

Modern Heroes Research

The Assignment

As de Botton claims, in *Consolations of Philosophy*, people often “confuse what is popular with what is right” (16). While de Botton uses Socrates as a symbol of the man who defies what is popular to pursue what is right, there are still those in our own society who fight for what is right – justice, freedom, equal rights – in the face of criticism. Choose one individual who has chosen what is right over what is popular. **You will write an essay (minimum of three pages).** Your choices **MUST** be recent – within the last five years, and you may not choose an actor, musician, or athlete. Be sure to include the following elements:

- 1) Your individual’s efforts and contributions to stand up for his/her beliefs.
- 2) A brief bio of your individual.
- 3) How your individual’s beliefs defy what is popular.
- 4) The outcome of your individual’s efforts/influence.
- 5) The impact your individual has had on society.

To receive any credit, you must use proper parenthetical documentation (internal citations) throughout both your essay and visual, and you must possess a properly formatted MLA Works Cited. If either of these major documentation requirements is missing, you will receive a firm zero on the assignment - without an opportunity to redo the assignment - AND you will receive a referral for plagiarism.

- **What needs cited?** direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

Works Cited

How to cite a book for Works Cited:

Author. Title. Title of container (self contained if book), Other contributors (translators or editors), Version (edition), Number (vol. and/or no.), Publisher, Publication Date, Location (pages, paragraphs URL or DOI). 2nd container’s title, Other contributors, Version, Number, Publisher, Publication date, Location, Date of Access (if applicable).

Basic Book Format

The author’s name or a book with a single author’s name appears in last name, first name format. The basic form for a book citation is:

Last Name, First Name. *Title of Book*. Publisher, Publication Date.

Book with One Author

Gleick, James. *Chaos: Making a New Science*. Penguin, 1987.

Book with More Than One Author

When a book has multiple authors, order the authors in the same way they are presented in the book. The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

If there are **three or more authors**, list only the first author followed by the phrase et al. (Latin for "and others") in place of the subsequent authors' names. (Note that there is a period after “al” in “et al.” Also note that there is never a period after the “et” in “et al.”).

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State UP, 2004.

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Citing an Entire Web Site

Editor, author, or compiler name (if available). *Name of Site*. Version number, Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available), URL, DOI or permalink. Date of access (if applicable).

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003, www.cla.purdue.edu/english/theory/.

Accessed 10 May 2006.

A Page on a Web Site

For an individual page on a Web site, list the author or alias if known, followed by the information covered above for entire Web sites. If the publisher is the same as the website name, only list it once.

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html.

Accessed 6 July 2015.

An Article in a Web Magazine

Provide the author name, article name in quotation marks, title of the web magazine in italics, publisher name, publication date, URL, and the date of access.

Bernstein, Mark. "10 Tips on Writing the Living Web." *A List Apart: For People Who Make Websites*, 16 Aug. 2002,

alistapart.com/article/writeliving. Accessed 4 May 2009.

A YouTube Video

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style. Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author's name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author's name before the title.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012,

www.youtube.com/watch?v=mkdzy9bWW3E.

Parenthetical Documentation

- What needs cited? direct quotations; paraphrased and summarized passages; and ideas, thoughts, and facts you use from a source.
- Use the below reminder on how to cite a website and [OWL at Purdue](#)

How to cite parenthetically *with an author*:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

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How to cite parenthetically *when there is no author* (Reminder – use title of page):

We see so many global warming hotspots in North America likely because this region has "more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . ." ("Impact of Global Warming" 6).

REQUIREMENTS:

- MLA: parenthetical documentation and Works Cited
- You will create a Fall Research folder in your shared English folder; create a 'sources' folder inside of this research folder. Copies of all additional sources will be placed in this folder.
- All aspects of your presentation (links, copies of presentation sections) need to be in your shared folder under LAST NAME_FINAL-RESEARCH for me to look at your paper and project. You will not receive a grade if you do not share your sources.
- Your final essay must be submitted to turnitin.com to receive credit. I will not be accepting any work that is not submitted in this folder.
- Reminder: only use reputable sources – no wikipedia, notes pages, online student essays/projects, etc., are allowed. If you are in doubt – ASK.
- You must hand in a hard copy of your visual on the day it is due.

DUE DATES:

- Turnitin account: 10/20
- Project choice: 10/21
- 5 Sources AND notes: (20 % off for each source missing): 11/4/2016
- Rough Draft: 11/11
- Final Draft: 11/18, at midnight



Fayette County 7-Point Two-Trait Rubric

<p>Idea Development, Organization, and Coherence</p> <p><i>This trait examines the writer’s ability to effectively establish a claim as well as to address counterclaims, to support the claim with evidence from the text(s) read, and to elaborate on the claim with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence in order to create cohesion for an argument essay.</i></p>	4	<p><i>The student’s response is a well-developed argument that develops and supports claims with multiple, clear reasons and abundant, relevant evidence based on text as a stimulus (when designated).</i></p> <ul style="list-style-type: none"> •Effectively introduces a claim or claims and engages the audience •Has a clear, valid, and original claim that takes a position on a substantive topic •Uses an organizational strategy to establish clear relationships among claim(s), counterclaims, reasons and relevant evidence •Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaims fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns •Acknowledges and counters opposing claims, as appropriate •Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims •Intentionally uses and maintains a style and tone that is appropriate for task, purpose, and audience •Provides a strong concluding statement or section that follows from and supports the argument presented • Includes accurate information
	3	<p><i>The student’s response is a complete argument that relates and supports claims with reasons and evidence based on text as a stimulus (when designated).</i></p> <ul style="list-style-type: none"> •Clearly introduces a claim or claims •Has a claim that states a position on an issue •Uses an organizational strategy to present claims, reasons, and evidence •Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaims and to clarify relationships between claims, reasons, evidence, and counterclaims while attempting to attend to the audience’s knowledge or concerns •Attempts to acknowledge and counter opposing claims, as appropriate •Uses words and/or phrases to connect ideas •Uses a tone and style appropriate for task, purpose, and audience •Provides a concluding statement or section that follows from the argument presented • Includes accurate information
	2	<p><i>The student’s response is an incomplete or oversimplified argument that partially supports claims with reasons and evidence loosely-related to the text (when designated).</i></p> <ul style="list-style-type: none"> •Attempts to introduce a claim, but the claim may be unclear •Has a claim that identifies an issue but author’s position is unclear •Attempts to use an organizational structure, which may be formulaic •Develops, sometimes unevenly, reasons and/or evidence to support a claim and present opposing claims but shows little awareness of the audience’s knowledge or concerns •Makes reference to opposing claims •Attempts to use words and/or phrases to connect claims, counterclaims, reasons, evidence, but cohesion is inconsistent or weak •Attempts a tone and style that are appropriate for task, purpose, and audience •Provides a weak concluding statement or section • includes inaccurate information
	1	<p><i>The student’s response is a weak attempt to write an argument and does not support claims with adequate reasons and evidence based on the text as stimulus (when designated).</i></p> <ul style="list-style-type: none"> •May not introduce a claim, or the claim must be inferred •Has no clear claim •May be too brief to demonstrate an organizational structure, or no structure is evident •Provides minimal information to develop the claim(s), little or none of which is from sources

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		<ul style="list-style-type: none"> and fails to attend to the audience’s knowledge or concerns •Makes no attempt to reference, acknowledge, or counter opposing claims •Makes no attempt to use words and/or phrases to connect claims and reasons, reasons and evidence, and claims and counterclaims •Uses a style and tone that are inappropriate and/or ineffective •Provides a minimal or no concluding statement or section • Includes inaccurate information
	0	<ul style="list-style-type: none"> •The response is completely irrelevant or incorrect, or there is no response. •The student merely copies the text in the prompt. •The student copies so much text from the passages that there is not sufficient original work to be scored.
<p>Language, Usage, and Conventions</p> <p><i>This trait examines the writer’s ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards. Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling.</i></p>	3	<p><i>The student’s response demonstrates full command of language, usage, and conventions.</i></p> <ul style="list-style-type: none"> • Uses clear and complete sentence structure, with appropriate range and variety. • Correctly and consistently attributes and integrates paraphrases and direct quotations to their sources via in-text or parenthetical citations. • Has almost no errors in usage and/or conventions. • Fully adheres to MLA formatting and documentation guidelines.
	2	<p><i>The student’s response demonstrates partial command of language, usage, and conventions.</i></p> <ul style="list-style-type: none"> •Uses complete sentences, with some variety. •Attributes and integrates paraphrases and direct quotations inconsistently to their sources via in text or parenthetical citations. •Has minor errors in usage and/or conventions. • Adheres to MLA formatting and documentation guidelines.
	1	<p><i>The student’s response demonstrates weak command of language, usage, and conventions.</i></p> <ul style="list-style-type: none"> •Has fragments, run-ons, and/or other sentence structure errors. •Makes little if any attempt to attribute and/or integrate paraphrases and direct quotations to their sources. •Has frequent or major errors in usage and conventions. • Attempts to adhere to MLA formatting and documentation guidelines.
	0	<ul style="list-style-type: none"> •The student’s response has many errors that affect the overall meaning, or the response is too brief to determine a score. •The student copies so much text from the passages that there is not sufficient original work to be scored.

Students will lose credit for failure to use the assigned number of credible and appropriate sources that are quoted and/or integrated and documented in the Works Cited page. The final grade will be based on the percentage of required sources actually used with each source carrying equal weight. Example for a research paper requiring 5 sources:

4 Credible and Appropriate Sources Quoted and/or Integrated and Cited	Students who only use 4 sources can only earn up to 80% for the essay.
3 Credible and Appropriate Sources Quoted and/or Integrated and Cited	Students who only use 3 sources can only earn up to 60% for the essay.
2 Credible and Appropriate Sources Quoted and/or Integrated and Cited	Students who only use 2 sources can only earn up to 40% for the essay.
1 Credible and Appropriate Source Quoted and/or Integrated and Cited	Students who only use 1 source can only earn up to 20% for the essay.
0 Credible and Appropriate Sources Quoted and/or Integrated and Cited	Students who plagiarize or commit academic dishonesty or do not use any legitimate sources will not receive any credit for the assignment.

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Rubric Conversion Charts for High School

7 Point Rubrics (Informational / Argumentative)

Rubric Score	Grade
7	100
6.5	95
6	90
5.5	85
5	80
4.5	75
4	70
3.5	65
3	60
2.5	55
2	50
1.5	45
1	40
0.5	35
0	0