

Option 1: Unit 4, Embedded Assessment 2

Writing an Analytical Essay

Assignment:

Write an analytical essay in which you discuss how Zora Neale Hurston's writing is both a reflection of and a departure from the ideas of the Harlem Renaissance. Include aspects of the Harlem Renaissance that you see reflected in Hurston's writing as well as characteristics of Hurston's writing that are departures from selected aspects of the Harlem Renaissance.

Prework: Read *Their Eyes Were Watching God* in preparation to write this essay.

Planning and Pre-Writing	<ul style="list-style-type: none"> • What resources on the Harlem Renaissance can you use to help you plan your work? • What writings by Zora Neale Hurston will you refer to? • What elements of the Harlem Renaissance do you recognize in Hurston's writing, and what elements of her writings seem to be departures from those aspects?
Drafting	<ul style="list-style-type: none"> • How can you state your claim as a single thesis statement so that it captures your thinking? • What organizational pattern will best allow you to compare Hurston's work to aspects of the Harlem Renaissance? How will you use textual evidence from your sources to support your ideas? How will you use commentary to explain how this evidence relates to your thesis? • Is the evidence that you use cited in a way that will allow your audience to know which source is being used every time? Does your works cited page provide all the information necessary for your audience?
Evaluating and Revising	<ul style="list-style-type: none"> • How can you use transitions so that one idea moves smoothly to the next? • How will you use the Scoring Guide and peer responses to help guide your revision?
Checking and Editing for Publication	<ul style="list-style-type: none"> • 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? • How will you check for grammatical and technical accuracy?
--	---------------------------------------------------------------------------------------------------------------------------------------------

Reflection:

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

- How did the use of both primary and secondary sources help you examine how writers' works can be a product of both their time and their own personal perspective?

Resources:

- This Embedded Assessment is the culmination of Unit 4, Part 2. This portion of the unit begins on Page 576 of the English 3 Student Edition.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay</p> <ul style="list-style-type: none"> • presents a convincing, thorough, and perceptive understanding of Hurston's writings as well as aspects of the Harlem Renaissance • contains analysis that demonstrates an exceptional insight into Hurston's writings and the Harlem Renaissance • uses clear and effective specific and well-chosen examples that yield detailed support for the analysis. 	<p>The essay</p> <ul style="list-style-type: none"> • demonstrates a solid understanding of Hurston's writing and the Harlem Renaissance and provides a convincing text • contains analysis that demonstrates a general insight into Hurston's writings and the Harlem Renaissance • uses appropriate examples to support the position. 	<p>The essay</p> <ul style="list-style-type: none"> • demonstrates an uneven understanding of Hurston's writing and/or the Harlem Renaissance and does not create a convincing text • attempts to analyze Hurston's writings and the Harlem Renaissance, but the analysis may be simplistic or replaced by summary • uses evidence to support the position with a weak or unclear connection to the claim. 	<p>The essay</p> <ul style="list-style-type: none"> • demonstrates a superficial understanding of Hurston's writings and the Harlem Renaissance and provides an underdeveloped text • lacks an analysis of Hurston's writings and the Harlem Renaissance • uses evidence to support the position that may be weak or provides too few examples.
Structure	<p>The essay</p> <ul style="list-style-type: none"> • is exceptionally well organized • moves smoothly and comfortably between ideas • uses clear and effective transitions to enhance the essay's coherence. 	<p>The essay</p> <ul style="list-style-type: none"> • is clearly organized • sequences ideas in a way that is easy to follow • uses transitions to move between ideas. 	<p>The essay</p> <ul style="list-style-type: none"> • is organized with some lapses in structure or coherence • sequences ideas in a way that may be confusing at times • inconsistently uses transitions. 	<p>The essay</p> <ul style="list-style-type: none"> • is organized in a way that impedes the ideas presented • sequences ideas in a way that is difficult to follow • jumps too rapidly between ideas and lacks transitions.
Use of Language	<p>The essay</p> <ul style="list-style-type: none"> • employs stylistic choices in language that are exceptional • successfully weaves textual evidence from the novel into its own prose • demonstrates strong control and mastery of standard writing conventions. 	<p>The essay</p> <ul style="list-style-type: none"> • employs stylistic choices in language that are clear and appropriate • weaves textual evidence from the novel into its own prose accurately • demonstrates control of standard writing conventions, and though some errors may appear, they do not seriously impede readability. 	<p>The essay</p> <ul style="list-style-type: none"> • uses stylistic choices in language that are uneven • attempts to incorporate textual evidence from the novel into its own prose yet may do so awkwardly or inaccurately • contains errors in standard writing conventions that interfere with the meaning. 	<p>The essay</p> <ul style="list-style-type: none"> • uses stylistic choices in language that are not appropriate for the topic • does not incorporate textual evidence from the novel • contains frequent errors in standard writing conventions that severely interfere with the meaning.

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.
- 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, 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. Be sure to:

- Develop a research plan for a research question on a multifaceted topic.
- Locate and synthesize information from multiple sources that identifies the issues and debates in the field of inquiry.
- Include graphics, visuals, images, and other forms to represent information.
- Conduct an investigation of sources using tools that demonstrate the reliability, validity, authority, objectivity, and usefulness of sources.
- Incorporate summarized and/or quoted material from research, correctly cited and integrated into the text, as evidence to support conclusions and reasoning.
- Create a presentation of findings to address a specific purpose and audience.
- Use written text that avoids wordiness and redundancies.

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 find sources to research your topic?
 - d. What types of sources did you use?
 - e. How did you decide which sources were good (i.e., valid, reliable, objective, authoritative)?
 - f. How did you take notes and summarize the information you found?
 - g. How did you write about or present your findings?
 - h.

As You Read

- 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: Avoiding Wordiness and Redundancy

Often, students find themselves aiming for the lengthiest sentence possible, especially when there is a required length to reach. However, audiences appreciate when language is precise and concise. This is especially true when presenting research, as often the audience for a research presentation has a preconceived time limit in mind.

Wordiness is when more words than necessary are used to make a point.

The Great Depression was a very serious crisis and it affected lots and lots of people.

By definition, a crisis is “very serious.” In addition, the sentence can be tightened up by revising it to the new version below:

The Great Depression was a crisis that affected many people.

Redundancy is when a sentence makes the same point more than once.

For some, acne is a preventable problem that can be avoided with careful hygiene.

Here, the writer states that acne is “preventable,” then goes on to state that it “can be avoided.” Both of these phrases provide the same information. The sentence below conveys just as much information:

For some, acne can be avoided with careful hygiene.

Practice

Look over the sentences below, and revise them to avoid wordiness and redundancy.

The school was closed all day on account of the giant blizzard of snow that went from the morning until late at night.

Thomas Edison was an amazing inventor who created hundreds of new devices and technology.

The committee meets one time every month and looks over the way we spend our finances and oversees our use of resources.

It is very probable that the classes will be on Monday evenings and Wednesday evenings.

As you continue to work through the process of writing research presentations, you will be expected to revise overly wordy or redundant text so that your work is clear and to the point.

*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 to use.
- 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 the research and take notes.
- Evaluate your findings, and decide whether to write additional research questions.
- Compile your findings. Use a variety of sources.
- Based on your thesis statement, develop an organizational structure for presenting your evidence, reasoning, and conclusions.
- Refer to the Scoring Guide for this writing task—it will help you plan your efforts.
- Write a thesis paragraph and paragraphs that support your thesis.
- Revise the text to avoid wordiness and redundancies.

Resources:

The full activities are found within the English 3 Writers Workshop Student Edition. Pages 65-72.

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Development of Ideas	<p>The presentation</p> <ul style="list-style-type: none"> communicates a complex and insightful answer to a research question integrates relevant and credible information from multiple authoritative print or digital sources selectively to maintain the logical flow of ideas synthesizes quotes or paraphrases research effectively; avoids plagiarism; uses standard citation addresses the specific interests and needs of an appropriate audience 	<p>The presentation</p> <ul style="list-style-type: none"> presents a clear answer to a research question uses credible information from multiple authoritative print or digital sources to adequately maintain the flow of ideas uses quotes or paraphrased research; avoids plagiarism; follows citation format addresses an appropriate audience 	<p>The presentation</p> <ul style="list-style-type: none"> presents an unfocused and/or minimally developed answer to a research question contains information that may not be accurate or credible and/or confuses the flow of ideas contains few quotes or paraphrasing of research; shows little ability to avoid plagiarism or to follow citation format does not specifically address an appropriate audience 	<p>The presentation</p> <ul style="list-style-type: none"> does not answer a research question does not support thesis with information from research contains no quotes or paraphrasing of others' ideas, demonstrating little ability to avoid plagiarism and/or cite basic bibliographic information does not address a specific audience
Organizational Structure	<p>The presentation</p> <ul style="list-style-type: none"> skillfully organizes complex ideas to create a unified whole sequences ideas effectively and uses a variety of transitions to create coherence 	<p>The presentation</p> <ul style="list-style-type: none"> organizes ideas to create cohesion sequences ideas and uses transitions and techniques to create coherence 	<p>The presentation</p> <ul style="list-style-type: none"> demonstrates limited cohesion presents disconnected ideas and limited use of transitions and/or techniques to create coherence 	<p>The presentation</p> <ul style="list-style-type: none"> demonstrates no cohesion presents disconnected ideas with no transitions
Use of Language	<p>The presentation</p> <ul style="list-style-type: none"> uses precise diction that manages the complexity of the topic uses a variety of sentence structures to enhance the text expresses ideas precisely and concisely, eliminating wordiness and redundancy demonstrates technical command of conventions 	<p>The presentation</p> <ul style="list-style-type: none"> uses diction that appropriately manages the topic uses a variety of sentence structures avoids wordiness and redundancy with a few minor exceptions demonstrates general command of conventions; minor errors do not affect meaning 	<p>The presentation</p> <ul style="list-style-type: none"> uses diction that is inappropriate for managing the topic shows little or no variety in sentence structure struggles to avoid wordiness and redundancy demonstrates limited command of conventions; errors may interfere with meaning 	<p>The presentation</p> <ul style="list-style-type: none"> uses diction that is inappropriate for the topic lacks variety in sentence structure wordiness and redundancy interfere with meaning multiple errors interfere with meaning

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