

11th Grade CCA for English/Language Arts

South Kingstown High School 11th Grade E.L.A. Comprehensive Course Assessment: Research Essay on a Topic in the Humanities

(worth 50% of final exam grade)

SLE A1: Acquiring and Analyzing Information; Employing Effective Research Skills

Objective

- ✓ Every 11th grade student will write a fully-documented research essay as the Comprehensive Course Assessment (CCA) in English/Language Arts.
- ✓ For this project, you will examine one noteworthy artist or author or body of work (not necessarily one studied in class) and synthesize your research into a well-organized essay.
- ✓ Your essay will advance a thesis about the artist or work in response to one of the following questions:
 - ❖ What is an artist?
 - ❖ What is the relationship between a work of art and the culture that produced it?
 - ❖ How can we judge the value of an artist's work?

Requirements:

In order to meet proficiency requirements for the CCA, your essay must...

- ✓ advance a thesis and support it through accurately documented research;
- ✓ be at least 1000 words long (approximately 3 pages), not counting the Works Cited page;
- ✓ have multiple paragraphs which develop the thesis in a logical order with smooth and varied transitions:
 - an introduction, including a hook and a clear statement of your thesis;
 - multiple body paragraphs, with specific details from the selected literature and strong critical thinking to support the your thesis;
 - a conclusion that sums up major points and restates your thesis.
- ✓ demonstrate your skills in each of the following techniques of research writing:
 - collect and document information and ideas from an appropriate range of research sources;
 - accurately cite sources within text;
 - cite at least five different sources, of which no more than 50% may be Internet-only sources;
 - follow MLA format throughout;
 - have a complete, accurate Works Cited page;
 - follow SKHS formatting requirements (black ink, 1" margins, double-spaced, 11- or 12- point Times or Arial font);
- ✓ demonstrate your mastery of formal writing:
 - use correct and logical word forms;
 - avoid contractions;
 - weave quotations;
 - use a clear and effective voice;
 - use varied and mature sentence structure;
 - demonstrate proper use of standard grammar and mechanics (spelling, punctuation, etc.).

Assessment:

- ✓ Your project will be assessed according to the SKHS English Department's Research Essay Rubric.
- ✓ The essay will count as 50% of your final exam grade.
- ✓ Your teacher may grade the writing process for quarterly grades.
- ✓ You will receive feedback on your drafts from your teacher and your peers.
- ✓ Your teacher will establish deadlines and a process for resubmissions.
- ✓ If, after your final draft has been assessed, it does not meet proficiency, you will be allowed opportunities to revise it in order to meet graduation requirements.

Papers that do not cite multiple sources or do not include a Works Cited page will not receive a score.

Grade Span Expectations W-1, W-2, W-3, W-6. W-7, W-8, W-9, W-10 R-7, R-8	Student Learning Expectations (Portfolio Submissions) A1: Acquiring and Analyzing Information; Employing Effective Research Skills
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Please adhere to the following guidelines for organizing your essay.

If your topic is an individual artist:

- ✓ A brief summary of the artist's **life and career**;
- ✓ An explanation of the artist's place in **cultural context** (how does he/she fit into the development of his/her art form during the time period in which he/she lived?);
- ✓ A detailed **analysis of a representative work(s)** by the artist.

If your topic is an individual work or body of work:

- ✓ A brief **summary of the culture** the work belongs to;
 - ✓ A detailed **analysis of the work itself**;
 - ✓ An account of **the work's influence** on or relevance to later artistic developments.
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(This space will be for individual teachers' guidelines. For example, teachers may require students to pass in preliminary bibliographies, outlines, notes, drafts, etc., for process quiz grades. Students *must* have the opportunity to receive feedback from the teacher on at least one round of drafts before the final assessment is due.)