

## TurnItIn.com Registration Instructions for Mr. Benton's Classes 2013-2014

1. Go to [TurnItIn.com](http://TurnItIn.com).
2. Click on "**Create Account**" in the top/middle of the page.
3. Under "**Create New Account**", click "**Student**".
4. Enter your "**Class ID**" (see below)
  - 1st period's class ID is "**6773044**".
  - 2nd period's class ID is "**6773050**".
  - 3rd period's class ID is "**6773032**".
  - 4th period's class ID is "**6773057**".
  - 5th period's class ID is "**6773059**".
  - 6th period's class ID is "**6773063**".
5. Enter the "**Class enrollment password**"; it is "**Benton**" for all classes.
6. Enter your **first** and **last** names with capitalized first letters only ("Bob", not "BOB" or "bob").
7. Enter an **email address** that you can check regularly throughout the 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**".

## *Great Expectations*

### **Theme Analysis #1**

In a well-organized essay (about five paragraphs in length), explain what you've observed about your chosen theme's presence in the novel so far; what is Dickens saying? Use specific references to the text (including at least three quotes) as support of your points. Proofread your essay, using the Proofreading Expectations as a guide.

INFORMATIVE					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<p><b>Focus:</b> The text focuses on a topic to inform a reader with ideas, concepts, information, etc.</p>	The text clearly focuses on a compelling topic that informs the reader with ideas, concepts, information, etc.	The text focuses on an interesting topic that informs the reader with ideas, concepts, information, etc.	The text focuses on a topic to inform a reader with ideas, concepts, information, etc.	The text has an unclear topic with some ideas, concepts, information, etc.	The text has an unidentifiable topic with minimal ideas, concepts, information, etc.
<p><b>Development:</b> The text presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p>	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. The conclusion provides the implications, significance of and future relevance of the topic, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
<p><b>Audience:</b> The author anticipates the audience's background knowledge of the topic.</p>	The text consistently addresses the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level and concerns about the topic. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<p><b>Cohesion:</b> The text uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p>	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text skillfully uses words, phrases, and clauses to link the major sections of the text. The text identifies the relationship between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
<p><b>Language and Style:</b> The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.</p>	The text presents an engaging, formal, and objective tone and uses sophisticated language and topic-specific vocabulary to manage the complexity of the topic.	The text presents an appropriate formal, objective tone and uses relevant language and topic-specific vocabulary to manage the complexity of the topic.	The text presents a formal, objective tone and uses precise language and topic-specific vocabulary to manage the complexity of the topic.	The text illustrates a limited awareness of formal tone and awareness of topic-specific vocabulary.	The text illustrates a limited or inconsistent tone and awareness of topic-specific vocabulary.
<p><b>Conventions:</b> The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).</p>	The text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in Standard English conventions of usage and mechanics.