Name: _____

Directions
  1) *Read the Xavier High School Writing Style Manual and answer the questions below.*
  2) *Write the Five-Paragraph Essay*

Questions

Introduction
  1. How will the Writing Style Manual be helpful to you as a student?

  2. Why do Xavier students need to become effective writers in order to live up to the mission of Xavier High School?

MLA & APA Format
  1. Explain in your own words what MLA format is. What assignments will you use MLA format for?

  2. Explain in your own words what APA format is. What assignments will you use APA format for?

  3. Watch the video linked on page 3 of the Writing Style Manual. It is also linked here. How will this feature help you as a student?

Writing Conventions to be Observed
  1. In your own words, explain the difference between active and passive voice. Should Xavier students use active or passive voice?

  2. Should Xavier students write in past or present tense?

3. In your own words, explain the difference between dependent and independent clauses.

4. When should you use a semicolon?

5. Give an example of a <u>specific</u> adjective.

6. In what assignments should students <u>only use 3rd person pronouns?</u>

7. In what assignments may students use 1st or 2nd person pronouns?

Using Sources
1. In your own words, explain the difference between direct and indirect evidence.

2. Use the following quote from page 4 of *Once Were Warriors*, written by Alan Duff in 1994, in a complete sentence. Cite the quote in MLA format. "For hours at a time, sometimes, she'd watch the mirrors of her existence outside, down there below her and Jake's bedroom window".

3. Use the following quote from page 4 of *Once Were Warriors*, written by Alan Duff in 1994, in a complete sentence. Cite the quote in APA format. "For hours at a time, sometimes, she'd watch the mirrors of her existence outside, down there below her and Jake's bedroom window".

4. Which method for incorporating direct evidence into a sentence are you most likely to use? Why?

5. Watch the linked [here](#). Explain how using a Citation Generator will help you as a student?

Analysis Paragraph
1. Name the four parts of an analysis paragraph.

The Five-Paragraph Essay
1. What is the most important part of a five-paragraph essay?

2. What two things does the thesis of a five-paragraph essay need to do?

3. In your own words, explain the relationship between the thesis statement and the topic sentences of a five-paragraph essay.

You will write a five-paragraph essay which addresses the prompt below, and contains an introduction, a well-crafted thesis statement, three body paragraphs, a conclusion, and a Work Cited Page. You will only use the attached source that has been given. Your essay must be in MLA format, and conform to the expectations in the *Xavier High School Writing Style Manual.* Your essay will be graded according to the attached rubric. You may use the outline for your essay that is attached to this assignment.

Cheating or Plagiarism in any form will result in an automatic grade of zero on your essay. If you are not sure if something is plagiarism, please ask your teacher.

Prompt: Should people who use illegal drugs face prison sentences?

Source: "Jail Doesn't Help Addicts. Let's Stop Sending Them There."
By Kara Dansky, Senior Counsel, ACLU Center for Justice
OCTOBER 17, 2014

Misti Barrickman has scoliosis. Since she was a teenager, it's been debilitating. It hurt to lie down. It hurt to stand up.

She started taking Oxycontin to help with the pain and became addicted. She came to Seattle to find large quantities of the drug. Unable to find it and feeling increasingly desperate, Misti tried what was readily available: heroin. For the next seven years, she struggled with addiction. She lived between a tent and a jail cell, racking up charges for possession and prostitution.

Her story is all too common.

Almost 30,000 people were arrested for drugs in New York in 2012. Over 117,000 people were arrested for drugs in California in the same year. Nearly 10,700 people were arrested for drugs in Washington that year.

Some of these people, like Misti, have been arrested multiple times – their addictions haven't been helped by stint after stint behind bars. Too often, the cycle just keeps repeating itself.

Seattle is trying something different.

Since 2012, the city's Law Enforcement Assisted Diversion program (LEAD) cuts out the criminal justice middleman. Instead of jailing people struggling with addiction, officers connect people directly with the treatment and services that can actually help them get sober.

Instead of wasting time and money with a court hearing and saddling people with a criminal record before they can access treatment and services, LEAD doesn't waste time. And unlike drug courts, LEAD participants who relapse are not threatened with jail time and expulsion from the program.

For the people we interviewed, the program is working. Misti's been sober now for two years. She no longer lives in a tent, and her pain is under control. She is in school. The latest video in our "OverCriminalized" series – produced in partnership with Brave New Films and The Nation – tells Misti's story and the story of others whose lives have improved after police took them to services, not to jail.

For decades, this country has been waging a failed war on drugs. Drug use hasn't gone down. Drugs are just as available as they used to be. Instead of solving our drug problem, we've become a society that seemingly disregards millions of lives – particularly the lives of black and brown people.

Although the majority of people who use and deliver drugs in Seattle are white, the black drug arrest rate was 13 times higher than the white drug arrest rate in 2006. Aggressive over-policing has ravaged communities. Large swaths of the population have been locked up. And billions of dollars have been wasted that could have been much better spent on interventions that could have actually changed the course of people's lives.

Drug addiction has become one of the many social problems that we've relegated to the criminal justice system. But as with homelessness and mental illness, handcuffs and jail cells haven't made things better and have cost much more than the treatment and services that can. It doesn't have to be this way. America can safely reduce our reliance on incarceration. Several states have reduced their prison populations while crime rates have dropped.

Addiction should not be a crime.

Outline for Five-Paragraph Essay

1) Write your thesis statement here.

_____

_____.

2) Complete the following boxes with your topic sentence for your body paragraphs, the direct evidence +
citation you will use, and some notes on analysis/ how your direct evidence supports your topic sentence
and thesis statement.

	Topic Sentence	Direct Evidence + Citation	Analysis/How your direct evidence supports topic sentence + thesis
Body Paragraph 1			
Body Paragraph 2			
Body Paragraph 3			

Rubric

60 points total	Excellent	Good	Average	Poor	Very Poor
Introduction/ Thesis (5 points) ____/5	Introduction thoroughly explains the subject of the essay. Introduction clearly lists the three pieces of evidence the author will use to support their claim, and ends with a thesis statement that answers the prompt in one sentence by making a claim which can be argued.	Introduction thoroughly explains the subject of the essay. Introduction clearly lists the three pieces of evidence the author will use to support their claim. Introduction ends with a thesis statement that makes a claim which can be argued, and somewhat answers the prompt in one sentence.	Introduction somewhat explains the subject of the essay, but is missing important context. Introduction attempts to demonstrate the three pieces of evidence the author will use to support their claim. Introduction ends with a thesis statement that makes a claim which can be argued, and somewhat answers the prompt in one sentence.	Introduction fails to fully introduce the subject of the essay. Introduction does not list the three pieces of evidence that the author will use to support their claim. Thesis statement does not make a claim which can be argued, or fully answer the prompt.	Introduction fails to fully introduce the subject of the essay. Introduction does not list the three pieces of evidence that the author will use to support their claim. No thesis statement is discernible.
Topic Sentences (3 points each, 9 points total) ____/9	Topic sentence makes an assertion which clearly works to support the claim in the thesis statement	Topic sentence makes an assertion which somewhat supports the claim in the thesis statement.	Topic sentence references the claim in the thesis statement, but does not make an assertion which supports that claim.	Topic sentence consists of summary of source material, and does not make an assertion which supports the claim in the thesis.	Topic sentence makes no assertion and does not appear relevant to the thesis statement.
Supporting Evidence (3 points each, 9 points total) ____/9	The author has chosen evidence from either the assigned source or another reliable source which clearly supports the claim in the thesis and topic sentence. The author provides clear context for the evidence used without engaging in extensive summary of source material. The author blends evidence from source material seamlessly into their own sentence. The author correctly uses an in-text citation in MLA format when required.	The author has chosen evidence from either the assigned source or another reliable source which clearly supports the claim in the thesis and topic sentence. The author provides clear context for the evidence used. The author blends evidence from source material into their own sentence, but may do so in a clunky or awkward fashion. The author uses an in-text citation in MLA format when required, with minimal errors which do not detract from the professional appearance of the citation.	The author has chosen evidence from either the assigned source or another reliable source which mostly supports the claim in the thesis and topic sentence. The author provides clear context for the evidence used, but may engage in too much summary of source material. The author blends evidence from source material into their own sentence, but may do so in a clunky or awkward fashion. The author uses an in-text citation in MLA format when required. Citation may contain errors which somewhat detract from the professional appearance of the citation.	The author has chosen evidence from an unreliable source. The evidence does not support the claim in the thesis and topic sentence. The author fails to provide context for the evidence used, or their context consists only of summary of source material. The author does not attempt to blend evidence from source material into their own sentence. The author fails to use an in-text citation in MLA format when required.	The author has chosen evidence from an unreliable source. The evidence does not support the claim in the thesis and topic sentence. The evidence does not appear relevant to the claim in the thesis and topic sentence. The author fails to provide context for the evidence used, or their context consists only of summary of source material. The author does not attempt to blend evidence from source material into their own sentence. The author fails to use an in-text citation in MLA format when required.
Analysis (5 points each, 15 points total) ____/15	The author offers an analysis of an appropriate length (no shorter than four sentences) which clearly outlines how the evidence the author uses supports the claim in the thesis and topic sentence. The author integrates material from class discussion with their own original ideas, and stays focused throughout their analysis on supporting the claim in the thesis and topic sentence	The author offers an analysis of an appropriate length (no shorter than 4 sentences) which clearly outlines how the evidence the author uses supports the claim in the thesis and topic sentence. The author does not integrate material from class discussion with their own ideas in order to support the claim in the thesis and topic sentence.	The author offers an analysis of an appropriate length (no shorter than 4 sentences). The author's analysis attempts to explain how the evidence the author uses supports the claim in the thesis and topic sentence, but does not fully do so; the author does not integrate material from class discussion with their own ideas; the author does not stay completely focused throughout their analysis on supporting the claim in the thesis and topic sentence.	The author's analysis is too short (less than four sentences). The analysis does not attempt to explain how the evidence the author uses supports the claim in the thesis and topic sentence. The author does not integrate material from class discussion with their own ideas. The author does not stay focused throughout their analysis on supporting the claim in the thesis and topic sentence.	The author's analysis is too short (less than four sentences), is incoherent, or is not relevant to the claim in the thesis and topic sentence.

	Excellent.	Good	Average	Poor	Very Poor
Conclusion **(5 points)** _____/5	Conclusion clearly restates the thesis in different words, reviews all of the assertions made in support of the thesis, and ends by explaining why it matters that the thesis is true.	Conclusion clearly restates the thesis in different words and reviews all of the assertions made in support of the thesis. Conclusion attempts to explain why it matters that the thesis is true, but does not fully do so.	Conclusion restates the thesis in different words. Conclusion somewhat reviews the assertions made in support of the thesis. Conclusion does not clearly explain why it matters that the thesis is true.	Conclusion fails to restate the thesis in different words. Conclusion fails to review the assertions made in support of the thesis. Conclusion does not attempt to explain why it matters that the thesis is true.	Conclusion fails to restate the thesis in different words. Conclusion fails to review the assertions made in support of the thesis. Conclusion does not attempt to explain why it matters that the thesis is true. Conclusion is incoherent, or appears irrelevant to the thesis.
Work(s) Cited Page **(5 points)** _____/5	Work(s) Cited Page has correct heading and spacing. All sources cited in the paper are cited correctly and in MLA format.	Irregular heading or spacing. Minor errors in citations. Errors do not detract from the professional appearance of the Work(s) Cited Page.	Irregular heading or spacing. Errors in citations. Errors somewhat detract from the professional appearance of the Work(s) Cited Page.	Irregular heading or spacing. Errors in citations. Errors completely distract from the professional appearance of the Work(s) Cited Page.	Irregular heading or spacing. Errors in citations. Sources appear in the essay which are not in the Work(s) Cited Page, or sources appear in the Work(s) Cited Page which do not appear in the essay. Errors completely distract from the professional appearance of the Work(s) Cited Page.
MLA Format **(5 points)** _____/5	No errors in MLA format.	1-2 minor errors in MLA format which do not detract from the professional appearance of the paper.	More than 2 errors in MLA format which somewhat detract from the professional appearance of the paper.	Major errors in MLA format which completely distract from the professional appearance of the paper.	
Grammar, Usage, Mechanics **(3 points)** _____/3	No errors in grammar, usage, mechanics, or spelling. Essay does not contain incomplete or run-on sentences. No slang or 1st & 2nd person pronouns unless they are part of direct evidence.	1-2 minor errors in grammar, usage, mechanics, or spelling. Essay does not contain incomplete or run-on sentences. No slang, or 1st & 2nd person pronouns unless they are part of direct evidence. Errors do not detract from clarity of essay.	Essay contains a few errors in spelling, grammar, or usage. Essay contains few incomplete or run-on sentences. Author uses slang or 1st & 2nd person pronouns at least once. Errors do not detract from clarity of essay.	Essay contains several errors in spelling, grammar, or usage. Essay contains multiple incomplete or run-on sentences. Author uses slang or 1st & 2nd person pronouns multiple times. Errors somewhat detract from clarity of essay.	Errors are so frequent they make it impossible to discern the meaning of the essay. Essay contains frequent incomplete or run-on sentences. Author frequently uses slang or 1st & 2nd person pronouns.
Clarity of Author's Voice **(5 points)** _____/5	Author writes in clear declarative sentences, in active voice, and demonstrates mastery of the definition of all vocabulary they use. Author uses varied vocabulary and precise adjectives. Author frequently uses varied punctuation correctly in order to clearly convey tone and meaning.	Author mostly uses varied vocabulary or precise adjectives. Author often uses varied punctuation to clearly convey tone and meaning. Author uses active voice for the majority of the essay.	Author attempts to use varied vocabulary and precise adjectives. Author sometimes uses varied punctuation to clearly convey tone and meaning. Author often switches between active and passive voice.	Author often does not use varied vocabulary or precise adjectives. Author does not use varied punctuation to clearly convey tone and meaning. Author uses passive voice throughout the essay.	Author uses imprecise vocabulary that is beneath their grade level. Author does not use varied punctuation to clearly convey tone and meaning. Author uses passive voice frequently throughout the essay.