Range = A-D

General Notes:
- Good job following the outline! You know your argumentation structures!
- Effective weaving of analysis with evidence AND using lead-ins!
- **Introduce source with lead-ins to establish ethos!** E.g. Phycologist Brandon Berry claims that “students who utilize technology in schools...” OR Lauren Sherman, a researcher at the UCLA Brain Mapping Center, asserts “technology is a boon in today’s schools...” (Thanks, Ava for 2nd lead-in)! Tell your table partner what you notice in these two examples – go!
- Yes, they create ethos with lead-in AND utilize power verbs! No more “says” or “states”! View Power Verb chart to have other options in your head for process essays AND timed writes! Tell table partner some effective verbs on chart to use for next time...go!
- Every piece of evidence MUST give credit to a source (e.g. “two-thirds of all teens...” with no lead-in or PD. This info. is NOT COMMON KNOWLEDGE).
Every piece of evidence must point to a source on your Works Cited page (e.g. if your lead-in is “Dr. Brian Smith asserts “blah blah blah…” I should see Smith placed alphabetically on Works Cited page! Many had issues with this!

If “reword for clarity” - see me if you need help. Any “see me” issues address during class or Aca Prep time!

OMG…AVOID 2nd person point of view – NO YOU!!! Next paper, BIG points off!!!

Effective word choices (e.g. cognitive, pique their interest (not “peak”)) 😊, imperative, crucial, vital, morphed, foster, asset, hinder/hindrance, plasticity, innocuous, tacit, harnessed, daunting, archaic, epidemic, nefarious, profound, ubiquitous, quixotic, enervates, narcissistic, amalgamating, boon, propriety, & inordinate. Hooray for effective word choices!!
Do NOT use “Well” at the beginning of sentences for academic essays.

Avoid using a quote as your CS/concluding sentence.

Remember **TS/topic sentence & CS/concluding sentence for EVERY BODY PARAGRAPH!** *Tell someone else at your table why...go!*

Yes, a TS frames your body paragraph (tells audience what they will anticipate) & CS summarizes main ideas).

Read **ALL essays** (yes, even timed writes...in your head) **out loud** to someone to avoid awkward phrasing & clarity issues – yes, *this works!*

Ask we discussed, **provide a source for your counterclaim** (1 of the 3 sources should have been the opposing point of view).
Pablo Neruda once said, “You can cut all the flowers but you can't stop spring from coming.” The blooming flowers that accompany spring are inevitable, no matter how hard one tries, spring is bound to arrive. Technology works this way too, specifically technology in the classroom.

Thanks, Tim!

Today, millions are captivated by multiple screens emanating a destructive gleam, surrendering and being imprisoned by one of the most malicious culprits of modern time: technology. Countless numbers are dedicated and devoted to their gadgets, completely occupied by the ferocious tapping into their devices that they neglect the beauty of physical communication. Technology was designed for good intentions; however, its role on younger generations is doing more damage than benefit. It is becoming an appendage, an accessory that is unbelievably difficult to remove, and our dependency on these devices will only increase and impact future generations.

Thanks, Tara!
Effective narrow thesis:

The shift to electronic-based learning has severely decreased our carbon-footprint and is more efficient for all those involved.

Thanks, Jalen!

Effective weaving of evidence and analysis:

According to the author Rachel Simmons of “How Social Media Is a Toxic Mirror,” “psychologists found robust cross-cultural evidence linking social media use to body image concerns, dieting, body surveillance, a drive for thinness and self-objectification.” In reaction to teens’ obsession with their appearance and body image, social media outlets have responded by providing tools to fix their imperfections. Rather than taking the initiative to fix their worldwide problem, social media outlets are exploiting their platform for a profit. Additionally, The National Association of Anorexia…

Thanks, Crystal!
It is justifiable to say that with technology comes many distractions, resulting in lower academic knowledge. According to the article “Negative Effects of Using Technology in Today’s Classroom,” “some students may get distracted and off task quickly.” However, this problem rarely occurs, considering that the Pew Institute study showed 93% of teachers said technology had a positive effect on student engagement.

Thanks, Matt!
However, certain communities strongly disagree with the application of technology to medicine. The Harvard Medical Practice Study reviewed hospitalizations in 1984 and identified 98,000 deaths related to errors. Luddites of our age would highly agree that the number of deaths is climbing with the use of technology and all these technological uses in healthcare should be suspended. However, the number of lives saved and illnesses prevented from tests that require the use of an MRI or CT scan are astronomically greater. Mayo Clinic alone ...

Thanks, Shiv!
Conclusions:

As social media molds a new generation of virtual socialites, it also fosters a natural disposition for expressing connections between classmates, and indirectly promotes student interaction with curriculum material. General internet access is shown to improve and enrich educational experiences, and is the basis of most world class academic programs. Reasonable social media use only enhances these opportunities; do modern students not deserve an education that will genuinely prepare them for the work force they aspire to?

Thanks, Caitlin B.!
The cognitive growth in students decreases due to their internet dependency. The importance of face-to-face contact with friends and families is gradually being replaced by smiley-faced emoticons and grammatically incorrect messages. Today, students prefer their digital screens over the faces of loved ones. In order to catch ourselves from slipping into the world of only technological communications, we must disconnect from the web, we must prioritize the people in our lives, and we must spend more time analyzing rather than skimming through the text. Only through painstaking efforts can we, as students, break free of the chains the internet has shackled onto us.

Thanks, Tania!
Adulation & Candy
117-130 – A

*See side board*

Per. 4 – Clare, Marissa, Tim, Genevieve, Tiffany, Matthew, Savannah, Jenna, Daniella, Mila, & Sarah

Per. 5 – Deborah, Jalen, Nick, Shiv, Matt, Victoria, & Tania

Per. 6 – Caitlin B., Crystal, Tara, Laya, Michael, Joshua, Akshay, Hamzah, Meagan, Caitlin O., & Natalie
See me during class time (or you are always welcome during Aca Prep) to conference regarding recurring issues in your paper.

See sample “A” essays during work time (or Aca Prep)

See side board for Conversion Chart & point equivalent

Receive rubric & access essay in turnitin.com – use laptops in back!
Include Score out of 20 & percentage (see chart-side board) on top, & reread essay.

Compose a T-Chart with Pluses/Deltas based on General Comments, Mrs. Bondi’s Comments, Student Samples, and your own self evaluation. This must be detailed! Also, look back at Reflections 1 & 2 and list any deltas that became pluses!

In a paragraph under chart, discuss your reflections, and state what will be your focus for your next essay.

Receive stamp from Mrs. Bondi, and place in your ELA file.

KEEP ALL OF YOUR REFLECTIONS! YOU WILL KEEP TRACK OF YOUR PROGRESS, AS WELL AS RECEIVE PTS. FOR EACH REFLECTION WHEN YOU TURN THEM IN! KEEP, KEEP, KEEP; A STAMP = YOU WILL RECEIVE CREDIT!

Sample “A” essays are available to view on front table (or receive an Aca Prep pass to review).