

Name _____ Hr. _____ Due date: _____

ADV 12 CLT PAPER GRADING SHEET (70 points)

STUDENT(S) COMMENTS ON DOING THIS PAPER:

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. WRITE YOUR RESPONSE BELOW.

_____/25 CONTENT

1. TITLE

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

2. INTRODUCTION

3 ____ identification of research topic in an effective, interesting, and engaging manner
-1 to -2
____ controlling purpose statement is effective, clear, follows order of paper, etc.
-1 to -2

3. INFORMATION

Circle problems:

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

Other comments:

4. ORGANIZATION

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

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

5. CONCLUSION

-1 Paper transitions smoothly into conclusion

-1 Reviews fully (all major areas) the CLT content 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.

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_____/15 DOCUMENTATION--15 points

_____/5 CREDIBILITY OF SOURCES

Circle 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; avoids overuse of one source and/or using sources one-at-a-time

_____/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.

2. PHOTOCOPIES/PRINT-OUTS of the pages of Doc. check #1--DQ

-1 and Doc. check #2--P are turned in with paper and on time.

3. DIRECT QUOTATION doc. check (doc. check #1--DQ)

PROBLEMS (circle):

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials) of direct quotation is not given properly
- Material isn't found in the original.
- Interpretation of the original material is inaccurate.
- Other problem(s):

_____/4. PARAPHRASE documentation check (doc. check #2--P)

-1 to -3

PROBLEMS (circle):

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials) of paraphrase not given properly
- Other problem(s):

_____/5. All other direct quotations are done correctly.

-1 to -3

PROBLEMS (circle):

- Direct quotation isn't quoted exactly as it appeared in the original
- Quoted material stands alone. No effective lead-in statement is present.
- In-text acknowledgement of author (w/ credentials) of direct quotations not given properly
- Material isn't found in the original
- Interpretation of the original material is inaccurate.
- Other problem(s):

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6. All other paraphrased material is done correctly.

PROBLEMS (circle):

- Paraphrasing of the original material raises suspicion of plagiarism. Wording is too close to the original.
- Interpretation of the original material is inaccurate.
- In-text acknowledgement of author (w/ credentials) of paraphrased material is not given proper credit.
- Material isn't found in the original.
- Other problem(s):

/10 STYLE

1. FORMAL ACADEMIC VOICE AND TONE

- Formal academic voice must be clearly established through effective word choice and sustained throughout the paper.
- The paper maintains an objective, not a persuasive, tone.
- The literary present tense should be used at all times.
- Sentence structure and vocabulary choices must be purposeful and well-crafted as well as show sophistication and variation.
- Author's voice is distinct from the sources' voices and seamlessly integrates any quoted material into the paper.
- The style should reveal sophistication, precision, and purposeful use of language appropriate to a college level for a research paper.

2. LANGUAGE

PROBLEMS (circle):

- The sentence structure must clearly differentiate student author's voice and style from the authors' voices and styles.
- Uses complex over simple sentence structures.
- Diction reflects a sophisticated tailoring of message to a clear audience.
- Diction is precise.
- Avoids the use of slang, colloquialisms, and informal speech mannerisms.
- Avoids overly simple word choices; vocabulary is near "college level."
- Avoids overuse of linking verbs.
- You must not, except in direct quotations, use the first person. 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, us, our, and ours.*
- Sentence variety reflects a sophisticated tailoring of message to a clear audience.
- Be consistent in the verb tense you choose.
- The jargon (technical terminology appropriate to your CLT information) must be used effectively and correctly. Terminology is precise and clarified.

/20 WRITING CONVENTIONS

You can buy back up to /20 "writing convention" pts. by making corrections

"Writing Conventions" consists of two areas: by due date

MANUSCRIPT FORM

(total pts. of) REGULAR MSF (manuscript form) ERRORS (-1 each)

(total pts. of) MSF DOCUMENTATION SPOT CHECKS (-1 each)

DIRECT QUOTATION DOCUMENTATION CHECK #1--DQ

PROBLEMS (circle):

- incorrect msf of the direct quotation (DQ)
- incorrect msf of the parenthetical documentation of the direct quotation
- incorrect use of ellipsis points in square brackets [...] for omissions, square brackets for interpolation, [sic] for errors in the originals
- other problem(s):

PARAPHRASE DOCUMENTATION CHECK #2--P

PROBLEMS (circle):

- incorrect msf of the paraphrased citation
- incorrect msf of parenthetical documentation of the paraphrased citation
- other problem(s):

TECHNICAL ASPECTS

(total pts. of) TECHNICAL ASPECTS

specific errors:

- 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 [ex (-1)]
- FRAGMENTS [frag (-2)]
- HOMONYM ERRORS [H (-1)] AND [no excuse (-2)]
- MISPLACED MODIFIER [mm (-1)]
- PUNCTUATION--COMMAS [pc (-1)]
- PUNCTUATION--APOSTROPHES [pa (-1)]
- PUNCTUATION--OTHER [pend AND [pnc AND [pnd] AND [pg] AND [pd/h] AND [yl] ALL OF THESE ARE (-1)]
- PRONOUN CASE [pro case (-1)]
- REFERENCE UNCLEAR [ref (-1)]
- RUN-ONS [ro (-2)]
- SPELLING [sp (-1)] AND [no excuse (-2)]
- TENSE [t (-1)]

see Serial Packet pp. 189-19 WRAPC

2.13

+ / 1 **EXTRA CREDIT**

You may earn up to one extra credit point on this paper for using five extra-credit vocabulary words correctly. **BOX**, bold, or highlight them in the paper.

/ -1 off total **SECURITY COPY NOT ATTACHED**

/ 70 **TOTAL = PRELIM. GRADE**

However, if you receive full credit for buybacks your new score would be / 70 grade

Do buybacks carefully! They are due on _____ and cannot be redone!

TEACHER COMMENTS:

<p>+ positives</p>	<p>- suggestions</p>
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Grading Scale 71

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

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

- Bethlehem
- Better late than never.
- Better safe than sorry.
- Beverly Hills, California
- Beware the Ides of March.
- Bible Belt
- bibliography
- bicameral legislature
- big bad wolf
- big bang theory
- Big Ben
- big board
- Big Brother
- big business
- Big Dipper
- bigger they come the harder they fall, The
- big-stick diplomacy
- bilateralism
- Bill of Rights
- Billy the Kid
- biochemical pathways

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



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.



E.D. Hirsch, Jr., is a professor of English at the University of Virginia. This material is adapted from his book Cultural Literacy: What Every American Needs To Know. ©1987 Houghton Mifflin. Reprinted by permission.