

9.1

Name _____ Hr. _____ Due date _____

AP/ADV 12 (rev. 2010)

CULTURAL LITERACY TIDBIT (CLT) PAPER (70 pts.)

There are several purposes of this formal research paper:

A. TO BECOME THE CLASS EXPERT ON YOUR ASSIGNED CLT TOPIC

- You are to become an expert on your "cultural literacy tidbits (CLT)." When the CLT topics come up in the context of our class curriculum, you will share your expertise. Your research, of course, must be accurate.
- The "tidbits" you have been assigned have been grouped together for a reason. Although you do not have to find the common thread, you may ask your teacher for this information if you will find it helpful in your research, your organization, or presentation of the material.

CONTENT—25 points

1. The paper must be given an original title which creatively reflects the content.
2. You will write an **effective introduction** which interests the reader in your topic and which includes a **controlling purpose statement**. This controlling purpose statement must be clear, follow the order of paper, and is seamless integrated into the introduction. Do not refer to the paper itself using such phrases as "The purpose of this paper is . . .".
3. The content must be accurate, in-depth, complete, well-organized, of quality, and clearly relate to our course work. If possible, present the information in a fresh, insightful way which entices the reader to read on.
4. You will also need to write a **summarizing conclusion** which reminds your reader of your key points of content and possibly how they relate to our coursework as well as brings a sense of closure to the paper.
5. Organization must be undeniably present. Choose your own organizational structure which naturally complements and enhances content. Transitions must be used effectively between and within paragraphs to promote coherence.

B. TO USE SOURCES CORRECTLY/EFFECTIVELY

•You are to familiarize yourself with the EXPERT SOURCES available to us when researching facts of "cultural literacy." When possible, try your very best to find PRIMARY SOURCES rather than SECONDARY sources. Certainly, tertiary sources should always be avoided.

DOCUMENTATION—15 points

1. You must use AT LEAST 2 SOURCES to find your information. You will, most likely, have to use more sources if you have several varied tidbits to research.
2. All sources you use must be parenthetically documented. Follow the correct MLA manuscript form (msf) for parenthetical documentation using the *ETHS SURVIVAL MANUAL*.
3. Information should be drawn from a variety of AUTHORITATIVE SOURCES. They do not all have to come from the library. Consult textbooks, credible internet sources, magazines, reference books, newspapers, biographies, anthologies, credible authorities, etc.

4. **NOTE:** *For all sources used in this paper, the credibility of each source must be well-established in your paper. Be very careful about this especially with internet sources. As a special precaution, avoid any sites with a .com in the URL.*
5. **DO NOT USING ANY ONLINE/PRINT GENERAL ENCYCLOPEDIAS.** This is a college-level research paper. You may use general encyclopedias only to do your own preliminary background research, but it is NOT acceptable to include any of this research in your paper and cite any encyclopedias. You may, however, use SUBJECT SPECIFIC ENCYCLOPEDIAS. Be sure to check with your teacher if you have question about these encyclopedias.
6. Any number of PRINT ANALOG sources (database postings of articles originally appearing in print form) may be used in the paper.
7. At least once in your paper, you must include a **DIRECT QUOTATION**. You must know the manuscript form (msf) for a quote and how to cite it parenthetically. Make sure you thoroughly review the msf rules for direct quotations. This means knowing how to interpolate, use ellipses, and how to use [sic] if original source has a grammatical error.

DOCUMENTATION CHECKS FOR DIRECT QUOTATIONS:

NOTE: To check that you are using direct quotations in your sources correctly, we will be doing **documentation checks**. This means, you must turn in a photocopy/print-out of the page(s) of the source with the direct quotation.

Highlight the direct quotation in your paper and label it "**DOC. CHECK #1--DQ**" in the margin.

Then, highlight the direct quote on the photocopy/print-out. Write "**DOC. CHECK #1--DQ**" in the left margin next to the highlighted direct quote on this photocopy/print-out.

Finally, next to the source's entry on your works cited page, write "**DOC. CHECK #1--DQ**" in the left margin and also highlight it. Attach the photocopy to the end of the paper (after the works cited page).

8. You must also demonstrate that you know how to **CORRECTLY PARAPHRASE MATERIAL** from sources and cite them correctly parenthetically. "Paraphrasing" means that the material you used was **not** quoted directly; instead, you have summarized in your own words.

DOCUMENTATION CHECKS FOR PARAPHRASED MATERIAL:

NOTE: To check that you are paraphrasing your sources correctly, we will be doing ANOTHER DOCUMENTATION CHECK. This means, you must turn in a photocopy/print-out of the page(s) of the source with the original material on it which you paraphrased.

In another color highlighter than the one you used for the direct quotation documentation check, highlight the paraphrased section in your paper and label it "**DOC. CHECK #2--P**" in the margin.

Then, highlight the direct quote on the photocopy/print-out. Write "**DOC. CHECK #2--P**" in the left margin next to the highlighted direct quote on this photocopy/print-out.

Finally, next to the source's entry on your works cited page, write "**DOC. CHECK #2--P**" in the left margin and also highlight it. Attach the photocopy to the end of the paper (after the works cited page).



9. All the sources you use must be typed up correctly on the **works-cited** page. This page will be checked carefully for correct MLA manuscript form. Follow carefully the msf rules given in *ETHS SURVIVAL MANUAL*. If the type of source you want to use does not appear in the *ETHS SURVIVAL MANUAL*, you will need to consult your teacher. Be sure to do this well-enough in advance so that we can find the correct format. We might have to adapt a prescribed format for your source.
10. Information must come from a variety of sources, and sources must be mixed; overuse of one source and/or using sources one-at-a-time must be avoided.
11. All sources will be checked carefully in **three ways**:
 - a. that you have understood and used the sources' information correctly
 - b. that there is no evidence of plagiarism
 - c. that you have followed the correct manuscript form requirements in the citing of these sources

C. TO EMPHASIZE THE IMPORTANCE OF AVOIDING PLAGIARIZING

You may wonder why so much emphasis is made on this paper (and subsequent papers in this class) about proper use of sources. The reason is simple--we want to send you off to college thoroughly understanding not only how to use sources correctly but how to avoid plagiarism. In the *MLA Handbook for Writers of Research Papers* (5th ed.), plagiarism is discussed: "Derived from the Latin word *plagiarius* ("kidnapper"), plagiarism refers to a form of cheating that has been defined as 'the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own'" (Gibaldi 30). So, plagiarism is intellectually dishonest and, therefore, a form of thievery. It is an extremely serious offense and is dealt with accordingly. College instructors put plagiarism in the same category as cheating on exams, and it may, according to Joseph Gibaldi's *MLA Handbook* (5th ed.), carry "severe penalties, ranging from failure in a course to expulsion from school" (30). Plagiarism is often unintentional and often happens when students are careless in the research process. If you are sloppy and fail to make a record of the source of a piece of evidence OR fail to keep a complete record of the necessary bibliographic information for the source OR fail to keep track of the sources of your evidence in your drafts as you write and revise your paper, you are quite likely to document incorrectly, haphazardly, or write a paper that unintentionally plagiarizes.

According to Gibaldi's *MLA Handbook* (5th ed.), students should

during research and writing, guard against the possibility of inadvertent plagiarism by keeping careful notes that distinguish between your own musings and thoughts and the material you gather from others. Forms of plagiarism include the failure to give appropriate acknowledgment when repeating another's wording or particularly apt phrase, when paraphrasing another's argument, or when presenting another's line of thinking. You may certainly use other persons' words and thought in your research paper, but the borrowed material must not seem your creation. (30-31)

Forms of plagiarism which turn up the most frequently are the following:

- a. failure to give a works cited page
- b. failure to document with quotation marks and parenthetical documentation material copied directly from other sources
- c. failure to acknowledge paraphrased material
- d. use of others' work or ideas as one's own

D. TO EMPHASIZE THE MAINTAINING OF FORMAL ACADEMIC VOICE

STYLE—10 points

•This is an exercise in writing a research paper at "near college-level." **Sophistication of language, complex sentence structure, and use of elevated vocabulary** are expected. Furthermore, because this is a **formal** report, you are to maintain a formal tone.

1. •Formal academic voice must be clearly established through effective word choice and sustained throughout the paper.
2. The literary present tense should be used at all times. Be consistent in the verb tense you choose.
3. Sentence structure and vocabulary choices must be purposeful and well-crafted as well as show sophistication and variation.
4. **CERTAIN WORDS ARE CONSIDERED TABOO IN THIS TYPE OF PAPER!**
You must not, except in direct quotations, use the first person. This means that you should not use personal pronouns such as *I, me, my, mine, you, your, yours, the use of the "understood you" as well as we, our, and ours* . Only third person pronouns should be used throughout the paper.
5. The jargon (technical terminology appropriate to your CLT information) must be used effectively and, of course, correctly.
6. The paper must seamlessly integrate any quoted material into the paper.

E. TO FOCUS ON WHAT YOU NEED TO IMPROVE YOUR WRITING TECHNICALLY

WRITING CONVENTIONS—20 points

•**Technical aspects (mechanics, spelling, and manuscript form) will also factor heavily into your grade.** You will be allowed to make corrections (called "BUYBACKS") ONLY on technical aspects after the paper is graded to improve the grade and work on your individual technical errors.

1. Usual length of the paper is approximately three to five pages typed. Times or Times New Roman fonts are preferred.
2. The paper must demonstrate control of conventions which enhances the paper's purpose and level of formality.
3. The paper must be technically accurate, showing clear evidence of editing. Observe all MLA manuscript form requirements.
4. You must turn in a security copy of your final paper, the works cited page, and the two documentation checks. This security copy is due (either in hard copy or e-mailed to teacher) by midnight on the due date of the paper.



Name _____ Hr. _____ Due Date _____

rev. term 1 2010

CLT PAPER QUIZ

1. How many sources are a minimum for your works cited page? _____
2. If you interview someone personally and want to use this person's information in your paper as an "authoritative source," what must you provide in your paper to give this information "credibility"?
3. What is stated regarding using encyclopedias for your research? _____
4. What is stated regarding using print analog internet sources for this paper?

5. To be called a "direct quotation," do the words in the source you are using have to be found in quotation marks? YES NO (circle)
6. How many direct quotations are the minimum required for this paper? _____
7. Sometimes a writer has to modify or explain further the material provided in a direct quotation. Explain the use of each of these:
 - ellipses/ellipsis points [. . .] : _____
 - square brackets [] for interpolation: _____
 - [sic]: _____
8. You find a really fabulous direct quotation you would like to use for this paper. However, the source you found the quote in is considered a **SECONDARY SOURCE**. This means that the secondary source actually quoted it from another source, called a **PRIMARY SOURCE**.
Your problem is how to cite your fabulous quote.
 - a.) Is there a way to cite it directly from the **SECONDARY** source in which you saw it?
YES NO (circle)
If you answered yes, explain how to do it here:
 - b.) In order to use this quote, must you locate it in its original source? YES NO (circle)
If you answered yes, explain how to do it here:
9. Suppose the following sentence appeared in your paper.
In 1850 a man who signed himself only "Angry" wrote a fierce letter on the subject to the editor of the *Times* (qtd. in Wallace 67).

Explain why the parenthetical documentation would have been done this way.

10. Is it ever permissible in parenthetical documentation to only cite a page number in the parentheses with no author or title? YES NO (circle)

If you answered yes, explain how to do it here:

11. TRUE OR FALSE (circle)?

It is perfectly acceptable to let quoted material stand alone in your paper. You need not incorporate the quoted material in your own sentences.

12. Define plagiarism, give some examples, and explain why there is so much emphasis on it--even if it is so-called "inadvertent."

13. Two items MUST be photocopied or printed out, highlighted, and attached to your paper after the works cited page. One should be labeled "DOC. CHECK #1--DQ" and the other "DOC. CHECK #2--P."

You must also mark where these sources occur in the actual margins of your paper and on the works cited page. Explain what this is all about AND why we are doing this below:

14. How many points will you lose for not turning in these photocopies? (See grading sheet.) _____ pts.

15. TRUE OR FALSE? You are required to turn in an outline for this paper.

16. Let's say you do not find all the information to cover everything listed about your assigned topic. Look at the grading sheet. What is the maximum number of points you will lose on the paper? _____

17. Give several examples of transitional words/phrases you might use to promote "coherence" in your paper.

18. How can you get 1 extra credit point on your paper? _____

19. You have until _____ (what time?) the day the paper is due to turn it in with no late penalty.

20. If you are absent (legitimately excused or on a field trip, etc.) the day this or any other major paper is due and do NOT turn in the paper on the due date, will it be counted a day late (less 10% or -7) if you turn it in the next day? YES NO (circle)

21-22. Everything must be placed together **IN YOUR WRITING FOLDER** in the following order:

on top: "slip" given to you originally with your exact topic described

next: grading sheet with all student sections filled out ahead of time

next: the paper itself

21. next: _____

22. next: _____

last: photocopy/print-out of DOC. CHECK #2-P

NOTE: You must turn in or e-mail a **SECURITY COPY** separately (**NOT IN YOUR WRITING FOLDER**).

English Prof Calls for 'Cultural Literacy' ...

We Americans need to make some very specific changes in our educational system if we are to attain universal literacy at a high level. Such literacy is necessary for greater economic prosperity as well as for greater social justice and more effective democracy.

The literacy I am talking about is not mere word-decoding skill, but "cultural literacy"—the network of information that all competent readers possess.

Young people today lack cultural literacy because in the elementary schools we treat reading and writing as empty skills, independent of specific knowledge. Teaching youngsters to decode elementary reading material—or even specific, job-related texts—doesn't make them literate with respect to newspaper or other writings addressed to a general public.

Understanding this, a group of us doing research on literacy were not surprised to encounter community college students—in Richmond—who had trouble understanding a passage about Grant and Lee. It wasn't that the students were stumped by Bruce Catton's vocabulary, they were just ignorant of the identities of Grant and Lee!

The comprehending reader brings to a text appropriate background information. It need not be detailed or precise. In the

case of the passage on Grant and Lee, it would probably have been enough for the students to know six facts—that America had had a Civil War, that the two sides were the Union and the Confederacy, that Grant and Lee were respectively the top generals, and that the Union won.

Traditionally we have expected our children to receive such background information in school, but that is no longer so. Granted, school isn't the only place children can learn, but it is the most important controllable influence on what our children know and don't know about our literate culture.

Cafeteria-style secondary education ("take-as-much-as-you-want-of-what-ever-courses-look-good"), combined with the unwillingness of our schools to place demands on students, has resulted in a steady diminishment of commonly shared information between generations and between young people themselves.

I call this approach "educational formalism." This is the theory that any suitable content will inculcate reading, writing, and thinking skills. The truth is it won't. You can't inculcate higher order reading, writing, and thinking skills in young people without giving them some common content.

The total quantity of commonly shared information that the school needs to impart is less daunting than one might think, for the crucial background knowledge possessed by literate people is often *heavy and limited in extent.*

Preschool is not too early to start instruction in the literate national culture. Fifth grade is almost too late. By fifth grade, disadvantaged children who are able to decode and pronounce individual words in a passage are fre-

- | | |
|----------------------------|-------------------------------|
| Baudelaire | Beitast |
| Bavaria | Belgium |
| Bay of Biscay | Belgrade |
| Bay of Pigs | Bell, Alexander |
| bayou | Graham |
| bear market | belles lettres |
| beat about the bush | Bergen |
| Beatitudes (text) | Bering Sea |
| Beatles, the | Berkeley, California |
| beaucoup | Berkshire hills |
| Beauty and the Beast | Berlin, Irving |
| Beauty's but skin deep. | Berlin |
| bee in one's bonnet | Berlin Wall |
| Beerhoven, Ludwig van | Bermuda |
| Beggars can't be choosers. | Bernhardt, Sarah |
| beginning, in the | best things in life are free, |
| beg the question | The |
| behaviorism | bete noire |

E.D. Hirsch Article #1



for a long time. In the appendix to this book, two colleagues and I have made a provisional list of more than 4,000 such items that literate Americans tend to know. Such elements of the national vocabulary are at the core of cultural literacy, and for that reason are the most important contents of schooling.

quently unable to gain a sense of the piece as a whole. They miss central implications and associations because they don't possess the background knowledge necessary to put the text in context. If in the early grades our children were taught texts with cultural content rather than "developmental" texts, much of the specific knowledge deficit of disadvantaged children could be overcome. Besides, children enjoy learning catalogues of information. It helps authenticate their membership in adult society.

It is true that many items of literate culture are arbitrary, but that does not make them dispensable. And though some items change from one generation to another, stability—not change—is the chief characteristic of cultural literacy.

The more stable elements of our national vocabulary—such as George Washington, the tooth fairy, the Gettysburg Address, Hamlet, and the Declaration of Independence—have persisted

TODAY'S QUOTE

> "The world belongs to the energetic."
— Ralph Waldo Emerson, author

Variety

INDEX

Abby, Landers	E4	Crosswords/bri
Movie listings	E7	Exit
Comics	E8-E9	Television

www.startribune.com/variety

Star Tribune

Wednesday, April 4, 2001 • Secti

CUT 3 4 5 7

Education reformer E.D. Hirsch's back-to-the-facts, core-knowledge movement inspires schools — and criticism.



Star Tribune photos by Bruce Bisping

Diane Thoeke, a first-grade teacher at Randolph Heights Elementary in St. Paul, takes her students through a history lesson. Randolph Heights uses the core-knowledge curriculum in social studies, geography and parts of other courses.

The core of the matter



Star Tribune photo by Duane Brakey

In his books and curriculum guides, E.D. Hirsch Jr. spells out exactly what he believes kids need to know.

By Norman Draper
Star Tribune Staff Writer

E.D. Hirsch Jr. harks back to his elementary school days with a quote memorized and retained for 64 years:

"In sooth, I know not why I am so sad, it wearies me, you say it wearies you. . . ." The citation is from Shakespeare's "The Merchant of Venice," and Hirsch and his fourth-grade class at Lennox School, a public school in Memphis, read it in the 1930s.

"I still remember the thrill," said Hirsch, an author, University of Virginia professor and founding father of the core-knowledge curriculum, the nation's most prominent back-to-the-facts education overhaul movement. "That was fourth grade. Nobody would think of doing that now."

But Hirsch says that's exactly the sort of thing that elementary school pupils should be doing nowadays.

The 73-year-old educator, who was in the Twin Cities recently to spread the core-knowledge gospel, has been a rallying point for more than a decade for those who believe that schools have strayed too far from what they should be teaching: a knowledge-based course of study loaded with facts, figures and required reading. Hirsch's books — "The Dictionary of Cultural

Literacy," "Cultural Literacy" and the series that purports to tell you "What Your [Kindergartner through Sixth-Grader] Needs to Know" — have been big sellers.

Those books have created a movement aimed at teaching core knowledge. Nationwide, 1,100 schools have adopted at least part of the core-knowledge curriculum devised by Hirsch and his associates. In Minnesota, 19 public and private schools use it, including six schools in St. Paul and three in Rochester.

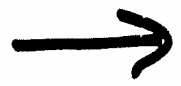
In his books and curriculum guides, Hirsch lays out exactly what he believes kids need to know. He says first-graders should be familiar with, among other things, the continents and major oceans, Daniel Boone's Wilderness Road, the Code of Hammurabi and the saying, "Hit the nail on the head."

Fourth-graders should know about the "five pillars" of Islam, the Battle of Bunker Hill and sculptures by Yoruba artists. For sixth-graders, there are Tammany Hall's "Boss" Tweed, the art of Winslow Homer, the French Revolution, and positive and negative integers.

CORE continues on E5:
— Hirsch's philosophy provokes strong reactions.

ALSO INSIDE:

> A sample of core-knowledge sequence.



CORE from E1

Educators differ over core knowledge requirements

Hirsch and his fact-based teaching philosophy provoke strong reactions. He's attacked as an elitist, a self-elected arbiter of what all children should know. Anyone who has pored over a Hirsch book must wonder how any child could digest all that material. And his ideas fly in the face of today's prevailing education doctrines: that each child should be treated as an individual with a unique learning style, and that it's not what you *know* but what you can *do*.

"I'm delighted that my daughter loves Greek plays and Shakespeare, but not everyone is going to feel that way," said Lee Galda, a University of Minnesota professor of children's literature. "You don't know what book is going to entice a reader. You can make educated guesses, but you can't know for sure. Rather than looking at it as, 'These are books children must read,' I prefer to see books as resources from which children can select."

But Jeremiah Reedy, a classics professor at Macalester College in St. Paul, sides with Hirsch. What core knowledge does, said Reedy, is drive a stake into the '60s-driven anything-goes education mentality

that tailors learning to the individual. Like Hirsch, Reedy believes that students educated in such a free-form environment are clueless about a huge body of knowledge taken for granted by publishers of books, magazines and newspapers.

"You cannot read in the abstract," Reedy said. "You have to have the background knowledge an author expects the reader to have." He serves as president of the board of New Spirit Charter School in St. Paul, which features a Hirsch curriculum.

Reedy has seen the kind of reactions Hirsch provokes — a national meeting of English teachers where Hirsch was booed and hissed, and a speaking engagement at the University of Minnesota that packed people in so tight that Reedy couldn't even get in.

The man who inspires all this furor is bewildered over much of what has happened since the 1987 publication of "Cultural Literacy."

"What really surprised me was the reaction," Hirsch said. "The unfavorable reviews came from the liberal and left side and the favorable ones from the conservative side. . . . I've always been on the left, so

Core knowledge sequence sampling

These excerpts, posted at <http://www.coreknowledge.org> by the Core Knowledge Foundation, represent a sampling of what is taught.

- **Kindergarten: Visual arts**
Painting: Line and color in such works as Pablo Picasso's "Le Gourmet" and Mary Cassatt's "The Bath."
- **First grade: World history**
Early civilizations: ancient Egypt, including the Nile River, pyramids, mummies and animal gods.
- **Second grade: American history**
Civil rights, including Susan B. Anthony and the right to vote; Jackie Robinson and the integration of major-league baseball; the Rev. Martin Luther King Jr. and equal rights, and Cesar Chavez and migrant workers.
- **Third grade: Math**
Geometry: Identify lines as horizontal, vertical, perpendicular, parallel; identify polygons and angles; compute area in square inches and square centimeters.
- **Fourth grade: Science**
Electricity: Identify electricity as the flow of electrons; static electricity; electric circuits (closed, open and short); using electricity safely.
- **Fifth grade: American history and geography**
Westward exploration and expansion: Daniel Boone; the Louisiana Purchase; Lewis and Clark and Sacagawea; American Indian resistance to westward expansion.
- **Sixth grade: Language arts**
Fiction and drama: "Dr. Jekyll and Mr. Hyde," "The Odyssey," "Julius Caesar," "The Secret Garden."

this was the crazy thing."
Hirsch's intent was to give low-income and minority students a tool to succeed: a lexicon of facts and figures that the nation's well-educated elite has. But critics couldn't stomach the idea of one course of study for all, especially one grounded in Western civilization and weighted with works by white males.

Hirsch answered that criticism by adding material to the core-knowledge curriculum. In an effort to show that he's not in it for the money, he gives the royalties from his books to the Core Knowledge Foundation, a Virginia-based

nonprofit that oversees the core-knowledge movement. The foundation has an annual budget of about \$2 million, \$200,000 of which comes from Hirsch's book royalties, foundation president Connie Jones said.

The Minnesota scene

At Randolph Heights Elementary School in St. Paul, core knowledge is used in social studies and geography, and in parts of other courses, said Principal Joanne Ventura. The school council and the staff decided to go with Hirsch's approach, and you can see the changes.

For instance, the old social-studies curriculum would have had the school's first-graders studying their homes and families. "It didn't have a lot of meat to it," said school librarian Carol Dye. "Now they're learning American history. . . . I think it's more relevant in our life to know American history so you can become a good citizen."

Beth Tierney's third-grade class recently was studying Romulus and Remus and the legend of Rome's founding. The shelf under the classroom bulletin board was lined with books about Rome. Words such as "patrician," "plebian" and "republic" were banded about.

"My kids love this," Tierney said. "They know things I didn't know in third grade."

So do parents, she said, re-

lating a dinner table discussion one parent had told her about. One parent's first-grader and junior high-age child had a disagreement over which river was longer, the Nile or the Mississippi. The first-grader argued correctly that the Nile was longer.

Randolph Heights uses core-knowledge curriculum because the district encourages its schools to adopt what works best for them, said St. Paul schools curriculum director Renie Willard.

But Willard herself is lukewarm about Hirsch's ideas. "If a school is floundering and has no curriculum. . . . I think core knowledge can be a good help," she said. "In other circumstances, it's another layer of responsibilities, and I think it adds to the 'inch-deep-and-mile-wide curriculum' we're often accused of having in the U.S."

Said Hirsch: "There are people who are still very, very resistant to . . . anything that seems to be uniform and Euro-centric. But what has happened in a grass-roots way is teachers are talking to one another and parents are talking to one another. . . . So I think the intellectual persuasion of teachers [to use core knowledge] has happened."

Norman Draper is at nadraper@startribune.com.

Name _____ Hr. _____ Due date: _____
(rev. 2010)

CLT PAPER GRADING SHEET

STUDENT COMMENTS ON DOING THIS PAPER: For example, what worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like!

_____/25 **CONTENT**

____ 1. **TITLE**

2 The paper must be given an original title which creatively reflects the content.

____ 2. **INTRODUCTION**

3 _____ identification of research topic/scenario in an interesting/engaging/unique manner
-1 to -2

_____ controlling purpose statement is effective, clear, follows order of paper, is seamlessly
-1 to -2 integrated, uses strong verb(s), and does not refer to the paper itself ("This paper . . .")

____ 3. **INFORMATION**

12

PROBLEMS:

- accurate
- complete, in-depth
- related to course work
- quality
- information presented in a fresh, insightful way

____ 4. **CONCLUSION**

3 _____ Paper transitions smoothly into conclusion
-1

_____ Reviews fully the major CLT information in a balanced way
-1

_____ Closing statements logical and conclusive
-1 Beyond summarizing of CLT info, a sense of closure, a "pulling it all together" feeling is present.

____ 7. **ORGANIZATION**

5

_____ Organization is undeniably present, naturally complementing and
-1 to -3 enhancing the content.

_____ Transitions are used effectively between and within paragraphs to promote
-1 to -3 coherence.

/15 DOCUMENTATION

/5 TYPES OF SOURCES

PROBLEMS:

- At least 2 sources are used.
- Authoritative sources must used. Credibility of authors/sources is well-established.
- No use of print or online encyclopedias
- Information from a variety of sources
- Sources are mixed, over use of one source and/or one-at-a-time avoided

/10 CORRECT DOCUMENTATION/CITATIONS

- 1. DOCUMENTATION/CITATIONS** are provided for virtually all material in this section that needs to be cited. In other words, credit is given where credit is due.
-1 to -3
- PHOTOCOPIES/PRINT-OUTS** of the pages of **Doc. check #1--DQ** and **Doc. check #2--P** are turned in with paper and on time and marked in paper & WC
-1
- DOC. CHECK #1 (DQ = DIRECT QUOTATION)**
-1 to -5
PROBLEMS:
 - Direct quotation isn't quoted exactly as it appeared in the original
 - Quoted material stands alone. No effective lead-in statement is present.
 - Author (w/ credentials) of direct quotations is not given proper credit.
 - Material isn't found in the original.
 - Interpretation of the original material is inaccurate.
- DOC. CHECK #2 (P = PARAPHRASE)**
-1 to -5
PROBLEMS:
 - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
 - Interpretation of the original material is inaccurate.
 - Author (w/ credentials) of paraphrased material is not given proper credit.
 - Material isn't found in the original.
- OTHER DIRECT QUOTATIONS/PARAPHRASED MAT'L DONE CORRECTLY**
-1 to -5
PROBLEMS:
 - Direct quotation isn't quoted exactly as it appeared in the original
 - Quoted material stands alone. No effective lead-in statement is present.
 - Author (w/ credentials) is not given proper credit.
 - Material isn't found in the original.
 - Interpretation of the original material is inaccurate.
 - Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
 - Interpretation of the original material is inaccurate.
 - Other problem(s): _____



/10

STYLE

FORMAL ACADEMIC VOICE AND TONE

-1 to -5

PROBLEMS:

- Formal academic voice is clearly established through effective word choice and is sustained throughout.
 - ◊ Avoids the use of slang, colloquialisms, and informal speech mannerisms (including contractions).
 - ◊ Avoids, except in direct quotes, use of the first person: *I, me, my, mine, you, your, yours, the use of the "understood you," as well as we, us, our, and ours.*
- The paper maintains an objective, not a persuasive, tone.
- The literary present tense is used at all times.
- Quoted material is skillfully integrated into the paper with appropriate use of embedding or effective lead-in phrasing.
 - ◊ Avoids leading into source mat'l with awkward constructions like, "An example is when . . ."
 - ◊ Avoids obvious or unsophisticated commentary such as, "What this quote is saying is that . . ."
- The reader can always distinguish between quoted or paraphrased material and the author's own analysis.

LANGUAGE AND SENTENCE CONSTRUCTION

-1 to -5

PROBLEMS:

- The vocabulary choices should reveal sophistication, precision, and a purposeful use of language appropriate to a college level for a research paper.
 - ◊ Diction reflects a sophisticated tailoring of a message to a clear audience.
 - ◊ Diction is precise.
 - ◊ Pronouns are used sparingly and referents are always obvious and specific.
 - ◊ Avoids overly simple word choices; vocabulary is near "college level."
 - ◊ Diction demonstrates clarity and insight rather than relying on clichés or idioms
 - ◊ Jargon (applicable technical terminology) is used effectively and correctly. Terminology is precise and clarified.
- Sentence structure and must be purposeful and well crafted.
 - ◊ Sentence construction reflects a sophisticated tailoring of message to a clear audience.
 - ◊ Employs a variety of sentence structures to enhance readability; variation in sentence length and structure is used to highlight key points.
 - ◊ Verb constructions build clear and powerful sentences
 - ◊ Avoids overuse of linking verbs and passive constructions.
 - ◊ Avoids wordiness: extraneous prepositional phrases, vague intensifiers and modifiers.
 - ◊ Sentences variety reflects structures employed for effectiveness
- Avoids vague generalizations/unsupportable assertions (e.g., "Poetry is meaningful to everyone . . .")
- Verb tense is consistent.

/50 SUB-TOTAL CONTENT + DOCUMENTATION + STYLE

/20 WRITING CONVENTIONS

• _____ **MANUSCRIPT FORM:** _____
total msf pts off

• _____ **TECHNICAL ASPECTS:**
total technical pts off

- _____ **AWKWARD** word choice **awk (-1)**
- _____ **AGREEMENT** faulty subject-verb agreement or pronoun-antecedent agreement **agr (-1)**
- _____ **CAPITALIZATION** **cap/lc (-1)**
- _____ **EXACT WORD** word chosen is not precise or correct to convey clear meaning **ew (-1)**
- _____ **FRAGMENTS** **frag (-1)**
- _____ **HOMONYM ERRORS** **H (-1) or NX H (-2)**
- _____ **MISPLACED MODIFIER** **mm (-1)**

- _____ **PUNCTUATION--COMMAS** **pc (-1)**
- _____ **PUNCTUATION--APOSTROPHES** **pa (-1)**
- _____ **PUNCTUATION--OTHER** **pend** & **pse** & **pco** & **pund** & **pi** & **pq** & **pd/h** & **pg** & **sy** (-1each)
- _____ **REFERENCE UNCLEAR** **ref -1**
- _____ **RUN-ONS** **ro -2**
- _____ **SPELLING** **sp (-1) or NX SP (-2)**
- _____ **TENSE** **t (-1)**
- _____ **WORD MISSING** **wm -1**
- _____ **OTHER:** _____ (-1)

+1 EXTRA CREDIT You may earn 1 credit point on this paper for using at least 5 of our class vocabulary words and/or allusions. Highlight/box them in!

-1 off total **SECURITY COPY NOT E-MAILED OR TURNED IN**

/70 PRELIM. TOTAL = _____ PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be possible points: _____/70 = possible grade: _____

Do buybacks carefully! Yours are due on _____ **BB due date** and cannot be redone!

TEACHER COMMENTS

+ positives

- suggestions

65 - 70	=	A
63 - 64	=	A-
61 - 62	=	B+
58 - 60	=	B
56 - 57	=	B-
54 - 55	=	C+
51 - 53	=	C
49 - 50	=	C-
47 - 48	=	D+
44 - 46	=	D
42 - 43	=	D-
0 - 41	=	F