

Hello Students!

Starting April 20th we will be pushing forward with new learning. This means we will be setting final due dates for the outline, rough draft, and final draft of your paper. We had about 2.5 weeks left when school closed so you will receive that same amount of time with due dates for the process steps within that time frame.

Due Dates:

- April 24th Outline
- May 1st Rough Draft
- May 8th Final paper

As such, we would like to encourage you to take this week to get some work done! If you did not turn in your source evaluation before the break, you have a zero in the gradebook and will be receiving an email about that this week. *****Please note that assignments this week are still considered optional.***

If you have NOT turned in an outline, we encourage you to work diligently on this process this week. We can give guidance and feedback via email and the weekly feedback assignment. Mrs. Santos will hold a Microsoft Teams meeting on Tuesday. Time announced in email later Monday.

*****Next week is Spring Break so just a reminder that feedback will not be given during that week.***

For this week we would like you to focus on reviewing your research and source evaluation feedback and building your outline OR reviewing your outline feedback and using the resources on our websites to write your rough draft.

On Turnitin you will find an assignment titled Week 3: April 6 Weekly Feedback. This is where you will submit anything you would like this week for additional feedback (source evaluation, outline, thesis, BTS, etc). Be sure to indicate at the top of the document what you would specifically like feedback on.

If you have not already done so, Revise your thesis based on Tii feedback. You are welcome to email Mrs. Santos or Mr. Smith if you have questions. Remember to make sure all 3 parts are clear and concise. Don't forget your prompt and research question! Make sure your thesis answers the prompt and research question. Prompt is most important. Remember the research question can be adjusted as well.

These first couple of tasks are for those that have not yet submitted an outline. If you are done with this step, please skip to Rough Draft tasks below.

Task 1: *Write or revise your Body Thesis statements.* On Santos' website you will find a helpful powerpoint for writing body thesis statements. Don't forget your language analysis! This is important and can aid you in making your body thesis statements specific.

Task 2: *Organize your evidence into your outline and adding analysis.* On the website are the outline powerpoint as well as the rough draft powerpoint. I have also include the peer editing questions (just ignore the intro/conclusion questions). These will help you know what your outline should look like as a whole. The rough draft powerpoint has some good examples of specific evidence and analysis and what that should look

like. Use these as a guide. Remember that you do not need intro or conclusion in an outline, but this should be a full 4-level outline. See last week's document for guidance on reviewing your source evaluation and using language analysis.

When you feel it is ready, you can submit your outline to the Second Semester Integrated Research Paper **Revision 1** assignment for full teacher feedback.

Remember this is an integrated paper! You need to look at the language being used informs our study of the historical events. You should be using language analysis in your paper!

For those ready for rough draft, please use these tasks.

Task 1: *Flesh out your outline into full paragraphs.* There is guidance for this in the outline and rough draft revision PowerPoint as well as the integrating evidence guide. You can also find resources in the Writing Resource link on Santos' website. The idea is all that stuff you had to refrain from typing in your outline (quote integration, context, transitions, etc) will now go back in. Just start with your BTS and keep writing, using your outline as a guide for the order you want to say things. Feel free to upload to the weekly feedback assignment for feedback and questions.

Task 2: *Write your introduction and conclusion.* Both Mr Smith and Mrs. Santos have created some helpful PowerPoints for writing introductions and conclusions. **Smith's is specifically about Integrated Essays and can be found on both websites.** Look over both and see what helps you. Hint: Using quotes or scenes from TFA can be helpful when writing a hook. Feel free to upload to the weekly feedback assignment for feedback and questions.

Task 3: *Get a peer edit on your rough draft.* You can exchange with a friend by sharing through Google and/or get one through Turnitin. **We have created a peer editing assignment on turnitin.com, if you like to peer edit that way instead. Once you upload your rough draft, click write reviews and choose an essay that does not yet have a peer edit to review.** You can submit your paper there and it will generate a rough draft for you to review too. This allows you to both give and receive feedback which can help both sides. When giving feedback, please use the questions in the peer editing PowerPoint to help guide your editing..

Language Analysis Tips

- You do NOT need language analysis on every piece of evidence. Some of your evidence will be more historical and some of your evidence will be specifically used to analyze the language and connect to your thesis. You may have evidence that does both, but this is not required.
- There is no set amount of language analysis you have to have but we should not have to go hunting for it. It should definitely appear more than once. Some prompts will be really LA heavy and some will be a little more SS heavy, with some in between.
- Keep in mind the type of language analysis your prompt requires. If you are using TFA or other story evidence you will have more literary devices (foils, juxtaposition, foreshadowing, characterization, etc.) For those not using TFA as much (or at all) you will not have those, You will need to think in terms of language. Though TFA may have these as well. Examples include: word choice, rhetorical appeals, propaganda techniques, imagery, repetition, etc.

- Remember when looking at your so what in your main thesis, you want to look at broader impact. It's easy to get trapped when you are writing a so what that uses words like "displaying that" "representing" or other more literary analysis language. Since this is also a historical impact paper as well as language analysis, focusing on broad impact of both the language and the events/actions will lead to better analysis.