

Writing Guide

English I/III Tuttle

2016-2017

Turnitin.com Instructions

To create a turnitin.com account (**NOTE: DO NOT CREATE AN ACCOUNT IF YOU HAVE ONE ALREADY!!!**)

- Go to the website www.turnitin.com.
- Click "Create Account" in the top right hand corner of the page.
- On the next page, click student.
- Use your class section or class ID and your class enrollment password (to the right), your first and last name, and your personal email address to create an account.
- Write down the password in your planner or English notebook.
- Ms. Tuttle will not be able to look your password up for you if you forget it!
- Enroll in the appropriate class period (see below).
- Click on the class to see the assignments.

If you already have a turnitin.com account.

- Log into your www.turnitin.com account.
- Click on the "Enroll in a class" tab on the top left-hand side of the screen.
- Use the class section or class ID and class enrollment password (to the right) to enroll in a class.

Submit your essay.

- Log in.
- On your class homepage, find the appropriate assignment.
- Click the blue "Submit" button for this assignment.
- Next to "Submit" in the top left hand corner of the page, make sure it says "Single File Upload."
- Input the title of your essay in the "Submission Title" blank—you can be funny if you wish!
- Click "Choose from this Computer."
- Select your file.
- Click "Upload."
- Click "Confirm."
- Congrats! Now you may log out!
- You should receive an email confirming your submission. If you did not receive a confirmation email, you may have done something wrong and may need to try again!

Reset your password.

- Go to the website www.turnitin.com.
- Click on "Log In."
- Below the username and password entry boxes, click "Reset Password."
- Enter your email address and last name.
- Then check your email for further instructions.
- If you have forgotten your email address, please email Ms. Tuttle at vtuttle@houstonisd.org.

Download a submitted document.

- Log in.
- Click on the class period.
- To the right of the assignment, click the downward pointing arrow.
- Click "originally submitted format."
- If the document appears in the bottom left corner of your screen, click on it to open.
- Immediately save this document somewhere onto the computer/flashdrive (NOT IN DOWNLOADS!).

Class ID:	Password:
1st: 13206767	english31
3rd: 13206803	english33
5th: 13206821	english35
7th: 13206850	english17
8th: 13206861	english18
9th: 13206836	english39

MLA Formatting and Style Guide

General Instructions

- Standard, white 8.5 x 11-inch paper.
- Double-space the whole paper.
- Font: Times New Roman or Calibri
- 12 pt. font (size) for Times New Roman, 11 pt. Font Size for Calibri
- 1 inch margins on all sides
- Indent the first line of paragraphs using TAB.
- Use italics throughout your essay for the titles of longer works (plays, novels, symphonies, works of art).
- Use quotation marks around titles of shorter works (short stories, poems, movements/parts of symphonies).
- After introducing the author by his or her full name, **refer to the author by his or her last name for the rest of the work.**

Header Hints and Example

- Do not actually use the official header space that Word provides.
- Do double space the header.
- Do NOT put a comma after the day. DO put the day before the month.

Student Name

Ms. Tuttle

Class Name

Date ****EX: 5 August 2015****

Title

- Your title should introduce the central theme or idea of your essay
- Be informative and sophisticated (not corny).

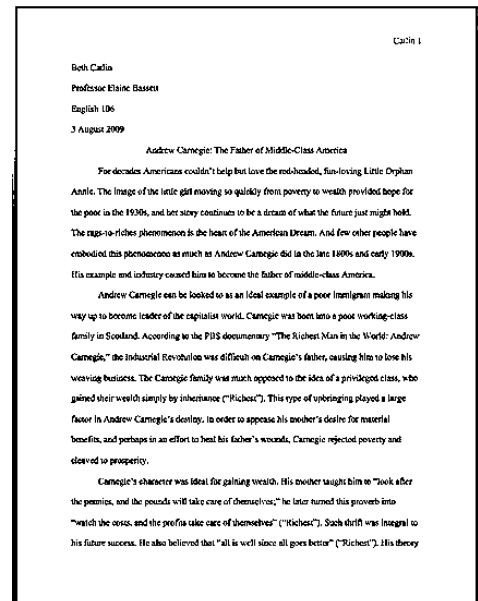
Word Count

We care about word count for two reasons:

1. For English I: The English I EOC exam will be taken online. The essays and short answer questions will be limited by character count:
 - a. STAAR Expository Essay-1,750 characters (with spaces)
 - b. STAAR Short Answer Questions-675 characters (with spaces)
2. For English I and III: Good writing is precise. This means we will be working to eliminate the wordiness of our writing. Looking at the word count is one way to do this.

How to find the word count:

- In Microsoft Word, click on the "Review" tab at the top of the page.
- On the far right of the "Review" tab, there is an icon that says "Word Count" in the "Proofing" section.
- Click on this icon. When the window pops up, look at the "Word Count (with spaces)" number.



Final Paragraph Rubric

Element	0	1	2	3
Thesis/Assertion X2	Inaccurate or absent. Fails to take a stand or make an argument on the prompt.	Partially answers prompt. May be lacking answer to "what" or "how" question. Position made be vague, unclear, or a statement of fact.	Takes position and fully answers both the prompt's "what" and "how" questions.	Takes a clear, insightful, and complex position on the prompt. Includes an insightful answer to the "what" question and a sufficient answer of the "how" question.
Evidence X2	Insufficient or absent.	Fails to prove entire thesis/assertion.	All pieces of evidence are present and clearly support thesis/assertion. Thesis/assertion is adequately proven.	Well-chosen evidence persuasively defends all parts of thesis/assertion.
Commentary X2	Insufficient or lacking entirely.	Only one or two parts of commentary are effective. Commentary may be only summary or restatement. May not be connected to the thesis/assertion. The reader must do the "work." Does not prove how the "how" creates the "what."	Inferences and analysis are plausible and effective. Student has begun to "read between the lines" but could push further. Alludes to how/why the "how" creates the "what."	Inferences and analysis are original and insightful. Student demonstrates deep understanding of text by saying what the evidence doesn't state directly and showing how/why the "how" creates the meaning of the "what."
Embedded and Cited Evidence	All quotations are inaccurately embedded or dropped into text, AND/OR evidential summary is not cited. Citations are missing.	An attempt has been made to embed evidence but may not be grammatically correct (2-3 punctuation errors). Citations may also include grammatical/formatting errors.	Student has successfully embedded their evidence but quotations and evidential summary may be too long. Citations are present. May contain 1 punctuation error.	Quotations smoothly and efficiently embedded using sentence parts. Evidential summary is succinct. Only the necessary evidence has been included. Citations are present. No punctuation errors exist.
Style	No effort has been made to follow writing rules or repeated grammatical errors exist.	Inconsistent, but an effort has clearly been made. May have 3-4 errors in grammar. Little stylistic flair.	Inconsistent, but an effort has clearly been made to follow rules. May contain some awkwardness and 1-2 errors. Some flair.	Consistently and artfully follows writing/ grammar rules to create a sophisticated and formal tone. Clear stylistic flair.

Grades relative to score are subject to change.

24=100 23=95 22=90 21=88 20=84 19=80 18=78 17=74 16=70 15=65 14=60 13=55 12=50 11>Rewrite

First Draft Rubric

Grade	0	50	70	85	100
Description	<p>Not a draft... Draft contains no clear structure. No effort has been made to include evidence from the work/text. Draft does not answer the prompt. Draft is ineffectively short/brief.</p>	<p>Insufficient. More than half of the draft is complete (at least a thesis/assertion, one piece of evidence and some commentary). Draft pertains to the prompt and attempts an answer, although it may be limited.</p>	<p>Inconsistent. Draft is complete—contains all elements of a draft, but is formulaic. Draft pertains to the prompt but has little insight.</p>	<p>Sufficient. Draft includes a complete version of the paragraph/essay—all elements are present. Grammar and phrasing may be "rough" but ideas are all present and represent some depth of thought.</p>	<p>Successful Draft. Draft includes a complete version of the paragraph/essay—all elements are present. Grammar and phrasing are mostly polished. Ideas are thorough and represent considered thought and argument.</p>

Annotations/Notes on a Text Rubric

Grade	0	50	70	85	100
Description	<p>Not annotations... Annotations are <u>disconnected</u> from the text and seem <u>hasty</u>. May have a "where's Waldo?" feel. Student may have annotated less than half the text annotated.</p>	<p>Insufficient. Some annotations are disconnected from the text. About half of the text has been annotated and/or annotations are <u>incomplete</u>.</p>	<p>Inconsistent. Annotations are present throughout the text, but are mediocre. Annotations are simply factual statements rather than thoughtful conversations.</p>	<p>Sufficient. Annotations are <u>consistent</u> and <u>complete</u>. Inferences go below the surface. Annotations demonstrate a <u>thoughtful</u> discussion of and with the text.</p>	<p>Thorough. Annotations are <u>insightful</u> and <u>impressive</u>. Inferences prove depth of thought, analytical skill, and keen powers of <u>observation</u>. The student is ready to write about the text using annotations.</p>