

## TurnItIn.com Registration Instructions for Mr. Benton's Classes 2015-2016

1. Go to [TurnItIn.com](http://TurnItIn.com).
2. Click on "[Create Account](#)" near the top-right side of the page.
3. Near the bottom of the page under "**Create New Account**", click "[Student](#)".
4. Enter your "**Class ID**" (see below)

Class ID	Class name
10438156	AP Literature (A-day, Periods 3-4)
10544940	AP Literature (B-day, Periods 3-4)
10438140	English 1 Honors (A-day, Periods 1-2)
10438144	English 1 Honors (A-day, Periods 6-7)
10438149	English 1 Honors (B-day, Periods 1-2)
10438152	English 1 Honors (B-day, Periods 6-7)

5. Enter the "**Class enrollment password**"; it is "**Benton**" for all classes.
6. Enter your **first** and **last** names with proper capitalization.
7. Enter an **email address** that you can and will check regularly throughout the school year.
8. Create a **password** and **secret question** and **answer**. Write it down to avoid losing it.
9. Click "**I Agree -- Create Profile**".
10. Click "**Logout**" in the top right-hand corner.
11. Log back into [TurnItIn.com](http://TurnItIn.com) with your **email** and **password**.
12. Click on the tab titled "[What Is Plagiarism?](#)"; from there, click on "[PLAGIARISM 101](#)".
13. Carefully read and study the links "[What Is Plagiarism?](#)" and "[Types of Plagiarism](#)".

## **Literary Analysis Task #1**

Read the first three chapters of *Great Expectations* by Charles Dickens. In a well-developed, multi-paragraph essay, explain how Dickens uses complex characters to develop a theme – the one you’ve been tracking on your Theme Log – over the course of the first three chapters of the novel. In your explanation, you may consider the following: characters’ multiple or conflicting motivations, how characters develop and interact with each other, how characters’ actions move along the plot, and how both dialogue and narration develop themes.

Your essay must be based on the ideas and information found in the text; consider using your Theme Log to include relevant woven, cited quotations as evidence in your essay.

Before you begin, be sure that you have carefully read the novel and planned your response. Once you write your response, be sure to revise and edit your response according to the Proofreading Expectations before uploading it to Turnitin.com by the due date on the agenda board.

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### **Informative/Explanatory Rubric**

The rubric by which your Literary Analysis Task essay will be graded is on the back of this sheet. It is important that you write an organized essay that has a clear purpose and obvious focus as you respond to the prompt. Provide plenty of evidence, and elaborate on it to explain how Dickens develops theme. Lastly, be sure to thoroughly proofread your writing.

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Clearly stated and strongly maintained controlling idea with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Established and maintained appropriate style and objective tone</li> </ul>	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques, (including but not limited to definitions, quotations, and examples)</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Various sentence structures creating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Clear and maintained controlling idea, though some loosely related material may be present</li> <li>• Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Established appropriate style and objective tone</li> </ul>	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Focused on the controlling idea but insufficiently sustained or unclear</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Weakly integrated evidence from sources and erratic or irrelevant references</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Confusing or ambiguous ideas</li> <li>• Few or no transitional strategies</li> <li>• Frequent extraneous ideas impeding understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Minimal, absent, erroneous, or irrelevant evidence from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
0			<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>