**ENG4C (5 page checklist)**

**-Please complete your poetry folder, work on your career path essay (also if you are not done your 5 paragraph essay, it is now overdue (progress reports go home Friday), work on your BTL final set of questions, and your grammar questions, and your poetry folder if it is not done, same goes for newspaper assignment, video game character (don’t forget, after you are done your video game character, you pair up with someone else and combine your 2 characters and come up with an idea for a video game that both characters would be in) and lastly, if you have not handed it in yet:** p.37 #1,2, 3, 5; p.45 #2-4; and assigned today: p.47 #1, 3, and write your own poem or story with the title: “Fire and Ice” is overdue) **):**

**-REMINDER Poetry Folder Due NOW (O ct.12)**

**-Career Path Essay (DUE: Oct. 15)Instructions:**

**-title page------------------------- 5 marks**

**-introduction paragraph-------5 marks**

**-3 body paragraphs explaining what you want to do when done school and what the steps to accomplishing this are-------15 marks**

**-conclusion paragraph------5 marks**

**-at least one source/quote bibliography**

**5 marks**

**-mechanics--------------------10 marks**

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| Trait | **4** | **3** | **2** | **1** |
| Ideas and Content | Thesis is clear and expresses writer’s opinion(s).  Necessary background information is provided. The reader is effectively “hooked.” Arguments are logical and convincing; counterarguments are presented and effectively refuted. All references required as indicated in the instructions have been researched. | Thesis is fairly clear and expresses writer’s opinion.  Some background information is provided. Writer attempts to “hook” the reader. Arguments are mostly logical and convincing; counterargu-ments are presented but may not be convincingly refuted. Some evidence of required references researched. | The writer attempts to present an opinion about a  controversial issue, but essential background information may be missing. Writer makes little effort to “hook” the reader. Arguments are presented, but they may not be convincing or the support may be irrelevant. Counterarguments may not be addressed. Satisfactory research skills. | The writer shows little attempt to present a definite opinion about an issue. Support for a particular position may be too simplistic or irrelevant. No attempt is made to address counterarguments. Research incomplete. |
| Organization | The writer has chosen an organizational structure that advances the argument and is appropriate for the audience. An inviting introduction and satisfying conclusion are evident. The writer selects effective transitions that clearly connect ideas and provide purposeful pacing. | The writer’s organization fits the purpose and audience. There is a clear sense of beginning and end, but they may not fully engage the reader. Some transitions may be used to connect ideas. Pacing is fairly well controlled. | The writer has made an attempt to organize the arguments, but the overall structure may be inconsistent with the purpose and/or audience. A beginning and conclusion is included, but it is undeveloped. Ineffective transitions are used, and little knowledge of pacing is evident. | The writer uses an organi-  zational structure that is not appropriate for the purpose and/or audience. Paper lacks an apparent beginning and/or conclusion. If transitions are used, they are poorly chosen. No knowledge of pacing is demonstrated. |
| Voice | Writer speaks directly to the reader in a way that is individual, compelling, and engaging. There is a strong sense of a person and a purpose behind the words. Tone is mature, appropri-  ate, and consistently controlled. Writer’s enthusiasm is evident. | The writer’s voice is present. The writer seems committed to the topic, and at times there is a sense of a person and purpose behind the words. Demonstrates a sense of audience, but may not consistently employ an appropriate tone. | The writer’s voice may emerge at times. The writer’s commitment to the topic seems inconsistent; there is little sense of the person and purpose behind the words. Demonstrates a limited sense of audience or fails to use appropriate tone. | The writer’s voice provides little, if any, sense of involvement or commitment. It is hard to sense the person and purpose behind the words.  Demonstrates no audience awareness. |
| Trait | **4** | **3** | **2** | **1** |
| Word Choice | Words convey the intended opinion and message in an interesting, precise, and natural way appropriate to audience and purpose. | The variety of words employed is functional and appropriate to audience and purpose. The writer mainly uses familiar words or phrases; may occasionally  use ordinary words in an unusual way. Figurative language may be attempted, but might not be effective. | Language is predictable, ordinary, and/or imprecise, and at times may not be appropriate for intended audience and/or purpose. Language may be repetitious or misused. Uses little or no figurative language. | Language is limited, monotonous, and /or misused; opinion and messages are not fully communicated. The writer uses an extremely limited range of words; no attempt is made to use figurative language. |
| Sentence Fluency | Sentences are well built, with strong and varied structures that help the paper read smoothly, strengthen the meaning of the text, and draw attention to the key ideas of the argument. Writing sounds natural and fluent. | The text flows; sentence patterns are somewhat varied and contribute to the ease of reading. Sentences are functional but may sometimes lack energy. The sentences convey the basic argument, but perhaps without rhythm or grace. | The sentence structure tends to be mechanical rather than fluid; occasional awkward constructions may force the reader to slow down or reread to make sense of the arguments and message. The writer uses limited variety in structures. | The writing is difficult to follow; sentences tend to be incomplete, run-on, or awkward. The writing requires the reader to reread several times to make sense of the arguments and message. The writer uses little or no variety in sentence structures. |
| Conventions | Writing demonstrates strong control of standard writing conventions and uses them effectively to enhance communication. Grammar, punctuation, usage, spelling, and paragraphing are correct and appropriate | Writing demonstrates reasonable control of standard writing conventions. There may be a few errors, but they do not impede readability. | Writing demonstrates limited control of standard writing conventions. Errors begin to impede readability; significant editing is needed. | Writing demonstrates little  or no control of standard writing conventions. The severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning; extensive editing is needed. |
| Communication | Language is not repetitive. Excellent vocabulary. Wording is objective reflecting formal essay writing expectations. Opinion(s) is clearly implied, and supported. | Language is not repetitive. Good vocabulary. Wording is usually objective reflecting formal essay writing expectations. Opinion is stated, implied, and supported. | Language is repetitive. Satisfactory vocabulary. Wording is generally objective reflecting formal essay writing expectations. Opinion is not clearly stated, implied, and supported. | Language is repetitive. Limited vocabulary. Wording is not objective. Opinion is not clearly stated, implied, and supported. |

**Between the Lines Final Assignment (Due: Oct. 15):**

1. Read “Zits” p.60-61, and do #1-4
2. Read “Four Minutes That Get You Hired” p.69 and write a paragraph summarizing the piece and state your opinion on how helpful it is to readers.
3. Read The Far Side cartoon on p.74-75 and do #1-4.
4. Read “For Laurie, Truck Driving Paved Her Road to Freedom” and state what is the point of this reading:
5. Read *Weird, Odd, and Unusual Jobs and the People Who Love Them* p. 91-95 and do #4 and make a good copy of this question which will be put up in the class
6. Based on unit 2:
7. What is the key to success?
8. Do you agree or disagree (and explain): “A person’s income reflects his or her value to society.”
9. What is a job that you feel is noble and what is a job you think is the opposite of noble, explain your choice.
10. Read *The Hockey Song* p. 114-115 and make a cameo that has to do with hockey.
11. Based on unit 3
12. do you think you need success to have happiness or happiness to have success?
13. How can you tell if you are “on the right track”?
14. In Unit 4 on Media, pick one reading (eg. *Cellphones, Hollywood and Tragedy, Buy Nothing Day, TV Child, (etc)* and summarize it and explain what the gist of it is in terms of media.
15. Read p. 323- 327 #1-5

**Grammar questions (DUE: Oct.18):**

**You can do this in pairs:**

For each sentence:

* draw a square around any mistakes (some may not have any)
* circle conjunctions
* underline independent clauses.

1. Benvolio wanted peace but Tybalt wanted to fight.

Circle the correct sentence type: simple complex compound compound-complex

1. Romeo was in love with Rosaline.

Circle the correct sentence type: simple complex compound compound-complex

1. When the Prince heard about the fighting, he rushed to the market square.

Circle the correct sentence type: simple complex compound compound-complex

1. If you fight again the penalty will be death.

Circle the correct sentence type: simple complex compound compound-complex

1. Benvolio has seen Romeo walking, around at night.

Circle the correct sentence type: simple complex compound compound-complex

1. Because his sword was out, Tybalt thought Benvolio wanted to fight.

Circle the correct sentence type: simple complex compound compound-complex

SECTION 2:

You and your partner need to write out the definition of a paragraph in your own words. Then each of you write your own paragraph on the topic of your favorite \_\_\_\_\_\_\_\_\_\_\_\_ (movie, T V show, book, radio station, sport, food, vacation spot. Etc). When you are done switch with your partner and circle and grammatical/mechanical mistakes. Submit all of the work.