

12th Dual Research Project Semester II 2005-06

Focus:

Have some fun and make some choices. Choose a contemporary poem, a contemporary song, and a British poem written sometime from the Renaissance to Victorian Eras. Analyze at least one common element that all three share. You choose the element; you choose the works; you choose the focus.

Research Guidelines:

- **The three literary works studied must be from these categories:**
 - 1—One poem from the British Canon from the Renaissance to the Victorian time periods (pp. 192-905 in purple Elements of Literature book or spanning the years from 1495 to 1901)**
 - 2—One contemporary poem (written and published after 1970—if you have to ask, the answer is “NO.”)**
 - 3—One song of your choice; genre or time period does not matter.**

- **You must provide a copy of each primary source as part of your R.D. and Final Draft.**

- **Each source mentioned above must be documented as your three primary sources.**

- **Include at least five additional sources. Those critical sources must reference a primary source such that all three works of art have at least one critical detail of support. One of these five must be a book. You will probably find it easier to obtain print sources for the British piece than for the other two.**

Expectations and Deadlines: Part One—The Research Paper

Mrs. Zeske will not accept the next step of the process until she has seen all preceding steps. In other words, you may not skip an outline, R.D., Peer Revision, and still turn in a final copy. You must receive feedback on all stages prior to the due date of the final draft. All assignments are due at the beginning of class unless otherwise noted.

3/6 & 3/10: Introduce project and explore choices.

3/20: Full period to research and work on choices and plan.

3/21 & 3/22: Research Days in Library

3/23: Research topics and plans due.

**3/24: Outline and preliminary works cited due—
electronic submission after the first 25 minutes of class.**

3/29 & 3/30: Work days for research and writing

3/29-3/31: Conference with Mrs. Zeske.

3/31: Rough Draft due. Either electronic or paper format. If you want me to print it, I must receive it by 8:15 A.M. Peer revision in class.

4/4: Final work day for research paper portion.

4/5: Final Draft due; turn in outline, RD, Peer Revision, Final Copy and Documentation. You must also submit the final draft to turnitin.com by class time.

Goals:

Components:

Integrated quotes

Internal documentation/MLA

Literary criticism

Literary Present Tense

Prove a point about a literary topic

Conferences

RD

Peer Revision

FD

Requirements:

- ◆ FIVE secondary sources—One cannot be an electronic source (literary critics); one must be a newspaper or magazine
- ◆ THREE primary source (work of literature)
- ◆ Final draft 3-4 pages
- ◆ Double-spaced
- ◆ Works Cited (page 5)
- ◆ 2 QUOTES from the primary source in each body paragraph
- ◆ 2 references to outside sources in each body paragraph

Outline Format

Outline the information you have gleaned from your own interpretation of poetry studied and from the critics' commentary. Include in your outline the following points:

- ◆ Proposition Statement: Ex. Jane Eyre develops progressively in her goal for independence through her abuse at Gateshead, her determination to succeed at Lowood, her relationship with Rochester at Thornfield, and her rejection of St. John at Moor's End.
- ◆ Introduction
- ◆ First supporting argument for your proposition
- ◆ Second supporting argument for your proposition
- ◆ Third supporting argument for your proposition
- ◆ Conclusion

Then...

1. Use this order of information to write the rough draft.
2. Peer Revise.
3. Rewrite and submit the Final Copy.

Helpful websites: Mrs. Z. tried them all on 3/8/06.

<http://www.homeworkspot.com/theme/poetry.htm>

www.poetry.com

www.everypoet.com

www.americanpoems.com

www.poeticbyway.com

<http://www.cc.columbia.edu/>

<http://www.poemhunter.com>

<http://rpo.library.utoronto.ca/display/index.cfm>

<http://www.loc.gov/poetry/180/>

Writing Poetry

- [Poetry Society of America](#)
The PSA is the oldest poetry organization in the nation. The site is geared toward poetry education and awareness. The site provides little poetic text, but offers journals, awards, magazines, bookstores and publisher information.

- [Academy of American Poets](#)
The Academy's site offers advice on publishing poetry along with forums where poets can seek advice from their peers.

Reading Poetry

You don't have to write poetry to appreciate it. Sample a wide variety of verse at the following sites:

- [The Poetry Archives](#)
This massive database offers 3,714 poems by 141 authors.
- [Bartleby.com](#)
Browse a long list of poetry anthologies.
- [Internet Poetry Archives](#)
Focuses on contemporary poets.
- [Poetry.com](#)
Offers a list of the 100 Greatest Poems Ever Written.

Just for Fun

- [Cowboy Poetry On-line](#)
For lack of better things to do after a hard day on the range, cowboys would sit around the camp fire at night and entertain one another with poems. Enter a competition to become "Cowboy Poet of the Month."
- [Magnetic Poetry](#)
A fun diversion. If you've seen magnetic poetry on a friend's refrigerator, you know what to expect.

Rubric for Grading

- A** Organized with four pages minimum
Introduced and fully explained at least three different examples
Quality of examples of academic merit
Appropriate and accurate MLA format
Examples addressed the prompt question correctly
Paragraphs included the main idea, concrete detail, and commentary noted above.
Few grammatical mistakes that inhibited understanding of the essay
Interesting and engaging introduction and conclusion
Word choice addressed formal audience/ literary present tense
Variety in sentence structure and word choice
- B** Same as above, but to a lesser degree
Organized with three pages minimum
Introduced and explained three different examples
Quality of examples of academic merit
Appropriate and accurate MLA format
Examples addressed the prompt question correctly
Paragraphs included the main idea, 2 concrete details, and 2 commentary
Few grammatical mistakes that inhibited understanding of the essay
Introduction and conclusion
Formal audience/literary present tense
- C** Somewhat organized with 3 pages minimum
Introduced and fully explained at least two different examples
Examples mostly of academic merit
Mostly appropriate and accurate MLA format
Mostly addressed the prompt question correctly
Paragraphs included the main idea, some concrete detail, and some commentary
Grammatical mistakes influence understanding of the essay somewhat
Lacking strong introduction and conclusion
Somewhat addressed formal audience/ void of literary present tense
Not enough variety in sentence structure and word choice
- F** Not organized with three pages minimum
Examples not introduced and fully explained
Examples not of academic merit
Inappropriate and inaccurate MLA format
Prompt not addressed
The main idea, concrete detail, and commentary noted above not included.
Many grammatical mistakes that inhibited understanding of the essay
Introduction and conclusion not adequate or present
Inappropriate audience
No variety in sentence structure and word choice

Rubric for Rough Draft

I am noting whether or not you addressed these issues. If you need help with any individual item, I expect you to make an appointment with me to clarify the issue. The items constitute the elements of the assignment. Quality of the sources or matching internal documentation with works cited entries must be checked by you. I will not evaluate this portion of the paper until the final draft.

Teacher			Peer	
YES	NO	Research Element	YES	NO
		Integrated Quotes		
		Internal Documentation/MLA		
		Literary Criticism		
		Literary Present Tense		
		Concession		
		Prove a Point about a literary topic		
		Five secondary sources (2 paper)		
		Three primary sources (work of literature)		
		3-4 pages long		
		Work Cited page # 4/5		
		Double Spaced		
		Pagination		
		2 Primary Quotes in each body paragraph		
		2 Critical Quotes in each body paragraph		

Comments:

Expectations and Deadlines: Part II—The Extension

Create and present a product/presentation/interaction linking your research experience to a social issue or item of personal interest. The student must interact with someone or some entity outside the school for this activity.

Ideas:

- Implement a solving of a problem
- Video documentary that they try to market
- Blogging
- Volunteer work, i.e. Big Brother
- Organize a group to visit groups outside of school
- Brochure—create and distribute outside of your school community
- PSA
- Needs assessment/ survey

Steps:

- Finish Research Paper
- Decide on a related social issue
- Create an action plan
- Create a rubric with peers
- Carry out the project—must take action outside the classroom
- Present to group—must have documentation of interaction; use groups for both troubleshooting and final presentation.
- Conduct peer evaluation of product or interaction
- Teacher evaluation

Components:

- Rubric-building with peers
- Product or action
- Presentation
- Peer Evaluation with Rubric
- Teacher Evaluation with Rubric

Places to go:

- Initiate a cause www.takingitglobal.com
- Blogging sites: i.e. blogspot.com

Mrs. Z will model the process in outline form.