

Ms. B's PARAMOUNT PROCEDURES OF IMPERATIVE IMPORT!

(Or.... Just things you need to know)

Important Links:

- Class Homepage:** <http://babcockenglish2.weebly.com>
- Google Email & Login:** [firstname.lastname##\(last 2 of I.D.\)@K12.leanderisd.org](mailto:firstname.lastname##(last 2 of I.D.)@K12.leanderisd.org)
• Example: Jane.Smith12@K12.leanderisd.org
Password: Same used to login to computers
- Grammar Excercises:** <http://bcs.bedfordstmartins.com/exercisecentral/>
- Vocab Excercises:** http://www.vocabtest.com/high_school/sophomore.php

Grading Symbols:

√ ★ = 100

√+ = 90

√ = 80

√- = 65

The above symbols are for grading daily assignments with general expectations that can be assessed quickly.

MLA Expectations:

1. Heading (top left corner):

Your Name
My Name
Eng II
Spelled out date

3. Always introduce quotes:

According to the author, "..."
This is seen when the character says, "..."
For example, the essay says, "
I know this because the author states, "..."

2. Always cite quotes:

For example, "This is a quote" (author pg#).

4. Always include an interesting title

No: Animal Farm Paper
Yes: Barnyard Betrayal

Paragraph Response Template

(1) [Repeat Question] is **(2) [Answer Question]**. I know this because in the **(3) [essay/article/story/writing]**, **(4) [author/character's name]** states, "**(5) [give a quote or evidence]**" **(6) [Cite it: (author page#)]**. This quote clearly shows how **(7) [Explain how the quote proves your answer without being repetitive. Assume your reader will have trouble "getting it" unless you clearly explain the connection. This is the most important part of your response!!]**.

Example Response:

(1) The theme of Romeo and Juliet is (2) that love can overwhelm a person as powerfully and completely as hate can. I know this because in the (3) play, (4) Romeo threatens to kill himself, stating, " Much more than death: do not say 'banishment'" (5) (Shakespeare 3.3.5-6), and just three scenes later Juliet threatens to kill herself as well (Shakespeare 3.5.242). This and the repeated threats of death in the play from the two lovers to themselves and each other shows (7) how closely love and violence are connected in the play. The connection between hate, violence, and death seems obvious, but Shakespeare adds an interesting connection between blinding love and the violence it can create that is important and fresh.

Examples of Hooks:

1. **Ask the reader a question:** *Have you ever ...? Can you remember a day when...? Wouldn't it be great if...? How would you feel if...? Well this is what the characters/victims/heroes of _____ are going through.*
2. **Use an inspiring or shocking quote:** *Albert Enistein once said, "....." My mother always told me, "....."*
3. **Use a shocking fact or statistic:** *According to [this source] 3 in 4 Americans feel...*
4. **Tell a personal story:** *Some people might think politics do not really apply to them. I thought that too until my life was affected by education cuts. My freshman year....*
5. **Use vivid language to create a snapshot:** *Imagine a world where the sky is black and choking, the soil, grey chalky ash..... etc.*
6. **Start with dialogue:** *"Grab your bag!" my mom yelled over her shoulder. "Why do I need that thing?" I smirked. "Trust me darling, you need it." Fear welled up in my belly as I stepped out of the car. This was it. Like most kids I was about to ...*
7. **Start in the middle of the action:** *My feet pounded the pavement as I darted through alleys, glancing back at the howling herd behind me. Dodging insults and running from trouble. Running, panting, glancing. Just one of many trying to escape the life of a bullied kid.*
8. **Start inside the mind of someone:** *"She could do this," I thought. "She could be the one who changes everything." I was thinking about our new volleyball coach, who seemed to have all the qualities a leader should have.*

Paper Structure:

Introduction:

HOOK
BACKGROUND INFO & SUMMARY
THESIS
A. (Topic or Position) + B. (1 st pt/reason to support) + C. (2 nd pt/reason to support) + ...

Body

(1-infinity
para's long):

Topic Sentence: Mentions topic/position and focuses on first point/reason from thesis.
Follows with evidence (quote, statistic, testimonial, etc.) to back up claim
Ends explaining and commenting on the evidence
This repeats for every point presented in the thesis. Each point is a NEW paragraph

Conclusion:

This wraps up the points of the essay/thesis but using different words
It should also leave the reader thinking. Like ending on a hook, but since they are already hooked, this is called the... CLINCHER!