**2013-2014 American Literature**

**Thematic Literary Analysis Research Process Check**

**Thesis Statement = Due = Daily \_\_\_\_\_\_\_\_\_**

Student has written a well-developed thesis statement covering his/her topic.

\_\_\_\_\_\_ (20 pts.) Thesis has author’s name \_\_\_\_\_\_ (20 pts.) Thesis has title of work

\_\_\_\_\_\_ (30 pts.) Thesis gives the theme \_\_\_\_\_\_ (30 pts.) Thesis gives how the theme will be proven

**Notes Page/s = Due = Quiz \_\_\_\_\_\_\_\_\_**

Student has completed research of literary criticism on his/her chosen topic and taken notes from said research.

\_\_\_\_\_\_ (25 pts.) Notes seem to be on the chosen theme

\_\_\_\_\_\_ (20 pts.) All sources (literary and informational) have been approved.

\_\_\_\_\_\_ (30 pts.) Student has taken AT LEAST 15 relevant notes.

\_\_\_\_\_\_ (25 pts.) At least 2 notes were taken from each of the 3 approved sources (2 literary/1 informational.)

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Source Page = Due = Daily \_\_\_\_\_\_\_\_\_**

Student has cited the source information from research on a preliminary paper using correct MLA citation format.

\_\_\_\_\_\_ (20 pts.) Author’s last, First. \_\_\_\_\_\_ (20 pts.) Title of work

\_\_\_\_\_\_ (20 pts.) Title of collection/anthology (if needed) \_\_\_\_\_\_ (20 pts.) Publication info. done correctly

\_\_\_\_\_\_ (5 pts.) Page numbers. \_\_\_\_\_\_ (15 pts.) Sources are in hanging indent/double spaced

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Outline = Due = Quiz \_\_\_\_\_\_\_\_\_**

Student has produced a preliminary/working outline in the appropriate format.

\_\_\_\_\_\_ (10 pts.) Student has followed the formatting of the provided outline.

\_\_\_\_\_\_ (10 pts.) Outline has an introductory statement

\_\_\_\_\_\_ (15 pts.) Bullet ideas moving from intro. statement to thesis (no info. on author’s life/points to be made in body).

\_\_\_\_\_\_ (10 pts.) Outline includes a well-developed (revised) thesis statement.

\_\_\_\_\_\_ (40 pts.) Outline includes a listing of what the student will discuss in each section, including pointed details and

support (from notes page – with author’s last name in parenthesis).

\_\_\_\_\_\_ (15 pts.) Outline has a conclusion section bulleting points moving from body sections to final thought.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Introduction = Due = Daily \_\_\_\_\_\_\_\_\_**

Student has produced an introduction based on the completed outline.

\_\_\_\_\_\_ (20 pts.) Student has an introductory statement. \_\_\_\_\_\_ (30 pts.) Student has included the thesis.

\_\_\_\_\_\_ (40 pts.) Student has fluid movement toward thesis \_\_\_\_\_\_ (10 pts.) Student has written in paragraph format.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Body #1(Individual Work 1) = Due = Quiz \_\_\_\_\_\_\_\_\_**

Student has produced an exceptionally detailed first body section based on the completed outline. This should discuss individual work #1 and the supporting informational source.

\_\_\_\_\_\_ (5 pts.) Body paragraph has a topic sentence.

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence).

\_\_\_\_\_\_ (10 pts.) 2nd piece of textual evidence from literary source (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Evidentiary support from article

\_\_\_\_\_\_ (10 pts.) Connection to literary work/theme (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Body paragraph has a concluding transitional statement.

\_\_\_\_\_\_ (5 pts.) Student uses only 3rd person when writing.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**\*\*\*\*\*\*\*\* OR \*\*\*\*\*\*\***

**Body #1 (Thematic point 1) = Due = Quiz \_\_\_\_\_\_\_\_\_**

Student has produced an exceptionally detailed first body section based on the completed outline. This should discuss thematic point #1 using both literary sources and the supporting informational source.

\_\_\_\_\_\_ (5 pts.) Body paragraph has a topic sentence.

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source #1 (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source #2 (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis

\_\_\_\_\_\_ (10 pts.) Evidentiary support from the informational source.

\_\_\_\_\_\_ (10 pts.) Connection to literary work/theme (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Body paragraph has a concluding transitional statement.

\_\_\_\_\_\_ (5 pts.) Student uses only 3rd person when writing.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Body #2 (Individual Work 2)= Due = Quiz \_\_\_\_\_\_\_\_\_**

Student has produced an exceptionally detailed second body section based on the completed outline. This should discuss individual literary work #2 and the supporting informational source.

\_\_\_\_\_\_ (5 pts.) Body paragraph has a topic sentence.

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence)

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence)

\_\_\_\_\_\_ (10 pts.) 2nd piece of textual evidence from literary source (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Evidentiary support from article

\_\_\_\_\_\_ (10 pts.) Connection to literary work/theme (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Body paragraph has a concluding transitional statement.

\_\_\_\_\_\_ (5 pts.) Student uses only 3rd person when writing.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

\*\*\*\*\*\*\*\* **OR \*\*\*\*\*\*\***

**Body #2 (Thematic point 2) = Due = Quiz \_\_\_\_\_\_\_\_\_\_\_**

Student has produced an exceptionally detailed first body section based on the completed outline. This should discuss thematic point #2 using both literary sources and the supporting informational source.

\_\_\_\_\_\_ (5 pts.) Body paragraph has a topic sentence.

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source #1 (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to your theme/thesis (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Textual evidence from literary source #2 (quoted, paraphrased, or summarized)

\_\_\_\_\_\_ (10 pts.) Explanation of what this evidence shows the reader. (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Explanation of how this evidence relates to theme/thesis (more than 1 sentence).

\_\_\_\_\_\_ (10 pts.) Evidentiary support from article

\_\_\_\_\_\_ (10 pts.) Connection to literary work/theme (more than one sentence).

\_\_\_\_\_\_ (10 pts.) Body paragraph has a concluding transitional statement.

\_\_\_\_\_\_ (5 pts.) Student uses only 3rd person when writing.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Conclusion = Due = Daily \_\_\_\_\_\_\_\_\_**

Student has produced a conclusion based on the completed outline.

\_\_\_\_\_\_ (20 pts.) Student has a lead in statement for the concluding section.

\_\_\_\_\_\_ (30 pts.) Student has provided explanation as to why he/she has written on/discussed the topic/work in question.

\_\_\_\_\_\_ (40 pts.) Student has accurately concluded the discussion of the topic through completion of the synthesis.

\_\_\_\_\_\_ (10 pts.) Student uses only 3rd person

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

**Works Cited = Due = Quiz \_\_\_\_\_\_\_\_\_\_**

\_\_\_\_\_\_ (20 pts.) Works Cited page is in proper MLA format. \_\_\_\_\_\_ (10 pts.) Has a title of “Works Cited” (no extras)

\_\_\_\_\_\_ (10 pts.) Sources in Alpha. order by author’s last name. \_\_\_\_\_\_ (10 pts.) Double spaced throughout

\_\_\_\_\_\_ (10 pts.) Sources in hanging indent \_\_\_\_\_\_ (40 pts.) Attempted accuracy in punctuation, etc.

\_\_\_\_\_\_ Parent contacted and documentation made if student failed to complete this section.

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Each part of the Process Check is graded for accuracy, counted as a quiz or daily grade, and entered immediately into Infinite Campus. You will not complete the entire sheet for a final test grade. Please be aware that quiz grades do add up and could affect your grade positively or negatively depending on your diligence and work in the process.