Background Information

As you view the presentation, the teacher will read through while you follow along with each slide, and then you will write what you remember (in your own words) with the questions below. (HINT: Pay attention and you will be fine!)

The presentation can be found at the link: https://prezi.com/fes-i6yldylf/raisin-in-the-sun-background/

1. Why did WWII have an influence in the Civil Rights Movement?
2. How did the Civil Rights Movement begin to develop before the 1900’s?
3. What happened during the 1900-1930’s that played a part in the development of the Civil Rights Movement?
4. What happened from 1930-1940 that continued to make the Civil Rights Movement go forward?
5. We watched the movie “The Long Walk Home” about the bus boycotts during mid 1950’s. What details do you remember about the boycott itself (not the characters or storyline of the movie)? Write them below.

 The Bus Boycotts happened in the year \_\_\_\_\_\_\_\_\_\_.

1. What did Brown vs. Board of Education have to do with the Civil Rights Movement? What year did this happen? \_\_\_\_\_\_\_\_\_
2. Who were The Little Rock Nine? What year did this happen? \_\_\_\_\_\_\_\_\_\_\_
3. Where does Lorraine Hansberry and Raisin in the Sun fit into the Civil Rights Movement? When did she write the play Raisin in the Sun? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Based on the year she wrote it, do you feel that she may have played a part in helping the Civil Rights Movement grow, or do you think she simply wrote in response to the times?
5. What part of the presentation was new information to you?

**A Dream Deferred**

***by Langston Hughes***

1 What happens to a dream deferred?

2 Does it dry up
3 like a raisin in the sun?
4 Or fester like a sore-- And then run?
5 Does it stink like rotten meat? Or crust and sugar over-- like a syrupy sweet?

6 Maybe it just sags like a heavy load.

7 Or does it explode?

Based on the class reading of the poem “A Dream Deferred,” answer the following questions (10 points).

1. What does “deferred” mean?
2. The speaker begins with a question in line 1. What do you suppose is his intent?
3. What type of imagery is used in lines 2 and 3? What type of figurative language device is incorporated? How is this comparison appropriate?
4. What senses does line 5 appeal to? What is the significance of the speaker comparing a dream deferred to sugar that has crusted over?
5. What is a dream deferred compared to in lines 6 and 7? Why is this comparison appropriate? What is being emphasized?

5. In the poem *A Dream Deferred*, the speaker uses a number of images and figurative devices in order to emphasize some of the negative results of deferring one’s dreams. Come up with a metaphor for what a dream fulfilled is like.

Define metaphor:

Write your metaphor for what a dream fulfilled is like:

6. What hopes and dreams for you have for your future?

7. How might your hopes and dreams be different if you were living during the 1950s in the United States?

8. Based on the poem, looking at the background information, and previewing the cover of the play *A Raisin in the Sun*, predict what you think the play may be about below.

Vocabulary Part 1: Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean.

1. Its furnishings are typical and undistinguished.

2. The boy gives her an exasperated look for her lack of understanding and eats grudgingly.

3. Travis jabs his spoon into his cereal bowl viciously…

4. …the mood has changed and he is vindicated, he does not, however move toward her.

5. This ain’t no fly-by-night-proposition, baby. I mean we figured it out.

6. She closes the door with a sleepy vengeance and crosses to the table and sits down a little defeated.

7. She waits several second, trying to make up her mind about something, and looks at Ruth a little tentatively.

8. Studying her mother-in-law furtively and concentrating on her ironing.

9. Dropping her hands in a futile gesture.

10. Everybody thinks it’s all right for Mama to be a tyrant.

Vocabulary Part 2: Determining the Meaning – Match the vocabulary words to their definitions.

1. undistinguished \_\_\_\_ A. suggested plan

2. exasperated \_\_\_\_\_ B. with violence or fury

3. viciously \_\_\_\_ C. stealthily; expressive of hidden motives

4. vindicated \_\_\_\_ D. useless

5. proposition \_\_\_\_ E. common; nothing special

6. vengeance \_\_\_\_ F. irritated; provoked; irked

7. tentatively \_\_\_\_ G. ruler who exercise powering a harsh, cruel manner

8. furtively \_\_\_\_ H. violently, maliciously

9. futile \_\_\_\_ I. cleared of accusation, blame, suspicion or doubt

10. tyrant \_\_\_\_ J. uncertainly

Characters

As the play progresses, write the names of characters introduced, as well as a description of them. Save room between characters to add information about them as the plot unfolds.

1.

2.

3.

4.

5.

6.

7.

Characters continued:

8.

9.

10.

11.

*A Raisin in the Sun*

Act 1, Scene 1

**Literary Terms**: Define each of the following terms.

Setting:

Symbolism:

Theme:

**Comprehension Questions:** Answer each question based off of your understanding of the text.

1. The stage directions say that the living room in the Younger apartment might be comfortable and well-ordered, but “weariness” has “won in this room.” What physical details of the living room set show these qualities?

2. What details of the setting show that the apartment is crowded?

3. Walter’s wife, Ruth, is described as a pretty “girl,” who is changing into a “settled woman.” What has happened to change Ruth’s beauty?

4. When Walter comes into the living room, what thoughts are on his mind? What does he ask Ruth?

5. When is the check coming?

6. Walter tells Ruth that she looks young this morning and calls her “baby.” What do his remarks and Ruth’s responses reveal about their relationship?

7. When Walter’s son, Travis, comes out of the bathroom, what does he ask?

8. Walter and Ruth react differently when Travis asks for money for school. What are Walter’s and Ruth’s attitudes about money?

9. Ruth tells Walter she doesn’t want to know what he has been thinking about. Why? What has Walter been thinking about?

10. How does Walter think women should treat their men?

11. What are Beneatha’s hopes for her own future? Why is Walter concerned about Beneatha’s plans?

12. Why does Walter return to the apartment? What does he do?

13. How is Mama described in the stage directions?

14. In conversations with Ruth and Beneatha, in this scene, Mama’s values become clearer. How does Mama feel about money?

15. How much does Mama value religion? How does she react to Beneatha’s denial of God?

16. Mama compares her plant to her children. How are the plant and the children alike? What does the plant symbolize to Mama?

*A Raisin in the Sun*

Act 1, Scene 2

Comprehension Questions: Answer each of the following questions based on your understanding of the reading (20 points).

1. How does this scene add to the picture of the Younger’s living condition?

2. Who is Joseph Asagai?

3. What subconscious concern surfaces in Bennie’s remarks to Ruth?

4. Why is Beneatha pleased with the robes Asagai brings her?

5. What is implied about the relationship between Beneatha and Asagai?

6. What stereotype value judgments does Asagai make about women? What is Beneatha’s opinion about a relationship with Asagai?

7. Why does Beneatha thank Asagai for the nickname of Alaiyo?

8. What is Walter’s main concern upon his arrival? Why does he shout?

9. Walter tries to explain his discontent, both about his job and about his future. Briefly state the cause of his discontent.

10. When Mama refers to being “proud of… What we done,” to what is she referring?

11. Why does Mama abruptly tell Walter about Ruth’s plan regarding the baby?

12. Explain Mama’s statement: “You are a disgrace to the memory of your father.”

*A Raisin in the Sun*

Act 2, Scene 1

Vocabulary Matching: Match the vocabulary words to their dictionary definitions.

1. coquettishly \_\_\_\_ A. tyrannical

2. arrogant \_\_\_\_ B. in a manner using statements or implications opposite to the underlying meaning

3. eccentric \_\_\_\_ C. deviating from the established norm, model of rule

4. oppressive \_\_\_\_ D. threateningly

5. cliché \_\_\_\_ E. expressing sorrow; mournful or melancholy

6. sarcastically \_\_\_\_ F. having or diplaying a sense of overbearing self-worth or self- importance

7. plaintively \_\_\_\_ G. in a manner befitting a woman who flirts with men

8. menacingly \_\_\_\_ H. trite or over used expression or idea

Comprehension Questions: After reading the scene, answer the following questions based on your understanding of the reading.

1. What was Beneatha’s family doing when George came in?

2. What are “assimilationist Negroes?”

3. What did Mama do with her money?

4. What was Walter’s reaction to Mama’s purchase? Ruth’s reaction?

5. What evidence is the that Walter and Ruth still love each other, despite their problems?

*Raisin in the Sun*

Act 2, Scene 2

Fill in the blanks with the right words.

When George tries to kiss \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, she moves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ knocks on the door. She tells them the news from the paper that people were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of their place. She thinks by next month the Younger’s will be in the paper with the headline \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Ms. Johnson thinks Beneatha won’t pass the time of day with someone who didn’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Ruth finds out Walter hasn’t been to work in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He’s been driving all over and going to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to drink and listen to music. Mama blames herself for Walter’s actions and tries to explain she’s never done anything that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Monday morning she wants him to take $3000 and put it in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The rest he should put in a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Travis tells Walter he wants to be a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. What do you think of Mrs. Johnson? Is she really a friend to the Younger’s? Why or why not? Answer in a complete sentences. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why hasn’t Walter gone to work in days? Why hasn’t he told anyone until now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What do you think changes Mama’s mind to trust Walter with the money? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyzing Quotes:

Identify the speaker of the following quote and the page number where you found it. In one sentence, describe its meaning or significance in the story.

“No, Daddy ain’t drunk. Daddy ain’t going to never be drunk again…”

Speaker: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page: \_\_\_\_\_\_\_\_\_\_\_

Meaning:

**Extension:**

In the space below, draw an image of Walter’s dream of his family’s future. It can be an object, a comic, or a whole scene just make sure its supported by the text.

Final Project for *Raisin in the Sun* Unit

For your final project, you will be writing a research paper. This paper will follow the process, on a smaller scale, of what your Senior Project will entail, including finding excellent resources, following MLA style of citation, and writing a rough draft that can be edited by your peers.

Your typed paper will need to be 3-4 pages in length, and include a works cited list.

Below are the topics you may choose from. If you have a topic that relates to literature in the Civil Rights movement that is not listed below, make a proposal to me about it and it can be considered for your topic.

1. Research modern day housing issues that minorities face today and compare them to the housing issues that were encountered in *Raisin in the Sun*. Come up with a thesis about your thoughts on it and support your thesis with solid research using pathos, ethos and logos.

2. Research the topic of abortion. You may choose to present one side of the argument or the other, or you may choose to present the history of the debate. Whatever you choose to focus on, you must use solid research and support your thesis statement using a balance of pathos, ethos and logos.

3. Research an author who influenced the Civil Rights movement (a speaker, literary author, poet or singer). In brief, tell about that person’s biography information and how that person influenced the civil rights movement with their literature. Make a solid thesis about how this person did this, and support your thesis with pathos, ethos and logos.

The following pages with help you organize your research paper.

Page 16: Topic Organizer Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 17: Research and Information Document Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 18: Thesis Statement and Paper Outline Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 19: Your Paper’s Structure Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 20: MLA Formatting Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 25: Peer Editing Checklist Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Page 26: Final Draft Rubric Date Due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the organizer below, write your topic and write four sub-topics that could be explored in the bubbles around it.



**Research and Information Document**

* In your Google Drive, create a document (titled “Resources and Information Document). You may NOT use Word. Ever. No exceptions.
* As you find information that you like copy and paste:

1) the website (URL)

2) the direct information that you might use in your research paper.

3) use the keyboard to copy and paste info by using “Command ‘C’” for copy and “Command ‘V’” for paste. The mouse often doesn’t work well.

* This document will likely be lengthy. We are making this document for a few reasons:

1) because when doing a mature research paper, it is necessary to collect all possible resources in one place so you can stay organized.

2) as a senior and in college, you may be required to make an annotated bibliography for any resources you may use (a summary of information you used with the works cited list) before you even begin writing a rough draft of your paper. This will get you into the habit of it.

3) this document will be used when you go to make your outline, works cited list (bibliography) and rough draft. You need to have this information at your fingertips.

Here is a small segment as an example of what your document may look like:

<http://www.psychologytoday.com/blog/pride-and-joy/201309/should-parents-praise-their-children>

Kohn also argues that praise undermines a child’s intrinsic motivations and his confidence in his independent judgments. Our praise, Kohn believes, calls attention to *our* judgments, rather than a child’s inherent interest and pleasure in what he has accomplished. He warns that frequent praise may therefore create in children an “addiction” to praise—a [hunger](http://www.psychologytoday.com/basics/appetite) for external approval and a long-term sense of insecurity and inner pressure. Children become, in this way, “praise junkies.”

**A Different Perspective on Praise**

I would like to offer a different [understanding](http://www.psychologytoday.com/basics/empathy) of praise. In my view, a child’s need for praise and approval from admired adults is not an “extrinsic” reward. Tokens and money are extrinsic rewards. Praise, like a smile or a gleam in our eye, is different. It is a deeply *intrinsic* human need. If we think of praise in this way—as a basic need, not a “technique” for raising obedient children—our understanding (and our advice to parents) fundamentally changes.

Praise is ubiquitous in our adult lives. No matter how self-reliant we have become, the opinions of others (especially the opinions of people we look up to and admire) matter—to all of us, throughout life. When we have worked hard and done a good job, we want (and need) people to tell us that we’ve done a good job.

This summer, I spent a week at a music camp in Canada for amateur musicians of all ages, and praise was all around. Musicians, young and old, were told, “Good job!” (or, as the Canadians like to say, “Super!”) when they worked hard and played well. This praise was certainly not a form of control. It was encouragement – and its effect was encouraging.

Why should children be different?  Don’t children deserve the same recognition and encouragement that we do, as adults?  When a child draws a picture, builds a block tower, practices an instrument, cooks a meal or works hard on her schoolwork - when they are proud of what they have done, they look to us, not only for our interest, but also for our approval. Children want us say, “Wow, I really like that.”  And we should.

Thesis Statement and Outline

Understanding and review:

1. What is a thesis statement?

2. Read a sample of a paper or article that is given to you. Find the thesis statement and write it below:

3. Give three examples within the body of that sample or article that supported the thesis statement.

Application: You need to make a thesis statement for your paper. It will give your paper focus and help you to determine necessary information and supporting topic sentences in the body of your paper.

1. Think about your topic and the main idea of what you want to say and prove/report. Write it below.

2. Share this statement with a neighbor and/or with the class. Listen to the feedback you receive to make it more specific. Add those suggestions below.

Extension:

On the following page, use the graphic organizer to

* write your thesis statement
* a possible hook
* three supporting topic sentences (that will lead to three separate paragraphs or more)
* information that support your topic sentences
* This is essentially the outline of your paper so that you can begin your rough draft!

Title                                           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I. Introduction**

(Hook – one sentence)                                                                                                                                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(General Topic Information – 2 sentences)                                                                                                                                                                                                                                                                   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Thesis Statement – one sentence)                                                                                                                           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**II. Body #1**

(Topic Sentence – 1 sentence)                                                                                                                               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supporting Details – at least 3 sentences)                                                                                                                                                                                                                                                                       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Clincher/Transition Sentence – 1 sentence)                                                                                                                           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Body #2**

(Topic Sentence – 1 sentence)                                                                                                                               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supporting Details – at least 3 sentences)                                                                                                                                                                                                                                                                       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Clincher/Transition Sentence – 1 sentence)                                                                                                                           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Body #1**

(Topic Sentence – 1 sentence)                                                                                                                               \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Supporting Details – at least 3 sentences)                                                                                                                                                                                                                                                                       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Clincher/Transition Sentence – 1 sentence)                                                                                                                           \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**V. Concluding Paragraph**

(Restate Thesis and summarize main points – 3 to 4 sentences)

MLA Formatting

**MLA Practice Worksheet**

We will likely be doing this worksheet in class as a warm-up before we begin writing our papers.

Fill in the answers below:

1. What is MLA and what do the letters MLA stand for?

2. As a group at your table, brainstorm a list of types of sources you will need to know how to cite in research papers you might do in high school and/or college (i.e.: a newspaper article).  Prize for the table with the most legitimate list of sources.

3. Do the following activity based on the “MLA Basic Guidelines for Works Cited” document (page 17).  Using a book given to you and a partner, identify the following items (if found in your resource): title, author, publication date, press, location of press, volume number, issue number, website address, date of access, page numbers, etc.

Author:                Title:

Date published/copyrighted:            Name of publishing company:

Volume #?:

1. Now, use the MLA Basic Guidelines for Works Cited packet to arrange your resource in MLA format for a Works Cited page (bibliography/resources page).

**MLA Basic Guidelines for Works Cited (Resources)**

Taken from http://library.austincc.edu/help/mla/#citrefs

**Parenthetical Documentation**

In the MLA format, "parenthetical documentation" is used to briefly identify the sources of information you have borrowed in writing your paper. Parenthetical documentation should be integrated smoothly into the text of your paper, rather than listed separately.

* **The general rule is to cite the source right in the text of your paper.** If the reader wants to get more information, they go to the Works Cited list at the end of your paper.

**If the author's name is mentioned in your writing (this is called a "signal phrase"), you only need to put the page number in parentheses at the end of the sentence.** The reader can then consult the list of Works Cited (explained below) at the end of the paper to get the complete citation.

NOTE: Some sources, especially those on the Web, do not give page numbers. The general rule is to use a section number if it is given; otherwise just use the author name or, if no author is given, the first words of the title.

Ross Parke notes that "natural fathers aren't the only ones raising children on their own. As more families split up, social workers note that stepfathers increasingly are being called on to bring up other people's kids" (52).

According to Bernard Farber in *Encyclopedia Americana*, there is a trend toward waiting to marry and toward postponing the birth of the first child (6).

According to the web site *Our Fathers*, "Almost 20 percent of fathers ask for child custody after divorce."

* **You may decide not to highlight the source of some of your derived information.** In such cases, at the end of the sentence enclose in parentheses both the author's last name and the page referred to. The reader can then consult the list of Works Cited at the end of the paper to get the complete citation.

At the turn of the century many men worked long hours, which "entailed their absence from the family for most of the day: that was not a rejection of fatherhood but a necessary element of it" (McKee and O'Brien 54).

Child support payments can be withheld from wages in 45 states (Schorr 33).

* **For publications with no author given, you should include the first 2-3 key words from the title and the page number in parentheses.**

"Fathers today no longer know who they are or what their wives and children expect from them" ("Fathers Confused" 5), and this increases the likelihood they will abandon their families.

* **If possible, you should quote or paraphrase material from the original source**, but if you do use material that is within someone else's work, include the abbreviation qtd. in ("quoted in") and then refer to the source where you got the information. Use qtd. in even if it's a paraphrase and not a quote.

Dr. Ann Rudolph contends that fathers who bond with their infant children are more likely to maintain lifelong contact (qtd. in Parke 112).

**DO I HAVE TO DOCUMENT EVERYTHING?**

One of the hardest parts of documentation is deciding how far to go in documenting sources. If you mention that Los Angeles suffered an earthquake in January 1994, do you have to show where that information came from? No. This is considered "common knowledge," even if you didn't know on your own. This can get tricky. When in doubt it is probably a good idea to include the documentation. Ask a librarian or your instructor for advice on specific situations.

**Works Cited**

A list of works cited has all the sources that contributed ideas and information to your paper. (It is the same as a "bibliography.") It is arranged in alphabetical order by the authors' last names or, if the source doesn't list an author, by the first word of the title (ignore "A," "An," and "The"). The following sample works cited list is in correct order.

If you have a type of source not covered in the examples below, ask the librarian to show you the MLA Handbook for Writers of Research Papers, 7th edition, or go to the [MLA's web site](http://www.mla.org/handbook_faq) (although not many details are given there).

SAMPLE - All sources are integrated into one list, arrange alphabetically.

Typing should be double-spaced, with the second line of an entry indented 5 spaces.

Works Cited

Box, Scott. "One Father's Unique Perspective." *Newsweek* 5 Mar. 1999: 38. *MasterFILE Premier*. Web. 12
    Feb. 2009.
"Parent." *Encyclopedia Britannica Online*. Encyclopedia Britannica, 2008. Web. 13 Mar. 2009.
    Parke, Ross. *Fathers*. Cambridge: Harvard University Press, 2000. Print.
Schorr, Burt, Jr. “States Cracking Down on Fathers Dodging Child-Support Payments.” *Wall Street Journal*
    26 Jan. 2009, eastern ed.: 33. Print.
Sheppard, Lisa. "Father Involvement Shows Positive Outcomes." *Urban Programs Resource Network*.
    University of Illinois at Urbana-Champaign. Apr. 2001. Web. 29 May 2009.

**The most BASIC RULES for works cited entries are:**

***BOOKS***

Last name, First name of author. *Title of book*. City where published: Name of Publisher, year published. Print.

***PRINT MAGAZINES***

Last name, First name of author (if given). "Title of Article." *Name of Magazine* Date of issue: page numbers. Print.

***MAGAZINE ARTICLE FROM LIBRARY ONLINE DATABASE***

Last name, First name of author (if given). "Title of Article." *Name of Magazine* Date of issue: page numbers. Name of Database.

Web. Date of Access.

***WEB PAGES***

These have several factors that can affect the citations; see section below for examples.

***Other Rules***

**For other than "public" web pages**, when required information is not given: In the spot where the information should be, put the following abbreviations:

* No date of publication - n.d.
* No place of publication or no publisher - n.p.
* No page number - n.pag.

**A second work by the same author:** Instead of repeating the author's name in the works cited list for the second entry, put 3 hyphens and a period (---.) and alphabetize as if the name were spelled out.

There are many variations for Works Cited entries. Look at the examples for print, video, and web sources below.

*Remember, the following examples are not in the order you will list sources.
Your list will be one alphabetical list.*

**The Work Cited List Examples**

A works cited list has all the sources mentioned in your paper, arranged in alphabetical order by the authors' last names or, if a source doesn't list an author, by the first word of the title (ignore *a, an,* and *the*). If you have a type of source not covered in the examples below, ask the librarian to show you the [*MLA Handbook for Writers of Research Papers*](http://alicat.austincc.edu/record%3Db1191579)*.* 7th ed. New York: MLA, 2009.

**Reference List Examples by Type of Reference**

**Online (web) sources indicated with double plus sign ++**

* When two dates are listed in a citation, the first one is the publication date; the second is when you accessed it.
* If a URL for an article from a database is very long, just list the basic URL for the database first page.

**ARTICLES**

|  |  |
| --- | --- |
| **Reference Type:** | **List Example:** |
| *Magazine article with an author* | Gold, Jeannye. "When Fathers Raise Children Alone." *U.S. News and* *World Report* 12 Apr. 1999: 51-52. Print. |
| *Magazine article, no author given* | "Fathers Confused by Changing Family Roles." *Family Monthly*Oct. 1980: 5. Print. |
| *++ Full text magazine article from online database to which the library subscribes* (first date is date of publication; second date is day you accessed it.) | Box, Scott. "One Father's Unique Perspective." *Newsweek* 5 Mar.1999: 38. *MasterFILE Premier.* Web. 12 Feb. 2009. |
| *Newspaper article with author* | Schorr, Burt, Jr. "States Cracking Down on Fathers DodgingChild-Support Payments." *Wall Street Journal*26 Jan. 2009, eastern ed.: 33. Print. |
| *++ Newspaper article from an online database to which the library subscribes* | Griest, Stephanie. "Program Offers Help for Young Fathers." *Austin**American-Statesman* 27 Apr. 1999: E4. *InfoTrac Newspapers*.Web. 21 Apr. 2009. |
| *++ Web newspaper article with author (name of publisher follows title of source, so Washington Post repeats)* | Willison, Marilyn Murray. "Family Issues." *Washington Post.*Washington Post, 1 May 2009. Web. 6 May 2009. |
| *Scholarly journal article(volume & issue numbers go after journal name; if no issue number, just put volume)* | Larson, Eric. "Cross-Cultural Studies of Fatherhood." *Journal of**Marriage and the Family* 11.4 (1998):212-18. Print. |
| *++ Scholarly journal article from an online database to which the library subscribes (volume & issue numbers go after journal name)* | Gerry, Judy O. "Balancing Employment and Fatherhood." *Journal**of Family Issues* 18.6 (1997): 386-402. *Academic Search**Complete.* Web. 21 July 2008. |
| *Previously published scholarly article reprinted in a collection* | Wornen, Henry. "The Father and His Sons." *Modern Literature* 27.3(1995): 179-85. Rpt. in *Twentieth Century Literary Criticism.*Ed. Michael Stewart. Vol. 89. Detroit: Gale, 1999. 404-10. Print. |

[Return to Top](http://library.austincc.edu/help/mla/#top)

**BOOKS**

|  |  |
| --- | --- |
| **Reference Type:** | **List Example:** |
| *Book or pamphlet* | Parke, Ross. *Fathers.*Cambridge: Harvard University Press, 2000. Print. |
| *Book with two editors, not the first edition* | McKee, Lorna, and Margaret O’Brien, eds. *The Father Figure.* 3rd ed.New York: Tavistock, 1982. Print. |
| *++ E-book from online database to which the library subscribes* | Coltrane, Scott. *Family Man: Fatherhood, Housework, and Gender Equity.*New York: Oxford, 1996. *eBooks on EBSCOhost.* Web. 7 Feb. 2009. |
| *Republished book* | Young, Marilyn. *Family Life.* 1972. New York: Doubleday, 1999. Print. |
| *A work or chapter within a larger work* | Valsiner, Jaan. “The Father’s Role in the Social Network of a Soviet Child.”*Role of the Father in Child Development*. Ed. Michael E. Lamb.New York: Wiley, 1981. 187-201. Print. |
| *Work reprinted in a collection and given a new title* | Wooster, Bernard. “Child Support Laws Should Be Tougher.”*Family Values: Opposing Viewpoints.* San Diego: Greenhaven,1998. 10-14. Print. Rpt. of “Deadbeat Dads.” *Reader’s Digest*Jan. 1996: 29-34. |

**ENCYCLOPEDIA ARTICLES**

|  |  |
| --- | --- |
| **Reference Type:** | **List Example:** |
| *General encyclopedia, signed article* | Farber, Bernard. “Family.” *Encyclopedia Americana.* 2007 ed. Print. |
| *Specialized encyclopedia, no author given* | “Fatherhood.” *Encyclopedia of Sociology.* Ed. T.E. Chen.Vol 2. New York: Putnam, 1999. Print. |
| *++ Web encyclopedia, no author given* | "Parent." *Encyclopaedia Britannica Online.* Encyclopaedia Britannica,2008. Web. 13 Mar. 2009. |
|  |  |

**OTHER WORKS**

|  |  |
| --- | --- |
| **Reference Type:** | **List Example:** |
| *Government document* | United States. Dept. of Justice. *Child Support Payment Laws.*Washington: GPO, 2007. Print. |
| *++ Government document from the web* | United States. Dept. of Education. *Choices for Parents.* 9 Oct. 2008.Web. 11 Nov. 2008. |
| *Interviews (in-person and from an outside source)* | Vargas, Carmen. Personal interview. 8 Nov. 2005.Jensen, Alfred.Interview by Ted Koppel. *Nightline.* ABC. KVUE, Austin, TX.24 May 2004. Television. |
| *++ Work reprinted in a collection from a library database* **(give information about where originally published first, then about reprint source)** | O'Neale, Sondra. "Fathers, Gods, and Religion: Perceptions ofChristianity and Ethnic Faith in James Baldwin." *Critical Essays**on James Baldwin.* Ed. Fred Stanley and Nancy Burt. N.p.: Hall,1988: 125-43. Rpt. in *Contemporary Literary Criticism*.Web. 12 Dec. 2008. |
| *Film or video* | *When Fathers Desert Families.* Prod. Project Hope. Maxwell, 2008. DVD. |
| *++ Online video* | *Barack Obama Podcast: On Fatherhood.* barackobama.com. 17 June 2007.YouTube. Web. 5 May 2009. |
| *++ World Wide Web site (Give the specific page’s title in quotation marks, then general title of web site in italics. Give publisher after that.)* | Sheppard, Lisa. "Father Involvement Shows Positive Outcomes."*Urban Programs Resource Network.* University of Illinoisat Urbana-Champaign, Apr. 2001. Web. 29 May 2009. |
| **++ World Wide Web page with "missing" information** *(Often all the information asked for in the above example isn't there. Here there was no author or overall web site name or publisher or publication date.)* | *Why Fathers Are Getting Child Custody More.* N.p., n.d. Web. 30June 2008. |
| **++ Blog or listserv entry** *(If screen name is given, use it followed by real name, if known, in brackets)* | Happy Dad [Marlin Johnson]. "Time Well Spent." *African American Dad.* FatherDad, 30 Nov. 2010. Web. 5 Oct. 2011. |
| **++ Blackboard material** | Silva, Ricardo. "Lecture Notes." *Sociology 1301*. Austin Community College. Blackboard. 7 July 2010. Microsoft Wordfile. |
| **++ Tweet** *(Use real name followed by Twitter name in parentheses. Next, place the tweet in its entirety in quotations, inserting a period (a question mark in this example) after the tweet within the quotations. Include the date and time of posting, using the reader's time zone).*  | Kim, Sally (WorkingMom). "Why are men who help take care of kidscalled special but for women it's expected?" 22 Jan. 2012,3:06 a.m. Tweet. |

What is a primary source? List examples.

What is a secondary source? List examples.

What types of resources are unacceptable? List them here.

What is plagiarism? What is a good rule of thumb to follow? What can happen if you plagiarize?

**Peer Editing Checklist**

This is a required element before you show your teacher your Rough Draft for credit.

Person doing the editing:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person who wrote the paper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Be honest.  Be clear.  Ask questions for clarification directly on your peer’s paper.  Remember, you’re helping them to become better writers and get a better grade!

Check your spelling                Yes\_\_\_\_\_\_            No\_\_\_\_\_\_

Check your punctuation            Yes\_\_\_\_\_            No\_\_\_\_\_\_

Check your paragraph formatting        Yes\_\_\_\_\_            No\_\_\_\_\_\_

Please add page numbers            Yes\_\_\_\_\_            No\_\_\_\_\_\_

Is there a title?                Yes\_\_\_\_\_            No\_\_\_\_\_\_

Is your name on the paper?            Yes\_\_\_\_\_            No\_\_\_\_\_

Is your paper double-spaced?        Yes\_\_\_\_\_            No\_\_\_\_\_

Check your word usage (your/you’re)    Yes\_\_\_\_\_            No\_\_\_\_\_

The following places could have more detail to add interest or clarification (i.e.: add feelings, thoughts, dialogue or description).  These places are marked with an asterick (\*) on your paper.  Here are my written suggestions if they aren’t on the paper.

Here are the things that are very strong and interesting about your paper:

**Final Paper Rubric**

The following rubric will be used to grade your paper.  Each section will earn a 4, 3, 2, or 1 and then averaged out for your grade.  4=A, 3=B, 2=C, 1=D.  Your effort will earn you a + or -, based on your baseline skills as an individual.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent 4 | Good 3 | Fair 2 | Weak 1 |
| Clarity and Focus | Writing is exceptionally clear, focused and interesting. | Writing is generally clear, focused and interesting. | Writing is loosely focused on the topic. | Writing is unclear and unfocused. |
| Development and Main Ideas | Main ideas (including the thesis statement and topic sentences) are clear, specific and well-developed.   | Main ideas (including the thesis statement and topic sentences)  are identifiable, but many be somewhat general. | Main ideas are overly broad or simplistic.  The thesis statement and topic sentences are not clear. | Main ideas are unclear or not expressed.  There is not a clear thesis statement or topic sentences. |
| Organization | Organization is clear (beginning, middle and end) and fits the topic and writing form. | Organization is clear, but may be predicatble or formulaic.  | Organization is attempted, but is often unclear. | Organization is not coherent. |
| Vocabulary | Vocabulary is exceptionally rich, varied and well-chosen. | Vocabulary is colorful and generally avoids cliches.  | Vocuabulary is ordinary and may rely on cliches. | Vocabulary is limited, general, or vague. |
| Mechanics and Usage | Demonstrates exceptionally strong command of conventions, of punctuation, capitalization, spelling, and usage. | Demonstrates control of conventions of punctuation, capitalization, spelling and usuage. | Errors in use of conventions of mechanics and usage distract, but do not impede, the reader. | Limited ability to control convenstions of mechanics and usage impairs readability of the composition. |
| MLA Style | Use of correct parenthetical citations within the body of the paper are clear.  Works cited page is done correctly.  There is a Title Page, Table of Contents and Work Cited Page. Page numbers are present. | Use of parenthetical citations works cited page are attempted, but not done correctly. There is a Title Page, Table of Contents and Work Cited Page.  Page numbers are present. | Evidence of research is in the paper, but no citations within the body were completed.  A works cited page is included.  Required Title page, Table of Contents and Works Cited Page is not evident.  No page numbers are present. | There is no citation in the body of the paper, nor is there a works cited page. Required Title page, Table of Contents and Works Cited Page is not evident.  No page numbers are present. |

Paper Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

General Comments: