E2H Annotations/Note Taking Expectations

In E2H, you are expected to annotate or take notes for every text we read; this even includes short poems! You will either take notes in the text if you own it or you will take notes in your notebook. I STRONGLY suggest you purchase your own novels to make annotations easier. In the SpringBoard textbook, you can mark directly on them. It is very important to make observations AS you are reading literature. This will help you better understand the text itself and understand why the author made certain choices. Your texts will be collected throughout the year and graded for the quality of the annotations.

Here are some tips for annotating:

\*create a system that works for you

Do you like using highlighters? Do you like using post-it notes? I will allow you to annotate whichever way works best for you, but you need to have a plan and be consistent!

\*realize that annotating is no longer just summarizing at the end of each chapter

As you progress through the Honors track, more is expected of you in terms of immediate understanding/insight, and annotating will help you make these connections more quickly in all the texts you read.

\*look up references/allusions in the text

Much of British Literature relies on references/allusions to other texts/historical events & figures/ the Bible/etc. It is very important that you know and understand these references. This will require you to look them up—use Wikipedia for quick references! You may be tested on these, too.

I would suggest you ALWAYS mark for these aspects of the text, which I have split into 2 different categories:

1. General Text Analysis- these are the most important aspects of each text that you need to understand to get a good grasp of the text as a whole. This method is great for non-fiction texts.

S-speaker

O-occasion

A-audience

P-purpose

S-subject

Tone

2. Author’s Choices- these are the aspects of the text that are related to the specific choices authors make in order to reach the audience about a specific subject for a specific purpose. This also relates to the author’s personal writing style.

M-motifs/symbols

F-figurative language

C-characterizations

S-structure

P-patterns

Here are some authorial choices you might look for:

-gaps -complexities in POV -thwarted expectations -and MANY more!

-repetition -flashbacks -juxtapositions

-allusions -multiple meanings -rhythms

-plot twists -confusions -word play

How will annotations be graded? Annotations are worth 20 points total and will be graded by teacher discretion based on quantity and (more so) quality. While grading I will consider:

-Are the annotations clear?

-Would the student be able to use these annotations effectively during graded discussions?

-Are annotations of high quality, meaning do they address the above rather than plot summary?

-Is it clear why information was annotated?

**E2H Graded Discussion Directions/Rubric**

In E2H we have many graded discussions on the material we are currently reading. It is very important to practice discussion skills because discussions will become more frequent and more heavily weighted as you continue in the Honors English classes. Every graded discussion in E2H will go into the Speaking & Listening (Collaborative Discussion) grade on Home Access.

**Preparation**- For each graded discussion, you must create 3 discussion questions of high quality. This means that your questions should NOT be able to merit answers of “yes” or “no.” All of the discussion questions should have your own personal answers included. Each answer should also include textual evidence along with page numbers.

\_\_\_\_\_\_\_/10 points

**Participation-** For each graded discussion I will track the number of times each student participates, and I will create an average. I will then take the number of times you participated and find the percentage. For example, if you participated 1 time during the discussion and the average for the rest of the class was 5 times participating, your percentage for this category would come out to 20%.

\_\_\_\_\_\_\_\_/5 points

**Quality**- The quality of your comments is more heavily weighted than the number of times that you participate. To receive full credit in this category, you must use textual evidence with page numbers at least once during the discussion. I will also take into account if you had insightful comments and comments that sparked others to discuss. Participating by stating you “agree,” for example, is not a comment of quality.

\_\_\_\_\_\_\_\_/10 points

**Promoting Discussion**-You must ask at least one question during the discussion to earn full credit in this section. I will also take into account how respectful you are during the discussion. If you dominate the discussion by not letting others state their opinions or if you interrupt others while they are commenting, you will lose points in this category. If you do not participate at all, you will receive a 0 for this section.

\_\_\_\_\_\_\_\_/5 points

Total: \_\_\_\_\_\_/30 points

Comments: I will always give you comments on your discussion so that you can improve for the next one. If I do not give your comments back before the next graded question, bug me about it! ☺

\*The next page of this packet is the AP Style Rubric. This is the rubric that you will be graded with for every in-class essay. Look closely at the categories. We will go over where you should be now and later on in the class. You may mark anything you want on this copy. I will print you a new rubric for each essay. The first in-class essay will be worth 50 points, then subsequently 100 points each.

**RUBRIC FOR ADVANCED PLACEMENT ESSAYS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **9 8** | **7 6** | **5** | **4 3** | **2 1** | **0** |
| **OVERALL IMPRESSION-PRESENTATION** | Demonstrates excellent control of the literature and outstanding writing competence; thorough and effective; incisive; proper MLA parenthetical citations | Demonstrates good control of the literature and good writing competence; less thorough and incisive than the highest papers; significant errors in MLA format | Reveals simplistic thinking and/or immature writing; adequate skills; egregious errors with or many missing MLA citations | Incomplete thinking; fails to respond adequately to parts of the question may paraphrase rather than analyze | Unacceptably brief; fails to respond to many or all parts of the question; little clarity | Lacking skill and competence |
| **UNDERSTANDING OF TEXT-IDEAS** | Excellent understanding of the text; exhibits perception and clarity; original or unique approach & ideas; includes apt specific references | Good ideas and understanding of the text; ideas are well supported; exhibits perception and clarity; includes specific textual references | Superficial understanding of the text; elements of literature vague, mechanical, over-generalized, formulaic | Misreadings and lack of persuasive evidence from the text; meager and unconvincing treatment of literary elements | Serious misreadings; little supporting evidence from the text; lack of original ideas; erroneous treatment of literary elements | A response with no more than a reference/allusion to the literature, blank response, or response com-pletely off topic |
| **ORGANIZATION & DEVELOPMENT** | Meticulously organized and thoroughly developed; coherent and unified | Well organized and developed; coherent and unified | Reasonably organized and developed; coherent and unified | Somewhat organized and developed; some incoherence and lack of unity | Little or no organization and development; incoherent and void of unity | No apparent organization or development; incoherent |
| **SENTENCE FLUENCY** | Effectively varied and engaging; virtually error free | Varied and interesting; a few minor errors | Adequately varied, but seemingly so without purpose; some minor errors | Somewhat varied and marginally interesting; one or more major errors | Little or no variation; dull and uninteresting; some major errors | Numerous major errors or no variation |
| **WORD CHOICE-DICTION** | Interesting and effective; virtually error free | Generally interesting and effective; a few errors | Adequately varied; some errors | Somewhat varied and marginally interesting; one or more major concerns | Little or no variation; dull and uninteresting; some major errors | Numerous major errors; several instances of immature language and slang |
| **CONVENTIONS (grammar, usage, mechanics, and punctuation)** | Virtually error free | Occasional minor errors | Several minor errors | Some major errors | Severely flawed; frequent major errors | Extremely flawed; frequent errors interrupt the author’s message |

**tone = speaker’s attitude**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POSITIVE TONE WORDS** | | **NEUTRAL**  **(+**, **-**, **or neutral)** | **NEGATIVE TONE WORDS** | |
| admiring  adoring  affectionate  appreciative  approving  bemused  benevolent  blithe  calm  casual  celebratory  cheerful  comforting  comic  compassionate  complimentary  conciliatory  confident  contented  delightful  earnest  ebullient  ecstatic  effusive  elated  empathetic  encouraging  euphoric  excited  exhilarated  expectant  facetious  fervent  flippant  forthright  friendly  funny  gleeful  gushy  happy | hilarious  hopeful  humorous  interested  introspective  jovial  joyful  laudatory  light  lively  mirthful  modest  nostalgic  optimistic  passionate  placid  playful  poignant  proud  reassuring  reflective  relaxed  respectful  reverent  romantic  sanguine  scholarly  self-assured sentimental  serene  silly  sprightly  straightforward  sympathetic  tender  tranquil  whimsical  wistful  worshipful  zealous | commanding  direct  impartial  indirect  meditative  objective  questioning  speculative  unambiguous  unconcerned  understated | abhorring  ambiguous  ambivalent  angry  annoyed  antagonistic  anxious  apathetic  apprehensive  belligerent  bewildered  biting  bitter  blunt  bossy  cold  conceited  condescending  confused  contemptuous  cynical  demanding  depressed  derogatory  desolate  despairing  desperate  detached  diabolic  disappointed  disliking  disrespectful  doubtful  embarrassed  enraged  evasive  fatalistic  fearful  forceful  foreboding  frantic  frightened  frustrated  furious  gloomy  grave  greedy  grim  harsh | hostile  impatient  incredulous  indifferent  indignant  insecure  insolent  irreverent  lethargic  melancholy  mischievous  miserable  mocking  mournful  nervous  ominous  outraged  paranoid  pathetic  patronizing  pedantic  pensive  pessimistic  pretentious  psychotic  resigned  reticent  sarcastic  scornful  self-deprecating  selfish  serious  severe  sinister  skeptical  sly  solemn  somber  stern  stolid  stressful  suspicious  tense  threatening  tragic  uncertain  uneasy  unfriendly  unsympathetic |

**mood = emotional effect that**

**the text creates for the audience**

|  |  |  |  |
| --- | --- | --- | --- |
| **POSITIVE MOOD WORDS** | | **NEGATIVE MOOD WORDS** | |
| amused  awed  bouncy  calm  cheerful  chipper  confident  contemplative  content  determined  dignified  dreamy  ecstatic  empowered  energetic  enlightened  enthralled  excited  exhilarated  flirty  giddy  grateful  harmonious  hopeful  hyper  idyllic  joyous | jubilant  liberating  light-hearted  loving  mellow  nostalgic  optimistic  passionate  peaceful  playful  pleased  refreshed  rejuvenated  relaxed  relieved  satiated  satisfied  sentimental  silly  surprised  sympathetic  thankful  thoughtful  touched  trustful  vivacious  warm  welcoming | aggravated  annoyed  anxious  apathetic  apprehensive  barren  brooding  cold  confining  confused  cranky  crushed  cynical  depressed  desolate  disappointed  discontented  distressed  drained  dreary  embarrassed  enraged  envious  exhausted  fatalistic  foreboding  frustrated  futile  gloomy  grumpy  haunting  heartbroken  hopeless  hostile  indifferent  infuriated | insidious  intimidated  irate  irritated  jealous  lethargic  lonely  melancholic  merciless  moody  morose  nauseated  nervous  nightmarish  numb  overwhelmed  painful  pensive  pessimistic  predatory  rejected  restless  scared  serious  sick  somber  stressed  suspenseful  tense  terrifying  threatening  uncomfortable  vengeful  violent  worried |

**List of Transition Words**

**Opposition / Limitation /**

**Contradiction**

although this may be true

in contrast

different from

of course ..., but

on the other hand

on the contrary

at the same time

in spite of

even so / though

be that as it may

then again

above all

in reality

after all

but

(and) still

unlike

or

(and) yet

while

albeit

besides

as much as

even though

although

instead

whereas

despite

conversely

otherwise

however

rather

nevertheless

nonetheless

regardless

notwithstanding

whenever

while

because of

as

since

while

lest

in case

provided that

given that

only / even if

so that

so as to

owing to

inasmuch as

due to

**Agreement / Addition / Similarity**

in the first place

not only ... but also

as a matter of fact

in like manner

in addition

coupled with

in the same fashion / way

first, second, third

in the light of

not to mention

to say nothing of

equally important

by the same token

again

to

and

also

then

equally

identically

uniquely

like

as

too

moreover

as well as

together with

of course

likewise

comparatively

correspondingly

similarly

furthermore

additionally

**Cause / Condition / Purpose**

in the event that

granted (that)

as / so long as

on (the) condition (that)

for the purpose of

with this intention

with this in mind

in the hope that

to the end that

for fear that

in order to

seeing / being that

in view of

unless

when

**Effect / Consequence / Result**

as a result

under those circumstances

in that case

for this reason

for

thus

because the

then

hence

consequently

therefore

thereupon

forthwith

accordingly

henceforth

**Examples / Support / Emphasis**

in other words

to put it differently

for one thing

as an illustration

in this case

for this reason

to put it another way

that is to say

with attention to

by all means

important to realize

another key point

first thing to remember

most compelling evidence

must be remembered

point often overlooked

to point out

on the positive / negative side

with this in mind

notably

including

like

to be sure

namely

chiefly

truly

indeed

certainly

surely

markedly

especially

specifically

expressively

surprisingly

frequently

significantly

in fact

in general

in particular

in detail

for example

for instance

to demonstrate

to emphasize

to repeat

to clarify

to explain

to enumerate

such as

**Conclusion / Summary / Restatement**

as can be seen

generally speaking

in the final analysis

all things considered

as shown above

in the long run

given these points

as has been noted

in a word

for the most part

after all

in fact

in summary

in conclusion

in short

in brief

in essence

to summarize

on balance

altogether

overall

ordinarily

usually

by and large

to sum up

on the whole

in any event

in either case

all in all