

### Assessment of Student Learning Project

The purpose of all teaching is to help students to learn, whether that learning is of some particular content knowledge, certain skills, or certain attitudes about life or language. At some point during this semester, you will need to document your assessment of how well students have learned something you have taught them. You may select an entire unit, a specific long-term project, or a cluster of lessons and activities. This project is due during my last visit. I will need to keep this project for accreditation purposes, so make sure I am just receiving copies (or photographs) of what you do and not originals.

#### Components of the Assessment Project

**Step One:** Select a unit for this assessment. It may be a simple one-week unit or one that takes a month. Your plan for this unit must involve the teaching of **literature**, must include a **writing component including drafts**, and must engage students in **critical thinking**. (Advice: Keep this as simple as possible.)

**Step Two:** Describe the class and analyze its composition in terms of the **learning environment**: class grade and ability level, ethnicity, special needs, the title of the class if it is an elective, class size. Also, explain any particular strengths and challenges of this class, the ways in which they have responded to different kinds of instruction before this, or anything else that distinguishes this class from your others and that you will need to take into consideration in designing your lessons.

**Step Three:** Explain how the content of this project fits into what has been taught so far in this class and where the students are headed in their learning. You may explain this in terms of the school or the cooperating teacher's curriculum. Make sure that you place this project into the **context** of their progression of learning throughout the year/semester and in terms of **state standards** that are being met.

**Step Four:** Before beginning this project, you will need to devise an assessment tool that will inform you of students' current level of understanding. This may be a pretest of skill level or content knowledge, formal observations of behavior, a formal interview with your cooperating teacher, an evaluation of previous projects they have completed, or any other method that will allow you to **assess students' understanding of what you will teach before the project begins**.

**Step Five:** Write **lesson plans** for all the lessons included in this project. These lesson plans should be typed, but they should also be realistically what you would use to teach the class, not the formal lesson plans you did for methods.

**Step Six:** If possible, one of my visits should take place during this unit so that your project will include a **Danielson observation form from me**. However, because our schedule is so tight, if this does not work, your **cooperating teacher** should conduct one of his/her formal observations during this project, and that observation form should be included.

**Step Seven:** You will then devise a way to **assess what the students learned** during this project. You may use any of the assessment strategies we have discussed, **but it must contain the same information you asked for at the beginning of your project in Step Three**. You will need to provide a copy of your assessment tool and a copy of the rubric/grading criteria you used to evaluate their work. You also need to provide a brief explanation of why you chose this assessment tool and how you designed the rubric.

**Step Eight:** You will need to provide a copy of **three student samples** (a high, medium, and low) along with the feedback you provided them. Write a brief analysis of the differences among the three outcomes, how these differences might relate to the students themselves, and how they relate to the methods you used. What might you have done differently to improve student learning?

**Step Nine:** **Reflect on this project** and what you learned. What would you change about what you did to achieve better results? If the results met or exceeded your expectations, reflect on why you think the plan worked so well.

Rating Indicator	1 Little or No Evidence	2 Limited Evidence	3 Clear Evidence	4 Clear, Consistent, and Convincing Evidence
Selection of unit Literature (3.5.1) Writing (3.4.1-2) Critical Thinking (2.4)	Unit selected does not incorporate literature, writing, and critical thinking	Unit contains all three areas but they are not well integrated	Unit contains all three areas and they are logically linked	Unit carefully incorporates all three skills so they build on each other and clearly promote student learning ✓
Class description (2.1)	Distinguishing characteristics of this class are not clear	Some distinguishing characteristics are discussed but full picture of class is not presented	Class is described thoroughly	Detailed descriptions of the class clearly indicate an in-depth awareness of students and their learning environment ✓
Project Context (1.3, 4.1)	Context of unit is not stated	Context is stated but not analyzed	Context is described in terms of curriculum and standards	Context is explained thoroughly, related to students' learning process ✓ and progress and to state standards
Pre-assessment (4.10)	Pre-assessment does not establish clear criteria for measuring learning or does not correspond to final assessment	Pre-assessment criteria are vague or only partially correspond to final assessment	Pre-assessment criteria are clear and match final assessment	Pre-assessment criteria are carefully chosen to provide maximum information about student learning ✓
Lesson Plans (4.1)	One or more parts of the lesson plans are not completed	All parts of the lesson plan are present but not completed in a careful or thorough manner	All parts of the lesson plan are complete, clear, and logical	All parts of the lesson plan are designed carefully so as to maximize student learning, promote critical thinking, writing skills, and an understanding of literature ✓
Observations (1.2-3)	Danielson observation forms are missing	Danielson forms are predominantly NI	Danielson forms are predominantly ME	Danielson forms are predominantly ME and EE ✓
Assessment (4.1) Tool Rubric Explanation	Assessment tool does not establish clear criteria that are reflected in the rubric, correspond to pre-assessment, and is not explained	Assessment tool, criteria, and rubric are not clear, do not correspond to pre-assessment, and are not explained thoroughly	Assessment tool, criteria, and rubric are clear, correspond to pre-assessment, and are explained	Assessment tool clearly shows what students have learned based on pre-assessment, establishes clear and meaningful criteria for ✓

				evaluation that are outlined on the rubric, and the process in thoroughly explained
Student samples Analysis (4.10)	Three samples are missing, not clearly distinguishable in terms of levels, and not analyzed	Three samples are included but not clearly distinguishable or analyzed for improving student learning	Three samples are included, clearly distinguishable into high, medium, and low categories, and include an analysis of differences	Three samples are clearly illustrating what defined successful learning and analyzed thoroughly in terms of the students and necessary revisions needed to optimize student learning ✓
Reflection (2.3)	Reflection superficial	Reflection completed but not clearly related to results	Reflection completed and used as a guide for reflecting on the results	Reflection thorough in terms of changes needed or analysis of success ✓

# Assessment of Student Learning Project

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## I. Description and Explanation of Unit

For this Assessment of Student Learning Project, I chose to create and conduct a unit on grammar. This unit was created to benefit senior students who presented me with work that contained consistent and numerous grammar errors. The ten mini-lessons that make up this unit were all created to target specific errors I found in my students' final drafts of the assignment *The Hero's Journey and You*. In this assignment, students were asked to write an essay in which they applied the components of *The Hero's Journey* literary model to their own lives. These essays were graded strictly on content because students would be completing a follow-up unit on the grammar issues found within these essays. Students were then assessed on grammar and mechanics, as well as content, at the end of the unit within a basic five paragraph essay. In this final assessment, students were asked to write a detailed five paragraph essay about a character in *The Lord of the Rings The Two Towers* that they found interesting. The purpose of this final assignment was for students to prove to me that they were capable of applying grammar rules to their formal writing.

## II. Description and Analysis of Class

The class I selected for my Assessment of Student Learning Project is called Nightmare and Vision, Fable and Fantasy. This is a senior college preparatory class offered at Keene High School. I teach two sections of this class, one during Block 1 and the other during Block 3. I conducted my Grammar Unit in both classes because both groups of students were in need of enhancing their grammar skills. The samples of student work included in this project were taken from the Block 1 Nightmare and Vision, Fable and Fantasy class.

There are eleven students in this class. Because it meets during Block 1 (7:25 – 8:50), the students are often quiet and need prodding for participation. The ability levels are tremendously varied in this class; motivation levels vary, as well. I have students who put in great effort, but still struggle to excel, students who lack motivation and are careless about their failing grades, and students who apply effort and are academically successful. With such a varied group of students, it was a struggle to create a unit that would benefit each and every one of them.

In creating my Grammar Unit, I had to keep many things in mind. First, students in Block 1 Nightmare and Vision (for short) enjoy teacher instruction. I found that asking students so early in the morning to get out of their seats was like pulling teeth. Second, these particular students, like most, understood the material I taught as long as I made it mean something to them. As I taught mini grammar lessons each day, the students began to put into perspective where they were going wrong and what they were doing correctly within their formal writing. Finally, while creating this Grammar Unit I had to consider the ways I would teach students new grammar skills and hold them accountable. With such a low energy group of students, it was important for me to make sure that students weren't just writing notes down, but that they were actually thinking about the skills as they took notes.

### III. Relevancy of Unit and State Standards

Throughout my senior students' high school educations, they have been through multiple grammar units and exposed to many different grammar skills. As seniors, my students have been held accountable for grammar in their writing as well as for their formality of writing. After reading the *The Hero's Journey* and *You* essays in March, it was clear to me that it was my responsibility to emphasize the importance of strong grammar skills once and for all before my students left high school. The mini-lessons I created took up ten to fifteen minutes of class time each day. While the grammar lessons were not relevant to the literature I was teaching at the time, I made them relevant by asking students to use their skills when writing about some aspect of the literature they were studying.

My Grammar Unit meets the following New Hampshire State Standards for the End of Grade 12:

- Students use a recursive process, including pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products. (W-12-10)

Students meet this standard by participating in class discussions in which we work together to point out characterization techniques that Tolkien used when writing *The Two Towers* (pre-writing), writing an in-class draft of the five paragraph essay (drafting), completing the peer revision activity and editing their essays for their final drafts (revising and editing), and participating in group discussions in which students critically analyze each others' essays (critiquing).

- Students demonstrate command of the structures of sentences, paragraphs, and texts by...

- using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure). (W-12-1.1)
- using paragraph structures appropriately (e.g., block or indented format). (W-12-1.2)
- applying a format and text structure appropriate to purpose, audience, and context. (W-12-1.4)

Students meet each of these standards by utilizing their Grammar Journals as reference tools when writing their final draft essays.

- In response to literary or informational text, students make and supply analytical judgments about text by...
  - establishing an interpretive claim/assertion in the form of a thesis. (W-12-3.Ib)

Students meet this standard by developing a thesis that makes a claim about a particular character from The Two Towers and by supporting this claim with main plot points from the text.

- In written narrative, students organize and relate a story line/plot/series of events by...
  - creating a clear and coherent, logically consistent structure. (W-12-4.1)

Students meet this standard by creating a clear, fluid, and detailed essay that is not ambiguous.



#### **IV. Pre-Assessment Assignment Sheet and Explanation**

The following pages are the assignment sheet for my pre-assessment. Included with this is the grading rubric for this assignment.

As mentioned before, this pre-assessment was not initially meant to pre-assess my students' knowledge of grammar skills. Essentially, it turned into a pre-assessment when I recognized that my students needed extra instruction and support in order to get their grammar skills to a satisfactory level before graduating high school. Therefore, students' grammar was not graded on these essays. Instead, I devised a follow-up unit and assessment for grammar skills, which is the unit and assessment you see within this Assessment of Student Learning Project.

# The Hero's Journey & You

## In-Class Writing Assignment

**So far this unit, we have explored how The Hero's Journey is relevant in literature and in our lives. We have learned that many journeys we make throughout our lives are rituals that are unique to our culture and society. For this in-class writing assignment, I would like for you to think about the most important journey you have made so far in your life. Please select an experience that has been life changing for you because, as you remember, one of the most important parts of a journey is the revelation, or the dramatic change in the way you view life.**

**Please address each of the eleven components to The Hero's Journey in this assignment. I would like your paper formatted as follows:**

### Heading

Name  
Name of Teacher  
Name of Class  
Date 10 March 2009

### Interesting Title

### Introduction

2-3 sentence description of the experience you have chosen to analyze in terms of The Hero's Journey (include what it is, when it happened, and why it is significant enough to write about)

### Body

Name of Component (ex. The Call)  
4-5 supporting sentences

Name of Component (ex. The Threshold)  
4-5 supporting sentences

...and so on. Please complete for all eleven components.

### Conclusion

5 sentences minimum. Discuss how you better understand this particular journey in your life after applying the components of The Hero's Journey. Briefly restate your revelation and transformation. How has this change in perception/attitude/understanding affected your life?

(Example Conclusion: After applying the components of The Hero's Journey to getting my driver's license, I better understand how failing my driver's test (the Abyss) would have caused me a delay in gaining the new insights that I did. With obtaining my driver's license, I transformed into a young adult with added responsibilities and a new sense of freedom. I realized that I had taken a new role in society; I became a self-reliant individual who accepted that I would have to make informed decisions about the way I drive. This change in attitude affected my life because I realized that my decisions affected the lives others not just when I was behind the wheel, but within all areas of my life.)

You will be graded as follows:

- Each component is addressed and supported 55 points
- 2-3 sentence introductory statement 10 points
- 5 sentence conclusion 15 points
- Interesting title 10 points
- Paper is properly formatted 10 points

This typed writing assignment is due **at the end of class on Tuesday, March 10<sup>th</sup>**. I'm sorry, no exceptions. For full credit, your written journey must meet all the criteria listed above. If you have any questions, Ms. Rounds will be walking around the computer lab and ready to assist you.

Student's Name: \_\_\_\_\_

Journey Selected: \_\_\_\_\_

### Grading Rubric for The Hero's Journey & You

- Each component is addressed and supported

Comments:

55 points

- 2-3 sentence introductory statement

Comments:

10 points

- 5 sentence conclusion

Comments:

15 points

- Interesting title

Comments:

10 points

- Paper is properly formatted

Comments:

10 points

Grade: \_\_\_\_\_ / 100 Points

## V. Daily Mini-Lesson Plans

### March 17, 2009 – Independent vs. Dependent Clauses

Independent clause: a group of words that contains a subject and verb and expresses a complete thought. In other words, an independent clause is a complete sentence.

“Sam studied in the cafeteria for his Beowulf quiz.”

Dependent clause: a group of words that contains a subject and a verb, but does not express a complete thought.

“When Sam studied in the cafeteria for his Beowulf quiz...”

### March 18, 2009 – Subordinating and Coordinating Conjunctions

#### Subordinating Conjunctions

These words can change an independent clause into a dependent clause. Words such as: **while, after, before, so that, if, as, than...**

“Kiera eats her vegetables every day.” **Independent**

“If Kiera eats her vegetables every day...” **Dependent**

“...so that Kiera eats her vegetables every day.” **Dependent**

#### Coordinating Conjunctions

**and, but, or, for nor, so, yet**

~connect two independent clauses

What is an independent clause again?

Why do we have to separate independent clauses with coordinating conjunctions? Because we don't say things like this: “I tripped over the computer chair I didn't get hurt.” Instead:

“I tripped over the computer chair(.) (;) I didn't get hurt.”

**In formal writing, you should never start a sentence with a coordinating conjunction. Their purpose is to strictly break up two independent clauses in the middle of a sentence.**

## March 19, 2009 – Conjunctive Adverbs and Proper Punctuation

### Conjunctive Adverbs

**also, consequently, furthermore, however, moreover, nevertheless, therefore...**

-connect two independent clauses, always and only after a semicolon.

Why might we choose to separate independent clauses with a conjunctive adverb rather than a coordinating conjunction? Because if two complete thoughts are connected in some way, and one wants to make a specific point within one sentence, this is the most effective way to do it.

**Wrong:** "Caroline wasn't in class yesterday; however, she is going to eat soup tomorrow."

-Why is this incorrect?

**Right:** "Caroline wasn't in class yesterday; however, she completed the assigned reading."

-Why is this correct?

In formal writing, sentences that begin with a conjunctive adverb can stand alone as a simple sentence.

"However, Caroline completed the assigned reading."

### Proper Punctuation of Clauses

Knowing how to properly punctuate clauses will help you prevent run-on sentences!

IC. IC. "Mona went to class. She didn't do her homework."

IC; IC. "Mona went to class; she didn't do her homework."

IC; CA, IC. "Mona went to class; \_\_\_\_\_ she didn't do her homework."

IC, CC IC. "Mona went to class, but she didn't do her homework."

DC, IC. "Not having done her homework, Mona went to class."

IC DC. "Mona hadn't done her homework when she went to class."

## March 25, 2009 – Comma Rule #1

Commas should always be used after an introductory clause (a dependent clause that is used to introduce a statement).

"Because her alarm clock was broken, she was late to class."

"When the snow melts, we'll wear our flip flops."

Commas should not be used to separate a complete thought. (Hint: is there a subordinating conjunction in the middle of the sentence?)

"She was late to class because her alarm clock was broken."

"We'll wear our flip flops when the snow melts."

## **March 26, 2009 – Comma Rule #2 – Essential and Unessential Elements**

Unessential Elements – use commas!

- an extra detail in a sentence
- sentence would still make sense without it

“Fred, who often cheats, is only harming himself.”

- We don’t need to know what he is doing to harm himself.

“My niece, wearing the yellow jumpsuit, is playing in the living room.”

- We already know she is in the living room, so we don’t need to know how she’s dressed.

“The Green party candidate, who had the least money, lost the election.”

- We know which candidate lost, so we don’t need to know how much money she had.

Essential Elements – don’t use commas!

- these are details that must be included in order for the sentences to make sense

“Students who often cheat are only harming themselves.”

“The baby wearing the yellow jumpsuit is my niece.”

“The candidate with the least amount of money lost the election.”

## **March 30, 2009 – Transitions**

Each sentence in your piece of writing should follow smoothly from the preceding sentence, and each paragraph should follow smoothly from the preceding paragraph. The world is arguably an unstructured jumble of ideas, but anything that you expect the reader to read from start to finish needs to be a linear progression along one single path. Transition words and phrases are what make it possible for a reader to follow you easily as you explore the various ideas in your paper.

\*\* See “Student Handout 3/30” attached at end \*\*

## **April 1, 2009 – Small, but Important!**

### **Series Commas**

-any list of items, 3 or more, should be separated by commas.

“She received an inheritance, a diamond ring and a house.”

“She received an inheritance, a diamond ring, and a house.”

### **Geographical Names and Dates**

-separated by commas

“We are located in Keene, NH, USA at Keene High School.

### **Abbreviations**

-Never, ever use in MLA formal writing!

### **Numerals**

-Numbers 1 – 100 should always be spelled out, with the exception of common numerals used for measurement and numerals in an address or used for numbering pages.

## **April 2, 2009 – Apostrophes**

They serve two purposes.

1. Apostrophes show possession. What does this mean?
2. Apostrophes show the omission of letters in contractions. What is a contraction?

“Someone’s jacket has been hanging in my closet for three months, so I’ve finally decided to find out whose it is!”

“Jon, who’s been awarded Best Art Student in the school, finally asked to prom; unfortunately, she’s unable to attend.”



### **April 6, 2009 – Verbal Journal Entry**

Students must listen to what I say and write down what they believe to be important.

-New paragraphs should not begin with vague words such as “they” or “it”. A new paragraph is a new point...be as specific as possible when introducing this point.

-Don't expect readers to know what you're talking about. If you state something, make sure you have introduced the concept or plan to elaborate on it. Don't make a reader question what you're talking about.

-Make sure you can support everything you write with fact. Something as simple as, “I am always a hungry person” to as difficult as “Gandalf is befitting of the Great Father archetype”.

### **April 7, 2009 – Verb Tense**

Present	“We study in the living room.”
Present Continuous	“We are studying in the living room.”
Past	“We studied in the living room.”
Past Participle	“We have/had studied in the living room.”
Future	“We will study in the living room.”

**When writing about literature, always write in present tense:**

“In The Two Towers, Legolas and Gimli are friends despite their differences.”

**When writing about historical events or biographical information, it is safest to write in past tense.**

“J.R.R. Tolkien was heavily influenced by the epic poem, Beowulf.”

**It is appropriate to shift tenses in writing when referring to a change in time frame or a switch from one state to another.**

“King is writing (now) a new novel. After its release, it will sell (later) off of shelves in a matter of days.”

**Adding Information**

and  
moreover  
furthermore  
in addition

**Giving Examples**

for example  
for instance  
specifically

**Showing a Contrast**

but  
however  
otherwise  
in contrast

**Showing a Concession**

yet  
nevertheless  
however  
although  
despite

**Showing a Similarity**

likewise  
similarly

**Showing a Similarity**

likewise  
similarly

**Showing a Result**

as a result  
therefore  
thus  
consequently

**Establishing Time Relation or Sequence**

in conclusion  
in summary  
meanwhile

**Showing a Condition**

whether . . . or  
if . . . (then)  
“Whether one believes it or not...”  
“If one keeps up his bad habits,  
then...”

**Explaining or Emphasizing**

in fact  
in other words  
namely

## KSC Clinical Observation Form

Candidate Meghan Rounds  
 Observer DARRELL LEDUC  
 Date: 3/30/09

School KEENE HIGH SCHOOL  
 Grade/Class 12/COLLEGE PREP

Comments**I. Planning and Preparing for Instruction**

- A. Knowledge of Students and School Context 3  
 B. Knowledge of Content and Associated Pedagogy 2  
 C. Instructional Goals/Activities/ Assessments/Learning Outcomes 3

WELCOMED CLASS - ADDRESSED SOME STUDENTS INDIVIDUALLY.  
LESSON PLAN WELL WRITTEN AND ORGANIZED. GOALS AND OBJECTIVES MATCH ASSESSMENT STATE STANDARDS ARTICULATED.

**II. Creating a Positive Learning Environment**

- A. Respect/Rapport 3  
 B. Managing Routines and Procedures 2  
 C. Managing Student Behavior 3

ROOM CONFIGURATION WORKS WELL FOR THIS CLASS. EXCELLENT HIGH ORDER QUESTIONS DURING THE DISCUSSION. MOST STUDENTS PARTICIPATED AND YOU MADE ATTEMPT TO INCLUDE EVERYONE.

**III. Instruction**

- A. Activating and Maintaining Engagement 3  
 B. Flexibility/Responsiveness 2  
 C. Activities 3  
 D. Pacing and Timing 3

MANAGING STUDENT BEHAVIOR NOTED - NOT THAT YOU HAD DIFFICULTIES; RATHER, YOU TOOK SOME TIME TO ADDRESS BEHAVIORAL ISSUES. AND ~~AT THE~~ DURING DISCUSSION I HEARD, "LARRY I WAKE UP!" - AND RIGHT BACK TO THE DISCUSSION. GOOD SITUATIONAL AWARENESS.

YOUR ACTIVITIES WERE VARIOUS AND INTERESTING. ALSO YOU TRANSITIONED BETWEEN ACTIVITIES VERY WELL.

**IV. Professional Responsibility**

- A. Clear and Accurate Communication with All Audiences 3  
 B. Professional Interactions and Pursuit of Professional Development N/O  
 C. Use of Technology N/O  
 D. Reflective Practice 3

YOU WERE AWARE OF THE CLASSROOM AS YOU TEACH, AS IF IT YOUR STAGE - WELL DONE.

YOU EXHIBIT AN ANIMATED AND ENGAGING PRESENCE WHILE TEACHING. ALSO YOU POSTED AND MODULATED YOUR VOICE.

CLOSURE WENT AS PLANNED

Meghan Rounds

Signature of Teacher Candidate (following conference)

Field placement: ☐ Methods/Practicum

(check one) ☒ Student Teaching/Internship

Key: 1=Needs Improvement 3=Exceeds Expectations  
 2=Meets Expectations N/O=Not Observed

Darrell Leduc

Signature of Observer (following conference)

(check one) ☐ Cooperating/Mentor Teacher

☐ Methods/Practicum Instructor ☒ College Supervisor

☐ Site Supervisor ☐ Other Course Instructor

☐ Other Professional Educator (please describe)

## **VII. Final Assessment Assignment Sheet and Explanation**

The following pages are the assignment sheet for my final assessment. Included with this is the grading rubric for this assignment.

I chose this assignment as a final assessment for two reasons. First, I wanted my students to use the grammar skills they learned in a formal piece of writing. Second, I wanted my students to dig deeper into The Two Towers and look at the particular characterization techniques used by Tolkien. As shown on the assignment sheet, students were held accountable for their abilities to make a clear, fluid, and detailed argument as well as for proper grammar and mechanics.

Students worked on this essay in steps. They were responsible for writing a five paragraph essay strictly in class within a 50-minute time frame. Many students were angry that I would assign such a thing; they did not understand that it was a lesson. I later explained that many of the tasks they will have to complete in life will be timed. Next, the students peer revised their essays. During peer revision, my students were encouraged to not only write their revisions, but to verbalize and discuss how each essay could be made better. Finally, the students were given a week to turn their handwritten, revised, rough draft essays into typed, formally written, final draft essays.

The content category on my rubric is worth 55 points, over half the total points for the essay. I wanted my students to realize that their abilities to write a formal essay with a thesis and strong, fluid support would earn them the greatest amount of points for this assignment. The format category on my rubric is worth 15 points. I was less concerned about the format of the essay as I was about content and grammar, but I still wanted students to understand the importance of a properly formatted essay. Finally, the mechanics category on my rubric is worth 30 points. Proper grammar and mechanics was what the students were working towards throughout the entire Grammar Unit. For this reason, it was worth a large percentage of the final score.

## ESSAY TOPIC

Please discuss the character you find most interesting so far in The Two Towers.

## GRADING RATIONALE

## CONTENT

- 1) Essay must consist of an introduction, three main points, and a conclusion, a total of five paragraphs.
- 2) Essay must be written completely in 3<sup>rd</sup> person (no "I think" or "You know that" statements).
- 3) Essay must be specific and detailed; do not expect readers to know what you mean, and do not use statements you cannot support.
- 4) Essay must have a minimum of two quotes from the text to support your statements. These quotes will need to be in-text cited using proper MLA documentation.
- 5) Essay must have a Works Consulted box documenting The Two Towers in proper MLA documentation.

## FORMAT

- 6) Essay must have a heading in the upper-left corner of the paper with your name, your teacher's name, the name of this class, and the date (Day-Month-Year).
- 7) Essay must be written single-sided and every other line should be skipped. At the top of each new page in the upper-right corner, write your last name and the page number.
- 8) Essay must have a title, NOT underlined, written on the first line of the first page of the essay.

## MECHANICS

- 9) Essay must be written with correct spelling, grammar, and mechanics. Please refer to your Grammar Journals with any specific questions.

This is your chance to shine and prove to me that you understand formal writing. Your essay is due by the end of class today, April 1<sup>st</sup>, 2009.

Be sure to manage your time well. Good luck!

## DIRECTIONS

Please pair up with a partner of your choice and work together to revise your essays.

## CONTENT

- 1) Does your partner's essay have five paragraphs?
- 2) Is your partner's essay written in 3<sup>rd</sup> person throughout? If not, how might your partner reword his/her statements into 3<sup>rd</sup> person statements?
- 3) If you did not know anything about The Lord of the Rings, would you understand the intent of your partner's paper? Are your partner's points detailed and clear? Does your partner have a **thesis**? If not, how might you help your partner improve these details?
- 4) Does your partner use quotations or refer to specific details from the text or film? Does your partner properly in-text cite these quotes/details? If not, how might your partner fix them?
- 5) Does your partner have a Works Consulted box at the bottom of his/her essay? Are the sources properly documented within this box? If not, how might this be fixed?

## FORMAT

- 6) Does your partner's essay have the proper heading on the left side of his/her front page?
- 7) Does your partner's essay have his/her last name and the page numbers at the top of the right side of every page?
- 8) Does your partner's essay have a creative and unique title centered on the front page, NOT underlined?

## MECHANICS

- 9) Read through your partner's essay with an expert eye. Using your knowledge, **and your grammar journal**, list here some suggestions for how your partner may be able to revise his/her essay so there are **no run-on sentences, no comma errors, no choppy transitions, no errors in repetitiveness, and no informal language/vocabulary**. If you need help, please ask!

You will notice that this assignment sheet is similar to the one you received in class on Wednesday, April 1<sup>st</sup>. Please type and properly format your handwritten rough draft into a final draft copy, due April 9, 2009.

## ESSAY TOPIC

Please discuss the character you find most interesting so far in The Two Towers.

## GRADING RATIONALE

## CONTENT

- 1) Essay must consist of an introduction, three main points, and a conclusion, a total of five paragraphs.
- 2) Essay must be written completely in 3<sup>rd</sup> person (no "I think" or "You know that" statements).
- 3) Essay must be specific and detailed; do not expect readers to know what you mean, and do not use statements you cannot support.
- 4) Essay must have a minimum of two quotes from the text to support your statements. These quotes will need to be in-text cited using proper MLA documentation.
- 5) Essay must have a Works Consulted box documenting The Two Towers in proper MLA documentation.

## FORMAT

- 6) Essay must have a heading in the upper-left corner of the paper with your name, your teacher's name, the name of this class, and the date (Day-Month-Year).
- 7) Essay must have numbered pages, with last name followed by page number.
- 8) Essay must have a creative title, not underlined, at the top of the essay.

## MECHANICS

- 9) Essay must be written with correct spelling, grammar, and mechanics. Please refer to your Grammar Journals with any specific questions.

NVFF

Revised and Final Essay

Student's Name: \_\_\_\_\_

RUBRIC

CONTENT

Essay is the required length of 5 paragraphs [10]

Essay has a clear and strong 3<sup>rd</sup> person voice [5]

Essay has a thesis/is detailed and clear/is not ambiguous [20]

Essay has two proper in-text citations [10]

Essay has a Works Consulted page or box, properly documented [10]

FORMAT

Essay is headed properly [5]

Essay has accurately numbered pages [5]

Essay has a *creative* title and strong opening sentence [5]

MECHANICS

Essay is virtually free of grammar errors! [30]

COMMENTS

FINAL SCORE:

LETTER GRADE:



VIII.

Samples of Student Work

Student A  
High-Level Student

Student's Name \_\_\_\_\_

Journey Selected: Playing the Guitar

**Grading Rubric for The Hero's Journey & You**

- Each component is addressed and supported

Comments: Nice and complete!

55  
55 points

- 2-3 sentence introductory statement

Comments:

10  
10 points

- 5 sentence conclusion

Comments: I'm glad that you're able to recognize this as a journey!

15  
15 points

- Interesting title

Comments:

10  
10 points

- Paper is properly formatted

Comments:

10  
10 points

Nice job, Let's work together  
on making some grammar improvements.  
You could use some work on verb tense  
agreement, formality, and eliminating  
run-on sentences.

Grade: 100 / 100 Points

Ms. Rounds

Nightmare and Vision

10 March 2009

Good formatting!

✓ just one tab

## The Journey of Music

I have chosen the experience of learning how to play guitar. I started to teach myself about two years ago. I chose this experience because music is a big part of my life and learning guitar helped me further understand music and why I love it. <sup>Great start!</sup>

My call to play the guitar is that I've always wanted to know how to play.

When I found my great grandmother's old acoustic I thought it was meant to be that I learned how to play. <sup>so isn't appropriate in formal writ. and</sup> So I cleaned up the guitar, <sup>repetitive</sup> went out and bought new strings. I

learned how to restring it so that it was ready to play.

<sup>these must be the same</sup> The threshold of my journey <sup>was</sup> realizing that I want to play the guitar and that I was going to do it now that I found my grandmother's acoustic buried in junk in my basement. I knew that I wanted to play, but I also knew that I didn't know how to yet. I barely knew anything about guitars.

The threshold guardians of my journey were the guitarists that I looked up to in all <sup>of</sup> my favorite bands that made me feel like I am ready to learn how to play. <sup>or was?</sup> They encourage everyone to become better acquainted with music and they tell people they are ready and that they should do it. <sup>repetitive</sup> This sent. is unclear.

you keep confusing past & present tense.

The helpers of my journey are the lesson books that I bought from Cheshire Music that helped me learn all the notes and fingering. Without my helpers I probably would have just learned how to use tabs and that isn't reading actual music. ~~So~~ my helpers did actually help me understand music more in the long run.

Again, you rely too much on "that" to make your points.

The mentors/guides of my journey were ~~probably~~ the people at Cheshire Music ~~that~~ helped me when I had questions ~~on~~ things that were harder to understand in the book. They helped me along the way when I got stuck.

who - they are people, not things! about

The challenges and temptations along my journey would have to be getting frustrated when I didn't get things right away. It would get to the point ~~that~~ the strings would rip up my fingers so badly they would bleed, and it really made me want to stop and just give up. ~~But~~ Because of the work ~~had~~ put in so far I decided to just deal with it, take a little break and keep going.

This is true!

when

We are going to focus on word variety.

The abyss of my journey was ~~definitely~~ when I had to play in front of people for the first time. I am extremely nervous in front of crowds as it is, but then put the guitar in my hands and it got worse tenfold. The night I was supposed to play, Devon told me to pretend like we were just back in my room, and I was playing for him like I had done many times before. He told me to just look at him the entire time and to not worry about anyone else there. ☺

Slightly informal

who? make sure you introduce people in your story.

The transformation of my journey was when Devon ~~had~~ told me that it was going to be ok and to just look at him the whole time and not worry about what anyone else was doing. This is when a little part of my stage fright died, and, of course, I was still extremely nervous, but he helped me get over it a little bit and become better at what I want to be better at doing.

okay

2 ands = run on

The revelation of my journey was when my "show" was over, I ~~had~~ realized that I did it and nothing overly horrible happened. There were a few mistakes here and there, but in the end it turned out <sup>all</sup> ok. I realized that even though I hate being in front of people and playing in front of people and worrying about not being good enough, if I just suck it up and do it, it will turn out ok.

The atonement in my journey was when I realized I had learned how to play the guitar, and quite well, actually. I realized that I did it and I taught myself how to do it and I was happy that Devon was proud and that I was proud of myself. <sup>very run on</sup> Devon then bought me a very nice and extremely expensive Fender Highway One, American Standard Edition Strat that he couldn't afford to give me a way to further my learning on playing guitar.

The return of my journey is now that I have a nice new guitar I just mess <sup>repetitive</sup> around and teach myself new things and just play for fun whenever I find the time. I can play very well now and have written quite a few songs. Now all I have to do is work on my tone deaf singing voice and will be all set.

Now that I have looked at this experience as a journey, I realized <sup>that</sup> all the steps of the way and <sup>the</sup> people involved served a purpose in helping me reach my goal. It has affected my life in the way of learning <sup>awkward</sup> to overcome fears, or at least deal with them for a little while when <sup>and</sup> you can't afford to be afraid. My revelation and transformation was basically Devon telling me to pretend it's just me and him back in my room and me playing for just him, and to look at him the entire time I was playing. <sup>run on</sup> That helped me forget about all the people watching me and made it easier for me to succeed. Today I am still extremely stage fright <sup>ended</sup> but now I know at least I am capable if I try.

Bekah is dressed for st. Patty's Day / complete thought  
subject predicate

Independent Clause - N, V, complete thought, sentence

dependent Clause - N, V, no complete thoughts

IC - "Sam studied in the cafeteria." (stands alone)

DC - "When Sam studied in the cafeteria..." (depends on other words)

"Kiera eats her vegetables everyday" IC

\* add a subordinating conjunctions to make it DC / uncomplete thought

[IF] "Kiera eats... She will die."

### Subordinating Conjunction

~A subordinating conjunction signals the beginning of a subordinate (dependent) clause. It can transform an independent clause into a dependent clause.

(I walked to the store. => When I walked to the store,...)

Some Common Subordinating Conjunctions:

while	after	though	in order that	as
when	since	although	as soon as	if
where	until	before	as though	as if
because	once	provided	rather than	till
unless	that	wherever	inasmuch as	how
so that	than	whenever	as much as	

## Comma Rule #1

3/25/09 ✓

Commas should always be used after an introductory clause (a dependent clause that is used to introduce a statement).

"Because her alarm clock was broken, she was late to class."

subordinate [when] [the snow melts] we'll wear our flip-flops. independent

If a dependent clause comes after a main clause → no commas.

"She was late to class because her alarm was broken."

[IC] [DC].

## Comma Rule #2

3/27/09 ✓

Unessential vs. Essential element.

- an unessential element is an extra detail in a sentence. the sentence would make sense without the unessential element →

- an essential element is a detail that has to be there for it to make sense.

### UNESSENTIAL ELEMENT

"The Green party candidate, who had the least money, lost the election"

\* we know who the specific candidate is, so the fact that she had the least amount is just an extra detail.

### ESSENTIAL

"the baby wearing the yellow jumpsuit is my niece"

\* don't know which baby they're talking about, wouldn't know it was hers w/o the yellow jumpsuit.

rong

Right



## Conjunctive Adverbs

-also, furthermore, however, moreover, nevertheless, therefore ... etc...

\* It says something about what is coming next. It connects the 2 sentences.  
connect IC with CA.

wrong: ~~Right~~: "Caroline wasn't in class yesterday; however she is going to eat soup tomorrow"

Right: "Caroline wasn't in class; however she completed her HW."

Proper punctuation of clauses.

\* prevents run on sentences.

examples?

3/30/09

### **Adding Information**

and  
moreover  
furthermore  
in addition

### **Showing a Similarity**

likewise  
similarly

### **Giving Examples**

for example  
for instance  
specifically

### **Showing a Result**

as a result  
therefore  
thus  
consequently

### **Showing a Contrast**

but  
however  
otherwise  
in contrast

### **Establishing Time Relation or Sequence**

in conclusion  
in summary  
meanwhile

### **Showing a Concession**

yet  
nevertheless  
however  
although  
despite

### **Showing a Condition**

whether . . . or  
if . . . (then)  
"Whether one believes it or not..."  
"If one keeps up his bad habits,  
then..."

### **Showing a Similarity**

likewise  
similarly

### **Explaining or Emphasizing**

in fact  
in other words  
namely

XC

3/30

✓ 4/1/09

Sex as common  
any list of items  
with items separated by  
commas

"She received an inheritance, a diamond ring, and a house."

"She received an inheritance: a diamond ring and a house."

Geographical Names and Dots Commas

"We are located in Keene, NH, USA at Keene High school."

~~APPRO~~ NEVER USE ABBREVIATIONS IN FORMAL MLA WRITING!

#1-100 should be spelled out.

Exceptions: ① if commonly used, use numerals for measurement.

② do not begin a sentence with a numeral.

③ use numerals in addresses, decimals, and page #'s.

# Apostrophes

4/2/09✓

- possessions-what does this mean?  
\* possession is ownership.

"Katie's pen" "Mike's face"

- contractions  
~~do not~~ combines 2 words  
do not → don't w/ an apostrophe  
can not → can't  
would not → wouldn't

Someone's jacket has been hanging  
in my closet for three months, so  
I've finally decided to find  
out whose it is!

## Specific Detail in formal writing 4/6/09

- they are important so you know what someone's trying to say

start all ~~new~~

- new paragraphs

not \* they · it · that · s/he ·

Yes \* names, or person / thing

\* proper noun \*

- don't expect readers to know what you're talking about.

always explain further.

ex. Liz's brown boots contribute to her outfit.

- make sure support everything you say with fact.

- say what you want to say and say why.

ex. "I'm always hungry. BECAUSE..."

NO VAUQUE WORDS!!

## verb tense

4.7.09 ✓

present

"We study in the living room"

present Continuous

"We are studying in the living room"

past

"We studied in the living room"

Past Participle

"We have/had studied in the living room"

Future

"We will study in the living room"

When writing about literature, write in present tense:

"In The Two Towers, Legolas and Gimli are friends despite their differences."

When writing about historical events or biographical information write in past tense.

"J. R.R. Tolkien was heavily influenced by the epic poem Beowulf."

Shift tenses when a change in timeframe.

"King is writing (now) a new novel. after its release it will sell (later) off of shelves in a matter of days"

NVFF

Revised and Final Essay

Student's Name: \_\_\_\_\_

RUBRIC

CONTENT

Essay is the required length of 5 paragraphs [10] 10

Essay has a clear and strong 3<sup>rd</sup> person voice [5] 5

Essay has a thesis/is detailed and clear/is not ambiguous [20] 18 - Remember to be specific for readers who haven't read LOTR!

Essay has two proper in-text citations [10] 10

Essay has a Works Consulted page or box, properly documented [10] 9

FORMAT

Essay is headed properly [5] 5

Essay has accurately numbered pages [5] 5

Essay has a creative title and strong opening sentence [5] 4

MECHANICS

Essay is virtually free of grammar errors! [30] 27 - Refer back to your journal for comma and punctuation rules.

S

Nice formal writing! Your essay is fluid and strong. This could be stronger with perfect punctuation! 😊

FINAL SCORE: 93

LETTER GRADE: A-

Ms. Rounds  
NVFF  
8 April 2009

## Aragorn: The Lost King of Gondor

The most interesting character in The Two Towers <sup>IS</sup> ~~go far would have to be~~

who? Aragorn  
or Isildur?  
Be specific.

Aragorn. Aragorn is a man who is the heir of Isildur, the <sup>former</sup> king of Gondor, who cut off Sauron's finger. He is the rightful king of Gondor, but is hiding from the responsibility because he doesn't want to become like his ancestor who morally failed. <sup>in contrast,</sup> Aragorn has impeccable morals, strength and intellect, which makes him the most interesting and complex character.

Aragorn has a ~~very~~ strong sense of morals. In The Fellowship of the Ring, he joins the fellowship and promises his sword to protect Frodo in his mission to destroy Sauron's ring of power. Aragorn is tempted by the ring, but resists because he does not want to become like Isildur. He tells Frodo that he would have followed him to the end, but he had to do what was right (Fellowship). He follows his heart when making decisions; however, he takes into consideration what is the right thing to do. "And now may I make the right choice, and change the evil fate of this unhappy day...I would have followed Frodo to the end but if I seek him now, I must abandon the captives to torment and death. My heart speaks clearly at last" (Tolkien 11).

Nice  
paragraph!



[REDACTED]

Aragorn has great strength because, no matter what the risk, he fights for what is right. He, Legolas and Gimli run for many leagues without stopping to rest. Aragorn does not want to stop and risk losing the Orcs that have Merry and Pippin. In The Fellowship of the Ring, when Frodo is stabbed by one of the Nazgul, he carries Frodo to safety after fighting bravely against all of the other Black Riders of Mordor (Fellowship). Aragorn fights to the fullest in every battle, showing true strength.

Aragorn shows his intelligence in the way that he leads. He knows when to run after Merry and Pippin and when to stop to rest. He is a very good tracker and hunter because of his quick thinking. "We will not walk in the dark... The peril of missing the trail or signs of other coming and goings seems to me the greater. If the moon gave enough light, we would use it, but alas" (Tolkien 19). He is also very smart when it comes to knowing the layout of the lands that they travel and the languages spoken there.

Overall, Aragorn seems like a complex character that can easily be seen as the guardian of the story. His cunning, bravery, strength, intelligence and moral standards make him a great man and a fantastic warrior. He will not fail in his mission to aid, in anyway he can, the destruction of the ring. There still have much to learn about Aragorn in the coming story. Surely he still has a lot up his sleeve to surprise and impress his readers with.

### Works Consulted

The Lord of the Rings: The Fellowship of the Ring. Jackson, Peter. 2001. DVD. New Line Home Entertainment, 2001.

Tolkien, J.R.R. The Lord of the Rings: The Two Towers. New York: Ballantine Books, 1954. 11-20.

Jonas  
N.F.F. #7709  
1 April 2009

## Aragorn

D.S. The most interesting character in The Two Towers so far would be Aragorn. Aragorn is a man who is the heir of Isildur, the King of Gondor who cut off Sauron's finger. He is the King of Gondor but is hiding from the responsibility because he doesn't want to become like his ancestor who morally failed. He has <sup>thesis</sup> impeccable morals, strength and intellect.

Aragorn has a very strong sense of morals. In The Fellowship of the Ring, he joins the fellowship and promises his sword to protect Frodo in his mission.

6

Aragorn is tempted by the ring but ~~resists~~ resists, because he doesn't want to become like Isildur (~~from movie~~ <sup>Fellowship</sup>). He follows his heart in making decisions; however, he takes into consideration what is the right thing to do. "And now may I make the right choice, and change the evil fate of this unhappy day... I would have followed Frodo to the end but if I seek him now, I must abandon the captives to torment and death. My heart speaks clearly at last." (Tolkien II).

Aragorn has great strength, because, no matter what the risk, he fights for what is right. He, Legolas, and Gimli run for many leagues without rest. ~~because~~ Aragorn does not want to stop and risk losing Merry and Pippin.

In The Fellowship of the Ring, when Frodo is stabbed by one of the Nazgûl, he carries Frodo to safety after fighting bravely against all of the Black Riders (Fellowship). He fights to his fullest in every battle, showing true strength.

Aragorn is very smart because of the way he leads. He knows when to run after Merry and Pippin and when to rest. He is a very good tracker, and hunter because of his quick thinking. "We will not walk in the dark... The peril of missing the trail or signs of other coming and going seems to me the greater. If the moon gave enough light, we would use it, but alas!" (Tolkien 19). He is also smart in the knowledge of the lands they travel.

Overall, Aragorn seems like a very complex character that is ~~very~~ easily seen as the guardian of the story.

His cunning, bravery, strength, intelligence and moral sense makes him a great man and a great warrior. He will not fail in his mission to aid, ~~in anyway he can~~, the destruction of the ring.

#### WORKS CONSULTED

The Lord of the Rings: The Fellowship of the Ring.  
Peter Jackson. 2001. DVD. Newline Home entertainment. 2001

Tolkien, J.R.R. The Lord of the Rings: The Two Towers. New York: Ballantine Books, 1954.

## DIRECTIONS

Please pair up with a partner of your choice and work together to revise your essays.

## CONTENT

- 1) Does your partner's essay have five paragraphs? *5*
- 2) Is your partner's essay written in 3<sup>rd</sup> person throughout? If not, how might your partner reword his/her statements into 3<sup>rd</sup> person statements? *Yes 3<sup>rd</sup> person*
- 3) If you did not know anything about The Lord of the Rings, would you understand the intent of your partner's paper? Are your partner's points detailed and clear? Does your partner have a thesis? If not, how might you help your partner improve these details?
- 4) Does your partner use quotations or refer to specific details from the text or film? Does your partner properly in-text cite these quotes/details? If not, how might your partner fix them?  
*Yes she used good quotes*
- 5) Does your partner have a Works Consulted box at the bottom of his/her essay? Are the sources properly documented within this box? If not, how might this be fixed?  
*No*

## FORMAT

- 6) Does your partner's essay have the proper heading on the left side of his/her front page?  
*Yes*
- 7) Does your partner's essay have his/her last name and the page numbers at the top of the right side of every page?  
*Yes*
- 8) Does your partner's essay have a creative and unique title centered on the front page, NOT underlined?  
*No*

## MECHANICS

9) Read through your partner's essay with an expert eye. Using your knowledge, and your **grammar journal**, list here some suggestions for how your partner may be able to revise his/her essay so there are **no run-on sentences, no comma errors, no choppy transitions, no errors in repetitiveness, and no informal language/vocabulary**. If you need help, please ask!



IX.

## Samples of Student Work

**Student B**  
Medium-Level Student

Student's f

Journey Selected: The Soldier's Journey

Grading Rubric for The Hero's Journey & You

- Each component is addressed and supported 51  
Comments: Your transformation and revelation are addressed in the same paragraph. Nice job telling a fluent story, though; your day at MEPS truly was a journey with lots of challenges within it. 55 points
- 2-3 sentence introductory statement 10  
Comments: Nice! 10 points
- 5 sentence conclusion 5  
Comments: This doesn't conclude according to the assignment sheet, but it concludes your thoughts. 15 points
- Interesting title 10  
Comments: So true! 10 points
- Paper is properly formatted 9  
Comments: Remember to indent paragraphs! 10 points

What a nice, fluid journey! You would benefit from grammar lessons on commas and how to write clearly. Also, let's work together on your formal writing skills.

Grade: 85 / 100 Points

Ms. Rounds

Nightmare and Vision

10 March 2009

## The Soldier's Journey

para. always 1"  
indentation

The experience that I have chosen to analyze is the journey of enlisting in the Army. I enlisted November 4<sup>th</sup>, 2008, on voting day. I think it is significant because it will change who I am and affect me for the rest of my life.

### *The Call*

I decided years ago but  
It all started with my decision to join the military. It was years ago, when I decided, and I didn't know which branch I wanted to join yet. I wanted to do something significant with my life, see the world and do something for the country that I call home. **Strong statement**

### *The Threshold*

My "jumping off point" was when I first went into the Recruiting office to talk about what I wanted to do. I had just turned <sup>eighteen</sup> 18, so I didn't need my parent's permission for anything. That <sup>is</sup> when I felt like Sam in The Fellowship of the Ring, <sup>he said</sup> saying, "One more step and I'll be farther away from home than I've ever been." I had to make decisions now about the rest of my life.

### *Threshold Guardians*

My threshold guardians were definitely my family and my girlfriend. They were always telling me to not completely trust the recruiters and making me justify my decision to understand them so they could know that it is something I really believe in, not just an un-thought of decision.

Knowing & understanding are different!

## Helpers

I think the biggest of helpers was my Uncle Keith. He had been in the Army and so he had me run all of my plans by him to see if he thought I had enough information. He also gave me ~~a lot~~ <sup>many</sup> of things to think about and ~~things to ask~~ <sup>to question</sup>.

## Mentors & Guides

I think the recruiters were my mentors and guides. At first, I didn't fully trust them, but they gave me advice about their experience <sup>s</sup> in the Army and helped me with the development of my plans. Whenever I had a question, they had an answer, and they weren't pushy or trying to persuade me to do a certain thing. Most of their job is to be ~~mentors~~ <sup>not</sup> ~~instead of~~ getting a certain number of people to join the Army.

## Challenges & Temptations

I think the biggest challenge was the medical exam at the MEPS (Military Entrance Processing Station) at Westover Air Force Base. I got there the night before and stayed in barracks with other kids like me. Some were already enlisted and shipping out for Basic Combat Training the next day. My day started at 4:30 in the morning with a Staff Sergeant pounding on my door to wake me up and tell me to line up downstairs with my stuff. After that it was time for breakfast and then to face the battery of tests waiting for me.

## Abyss

The abyss was the day ahead of me at MEPS. When I got there, there was an introduction given by the base commander and a power point telling us the rules for personal conduct and such. After that we did the personal information packet and the psychological evaluation. Then, after some waiting, they took my blood sample, checked my eyes, ears,

so he helped by sharing his knowledge of what you need

Watch your informality - it tends to be wordy

is staff cap'd in the title?

you should know not to think

reflexes, height, weight and everything else you could imagine. After all that it was about time for lunch. The nerve-wracking part was over. During the medical tests, if you so much as coughed, they would tell you that you were to sick to continue the tests. One kid about my age missed his son's <sup>1st</sup> birthday to be there and they did that to him. After that we had lunch and then went on to do <sup>first much</sup> a lot more waiting. After that slowly went by, we met with a "guidance councilor" to choose our jobs and benefits and tell them, once again, that we weren't psycho killers with a murderous past. There was a lot of signing. I think the weirdest part was writing down who gets my body if I'm killed. After that was more waiting.

2nd person

A lot = bad

### ***Transformation***

My transformation was when all my paperwork came through and they took me into a room with a few other people to learn the oath that I would be sworn in with. Standing at attention, with my right hand raised, repeating after the Army officer in front of me, I realized: I'm a soldier now. This is what I went through these tests and all that waiting for. It was <sup>three</sup> in the afternoon at that point. After that I was done. I joined the Army.

- this needs to be its very own para

### ***Atonement***

With no more tests, no more waiting and my copy of my signed contract in a folder with "Pvt. Whippie" written on the front, I was on my way home. No more going into the recruiter's office for paperwork, just for checking in and going to training. It was then I knew that this is what I'm going to be happy doing. This is where I belong.

unclear sent. that

## *The Return*

The first thing I did was get my picture taken at the recruiter's office so he could put me up on the bulletin board with the other Future Soldiers. When we were done, I went to see my girlfriend, who I would propose to in a few weeks' time. Then I finally got home at just before <sup>8</sup>~~8~~ and just in time to vote for the president.

I picked this journey because it is really important to me and it is something that I am really proud of. <sup>I picked it</sup> Mostly because it truly was a journey. Starting at 4 in the afternoon and going until <sup>10</sup>~~1~~ the next night, my journey to become a soldier lasted a full 28 hours.

!! 😊  
!! 😊  
you could elaborate here about what it felt like to vote, for your 1st time, as a soldier.

Only 2 sentences?

# Rules

- 1) Journals will be collected at the end of every week
- 2) each entry (1 per day) is worth 10 class work points
- 3) Journals can be used on all work
- 4) Journals need to be brought to class every day
- 5) you are responsible for knowing and understanding all journal content please ask questions.

~~\_\_\_\_\_~~

3/17/09

Tuesday, March 17, 2009 ✓

is girls dressed for St. Patrick's Day?

Subject

Predicate

dependant - doesn't make a complete thought

independent - stands alone / has subject, predicate and makes a complete thought

3/18/09 ✓

subordinating  
coordinating

subordinating conjunction - change an independent clause into a dependant clause words like: while, after, before, so that, if, as, than

Kiera eats her vegetables everyday - independent  
" - dependant

### Subordinating Conjunction

~A subordinating conjunction signals the beginning of a subordinate (dependent) clause. It can transform an independent clause into a dependent clause.

(I walked to the store. => When I walked to the store,...)

Some Common Subordinating Conjunctions:

while	after	though	in order that	as
when	since	although	as soon as	if
where	until	before	as though	as if
because	once	provided	rather than	till
unless	that	wherever	inasmuch as	how
so that	than	whenever	as much as	



a simple sentence has one independent clause  
a compound sentence has 2 independent clauses

coordinating conjunctions

and, but, or, for, nor, so, yet

connect 2 independent clauses

3/19/92

conjunctive adverbs

also, consequently, furthermore, however, moreover, nevertheless, therefore

connect 2 independent clauses always and only after a semicolon

punctuation? make sure you know it!

March 25, 2009

comma rule #1

commas should always be used after a dependent clause used to introduce a statement

If the dependent clause comes after the main clause, comma should be avoided

32009

Unessential element is an extra detail in a sandwich.  
An essential element is needed to make sense

4/1/04 Series commas

- list of 3 or more items, separated by commas

she received an inheritance: a diamond ring, and a house

Geographical Names and Dates commas

we are in Keene, NH, USA at Keene High School

## N O ABBREVIATIONS

Numerals - should be spelled out

exceptions - units of measurement

don't begin a sentence w/ a numeral

use numerals in addresses, decimals and page #s

4/2/04 apostrophes

Possession - shows who owns something

David's coffee

Contraction - Don't Do not

4/2 ?

4/6/09 ✓

~~5/12/09~~

Left on the beginning of "Lace"

1-7/09

11/15/09

11/15/09

11/15/09

11/15/09

Wrote a letter about "Lace"

Wrote a letter about "Lace"

4/7?

NVFF

Revised and Final Essay

Student's Name

## RUBRIC

### CONTENT

Essay is the required length of 5 paragraphs [10] 10

Essay has a clear and strong 3<sup>rd</sup> person voice [5] 5

Essay has a thesis/is detailed and clear/is not ambiguous [20] 17 - Clear thesis and argument  
Some informality

Essay has two proper in-text citations [10] 0

Essay has a Works Consulted page or box, properly documented [10] 0 - Leaves something to  
be desired.

### FORMAT

Essay is headed properly [5] 5

Essay has accurately numbered pages [5] 5

Essay has a creative title and strong opening sentence [5] 4 - Nice title, weak opening  
sentence

### MECHANICS

Essay is virtually free of grammar errors! [30] 23 - Comma and capitalization errors  
you, of all people, should know that the  
races are capitalized! Refer to your  
journal for dependent vs. independent  
clause rules.

TS

This has so much potential!  
Your argument is clear and strong.  
Be aware of your informal nature.  
How can you communicate your vast knowledge in an effective way?

FINAL SCORE: 69  
LETTER GRADE: D

Ms. Rounds

Nightmare & Vision

7 April 2009

### The Warrior

Indent

9 Boromir, Son of Denethor, is one of the most interesting characters in J.R.R Tolkien's

The Two Towers. (Although he isn't in the book for long, he is a catalyst for some

"In the book"  
repetitive

important changes in the book.) Boromir is a very noble warrior of Gondor and a fair-

minded, just person. The Ring corrupts him, but he resists it for a long time, longer than

Isildur does, and he is truly sorry for his betrayal to the point where he redeems himself

for it. He protects Merry and Pippin from the Uruk-hai, even after he is shot many times

with arrows.

"just"  
repetitive

be more  
specific

Boromir is a ~~very~~ just and fair character, and that is why it is such a change when

he tries to take the Ring. Boromir's father, Denethor, is a ~~pretty~~ closed-minded and

selfish person, <sup>this</sup> and that is ~~probably~~ <sup>"appears to be"</sup> why Boromir comes out good. Boromir comes from

Gondor to Rivendell for news, but volunteers for a dangerous quest for the greater good.

He also never tries to run or save <sup>inf.</sup> his own skin in Moria, even though they face an

unknown amount of ~~Orcs~~. That is enough to make anyone think that he is a very

interesting character.

↑ is there a more formal way  
to make this statement?

← This is one of  
those statements  
where you should  
be specific for  
readers who know  
nothing ab. Lot!

It is obvious that Boromir wants the Ring for Gondor, but he knows that it could

bring evil on them, so he helps the Fellowship to destroy it. In Rivendell he first sees it

and the idea comes to him to use it against Mordor like a weapon. Also after leaving

Lothlorien, Boromir tries to persuade the Fellowship to bring the Ring to Minas Tirith in Gondor. He wants it because he thinks that it should have stayed in Gondor and should have been passed down to him. The Ring corrupts him enough so that he even tries to take the Ring from Frodo. *repetitive* *Maybe something brief here ab. Isildur?*

When Boromir tries to take the Ring from Frodo, Frodo escapes and Boromir is released from the power of the Ring. He immediately realizes what he did and he tries to call out to Frodo because he knows that he was weak and that he should have been protecting Frodo. In sorrow, he returns to the Fellowship and tells them what happened and goes after Merry and Pippin when <sup>they</sup> rush off to look for Frodo. Boromir has a very strong sense of honor, <sup>who? Be specific.</sup> and so when they are attacked by Orcs, he knows he must protect the Hobbits to redeem himself. Although he was wrong to try to take the Ring, he redeemed himself by killing many orcs and only their arrows stopped him.

*I like your conclusion, just not the first sent. of it!* Boromir is the most interesting character in The Lord of the Rings because he is a very strong character. He is a great warrior, so he is a great asset to the Fellowship when they meet Orcs. Although he wants the Ring for Gondor, he doesn't lose his head or refuse to help the Fellowship because of his disagreement. He protects Merry and Pippin to redeem himself for trying to take the Ring. Boromir has many kinds of strength, and <sup>thus</sup> that is what makes him an interesting character.

Tolkien, J.R.R. The Lord of the Rings.

Ms. Rains

North Mass 11.600

1 APR 2009

### The Warrior

Baromir, son of Denethor, is one of the most interesting characters in J.R.R. Tolkien's The Two Towers. Although he isn't in the book for long, he is the catalyst for some important change in the series. Baromir is a very noble warrior of Gondor and a fair minded, just person. He is corrupted by the Ring, but he resists it for a long time longer than Isildur does, and he

is truly sorry for his betrayal to the point where he redeems ~~himself~~ himself for it. He protects Merry and Pippin from the Uruk-hai, even after he is shot many times with arrows.

Baromir is a very just and fair character, and that is why it is such a change when he tries to take the Ring. Baromir's father, Denethor, is a pretty closed-minded and



selfish person and that is probably why Beregonov comes off

good. Beregonov comes from Gondo to Rivendell for news, but

volunteers for a dangerous quest for the greater good. He ~~is~~

never tries to run or save his own skin in Moria, even th-

~~the fact~~

that he faces an unknown amount of orcs. That is enough to make

one think that he is a very interesting character.

## DIRECTIONS

Please pair up with a partner of your choice and work together to revise your essays.

## CONTENT

1) Does your partner's essay have five paragraphs?

No. 2

2) Is your partner's essay written in 3<sup>rd</sup> person throughout? If not, how might your partner reword his/her statements into 3<sup>rd</sup> person statements?

3<sup>rd</sup> person

3) If you did not know anything about The Lord of the Rings, would you understand the intent of your partner's paper? Are your partner's points detailed and clear? Does your partner have a thesis? If not, how might you help your partner improve these details?

Yes

4) Does your partner use quotations or refer to specific details from the text or film? Does your partner properly in-text cite these quotes/details? If not, how might your partner fix them?

No, use them

5) Does your partner have a Works Consulted box at the bottom of his/her essay? Are the sources properly documented within this box? If not, how might this be fixed?

No - yet one

## FORMAT

6) Does your partner's essay have the proper heading on the left side of his/her front page?

yup

7) Does your partner's essay have his/her last name and the page numbers at the top of the right side of every page?

yup

8) Does your partner's essay have a creative and unique title centered on the front page, NOT underlined?

yup, nope it underlined

## MECHANICS

9) Read through your partner's essay with an expert eye. Using your knowledge, and your grammar journal, list here some suggestions for how your partner may be able to revise his/her essay so there are no run-on sentences, no comma errors, no choppy transitions, no errors in repetitiveness, and no informal language/vocabulary. If you need help, please ask!

use movie quotes and such

X.

## Samples of Student Work

Student C  
Low-Level Student

Student's Name:

Journey Selected: Girl Fight

Grading Rubric for The Hero's Journey & You

- Each component is addressed and supported  
Comments: More detail is necessary.  
What is the lesson you learned from this journey? How did you grow/change?  
35  
55 points
- 2-3 sentence introductory statement  
Comments:  
10  
10 points
- 5 sentence conclusion  
Comments: Not a fluid argument.  
5  
15 points
- Interesting title  
Comments: Nice explanation!  
10  
10 points
- Paper is properly formatted  
Comments:  
10  
10 points

I'm worried about why you chose this event as a journey. Let's talk! I would like to work with you on how to properly punctuate dialogue, voice, formality, and basic writing rules. Let's strengthen your grammar!

Grade: 70 / 100 Points

Mrs. McLaughlin and Ms. Rounds  
Nightmare and Vision  
~~March 10, 2009~~  
10 March 2005

### Girl Fight!

*I once got into a fight  
at school.*

~~I am choosing to write about the time when I got into a  
fight at school.~~ A girl I ride the bus with had been  
causing problems with my best friend, Kasandra, and me. She  
addressed me in the cafeteria, and it lead to a physical  
fight. I chose this <sup>event</sup> because I think it has taught me a  
lot about the drama of high school and how to avoid  
situations like this. *Good start.*

### Life Before the Call

I would ride the bus every morning and hear students in the  
back of the bus call kids names.

Kasandra was the target of many because of a rumor that  
went around about her calling a girl a particular  
derogatory name. Kasandra and I would hear whispers about  
people waiting at her bus stop to beat her up. She was  
afraid so she asked me to get off the bus with her.  
Nobody would say anything to her while I was there.

### The Call

One day when I got off the bus one of the girls' mom was  
waiting there. As Kasandra and I made it around the corner  
we heard them yelling something at us. ~~So~~ we turned around  
and asked them what they said. We ended up getting into a  
huge argument and her mom was yelling at us. We thought  
there was going to be a brawl right there. That only  
started things between us all. A girl punched Kasandra in  
the face the next day.

### The Threshold

The next day I was in the cafeteria eating my Pop Tart when  
the famous group of girls walked by. One of them realized  
we were sitting there and said, "Oh, let's go this way," as they  
walked around the wall. I said loud and clear, "Wow, that is  
pretty immature."

### Threshold Guardians

There were many witnesses to this event. There were hall  
monitors and teachers all over the café. The girl had left  
the café and came back in. When she came back there seemed

to be no teachers left. There were only students left as witnesses.

*So how did they guide you?  
Who guided you through any  
of this?*

### Challenges and Temptations

When she came back in she came up to me and asked me if I had just said something. I told her I did and what I said. All she wanted to do was fight. I told her I didn't want to fight her, but she wouldn't listen. By this time there were a ton of students gathered around expecting a fight. What was I to do I couldn't let them down.

### The Abyss

*all* I stood up and walked towards her. At the same time she walked towards me with a ready fist. There was no way I was going to let her hit me. ~~So~~ I hit her in the face. She immediately grabbed my hair. We wrestled a bit. She outweighed me and ~~so~~ her leaning on me made me fall. I hit my head on the table. She got up and tried to attack me while I was on the ground, so I kicked her in the face about 5 times. Then I said, "All right, seriously, leave me alone." ~~and~~ That was it.

### Helpers/mentors

My sister helped me by rolling the girl off of me after we fell. She helped me up at the end and made sure I was okay. Kasandra was there to comfort me and tell me how awesome the fight looked.

*A helper is someone that helps you  
prepare for the Abyss.*

### A Revelation

I thought it would solve things by fighting, but it didn't. I now realize this because she didn't leave me alone. We don't talk now, but there are days when things are said on the bus and we exchange dirty looks or things are mumbled to friends.

### Transformation

*are* After fighting I found that there ~~is~~ always going to be problems and fighting doesn't solve them, but it does make you feel better about yourself. I learned not to fall into the drama of other students. I also learned that the resource officer could help if ~~you~~ let them know what is going on ahead of time. *I*

### The Atonement

I was at one when I found out that she got in more trouble than I did. She technically started the fight and so she got 4 days of suspension and I only got 3. It was so satisfying.

### The Return

When I got back to school everyone was so happy to see me. They were anxious to tell me all about a fight that I had experienced first hand. It was nice hearing that I had won the fight. There were many rumors though that I had a broken nose and a concussion. I had to set these rumors straight. I still have to defend myself to some who haven't heard the real story.

### Conclusion

The fight made me realize all the drama that goes on in high school. It is everywhere and the easiest way to avoid it is to not spread rumors. They are THE best way to get someone mad at you. I learned other ways to avoid physical fighting. The resource officer can help as long as you let them know as soon as the problem began. It makes me question friendships because I don't want to be friends with someone if I hear them talking about other people. I learned to defend myself so I am prepared if I have to fight again.

## Journal Rules

1. journals will be collected at the end of every week.

2. Each entry (1 per day or more) is worth 10 class work points.

3. journals can be used on all work.

4. journals need to be brought to class every day.

5. you are responsible for knowing and UNDERSTANDING all journal content.  
Please ask questions!

W 3/17/09



Tuesday  
March 17, 2009 ✓

verb phrase                      object

Sam is dressed for St. Patrick's Day.

subject                      predicate

SVO

Dependent clause

for St. Patrick's Day

Dependent clause - doesn't make sense alone,  
no subject, predicate but no complete thought.

Independent clause - can stand alone  
basically a sentence, has subject, predicate,  
complete thought, Has a point and purpose.

independent

lex  
"Sam studied in the cafeteria  
for his Beowulf quiz"

dependent

When Sam studied in the  
cafeteria...

wednesday ✓  
march 18, 2009

subordinating conjunction-

These words can change an independent clause into a dependent clause.

Words such as while, after, before, so that, if, and then.

"Kiera ate her vegetables everyday."  
independent

"Kiera ate her vegetables everyday."  
Dependent

"So that Kiera can eat her vegetables everyday."  
Dependent →

### Subordinating Conjunction

~A subordinating conjunction signals the beginning of a subordinate (dependent) clause. It can transform an independent clause into a dependent clause.

(I walked to the store. => When I walked to the store,...)

Some Common Subordinating Conjunctions:

while	after	though	in order that	as
when	since	although	as soon as	if
where	until	before	as though	as if
because	once	provided	rather than	till
unless	that	wherever	inasmuch as	how
so that	than	whenever	as much as	

Will eat <sup>so that</sup> so that she will eat her vegetables  
object

provided Heather goes to class

The teacher won't send her  
to ISS provided Heather goes to  
class.

Simple Sentence

- has just one independent clause

Compound Sentence

- has at least two independent clauses

Coordinating Conjunctions

and, but, or, for, nor, so, yet

- connects two independent clauses

- cannot begin a sentence.

✓ Thursday  
March 19, 2009

## Conjunctive Adverbs

• also, consequently, furthermore, however, moreover, nevertheless, therefore

- connect two independent clauses, always and only after a semicolon.

Wrong: "Caroline wasn't in class yesterday; however, she is going to eat soup tomorrow."

Right: "Caroline wasn't in class yesterday; however, she completed the assigned reading."

In formal writing, sentences that begin with a conjunctive adverb are treated as simple sentences.

However, Caroline did not finish the assigned reading.

## proper punctuation

IC, IC. "Mona went to class. She didn't do her homework."

IC; IC. "Mona went to class. She didn't do her homework."

IC; CA, IC. "Mona went to class; \_\_\_\_\_, she didn't do her homework."

IC, CC, IC. "Mona went to class, but she didn't do her homework."

DC, IC. "Not having done her homework, Mona went to class."

IC DC. "Mona hadn't done her homework when she went to class."

Wednesday  
March 25, 2009

## Comma Rule #1

commas should always be used  
after an introductory clause (a  
dependent clause that is used to  
introduce a statement).

"Because her alarm clock was  
broken, she was late to class."

"When the snow melts, we'll  
wear our flip-flops."

## Subordinating conjunctions

"She was late to class  
because her alarm clock was  
broken"

"We'll wear our flip-flops  
when the snow melts."

## essential

unessential <sup>1</sup> clauses

The story  
March 20 2009

- an extra detail in a sentence.
- sentence would make sense without it.

• must be included to make sense.

unessential - use commas

"Bird, who often cheats, is only naming himself."

\* Don't need to know he often cheats

"The green party candidate, who won the last election, lost the election."

essential - Don't use commas

"Students who often cheat are only naming themselves."

"The candidate with the least amount of money lost the election."

Monday March 30<sup>✓</sup>  
1999

### **Adding Information**

and  
moreover  
furthermore  
in addition

### **Showing a Similarity**

likewise  
similarly

### **Giving Examples**

for example  
for instance  
specifically

### **Showing a Result**

as a result  
therefore  
thus  
consequently

### **Showing a Contrast**

but  
however  
otherwise  
in contrast

### **Establishing Time Relation or Sequence**

in conclusion  
in summary  
meanwhile

### **Showing a Concession**

yet  
nevertheless  
however  
although  
despite

### **Showing a Condition**

whether . . . or  
if . . . (then)  
"Whether one believes it or not..."  
"If one keeps up his bad habits,  
then..."

### **Showing a Similarity**

likewise  
similarly

### **Explaining or Emphasizing**

in fact  
in other words  
namely



✓ Wed 4/11/18  
✓ April 11, 2018

## Series commas


and use of 3 items which  
should be separated by 2 commas.

"She wore a necklace, a  
diamond ring, and a bracelet."

"She wore an necklace,  
diamond ring and bracelet."

## Geographical names and titles comma

"We are located in Kure, NH, USA  
at Kure Light."

 Don't use  
contractions in  
Footnote

~~Source~~  
In MLA Format:

• NEVER use abbreviations EVER.

• Numbers should be spelled out  
exceptions

if frequently used, use numbers  
for units of measurement

Use 1000, 2000, 3000, 4000, 5000  
Use in other cases: 100, 200, 300, 400, 500

Thursday  
April 2/2009

## Apostrophes

showing possession  
- means it is showing someone  
owns something

ex. ~~John's~~ John's pants are cool

used  
to combine two words together  
to make a contraction

don't, can't, wouldn't,  
couldn't, didn't

possession  
Someone's jacket  
hanging from the door  
Mr. Smith's car  
P. C. firmly decided  
to find out what e it is.  
- contraction  
- possession

Jon, who's been in the Basic  
Art Studio at the school,  
having asked the principal  
whether it was possible to  
start.

Monday April 6,  
✓ 2014

## Specific Detail

- don't begin a paragraph with "they, or he or she"
- be specific, use names
- don't make readers to know what you are talking about might need to dumb it down
- make sure you can back up statement with facts

Tuesday

April 17, 2020

## Verb tense

Present "we study in the living room."

Present continuous "we are studying in the living room"

Past "we studied in the living room"

Past Participle "We have studied in the living room"

Future "we will study in the living room"

Writing a sentence with present tense

NVFF

Revised and Final Essay

Student's Name

## RUBRIC

### CONTENT

Essay is the required length of 5 paragraphs [10] 8

Essay has a clear and strong 3<sup>rd</sup> person voice [5] 4

Essay has a thesis/is detailed and clear/is not ambiguous [20] 10 - Thesis not supported; more summary than argument

Essay has two proper in-text citations [10] 7

Essay has a Works Consulted page or box, properly documented [10] 0

### FORMAT

Essay is headed properly [5] 5

Essay has accurately numbered pages [5] 5

Essay has a creative title and strong opening sentence [5] 4 - Weak title / great first sentence!

### MECHANICS

Essay is virtually free of grammar errors! [30] 17 - Let's work on: formality, clarity, specifics, some on dialogue, and comma rules.

S

I'm going to give you the option to rewrite this. We should work together to form strong points to support your thesis. Also, we can pull your grammar journal out and see what we can tweak in your essay.

FINAL SCORE: 60

LETTER GRADE:

Ms. Rounds, Mrs. McLaughlin

Nightmare and Vision

8 April 2009

Nazgul

*Many simple sentences are: how do you discuss your thoughts in a more complex way?*  
The Nazgul are the nine former kings who were given <sup>rings</sup> ~~right~~ of power. When they had the <sup>What do you mean by this? "now work for"?</sup> rings they could not stand up to the evil of its powers. They are working with Sauron the deceiver. The Black Riders are spies for Sauron. They have one goal; to get the ring at any cost.

The Nazgul, also known as Ring Wraiths, are <sup>because</sup> very interesting characters. They are very mysterious and they seem to pop up out of <sup>nowhere</sup> ~~no where~~. In <sup>the film</sup> The Fellowship of the Ring movie <sup>who? Be specific</sup> they spot Sam, Frodo, Merry and Pippin. They confront them and try to take the ring from Frodo. In an effort to try to avoid this, Frodo puts the ring on. He is able to see what the Nazgul looked like when they were kings. As one gets close, it stabs Frodo. The blade that stabbed him was made to make its victim surrender to the evil forces. <sup>This isn't a strong example to prove that they "pop up."</sup> (Fellowship)

<sup>is - write in present tense!</sup>  
After being pierced by the blade, Frodo was in rough condition and was slipping into the shadows. Luckily Aragorn's love, Arwen Evenstar, took Frodo on horseback to Rivendell to <sup>the</sup> ~~the~~ House Of Elrond. \* Elrond is the "head elf" and has the ability to cure. On the way, the riders start gaining on the hobbit and elf. Arwen spots them and does her best to avoid them by swerving. She makes it to the river and successfully crosses. The Nazgul stayed on the other

*More of a summary than an argument*

side. Arwen told them that if they wanted Frodo they had to come and get him. They ~~begin~~ began to cross but Arwen obliterated them with magic horses made of water. (Fellowship)

" "The winged messenger!" <sup>I.C.</sup> Cried Legolas. "One that you cannot slay with arrows" <sup>I.C.</sup> Said Gandalf. "You only slew his steed. It was a good deed; but the rider was soon horsed again. For he was a Nazgul, one of the nine, who ride now ~~up~~ upon winged steeds." (The Two Towers 106).

This passage from the book explains one of the Black Riders that they see. He is on an eagle. He cannot be killed with arrows but the eagle can. <sup>what?</sup> <sup>space</sup> <sup>what?</sup> ~~It~~ didn't do much, but ~~it~~ wasn't a complete waste of time. The Nazgul definitely changed it up a bit by flying in order to spy.

The riders are definitely interesting characters. They <sup>inf.</sup> sort of represent Sauron. They are always out there looking for the one ring to rule them all.

## **XI. Reflection on Student Work**

Student A's writing shows an impressive amount of growth in formal writing. She used the new skills she learned to create a strong, formal essay that showcases her writing abilities. Often during grammar lessons, Student A would be the one and only who had questions about what I was teaching. It is a mix of her drive to succeed and my teaching style that helped her successfully complete this final assignment. She benefited from having the lessons on an overhead projector and listening to me explain how to apply each grammar skill. Her interest in how to improve her writing was obvious to not only me, but to her classmates, as well. She often encouraged her peers to write their grammar journal entries and pay attention. While there is still room for grammar improvement in Student A's writing, it is clear to me that she benefited from the grammar mini-lessons and will continue to benefit from whatever notes she wrote down in her grammar journal during these lessons.

Student B is a strong writer, as well. What holds Student B back from success is his lack of effort, which I believe largely stems from my inability to engage him. Despite my multiple attempts to pass him positive encouragement, Student B continues to do just enough to get by. His final essay grade reflects his inability to follow directions more so than it does his writing. While Student B's writing is strong, his clarity and informality did not change much from pre-assessment to final assessment. His writing shows how knowledgeable he is, but he doesn't communicate this knowledge in an effective way. It is my opinion that Student B needs more grammar instruction than fifteen-minute-lessons a day. Knowing his personality and tendencies, Student B would likely benefit from grammar lessons that explain a skill and further analyzes that skill's purpose. Student B is curious and interested; while he may have retained some of the skills I taught him, he likely would retain them deeper if he were taught all of the ins and outs of how the skills were important and relevant to his writing.



Student C truly struggles with writing, and this shows in both her pre- and final assessment essays. Her grammar journal entries are the most detailed and complete out of the three. She is engaged, interested, and wants to learn. Yet, Student C's struggles with writing seem to stem from her inability to apply the skills she understands to her actual writing. Student C needs one-on-one help, something that I have offered her on numerous occasions. She would benefit from someone sitting down with her and showing her how each grammar skill applies to her own writing. She is also overwhelmed by formal writing. She has a hard time distinguishing between what kind of vocabulary is considered formal and informal. She refuses to use any kind of documentation in her writing assignments because she doesn't understand how to correctly document sources. Student C feels that her writing abilities are too low level to even try anymore. Her essays show no growth and similar weaknesses because she needs someone to explain to her how to strengthen each area of her writing.

Students A, B, and C are each very different from each other. Both students A and C want to succeed, but Student A learns and applies her knowledge much more easily than Student C. Student B is bright, but chooses to do just enough to be average despite his potential. Each student has shown me what my different roles as a teacher are. Student A gained from my grammar mini-lessons because she was engaged and confident enough to ask questions in front of class. This isn't the case for Student B, who wasn't engaged and didn't care enough to ask questions. He would have cared more if I had directly related each lesson to him. Student C, also, would have grown much more from the grammar mini-lessons if we had the opportunity to work one-on-one to strengthen her writing. I realize that it is my responsibility to make sure I am doing my best to engage each and every student. I must make it clear to every individual that I am available to work with them independently, and I must do this on a daily basis. It is clear to me that I could have reached more students with this unit if I had done a number of things differently.

## **XII. Reflection on Assessment of Student Learning Project**

My Grammar Unit did not meet my expectations; yet, for my first time teaching grammar, I am pleased with the outcome. If I were to teach this unit again, one of the things I would do differently is I would assign more writing during the unit. I would ask student to write me short pieces using the grammar skill that they learned each day. This way, students would be referring to their notes (journal entries) on a daily basis in order to complete their homework. The reason I required students to take notes in a journal to begin with was because I wanted them to have their journals to use as a resource even after they left class.

Another thing I would change about my Grammar Unit is that I would keep the daily lessons consistent. Unfortunately, with the hustle and bustle of student teaching, I neglected to have a grammar lesson each and every day. The students would have gained much more from the Grammar Unit if they had the consistency to rely on each day. Without it, they never knew if they should expect a lesson or not, and they didn't take the unit as seriously as I had hoped.

I would have liked to have taught more requirements/characteristics of MLA documentation. The students would have benefited very much from this, and proper documentation is an important part of understanding the mechanics of writing. I also would have liked for my students to have looked at examples of their own writing in order to understand new grammar skills better. I didn't provide them with enough examples. I feel that many of my grammar lessons may have been more "telling" than "teaching". When using this unit again, I would have students do more analysis of their own writing.

While there is a lot I would like to change about my Grammar Unit, I am happy with the participation I had from the students in my class. Most of the journals are full of detailed notes and, if they choose, this journal is something they can continue to use as a resource. This was my goal to begin with, and even if only two students decide to keep their grammar journals, those are two students who benefited from my first attempt at teaching grammar.