 Jasper Jones by Craig Silvey

| Key Components | Task Details |
| --- | --- |
| Draft Due (in-class) |  |
| Final Essay Due |  |
| Mark | /25 |
| Weighting |  |
| Length | 1000 words |
| Formatting Requirements | Size 12, Font ‘Calibri’, Spacing 1.5, Alignment ‘Justify’, Margin ‘moderate’ |

Task Description

Part 1. In-class Draft

Students will draft a response to the following essay question. This will be in the style of an open book examination in class (students may have their workbook, class resources and their copy of Jasper Jones). Students may have pre-written notes but will construct their essay on the day.

Essay Question

“It is through the characters that author’s portray the flaws of humanity.”

With reference to your text, Jasper Jones, to what extent is this statement true?

Part 2. Peer Editing

Students are required to self-edit their work and then have TWO peers read and provide feedback on their draft essay. A pro-forma has been attached to assist with this process. Students should then make changes on their copy of the draft response. Your teacher will provide editing advice ONLY if the peer-edits have been completed.

Part 3. Publishing

Students are to make final edits of their work (after peer and self-editing) before typing and submitting on the date specified. Students must take note of formatting requirements. The draft, self-editing and two peer-editing sheets must be submitted with the published response.

Part 4. Reflection

250-400 words are to be written explaining the changes that have been made throughout the editing process, the benefits of this process, and what the student has learned through this process.

Marking Criteria

Students will be assessed on their ability to:

* Develop a thesis in response to the question.
* Use well-selected, substantiated examples from the text to support their ideas.
* Compose a response using language appropriate to audience, purpose and form.
* Edit and monitor their work to improve clarity and integrity of response.
* Reflect on processes of individual and collaborative learning.

Outcomes

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning.

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning.

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

Marking Criteria

Student:

| N/A | 0 | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Communication (EN11-1)  Composes a response using language appropriate to audience purpose and form. | Non-attempt | Attempts to write a readable response. May not be sustained. | Response crafted with some clarity, and one accurate paragraph break used. May not be sustained. | Response is relatively sustained and cohesive, and attempts to use structure in a logical way. | Response is mostly cohesive, sustained and well-structured. | Response is highly cohesive, sustained and well-structured. |
| Analysis  (EN11-3, EN11-8)  Uses well-selected, substantiated examples from the text to support their ideas. | No references made to text | Reference to text is descriptive. | Limited references to text. | Satisfactory understanding of text. Use of some relevant examples with some analysis. | Textual references are well-selected and involve some evaluation. | Textual references are well-selected, detailed, and involve evaluation. |
| Critical Engagement (EN11-1, EN11-8)  Develops a thesis in response to the question that explores cultural assumptions in the text. | Non-attempt. | Attempts to respond to question. | Response shows some relation to question. | Evidence of a thesis. Implied consideration of theme. | Thesis is clearly developed. Exploration of theme. | Thesis is highly developed. Highly detailed discussion of theme. |
| Editing  (EN11-1, EN11-3, EN11-9)  Edits and monitors their work to improve clarity and integrity of response. | No evidence of editing. Student only submits draft. | Some editing implicit in submitted response. May not include check sheets | Attempts to engage with editing process. At least one check sheet completed and attached. | Engagement with editing process revealed through satisfactory use of multiple check sheets. | Considered use of editing process to improve clarity and integrity of response. All check sheets completed and attached. | Highly developed use of editing process evident in clarity and integrity of response. All check sheets completed and attached. |
| Reflection  (EN11-9)  Reflect on processes of individual and collaborative learning. | Not attempted. | Attempts to compose reflection. | Reflection shows implied consideration of editing process. | Reflection shows explicit consideration of editing process. | Reflection is well-substantiated, thoughtful, and explicit in discussion of editing process. | Reflection shows insightful and highly-developed consideration of editing process. |

Mark:

Percentage:

Grade:

Editing Check Sheet #1 Self-Editing

Complete and attach to your draft before peer editing

| Convention | Edited  image of a tick | Examples and Suggestions |
| --- | --- | --- |
| Thesis   * Introduction contains a clear and well-defined thesis statement. * Thesis responds to essay question. * Individual paragraphs follow up or relate to thesis statement from introduction. * Conclusion contains a definitive answer to essay question that revisits the thesis. |  |  |
| Knowledge   * Identification of ideas and themes from Jasper Jones. * Exploration of effect of textual form and context on audience. * Specific examples from text used. * Selected examples suit thesis. * Selected examples have appropriate level of detail – including discussion of techniques used. |  |  |
| Paragraphing   * Essay is organized into structure with Introduction paragraph, Conclusion paragraph, and 3-4 body paragraphs. * Each body paragraph has a clear topic sentence that establishes what the overall theme of that particular paragraph with be. * Paragraphs deal with separate, differentiated ideas. * Paragraphs include at least four sentences. |  |  |
| Style and Vocabulary   * Circle and look up words not 100% certain of, check if they are used in correct context. * Underline/highlight repeated terms that could be substituted with a synonym. * Identify ‘undercooked’ sentences that could use additional description or sophistication of language. * Identify ‘overcooked’ sentences that do not seem to make sense. * Is there a variety of sentences in terms of type (simple, compound, complex) and size (truncated, satisfactory length, highly involved)? |  |  |
| Grammar, Punctuation, Spelling   * Identify areas of weakness – misspelt words, incorrect or missing capitalization, awkward-sounding sentences. |  |  |

Editing Check Sheet #2 Peer-Editing

Complete and attach to your draft before peer editing

| Convention | Edited  image of a tick | Examples and Suggestions |
| --- | --- | --- |
| Thesis   * Introduction contains a clear and well-defined thesis statement. * Thesis responds to essay question. * Individual paragraphs follow up or relate to thesis statement from introduction. * Conclusion contains a definitive answer to essay question that revisits the thesis. |  |  |
| Knowledge   * Identification of ideas and themes from Jasper Jones. * Exploration of effect of textual form and context on audience. * Specific examples from text used. * Selected examples suit thesis. * Selected examples have appropriate level of detail – including discussion of techniques used. |  |  |
| Paragraphing   * Essay is organized into structure with Introduction paragraph, Conclusion paragraph, and 3-4 body paragraphs. * Each body paragraph has a clear topic sentence that establishes what the overall theme of that particular paragraph with be. * Paragraphs deal with separate, differentiated ideas. * Paragraphs include at least four sentences. |  |  |
| Style and Vocabulary   * Circle and look up words not 100% certain of, check if they are used in correct context. * Underline/highlight repeated terms that could be substituted with a synonym. * Identify ‘undercooked’ sentences that could use additional description or sophistication of language. * Identify ‘overcooked’ sentences that do not seem to make sense. * Is there a variety of sentences in terms of type (simple, compound, complex) and size (truncated, satisfactory length, highly involved)? |  |  |
| Grammar, Punctuation, Spelling   * Identify areas of weakness – misspelt words, incorrect or missing capitalization, awkward-sounding sentences. |  |  |

Editing Check Sheet #3 Peer-Editing

Complete and attach to your draft before peer editing

| Convention | Edited  image of a tick | Examples and Suggestions |
| --- | --- | --- |
| Thesis   * Introduction contains a clear and well-defined thesis statement. * Thesis responds to essay question. * Individual paragraphs follow up or relate to thesis statement from introduction. * Conclusion contains a definitive answer to essay question that revisits the thesis. |  |  |
| Knowledge   * Identification of ideas and themes from Jasper Jones. * Exploration of effect of textual form and context on audience. * Specific examples from text used. * Selected examples suit thesis. * Selected examples have appropriate level of detail – including discussion of techniques used. |  |  |
| Paragraphing   * Essay is organized into structure with Introduction paragraph, Conclusion paragraph, and 3-4 body paragraphs. * Each body paragraph has a clear topic sentence that establishes what the overall theme of that particular paragraph with be. * Paragraphs deal with separate, differentiated ideas. * Paragraphs include at least four sentences. |  |  |
| Style and Vocabulary   * Circle and look up words not 100% certain of, check if they are used in correct context. * Underline/highlight repeated terms that could be substituted with a synonym. * Identify ‘undercooked’ sentences that could use additional description or sophistication of language. * Identify ‘overcooked’ sentences that do not seem to make sense. * Is there a variety of sentences in terms of type (simple, compound, complex) and size (truncated, satisfactory length, highly involved)? |  |  |
| Grammar, Punctuation, Spelling   * Identify areas of weakness – misspelt words, incorrect or missing capitalization, awkward-sounding sentences. |  |  |