

# Q3 Blended Genre Research Project: *The St. Louis Area*

**Points:** 100 points

**Due Date:** 3/14 to [Google Classroom](#) by 11:59 PM

**Audience:** Other St. Louisans, including your classmates

**Lexile Requirements:** Lexile <1000: 3-4 quotations; Lexile >1000: 6+ quotations

**Description:** In order to prepare for the English II EOC writing portion, we will be investigating local issues in the St. Louis area. By reviewing several newspaper articles on recent issues, you should be able to determine a significant problem in St. Louis (or the surrounding area) and suggest a solution for improvement. In order to meet the blended genre requirement, you should:

1. Introduce and describe in detail the problem affecting the area
2. Explain how the problem impacts you and other locals
3. Suggest a solution for the problem

## General Topic Choices:

**City-County Merger**—Many local leaders, in search of potential economic growth, have been pushing for a merger with St. Louis city and St. Louis county.

**Homelessness**—A shortage of shelters and transportation, as well as limited funding, make it difficult to accommodate the homeless population.

**Homicide Rate**—The St. Louis area has one of the highest murder rates in the country. Approximately 200 homicides occurred in 2017.

**Veteran Health Care**—Complaints of poor health care and long wait times regarding St. Louis' Veteran Healthcare Systems have been increasing in recent years.

**Opioid Crisis**—Pain killer abuse and overdose deaths have been steadily increasing in the past several years.

\*\*\*You may select other topics outside of these choices. Take some time to review the provided resources below to help you choose a topic.

## Requirements:

Length: 5 sections, including an introduction and conclusion (3-4 pages total)

Format: MLA

- a. Times New Roman font, 12 pt., double spaced
- b. Centered title
- c. Header with last name and page # in top right hand corner
- d. In-text citations following "rule of three" and works cited page
- e. You can use personal pronouns (I, me, mine, we, us, our, etc.)

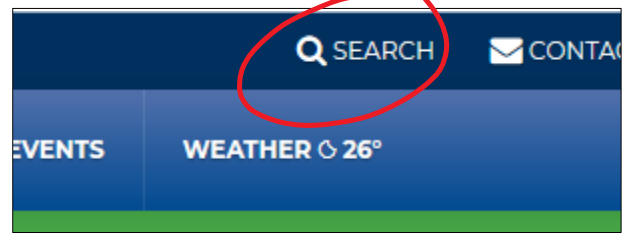
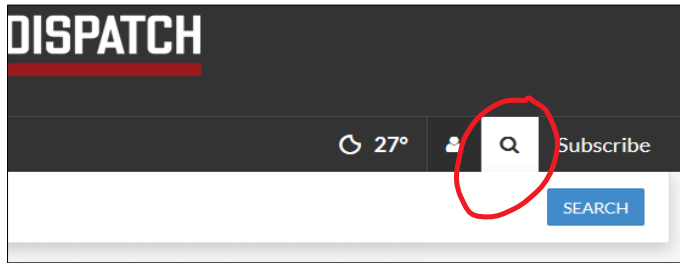
Sources: At least 3 total sources from two different news organizations. **You are limited to the local newspapers/news organizations listed below.**

## Sources:

<b>St. Louis Post Dispatch</b> ( <a href="http://stltoday.com">stltoday.com</a> )	<b>KMOV</b> ( <a href="http://kmov.com">kmov.com</a> )
<b>KMOX</b> ( <a href="http://stlouis.cbslocal.com">stlouis.cbslocal.com</a> )	<b>KTVI</b> ( <a href="http://fox2now.com">fox2now.com</a> )
<b>KSDK</b> ( <a href="http://ksdk.com">ksdk.com</a> )	<b>The Riverfront Times</b> ( <a href="http://riverfronttimes.com">riverfronttimes.com</a> )
<b>St. Louis NPR</b> ( <a href="http://news.stlouispubliocradio.org">news.stlouispubliocradio.org</a> )	<b>KDNL</b> ( <a href="http://abcstlouis.com">abcstlouis.com</a> )

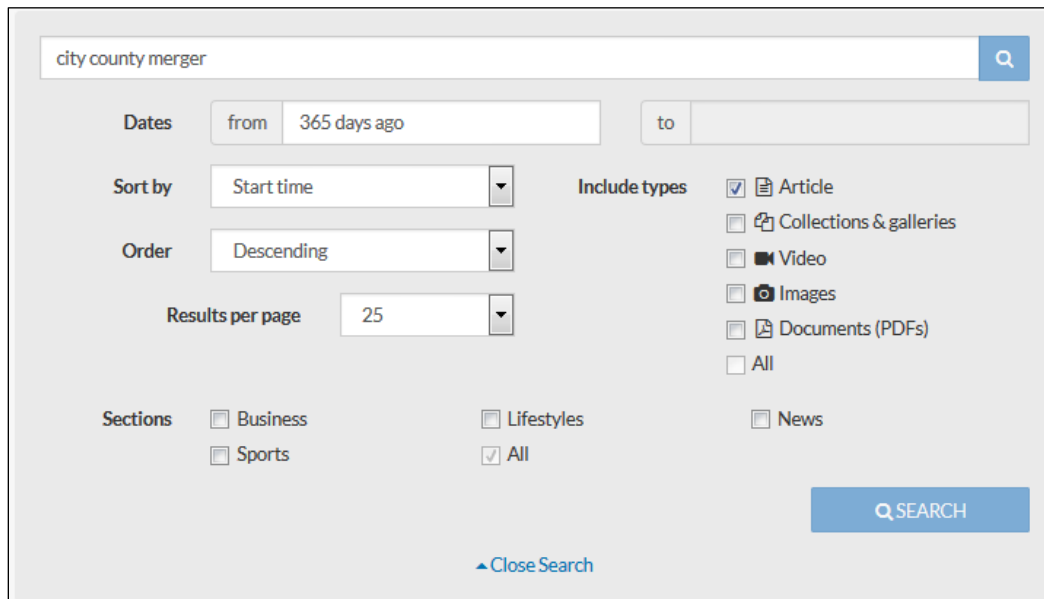
### Searching for topics:

Use the search feature, usually located in the top right hand corner of news websites, to locate articles on your topic.



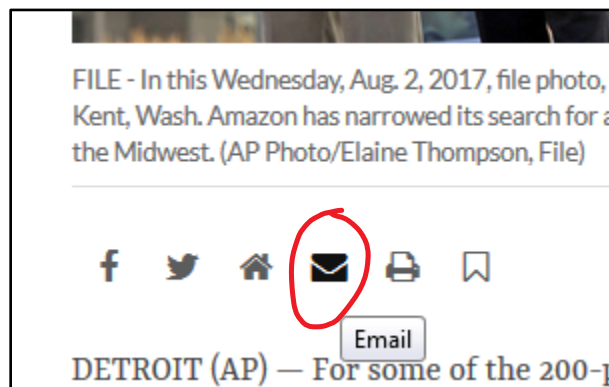
### Advanced Search:

Some of the websites may contain an "advanced search" feature to help you locate specific articles. Students should include articles that are closest to the current date. You may use videos to help you better understand your selected topic, but they cannot be counted as part of your three sources.



### Saving Articles:

News websites allow you to email yourself articles for later use. Please save each article that you would like to use in your research essay.



## February / March

Monday	Tuesday	Wednesday	Thursday	Friday
			[2/17] Q3 Research Packet Review EOC examples Create MLA template, browse topics	[2/18] <b>NO SCHOOL</b> <b>PROFESSIONAL DEVELOPMENT</b>
[2/21] <b>NO SCHOOL</b> <b>President's Day</b>	[2/22] Preview articles from local websites Easybib app	[2/23] Preview articles, select topic by EOH	[2/24] <b>XL N.1 @ 75%</b> Select one article; gather three direct quotes	[2/25] <b>XL N.2 @ 75%</b> Select one article; gather three direct quotes
[2/28] <b>XL N.3 @ 75%</b> Select one article; gather three direct quotes	[3/1] UTP #1: Precise Language Early outlines	[3/2] <b>XL N.4 @ 75%</b> Begin outline Thesis, Intro <b>Works cited w/3 sources + quotes due by 2:36 PM</b>	[3/3] Cont. Outline BP #1, #2	[3/4] Cont. Outline BP#3, Conclusion
[3/7] <b>MISC (IXL N.1-4)</b> Finish outline	[3/8] <b>RD Outline due</b> Begin drafting	[3/9] Drafting	[3/10] <b>XL N.1-4 due by 2:36 PM</b> Peer Editing Workshop	[3/11] Plagiarism test + contract Peer Editing/Drafting
[3/14] <b>Collect rubric + PEW checklist</b> Finish drafting <b>Essay due by 11:59PM</b>	[3/15] <b>Collect rubric + PEW checklist</b> Begin <i>Fahrenheit 451</i>			

Score: **14** Points Possible

**9-10th Grade Informative Writing  
Blended Genre Ed.**

Total points earned divided by # of categories =  
"Score" out of 4 points possible (round to nearest tenth)

4 Advanced	3 Proficient	2 Basic	1 Below Basic	0
Introduces an <b>advanced or complex topic clearly, previewing what is to follow.</b>	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.
Organizes complex ideas, concepts, and information <b>so that each new element builds on that which precedes it to create a unified whole.</b>	Organizes complex ideas, concepts, and information to make important connections and distinctions.	Attempt made at organization. Some organization strategies may be used unsuccessfully.	Minimal organization present. Minimal or limited use of organizational strategies.	No organization present.
<b>Effectively uses and incorporates appropriate and useful</b> 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 <b>by selecting the most significant and relevant facts</b> , extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Develops the topic with well-chosen, relevant, and sufficient 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, <b>highly effective</b> , and varied transitions <b>and syntax</b> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Uses appropriate and varied transitions 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, <b>and techniques such as metaphor, simile, and analogy</b> to manage the complexity of the topic.	Uses precise language and domain-specific vocabulary to manage the complexity of the topic.	Language is mostly precise and domain specific.	Language is mostly imprecise and/or not domain-specific.	No precise language or domain-specific vocabulary present.
Establishes and maintains an <b>articulate, mature</b> use of multiple genres <b>throughout the entirety of the piece</b> while attending to the norms and conventions of the discipline in which they are writing.	Establishes and maintains the use of two different genres while attending to the norms and conventions of the discipline in which they are writing.	Establishes a limited use of genre styles. Mostly attends to the norms and conventions of the discipline.	Establishes insignificant use of a secondary genre. Minimal conformity to the norms and conventions of the discipline.	No conformity to the norms and conventions of the discipline.
Provides a <b>thorough and well-developed</b> 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 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 <b>advanced</b> command of the English language with <b>few to no errors</b> .	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—St. Louis Area

**Author of paper:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

**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]**

- The paragraph gives a general overview of the issue(s) to be discussed in paper. \_\_\_\_\_

Comments: \_\_\_\_\_

- The intro paragraph contains a clear thesis statement that mentions topics 1, 2, and 3 about your issue. \_\_\_\_\_

Comments: \_\_\_\_\_

### **[Body]**

- Each body paragraph has a clear topic sentence \_\_\_\_\_

Comments: \_\_\_\_\_

- The paragraphs give detailed information to support the thesis statement. \_\_\_\_\_

Comments: \_\_\_\_\_

- The paragraphs include relevant, direct quotes to support ideas. \_\_\_\_\_

Comments: \_\_\_\_\_

### **[Conclusion]**

- The paragraph adequately restates the ideas from the thesis statement. \_\_\_\_\_

Comments: \_\_\_\_\_

- The paragraph wraps up/summarizes main points from the body of paper. \_\_\_\_\_

Comments: \_\_\_\_\_

**[Research]**

- 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]**

\_\_\_\_The paper uses 1st person point of view, including the use of personal references (I, me, you, etc.)

\_\_\_\_Paraphrasing is believable. The composition accurately reflects the style of a high school student.

\_\_\_\_The paper is free of run-ons, comma splices, and sentence fragments.

\_\_\_\_The format of the paper follows the guidelines in the ELA II handout (MLA, double-spacing, header, title, font size, etc.)

\_\_\_\_The paper contains no spelling, capitalization, or punctuation errors.

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**Additional Comments or Suggestions:**

**REVIEW #1**

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**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 research essay.

\_\_\_\_\_  
Signature Review #1

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature Review #2

\_\_\_\_\_  
Date

### **Q3 Essay: St. Louis Research Outline** (25 points)

#### **Introduction**

- a.** Do you have a thesis?
- b.** Is your paragraph 8+ sentences in length?

#### **Body Paragraph #1**

- a.** What is the problem affecting the local area?
- b.** Do you have enough direct quotations?
- c.** Is your paragraph 10-12 sentences?

#### **Body Paragraph #2**

- a.** How are you and others affected by the problem?
- b.** Do you have enough direct quotations?
- c.** Is your paragraph 10-12 sentences?

**Body Paragraph #3**

- a. What is the solution to the problem?
- b. Do you have enough direct quotations?
- c. Is your paragraph 10-12 sentences?

**Conclusion**

- a. Did you restate the thesis?
- b. You should not introduce anything new.
- c. Is your paragraph 8-10 sentences?
- d. Did you end with a profound statement?