The Great Gatsby Final Paper

Objective: Students will create a composition using textual evidence and other connections to prove their created thesis.

Due Dates to be listed on Website Calendar, on PowerSchool and on Turnitin.

Frequently Asked Questions:

Do we have to write about a topic you chose? I want you all to create an original thesis and prove it.

What should we use for evidence? You are required to use evidence in your composition. You may and should use textual evidence from the novel, but you may also use articles about the book, scenes from the film, and any other resources you may like; just make sure to cite them.

How should we format this paper? Your paper should be formatted in MLA format. I have put resources on our classroom website (*mrmartinwhs.weebly.com*) to help you.

How do I submit this paper? All papers must be submitted through <u>turnitin.com</u>. I have already set up accounts for your through your <u>wethersfield.me</u> email accounts (Log-In and Passwords are the same you use for the wifi). I am using Turn-It-In because it tracks your evidence used, checks for plagiarism, and allows you new avenues to get feedback on your writing.

Rubric

ARGUMENT						
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate	
Citains: The text introduces a clear, argueble clean that can be supported by reasons and evidence.	The test introduces a competing cash that is clearly aspusable and takes a purposeful position on an lesse. Thefeet has a shruture and organization that is constuly crefted to support the cash.	The text introduces a precise claim that is clearly argueble and taxes an identificable position on an issue. The text has an affective shurture and organization that is aligned with the claim.	The test introduces a claim that is argueble and takes a position. The test has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a visque position. The text attempts a ethiciture and organization to support the presi- tion.	The text contains an underofishin dain or regue position. The text limited shudure and organization.	
Development: The test provides sufficient data and evidence to tack up the claim while pointing out the strengths and imitations of both the claim and conferniam. The test provides a conclaim that supports the ergument.	The text provides convincing and intervent data and entitlemen to texts up the claim and shiftuly addresses courtescants. The conclusion effectively strengthens the claim and entitence.	The text provides sufficient and relevant date and evolvene to been up the claim and beily addresses doubtercoans. The concusion effectively reinforces the claim and endence.	The test povides data and evidence to test up the stem and addresses counterclaims. The constructor ties to the cash and evidence.	The text provides data and evidence that attempt to bank up the stains and unclearly addresses counterclaims or lacks counterclaims. The conduction merely restates the position.	The text contains limited data and entirence related to the date and counterclaims or leads sounderclaims or leads sounderclaims or leads sounderclaim the text may bit to conclude the argument or position.	
Audience: The test anticipates the audience's showings level, concerns, values, and possible bissess shoul the claim. The test addresses the specific results of the audience.	The text consistently addresses the audience's knowledge level, con- cerns, values, and present travels about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level; concerns, values, and prescribe trases should the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, velues, and prestrict brases about the claim. The fast addresses the needs of the audience.	The sect illustrates an inconsistent assertment of the audience's amontetige level and needs.	The text lacis or awareness of the audience's knowledge level and needs.	
Cohesion: The test uses worth, phreses, and clauses as well as varied spriles its inis the major sections of the test, creates otherion and clarifies the reasons, between the claim and reasons, between reasons and evidence, and between claims and sourierclaims.	The led shallopically uses words, phrases, and clauses as well as varied sprise to link the major accition of the lest. The lest explains the relationships between the claim and reasons as well as the evidence. The lest strategically links the dourser(same to the claim.	The bord skillfully uses words, phrases, and discuss as well as varied synder to link from expor- sactions of the last. The last identifies the relationship between the claim and reasons as well as the evidence. The set effectively insis the counternisms to the claim.	The last uses words, phrases, and clauses as well as varied synten to los the major solitons of the test. The last convention the claim and reasons. The last londers the claim,	The leed contains limited words, phrases, and clauses to link the major socions of the text. The text attempts to connect the claim and reasons.	The ted contains few, if any, words physics, and clauses to link the ma sactions of the test. The test does connect the claims and reasons.	
Style and Conventions: The test presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, att).	The text presents an engaging, formal and objective tone. The least intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal, objective time. The last demon- strates standard English consen- tions of usage and mechanics while attending to the norms of the deciptine (i.e. MLA, APR, etc.).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, ANA, etc.).	The text illustrates a limited awareness of formal time. The text demonstrates asme accuracy in standard Englan conventions of usage and mechanics.	The text illustrates a limited aware- ness of or incomplated tone. Their demonstrates inaccuracy in stands English conventions of usage and mechanics.	