NoodleTools/Argumentative Claims Two-Part Project

Targets
ELA 11 students will learn (or review) how to use the NoodleTools platform in their research-to-writing workflow for a two-source, one-paragraph essay. Focus areas include:

- Using NoodleTools to generate a Works Cited entry.
- Making note cards and annotations in NoodleTools.
- Using the notes to create in-text citations.
- Drafting a paragraph that works from a “superclaim” through to a “So What?” first in a partnership and then independently.
- Submitting MLA-formatted paragraphs to DropBox and in hard copy.

Timeline

- **M5**: Content: Consider as many different sources and source types to see how authors/creators express this unit’s concern with discontent, disillusionment, and defiance. Skills: Annotations 101 page
- **T6, W7, T8**: BVSW Librarians Lindsey Hogan and Liz Chopp provide introduction/review of NoodleTools — works cited entries, note cards, etc. Take a few minutes, as well, to find a book before the first independent reading day on M26.
- **F9**: Report to Lab 303 to compose (with your partner) your documented paragraph, which is due BY THE END OF THE PERIOD on Friday, January 9th. To receive complete and on-time credit, paragraphs must be submitted to the DropBox by the 1/9 deadline whether or not both partners are present on F9. No late work accepted.
- **M12**: Moving toward your independent topic. Skills: Brainstorming; Pre-writing; Conferencing
- **T13**: Review librarian feedback; further exploration of sources and source types in the thematic areas of discontent, disillusionment, and defiance.
- **W14**: Report to Lab 303 to revise partner paragraphs; final hard copies are due on 1/16. To receive complete and on-time credit, paragraphs must be submitted to the DropBox AND submitted as hard copy by the 1/16 deadline whether or not both partners are present on F16. No late work accepted.
- **F16**: Return to library for review/instruction using databases. Skills: Utilize databases; evaluate sources; use NoodleTools to Create a Project and generate Working Bibliography; annotate at least sources; select and check out a novel for independent reading beginning 1/26.
- **T20**: Report to Lab 303 to begin drafting independent paragraphs.
- **W21**: Report to Lab 303 to continue drafting independent paragraphs
- **F23**: Report to Lab 303 for peer editing and revision
- **M26**: Final draft, annotated articles, annotated peer review draft of another writer’s work ALL due; students will examine and evaluate their own portfolios prior to submission. To receive complete and on-time credit, portfolios must be submitted in hard copy by the 1/26 deadline.

Rubric

The partner paragraph (annotated texts, peer review of another group’s work, final copy of own group’s work) will be evaluated using the course directives’ “Quality Rubric,” with the following ideals in mind:

- **Reading**: One well-annotated source text identifying by number the strategies you have used.
- **Speaking & Listening**: A well-annotated print copy of another partnerships peer-review draft.
- **Writing**: A richly reflective discussion or argument including a debatable claim, convincing textual evidence, and insightful commentaries that bypass the obvious.
- **Language**: A one-paragraph argument with at least two in-text citations, presented in MLA format with a Works Cited page.

The independent paragraph (annotated texts, peer review of another group’s work, final copy of own group’s work) will be evaluated using the course directives’ “Quality Rubric,” with the following ideals in mind:

- **Reading**: Two well-annotated source texts identifying by number the strategies you have used.
- **Speaking & Listening**: A well-annotated print copy of another writer’s peer-review draft.
Writing: A richly reflective discussion or argument including a debatable claim, convincing textual evidence, and insightful commentaries that bypass the obvious.

Language: A one-paragraph argument with at least three in-text citations, presented in MLA format with a Works Cited page

Resources

Workflow

- Annotations 101 page
- Back-to-front paper-planning page
- BVSW's NoodleTools portal
- Purdue's OWL instructions and model for setting up an MLA-formatted document

Whole-Class Texts in Discontent, Disillusionment, and Defiance

Audio


Comics

See handout (details to follow here ASAP)

Nonfiction


TBD

Poetry

cummings, e. e. “anyone lived in a pretty how town.” (781)
cummings, e. e. “old age sticks.” (780)


Frost, Robert. “Out, Out —” (880)

Hughes, Langston. “Refugee in America” (907).

Oliver, Mary. “Crossing the Swamp.”


Sandburg, Carl. “Grass.” (870)

Williams, William Carlos. “This Is Just to Say.”

Short Fiction

Carver, Raymond. “Everything Stuck to Him.” (1326)

O’Brien, Tim. “Ambush” (811)

Video


Visual Arts

TBD
Suggestions for Self-Selected Independent Reading Texts

Novels used for students’ outside reading do not have to be on BVSD’s approved list. For this purpose, outside reading will be defined as a novel that is not taught in the classroom but is used, rather, for supplemental or other reading purposes. Outside reads, whether selected through the school library or an extensive list of possible authors to consider, must allow the student choice over the title. (The following list is just a “starter.” You may choose your own title, as long as you can make a good case for its relevance to the thematic concerns of discontent, disillusionment, and defiance.)

Consider not only the BVSWS LMC but also the Johnson County and Kansas City Public Library Systems as you look for your books. (Yes JOCO residents can have KCPL cards. And a trip to the Plaza branch is worth the trouble!) Is your book checked out? Consider an interlibrary loan. Dr. Golden can walk you through the process before or after school. Or... if you’re into marking up your texts... Amazon, Alibris, Abe Books, and others offer low-priced used copies that can be delivered to your door.


¹ (*) = on the BVSD approved novels lists for 11th grade; (**) = Golden's 2015 selection; (***) = Rinearson's 2015 selection.