a reason. Getting valuable sources and actually looking for useful ones is a good idea. Don't just "google" your author and expect Mrs. Kenny's sixth grade plot analysis to work out well for you. The library media center actually has useful links such as EBSCO, which if you overlook the article can be trustworthy. Also don't forget about books the library is full of them.

Fourth Step: Annotated Bibliography

The annotated bibliography is worth 10% of your overall research grade so if you don't put any effort in to it, it will come back to haunt you. When writing your annotated bibliography it's a good time to search through and find what sources will help you and what will hurt, in your annotations truly think about how you will use each source.



Things like plot analysis or character descriptions might not be so helpful, where symbolism and the author's message will. Your annotations should be brief and use verb phrases rather than sentences. Make sure to include what the source says and how it will be helpful to you. Also, follow MLA format: MLA information can be found in the library or on the school's webpage. Remember to plan wisely cite what you may not use because it is better to have an excess of sources than not enough.

Fifth Step: Note cards. Welcome to the fifth and most dreaded step: note cards. I'm sure by now you've heard the terrible nightmare tales of note cards, but I want you to know that they can also be your friend. To help meet the length requirements of the paper it would be useful to have between 50 and about 100 note cards. Start by close reading all your sources. After that take paraphrases, summaries, and quotes from the articles cite the author and the page number. If you are enlightened with a brilliant idea of your own write it down. Don't save the note cards for the night before they are due, you will cry, and your teacher will not care. Once you have completed the note card, breathe a sigh of relief, you have basically just written your paper. After they are written, organize them, into piles which will be your paragraphs that correspond. It is also

helpful to color coordinate. **Sixth Step: Outline.** For each pile of note cards, or paragraph you should have come up with a topic sentence that previews the paragraph and relates back to your thesis. Then write down your what is on your note cards and you have an outline. It should follow MLA format. Including quotes, topic sentences, and fillers which can explain quotes, or be quotes from your actual novel. Remember this paper is more on your sources then your own ideas about the novel.



I A
1. a. Incorr. format

note

THIS BROCHURE WILL BE INTENDED TO HELP NEXT YEAR'S ELEVENTH GRADE CLASS THROUGH THE RESEARCH PROCESS AND SHOULD INCLUDE THE FOLLOWING COMPONENTS:

page 1
INTRODUCTION: EXPLAINS THE PURPOSE OF THE BROCHURE AND PROVIDES ENCOURAGEMENT TO THE READER THAT IF THEY FOLLOW YOUR ADVICE, THEY WILL SUCCEED IN CREATING A PORTFOLIO-WORTH RESEARCH PAPER.

THREE BODY PARAGRAPHS page 2
 1ST - A DETAILED DESCRIPTION OF HOW TO TACKLE THE PROCESS OF CHOOSING THE NOVEL AND COMPLETING THE READING ASSIGNMENT AND BOOK JOURNAL.

2ND - A BREAKDOWN OF THE PROCESS OF FINDING SOURCES AND CREATING AN ANNOTATED BIBLIOGRAPHY AND OUTLINE.

3RD - DOS AND DON'TS OF WRITING THE ROUGH DRAFT, WORKS CITED AND FINAL DRAFT.



CONCLUSION: RESTATE YOUR PURPOSE, SUM UP THE EXPERIENCE AND PROVIDE ENCOURAGEMENT FOR A LUCKY FUTURE ELEVENTH GRADER WHO WILL BE FORTUNATE ENOUGH TO RECEIVE YOUR GUIDANCE.

VISUALS/ FORMATTING: REMEMBER, YOU WANT THAT FUTURE ELEVENTH GRADER TO READ YOUR GUIDE, SO MAKE IT VISUALLY APPEALING, CLEAR, AND FUN, AS WELL AS INFORMATIVE. GOOD LUCK!

CHARIHO REGIONAL HIGH SCHOOL NARRATIVE PROCEDURE RUBRIC

NAME Laura Metzger
 DATE _____
 ASSIGNMENT _____

	5	4	3.5	3	2	0
Presentation	Exceeds Standard All guidelines followed with attention to visual appearance	Meets Standard All guidelines followed	Nearly Meets Standard Most guidelines followed	Below Standard Some guidelines followed	Little Progress Toward Standard Few guidelines followed	
Guide to Action	A comprehensive guide to action is provided for a complicated procedure	A complete guide to action is provided for a complicated procedure	A nearly complete guide to action is provided for a complicated procedure	A partial guide to action is provided for a complicated procedure	An incomplete guide to action is provided for a complicated procedure	

Ideas	precisely explained, showing in-depth understanding; the reader's problems, mistakes, and misunderstandings are anticipated	explained, showing understanding; the reader's problems, mistakes, and misunderstandings are anticipated	incompletely explained, showing some understanding; some of the reader's problems, mistakes, and misunderstandings are anticipated	explained showing little understanding; few of the reader's problems, mistakes, and misunderstandings are anticipated	explained; understanding is not evident; the reader's problems, mistakes, misunderstandings are not anticipated
Organization	Outstanding order and structure enhances explanation; smooth transitions between steps; expectations accurately created through predictive structures (e.g., headings); strong sense of closure	Strong order and structure supports explanation; smooth transitions between steps; expectations created through predictive structures (e.g., headings); sense of closure	Good order and structure supports explanation; some effective use of transitions between steps; expectations sometimes created through predictive structures (e.g., headings); some sense of closure	Weak order and structure detracts from explanation; ineffective use of transitions between steps; expectations rarely created through predictive structures (e.g., headings); weak sense of closure	No order or structure; no transitions used; expectations not created; no sense of closure
Content	Much relevant information included; all extraneous information excluded	Relevant information included; extraneous information excluded	Some relevant information included; some extraneous information excluded	Little relevant information included; little extraneous information excluded	No relevant information; extraneous information not excluded
Writing Strategies	Outstanding use of appropriate writing strategies (e.g., creates visual hierarchy, uses white space and graphics appropriately)	Appropriate writing strategies used (e.g., creates visual hierarchy, uses white space and graphics appropriately)	Some appropriate writing strategies used (e.g., creates visual hierarchy, uses white space and graphics appropriately)	Few appropriate writing strategies used (e.g., creates visual hierarchy, uses white space and graphics appropriately)	No strategies used
Word Choice	Exceptionally precise language enhances understanding of procedure	Precise language supports understanding of procedure	Somewhat clear language gives some support to understanding of procedure	Weak and limited language gives little support to understanding of procedure	Very limited language seriously impairs understanding of procedure
Sentence Fluency	Sentences vary greatly in length and structure enhancing flow	Sentences vary in length and structure sustaining flow	Sentences vary slightly in length and structure restricting flow	Sentences vary little in length and structure disrupting flow	Sentences do not vary in length and structure inhibiting flow
Conventions	No errors in grammar, usage, or spelling	Few noticeable errors in grammar, usage, and spelling	Some errors in grammar, usage, and spelling	Many errors in grammar, usage, and spelling	Excessive errors in grammar, usage, and spelling
Revisions and Editing	Revisions and edits enhance writing or student has score of 90	Revisions and edits improve writing or student has score of 72	Revisions and edits improve writing somewhat	Revisions and edits improve writing very little	Revisions and edits do not improve writing

TOTAL POINTS _____ X 2 = FINAL SCORE 96 (Proficient Product = Score of 80)

Hague

Due:
Before April 11th

1st page: picking novel & work journal
2nd page: finding sources & annotated bib
3rd page: notecards & outline
4th page: doc & draft of reason
Draft / USC1 highlight
5th page: conclusion

YOU WILL COMPOSE A 5 PARAGRAPH, STEP-BY-STEP GUIDE IN THE FORM OF A VISUALLY APPEALING BROCHURE.

ASSIGNMENT DESCRIPTION: NOW THAT YOU HAVE SUFFERED THROUGH THE RESEARCH PAPER, YOU SHOULD UNDERSTAND HOW THE PROCESS WORKS. IT IS NOW TIME TO PUT THIS KNOWLEDGE TO GOOD USE.



PORTFOLIO EXPECTATIONS MET: 2.
TITLE OF ASSIGNMENT: "HOW TO WRITE A RESEARCH PAPER: BROCHURE"
CRITERIA SHEET ~ NARRATIVE PROCEDURE ~ GRADE LEVEL 11

Laura Munzel