

## Option 1: Unit 3, Embedded Assessment 1

### Writing a Literary Analysis

#### Assignment:

Select a character from *Othello* and write a literary analysis about him or her using one of the critical lenses that you have studied (choose Feminist, Marxist, Cultural, Historical, or Archetypal for this assignment). You will support your analysis with valid reasoning and sufficient evidence from your reading, observations, and previous written work.

Pework: Read *Othello* in preparation to write this essay.

Planning and Pre-Writing	<ul style="list-style-type: none"> <li>• How will you evaluate the different critical perspectives and decide which will provide a strong analysis of one of the characters?</li> <li>• How will you go about collecting textual evidence that supports your thesis?</li> <li>• How will you analyze the character's behaviors and motivations?</li> <li>• What sorts of tools will you use to record your ideas and structure the essay (for instance, an outline or a graphic organizer)?</li> </ul>
Drafting	<ul style="list-style-type: none"> <li>• How can you craft a single thesis statement so that it makes a clear assertion about a character through a specific critical lens?</li> <li>• How will you use the evidence you selected to support your thesis and clarify your thinking?</li> <li>• Which literary elements will you analyze and how will they contribute to supporting your thesis?</li> <li>• How can you conclude your work in a way that follows naturally from the ideas while avoiding unnecessary repetition?</li> </ul>
Evaluating and Revising	<ul style="list-style-type: none"> <li>• How will you make sure that the evidence you include clearly and consistently supports your position?</li> </ul>

	<ul style="list-style-type: none"> <li>• How will you make sure you avoid oversimplifying the critical perspective you are using to analyze your character? (For example, “from a Feminist critical perspective, all men are bad”)?</li> <li>• What kinds of feedback from peers and the Scoring Guide can you use to guide your revision?</li> </ul>
Checking and Editing for Publication	<ul style="list-style-type: none"> <li>• How will you ensure that your essay maintains an academic, formal tone; that it seamlessly embeds quotations within the text; and that it uses varied syntax?</li> <li>• How will you check for grammatical and technical accuracy?</li> <li>• What sort of outside resources can help you to check your draft?</li> <li>• How will you publish and present your essay to its intended reader or readers in a format that reflects its content and purpose?</li> </ul>

#### Reflection:

After completing this Embedded Assessment, think about how you went about accomplishing this assignment, and respond to the following:

- How were you able to consider your audience when crafting your thesis, anticipating what information they would need, and what potential questions they might have?

#### Resources:

- This Embedded Assessment is the culmination of Unit 3, Part 1. This portion of the unit begins on Page 329 of the English 4 Student Edition.

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Ideas</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>• offers a clear thesis statement supported by strong evidence and provides valuable insight into the text</li> <li>• offers an insightful and thorough analysis of the chosen critical perspective</li> <li>• demonstrates a sophisticated understanding of the perspective and the dramatic elements of the play</li> <li>• offers in-depth analysis of a specific character, considering that character in light of the theme and plot.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• provides a solid thesis statement that is supported by adequate evidence and shows some level of analysis of the text</li> <li>• offers a reasonable analysis of the chosen critical perspective</li> <li>• demonstrates an adequate understanding of the perspective and of the dramatic elements used in the play</li> <li>• offers analysis of a specific character that extends beyond summary of the text.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• struggles to articulate a clear thesis and support, often relying on summary or paraphrase instead of specific evidence</li> <li>• offers a less-than-thorough understanding of the task and an inadequate treatment of the chosen critical perspective</li> <li>• overlooks or understates the complexity of the perspective and the text's use of dramatic elements</li> <li>• offers analysis of a specific character that relies on summary and generalization.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• does not articulate a clear thesis and support, often relying on summary or paraphrase instead of specific evidence</li> <li>• offers a tenuous understanding of the task and an inadequate treatment of the chosen critical perspective</li> <li>• does not address the complexity of the perspective or adequately analysis any dramatic elements in the play</li> <li>• offers little or no analysis of a specific character.</li> </ul>
<b>Structure</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>• is organized exceptionally, so that ideas move smoothly</li> <li>• uses transitions effectively to enhance the essay's coherence.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• has an organization that is clear and easy to follow</li> <li>• includes transitions that help readers move between ideas.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• is difficult to follow and may jump too rapidly between ideas</li> <li>• lacks transitions between ideas.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• is confusing and difficult to follow, moving back and forth among different ideas</li> <li>• lacks transitions between ideas.</li> </ul>
<b>Use of Language</b>	<p>The essay</p> <ul style="list-style-type: none"> <li>• uses diction, syntax, and other stylistic devices that are notable and appropriate for the subject, purpose, and audience</li> <li>• demonstrates command of standard English conventions, with few or no errors.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• uses diction, syntax, and other stylistic devices that are appropriate for the subject, purpose, and audience</li> <li>• contains few errors in standard writing conventions; minor errors do not interfere with meaning.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• uses diction, syntax, and other stylistic devices inconsistently for the subject, purpose, and audience</li> <li>• contains errors in standard writing conventions that seriously interfere with meaning.</li> </ul>	<p>The essay</p> <ul style="list-style-type: none"> <li>• uses diction, syntax, and other stylistic devices ineffectively or inappropriately for the subject, purpose, and audience</li> <li>• contains numerous errors in standard writing conventions that seriously interfere with meaning.</li> </ul>

## Option 2: Springboard Writer's Workshop Research Writing

Learning targets:

- Engage in steps of the research process to answer a question, and share your findings in a research presentation essay.
- Gather and synthesize information from multiple sources to answer a research question, and assess the reliability and validity of each source you use.
- Consult a style manual and adhere to guidelines for accurately citing sources.
- Share research findings in a clear and logically structured presentation appropriate to purpose, audience, and task.
- When presenting research findings in essay format, demonstrate command of standard English conventions

### Research Writing

To write reports or communicate information to others, you may need to conduct research on a chosen topic. Creating and following an organized plan for your research will help you collect appropriate information for your finished report or communication. When conducting and presenting research, it is important to follow a process that includes:

- Developing a research plan for a research question on a multifaceted topic.
- Locating and examining multiple sources for information that identifies the issues and debates in the field of inquiry.
- Using graphics, visuals, images, and other forms to represent information.
- Carrying out an investigation of sources using tools that demonstrate accuracy, reliability, authority, objectivity, and usefulness.
- Paraphrasing, summarizing, and/or quoting material from research, correctly cited and integrated into the text, as evidence to support conclusions and reasoning.
- Using an appropriate mode of delivery to present findings to address a specific purpose and audience.
- Developing an organized presentation of information that supports personal opinions with evidence synthesized from a variety of sources and perspectives and that anticipates counterarguments.
- Writing text that maintains consistent verb voice and mood.
- Demonstrating ability to separate factual data from complex inferences.
- Demonstrating ability to determine whether evidence to support theories is weak or strong and how that evidence helps create a cogent, or convincing, argument.

### Activity 1: Discovering the Elements of Research Writing

Research a Topic

1. Think about your previous experiences with research. Work with a partner to record and share responses.
  - a. How did you choose a topic to research?
  - b. What role did audience and purpose play in helping you choose a topic?
  - c. How did you locate relevant sources to research your topic?
  - d. What types of sources did you use?
  - e. How did you examine sources and decide which were good (i.e., valid, credible, objective, authoritative)?
  - f. How did you take notes and summarize the information you found?
  - g. How did you tie together information from multiple sources?
  - h. How did you write about or present your findings?

## As You Read

- Work with your classmates to examine the sample research material your teacher provides.
- What is the research question? Record your response in the margin.
- Circle the thesis sentence.
- Take notes on the possible opposing arguments to the writer's point of view.
- Look at the sources cited for the information presented. How do you know the sources are credible and reliable? Which are primary and which are secondary sources? Which is a print source and which is electronic?

## Working from the Text

### **Language and Writer's Craft Practice: Maintaining Consistent Verb Voice and Using Appropriate Mood**

As you write longer and more complex sentences, it becomes more of a challenge to maintain consistent verb voice and use appropriate mood. All verbs in your sentences should have the same voice (active or passive) and an appropriate mood (e.g., indicative or subjunctive).

#### **Active vs. Passive Voice**

When you use active voice, the "actor" of the sentence is clear. Also, active voice tends to use more vigorous action verbs and fewer be verbs such as are or was.

Passive: The cookies were eaten.

Active: Lance ate the cookies.

Typically, you should opt for active voice, because it is clearer and more direct. However, when using either one, it is often important to maintain the same voice throughout one sentence.

Awkward: Tim turned on the oven and cookies were made.

Better: Tim turned on the oven and made cookies

Revise the next two sentences for consistent verb voice.

Jim Henson created the Muppets and many strange characters were brought to life.

The committee collects all the ballots and each vote is counted.

#### **Moods: Indicative and Subjunctive**

The indicative mood is the most common verb mood. It indicates a stated fact or opinion.

Lance ate the cookies. (This is a fact.)

The subjunctive mood indicates a wish, a desire, or something that might happen but has not happened. It can also indicate a state of being contrary to reality.

Lance wishes there were cookies to eat.

If I were like Lance, I would eat nothing but cookies. 4

Label the mood of the boldface verb in each of the next two sentences as indicative or subjunctive.

I wish I were a Martian.

I wish I were a Martian.

\*For the purpose of this assignment, we are skipping activities 2 and 3 which require group/class writing.

#### Activity 4: Independent Writing

Research a topic and present your findings in an essay.

Be sure to:

- Choose an issue that has multiple competing perspectives and can be researched.
- Write a major research question.
- Create a research plan, identifying valid sources and generating search terms.
- Determine an appropriate audience that would need the information from your research. Consider what kind of background information they might need on the topic. Address this audience directly in your presentation.
- Conduct your research and take notes.
- Analyze the rhetorical strategies in your source materials, so you understand the techniques of persuasion the writers are using to convince their readers.
- Evaluate your findings, and determine whether to write additional questions for research.
- Compile your findings. Make sure that you are using a variety of sources and not depending too much on a single source. Refer to the Scoring Guide for this writing task—it will help you plan your efforts.
- Based on your research, create a thesis that represents your opinion about the issue you have selected.
- Write a thesis paragraph and supporting paragraph(s) that demonstrate sound reasoning based on evidence and conclusions that represent your own thinking, in addition to that of your research sources.
- Present your findings to in an essay.

Resources:

The full activities are found within the English 4 Writers Workshop Student Edition. Pages 81-90.

## SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
<b>Development of Ideas</b>	<p>The presentation</p> <ul style="list-style-type: none"> <li>communicates an insightful answer to a research question to an appropriate audience</li> <li>integrates accurate and credible information from multiple authoritative sources and maintains the logical flow of ideas</li> <li>synthesizes quotes or paraphrases research effectively; avoids plagiarism; uses citation format</li> <li>effectively anticipates and refutes counterarguments</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>presents a clear and focused answer to a research question to an appropriate audience</li> <li>uses accurate and credible information from multiple sources to adequately maintain the flow of ideas</li> <li>uses quotes or paraphrased research while avoiding plagiarism and following a standard citation format</li> <li>anticipates and refutes some counterarguments</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>presents a minimally developed answer to a research question and/or addresses no specific audience</li> <li>contains information that may not be accurate or credible and/or confuses the flow of ideas</li> <li>contains few quotes or paraphrasing of research, showing little ability to avoid plagiarism or to follow a standard citation format</li> <li>does not effectively anticipate and refute counterarguments</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>does not present an answer to a research question and/or no specific audience is addressed</li> <li>contains inaccurate information that may confuse the flow of ideas and/or reader</li> <li>contains no quotes or paraphrasing, demonstrating an inability to avoid plagiarism or to follow citation format</li> <li>does not acknowledge counterarguments meaningfully</li> </ul>
<b>Organizational Structure</b>	<p>The presentation</p> <ul style="list-style-type: none"> <li>organizes complex ideas to create a unified whole</li> <li>sequences ideas effectively and uses a variety of transitions to create coherence</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>organizes ideas to create cohesion</li> <li>sequences ideas and uses transitions and techniques to create coherence</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>demonstrates limited cohesion; expected parts may be missing</li> <li>presents some disconnected ideas; may lack coherence</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>lacks cohesion</li> <li>presents disconnected ideas; lacks coherence</li> </ul>
<b>Use of Language</b>	<p>The presentation</p> <ul style="list-style-type: none"> <li>uses precise diction and syntax that is deliberately chosen to manage the complexity of the topic</li> <li>uses a variety of sentence structures to enhance the text</li> <li>demonstrates technical command of conventions of standard English</li> <li>uses voice and mood skillfully</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>uses diction and syntax that appropriately manages the topic</li> <li>uses a variety of sentence structures</li> <li>demonstrates general command of standard English conventions; minor errors do not affect meaning</li> <li>mostly uses verb voice and mood appropriately</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>uses diction that is inappropriate at times</li> <li>shows little or no variety in sentence structure</li> <li>demonstrates limited command of standard English conventions; errors may interfere with meaning</li> <li>contains shifts in verb voice or inappropriate use of mood</li> </ul>	<p>The presentation</p> <ul style="list-style-type: none"> <li>uses diction and/or syntax that is inappropriate to the topic</li> <li>lacks variety in sentence structure</li> <li>contains serious errors that interfere with meaning</li> <li>contains shifts in verb voice and inappropriate uses of mood that interfere with readability</li> </ul>

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\*Please note, where the rubric says “presentation” it means essay.