

BLENDING GENRE ESSAY: Teen Mental Health Awareness

Points: 100

Due Date: March 6th @ 11:59 PM

Submission: Google classroom only

Audience: High school students interested in learning more about mental health issues

Description: Mental health issues are commonly discussed in classrooms reading *The Catcher in the Rye*. The main character of the story, a teenager named Holden Caulfield, suffers with depression and post-traumatic stress disorder (PTSD). Many experts believe the author J.D. Salinger was projecting his own suffering in the text. As a soldier in World War 2, J.D. Salinger saw many atrocities, including D-Day, with pages of the then unfinished *The Catcher in the Rye* in his pocket. For this essay you will be investigating a teen mental health issue of your choice to prepare you for the next novel. You should be answering the following questions:

1. How can your mental health issue be described?
2. What is it like to have your mental health issue?
3. What are the best remedies or solutions exist to help those who are suffering?

Requirements:

- * Length: 5 sections (4+ pages)
- * Must contain at least 2 of the following blended genres: Argumentative, Informative, Narrative
- * Format: MLA

- Times New Roman font, size 12, double spaced, centered title
- header with last name and page #
- correctly formatted in-text citations and works cited page
- Personal pronouns are allowed (I, me, mine, we, us, our, etc.)
- **Lexile <1100** and **Modified** will have 2 quotes per paragraph
Lexile >1100 will have 3 quotes per paragraph

* Sources: **at least 4 total sources**; 1 must be from the DSM manual, 2 must be from EBSCO, GALE

February / March

2/14 Essay directions LMC video presentation Build essay template	2/15 Notes: Commentary Research Question #1	2/16 IXL L.1 Research Question #1	2/17 Research Question #2	2/18 No School Professional Development
2/21 No School President's Day	2/22 Research Question #3	2/23 IXL L.2 Final research day Drafting Begin typing RD	2/24 IXL L.3 Drafting Works Cited, Intro	2/25 Notes: Quotes Drafting BP #1, 2
2/28 Drafting BP #2, 3	3/1 IXL Day IXL grammar project due tonight @ 11:59 PM	3/2 Drafting BP3, Conclusion	3/3 IXL L.4 Editing PEW w/2 partners	3/4 Publishing Drafting final essay Essay due by March 6th @ 11:59 PM

Notes:

1. Please staple your rubric on top of your checklist and submit in class on March 4th or March 7th.
2. You must include parenthetical citations and a works cited with the final draft. Failure to do so may result in a zero for the essay. Your Google classroom originality report should be clean.
3. There is a 10% late penalty per day after the submission date. Please use your class time wisely!
4. **Sharing or emailing me the essay does not count as a submission.** You must submit to Google, so your essay can be checked for plagiarism.

Name: _____

Course/Class: _____

Date: _____

Prompt #: _____

Score: **/4 Points Possible****11-12th Grade Blended Writing**Total points earned divided by # of categories =
Score out of 4 points possible (round to nearest tenth)

4	3	2	1	0
Advanced	Proficient	Basic	Below Basic	
Introduces an advanced or complex topic clearly, previewing what is to follow.	Introduces a topic, clearly previewing what is to follow.	Introduces an unclear topic. May not preview what is to follow.	Topic is unidentifiable or difficult to determine.	No topic introduced.
Creates an advanced and sophisticated structure that organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.	Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.	Attempt made at organization. Some organization strategies may be used unsuccessfully.	Minimal organization present. Minimal or limited use of organizational strategies.	No organization present.
Effectively uses and incorporates appropriate and useful formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	Includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Some formatting, graphics, and/or multimedia present; may be used ineffectively.	Minimal formatting, graphics, or multimedia used. May hinder understanding or are unrelated to topic.	No formatting, graphics, and/or multimedia present.
Develops the topic thoroughly by selecting the most significant and relevant facts from the most credible, valid, and reliable sources , extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Attempt made to develop the topic with some facts and details. May show limited knowledge of audience knowledge of the topic.	Limited facts or details provided to develop topic. Information provided may be irrelevant. Shows limited knowledge of audience knowledge of the topic.	No topic development present. No awareness of audience knowledge of the topic.
Uses appropriate, highly effective , and varied transitions to link the major sections of the text; create cohesion, and clarify in explicit detail the relationships among complex ideas and concepts.	Uses appropriate and varied transitions and syntax to link the major sections of the text; create cohesion, and clarify the relationships among complex ideas and concepts.	Transitions are present but may not clarify relationships among ideas and concepts.	Limited use of transitions that may cause confusion or are unrelated to the topic.	No transitions present.
Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Language is mostly precise and domain specific. May use some techniques with varying effectiveness.	Language is mostly imprecise and/or not domain-specific.	No precise language or domain-specific vocabulary present.
The writing smoothly and effectively blends at least two genres (argumentative, expository, and/or narrative); blending is well thought out and purposeful	The writing adequately blends at least two genres (argumentative, expository, and/or narrative); blending is generally purposeful.	The writing attempts to blend at least two genres (argumentative, expository, and/or narrative); blending seems forced and may distract from content	The writing shows little or no evidence of blending genres (argumentative, expository, and/or narrative).	No style present. No conformity to the norms and conventions of a specific genre.
Provides a thorough and well-developed concluding section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Provides a concluding statement that mostly restates the topic.	Provides a concluding statement that is limited and/or may fail to effectively conclude the piece.	No conclusion present.
Demonstrates an advanced command of the English language with few to no errors .	Demonstrates command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).	Demonstrates limited command of the conventions of standard written English. Errors occasionally interfere with the message.	Demonstrates little to no command of the conventions of standard written English. Frequent errors interfere with the message.	Many errors present, interfering with the message and making the writing practically unreadable.

Peer Editing Checklist—Mental Health Awareness Research

Author of paper: _____

Illness: _____

Directions: Read your partner's paper from beginning to end. Then go back through the paper and place a check in the blank next to each item listed below if you find that it needs no improvement. If the item on this list is not present or needs work, place an X in the blank and offer constructive comments to help your partner correct this item. Avoid negative criticism. Show respect for your partner's ideas.

Introduction

Initials

1a. The paragraph gives a thorough overview of the issues to be discussed in paper.

Comments: _____

1b. The intro paragraph contains a clear thesis statement that mentions questions 1, 2, and 3 about your mental health topic.

Comments: _____

Body

2a. Each body paragraph has a clear topic sentence.

Comments: _____

2b. The paragraphs give detailed information to support the thesis statement.

Comments: _____

2c. The paragraphs include relevant quotes to support ideas.

Comments: _____

Conclusion

3a. The paragraph adequately restates the ideas from the thesis statement.

Comments: _____

3b. The paragraph wraps up/summarizes main points from the body of paper.

Comments: _____

Research

4a. All sources are appropriately documented and cited. Parenthetical documentation, works cited page, and quoted material in correct MLA format.

Comments: _____

Style, Grammar, Format, and Conventions

- 5a. The paper uses 3rd person point of view and the use of personal references (I, me, you, etc.)
- 5b. Paraphrasing is believable. The composition accurately reflects the style of a high school student.
- 5c. The paper is free of run-ons, comma splices, and sentence fragments.
- 5d. The format of the paper follows the guidelines in the ELA III handout (double-spacing, header, title, font size, etc.)
- 5e. The paper contains no spelling, capitalization, or punctuation errors.

Additional Comments or Suggestions:

REVIEW #1

REVIEW #2

By signing below, I affirm my review of the author's essay to be constructive and positive; my notes are, in my sincerest opinion, improving the quality of the author's mental health research essay.

Signature Review #1

Date

Signature Review #2

Date

AQC – Assertion, Quotation, Commentary

When writing a research essay, it is essential to support your thesis statement with text from the work of literature you are discussing – this is called a direct quotation. When adding quotations to your writing, it is important to surround them with material that will help them make sense in the context of the paper, such as assertions, lead-ins, and commentary. If a quotation is simply plunked into the format of an expository paragraph, it will confuse the reader, and it will detract from the smoothness of your paper.

In short, for analysis writing, the following three requirements must be met:

- 1) An argumentative claim must be made (the **assertion**).
- 2) A **quotation** must be presented, and blended into your writing, that supports the claim.
- 3) **Commentary** must follow the quotation that explains how the textual evidence presents the claim.

Let's look at each individual portion of the **A/C-Q-C/E**

A – ASSERTION/CLAIM

An assertion is a general statement of belief or judgment that can be supported with specific evidence and examples. Each assertion needs to be connected to the thesis statement of the paper. The assertion makes the reader aware of a claim you are making and about to prove in regard to the thesis statement. A good way to think of it is that the Assertion step tells the reader what the forthcoming quotation will prove.

Examples:

- One example of Melville's use of color imagery is in the description of the whale.
- Another example of Fitzgerald's theme of ignoring reality is his symbolic use of names.
- An example of Shakespeare's theme of contrasts in life is seen in the diction choices in Hamlet's "[t]o be or not to be" speech.

Q - QUOTATION

Direct quotations from literature are the evidence you can use to support the assertion in your topic sentence, and ultimately your thesis. These can be pieces of narration, words that are spoken, a character's thoughts, etc.

The power of your quotation will be determined by how well you select it and explain it. Avoid using extremely long quotations or dialogue between two characters that will be confusing to insert into your writing. Try to reduce the quotation to the most essential piece(s) of information. You can paraphrase parts of a conversation if necessary.

Ways to approach integrating quotation into your essay:

1. Roll the quote into your own sentence (embedding).
 - Ex: Furthermore, when Scout and Jem are walking home from the pageant, they hear a man "running toward [them] with no child's steps" (264).
2. Introduce the quote with a complete sentence—use a colon.
 - Ex: For example, Scout explains to her father why she pummeled Walter Cunningham in the schoolyard:
"He made me start off on the wrong foot" (27).
3. Introduce someone speaking—use a comma.
 - Ex: In addition, while spending Christmas at Finches Landing, Francis tells Scout, "Atticus is ruinin' the family" (87).

TIPS

1. If you leave out words or phrases in the middle of a quotation, use an ellipsis mark (. . .). Use brackets to insert changes in a quotation that will make it fit your sentence structure smoothly.
 - Example: Elisa becomes more interested when the peddler tells her of a “lady down the road [who] has got . . . nearly every kind of flower but no chrysanthemums” (492).
2. It is important for the reader to understand the situation/context in which the quotation occurs and who is speaking. Even if you assume your reader has read the material about which you are writing, in order for the flow of the paper to remain smooth, the quotation might need some kind of introduction beyond the assertion - this is called a **LEAD-IN**. After all, a normal person does not memorize a piece of literature after having read it only once. It is your job to remind your reader of the situation surrounding the quotation. So, when inserting quotations, be sure to include the **SPEAKER** (if applicable) and the **SITUATION**.
3. All quotations are not created equally. Choose carefully which words you quote—make sure they support your assertion and thesis statement.
4. Do NOT use a quotation as a topic sentence. Topic sentences are part of YOUR structure and should be your unique thoughts and wording.
5. Remember that a mere quotation does not show anything, prove anything, or make anything obvious or evident. You, as the writer, have that job. That's where **COMMENTARY** comes in.

C - COMMENTARY/EVIDENCE

Commentary is the most important and most difficult portion of support for many writers. In a literary analysis, it is the commentary that explains your thinking to the reader. You need to explain your reasoning as to why the selected quotations prove your assertion and therefore thesis statement. It should be evident to you why the quotation was selected, but your thought process needs to be communicated to the reader of your paper. This will often take more than a couple sentences.

One way to remember what your options are for commentary is to use the acronym **SPIES**:

SIGNIFICANCE, PURPOSE, IMPORTANCE, EFFECT, or SUGGESTION.

Using these trigger words should help you create meaningful commentary. Avoid simply paraphrasing the quotation or restating the assertion in your commentary. Explain your reasoning. Some words to consider using to begin commentary are the following:

Proves	Implies	Indicates	Demonstrates	Testifies to
Underscores	Argues	Shows	Supports	Illustrates
Confirms	Establishes			

i.e.: Through the use of nature imagery, the author demonstrates that . . .

The high number of fatalities illustrate the need for . . .

The stage directions at the end of Act I indicate that Ruth will . . .