

The "Stand by Me" Assignment

Compose three purpose paragraphs based on the film *Stand by Me*, e.g. a narrative, descriptive and a thematic paragraph.

Objectives

Students will:

- Demonstrate an understanding of theme, writing descriptively, and editing
- Demonstrate the skill of using a direct in-text quotation
- Demonstrate the skill of citing references, creating title pages, and works cited pages using Chicago style

General Standards

The following minimum stands must be met for each paragraph:

- a. Use *Google Docs* to write and submit all paragraphs. Submit and share paragraphs by deadline giving rdelainey@lcbi.sk.ca full editing privileges.
- b. Write in formal style: meaning students cannot write using either contractions (e.g. can't, don't, won't) or personal pronouns, e.g. I, me, we, you, or us.
- c. All paragraphs are:
 - Free of grammatical errors and errors in logic
 - Presented in Verdana, Times New Roman, Arial or Calibri (font size 11)
 - Evaluated on the basis of a rubric (see attached)
 - A minimum 150 words in length but no longer than 300
 - Cited according to Chicago style
 - Quotations do not count towards word count
 - Treated separately which means you need a title page and bibliography page for each paragraph

Assignment Procedure

1. Watch the film. Make notes on the film's setting, major events, and characters.
2. Write a Narrative Paragraph on the film *Stand by Me* (for instructions see page 2).
3. Write a Descriptive Paragraph (see page 3).
4. Write a Thematic Paragraph (see page 4).

Outcomes & Indicators

CR A10.1

Comprehend and respond to a variety of visual, oral, print and multimedia texts that addresses the concept of social responsibility, e.g. *Destiny and Challenges in Life*

CC A10.4

Compose and create a variety of written literary and informational texts attending to various elements of discourse, e.g. purpose, speaker, audience, form.

The Narrative Paragraph (Minimum/Maximum Length: 150/350 words)

Narrative paragraphs retell a story’s plot. The plot develops as characters interact with one another. Interactions are events falling on a plotline, i.e. think of our short story and *Julius Caesar* units, i.e. every story has an exposition, rising action, climax, falling action, and denouement (conclusion). Use the paragraph specific objectives below as a checklist guiding you in what to include in the paragraph.

| Narrative Paragraph Checklist | |
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| 1. | Do not assume the reader has seen the film. You're going to have to support the reader's needs by providing sufficient explanations, details and descriptions of events. |
| 2. | The first (opening) sentence introduces the setting, main character, and central conflict presented in the film. The paragraph has a word maximum. Students won't be able to just write, write and write. So be precise, efficient and clear in your writing to minimize word count. |
| 3. | Ensure the paragraph's body retells the essential parts to the film's plot. Since there's a maximum word count do not write about every single event. The technical requirements of the assignment force you to just focus on the most important interactions and events. |
| 4. | Ensure the last sentence of the paragraph brings the composition to a successful close. If the audience leaves reading the paragraph feeling like they understand the film's plot you were successful. If, however, they leave reading the paragraph with questions then you were not as successful. Thus, you are probably going to want to use peer editors to test for how successful you were. |
| Technical Elements | |
| <ul style="list-style-type: none"> • Use descriptive language wherever possible, e.g. The group of boys walked down the lonely Barlow Road. • Include at least one in-text quote, i.e. something either the film's narrator or something one of the characters said. Format the in-text quote according to Chicago style. • Edit/polish/refine your written work. Spend at least two to three hours improving the quality of <i>each</i> paragraph. | |

The Descriptive Paragraph (Minimum/Maximum Length: 150/350 words)

Descriptive paragraphs describe the physical and intangible (psychological) characteristics of persons and/or things. In the form of a descriptive paragraph, describe the tangible (physical, visible) and intangible (psychological, invisible) qualities of one of the four main characters from the film *Stand by Me*.

| Narrative Paragraph Checklist | |
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| 1. | <p>Do not assume the reader has seen the film. You're going to have to support the reader's needs by providing sufficient explanations, details and descriptions of events. Do not exceed the maximum word count for the assignment.</p> |
| 2. | <p>The opening sentence effectively introduces the character and setting. Introduce the character by name and say something about the story's setting, e.g. Bilbo Baggins is a hobbit who lived in the Shire during the Third Age.</p> |
| 3. | <p>The paragraph's body focuses attention on the character's physical appearance and psychology. Describe what the character looks like. Skilled writers make connections between a character's physical appearance and their psychological motivation, e.g. Bilbo Baggins was quite small, but his heart was big giving him the courage to face great danger. Provide evidence for your conclusions about the character's psychology by making direct reference to their actions in the story.</p> |
| 4. | <p>Ensure the last sentence of the paragraph brings the composition to a successful close. If the audience leaves reading the paragraph feeling they've understood the motivations behind the character's actions, then you were successful. Use a peer editor to help test whether or not you were successful.</p> |
| Technical Elements | |
| <ul style="list-style-type: none"> • Use descriptive language wherever possible, e.g. Bilbo had short legs, slightly pointed ears and furry feet with leathery soles. • Include at least one in-text quote, i.e. something the character you're writing about said. This quote should reveal something about their psychology. Format the in-text quote according to Chicago style. • Edit/polish/refine your written work. Spend at least two to three hours improving the quality of <i>each</i> paragraph. | |

The Thematic Paragraph (Minimum/Maximum Length: 200/400 words)

The theme is the film’s main idea, controlling idea or central insight. The theme can also be understood as the lesson the main character learns as a result of their experiences, e.g. what did Gordie learn by end of the movie?

| Narrative Paragraph Checklist | |
|--------------------------------------|--|
| 1. | <p>Do not assume the reader has seen the film. You're going to have to support the reader's needs by providing sufficient explanations, details and descriptions of events. Do not exceed the maximum word count for the assignment.</p> |
| 2. | <p>Consider using the first sentence to introduce the film's theme. You might actually decide to use the last sentence to do this. Thematic paragraphs are more technically challenging to compose compared to either descriptive or narrative paragraphs. Narrative paragraphs, for instance, have a simple top-down structure. By comparison thematic paragraphs require writers to construct arguments and support these through an appeal to evidence. Starting with the film's theme creates clarity for the reader, i.e. they'll know right away what the paragraph's purpose is.</p> <p>In the example below, the writer opens the paragraph with a reference to the novel's title and author, the main character, and a simple concise statement of the lesson learned by that character.</p> <p style="padding-left: 40px;">J. R. R. Tolkien's novel <i>The Hobbit</i> is an epic story about a hobbit named Bilbo whose adventures teach him the value of self-reliance and friendship.</p> |
| 3. | <p>The paragraph's body identifies the film's main character and how as an individual they interact, connect and relate to the other characters. The story's theme is a product of the interactions between these characters and the circumstances they find themselves in. In the case of a film like <i>Stand by Me</i>, it makes sense to provide a detailed description of the story's setting, e.g. The film tells the story of four boys who find the body of Ray Brower in a remote wooded area by a railroad and in the process finds themselves. Ultimately, you should just follow the procedure for writing efficient statements of theme I taught you during the short stories unit.</p> |
| 4. | <p>Use the concluding sentence to articulate what the main character learned by the end of the story.</p> |

Technical Elements

- Remember it isn't possible to present a theme as a single word, e.g. the theme of this story is love. Themes are fully fleshed out and developed ideas presented in the form of complete sentences.

Formatting Quotations Using Chicago Style

1). Short In-Text Quotations. Quotes are pieces of text literally drawn from books or websites. Writers include quotes from books to enhance the scholarly quality of their compositions. Place the footnote number after the closing quotation mark of the quote. Footnotes appear at the bottom of the page. Use the Citation Machine¹ to help you format your footnotes. See exemplar below:

Catherine the Great was not born in Russia; however, she had every intention of ruling Russia in her own right as an absolute monarch. The problem she faced was getting the Russian nobility to go along with her plan. She used a combination of intimidation, bribery and flattery to ensure her influence was complete. Catherine also used her dead husband’s connections and through her contacts “she set out to develop her own theories of governing through her reading and correspondence.”²

Shorter quotes sometimes require segues (linking phrases); however, in the above example the quote was literally made part of an existing sentence.

2). Long In-Text Quotation. Longer quotes are defined as anything 30 words in length or longer. **They require special formatting.** In the example below, you can see the quotation is indented five spaces from the left margin. Also, a paragraph break is inserted at both the top and bottom of the quotation.

Long quotes also require segues. Segues literally link the quotation to the source (the writer) of the quote itself, e.g. see green bolded text in the example below. Longer quotations are used to directly incorporate expert opinion into an essay. Place the footnote immediately after the period of the paragraph’s final sentence. See exemplar below:

Catherine the Great was not born in Russia; however, she had every intention of ruling Russia in her own right as an absolute monarch. The problem she faced was getting the Russian nobility to go along with her plan. She used a combination of intimidation, bribery and flattery to ensure her influence was complete. **Michael Streeter, an authority on Catherine’s rise to prominence observed:**

[Catherine] read the works of Voltaire—with whom she would now correspond for many years—and Montesquieu and the *Encyclopedia* of the French philosopher Denis Diderot. Though she was no intellectual, Catherine was intelligent, well-read and genuinely interested in the theory of government. She had thought hard about the problems of ruling an empire as vast as Russia.³

Catherine was not a philosopher but one does not have to be an intellectual to be a first-rate absolute monarch.

¹ <http://www.citationmachine.net/#>

² Streeter, Michael. *Catherine the Great*. (London: Haus, 2007), 47.

³ Streeter, *Catherine the Great*, 47. (←If you use the same source twice in a row, simplify it to this.)

In terms of formatting longer quotations, do the following: firstly, place the quote on its own by inserting paragraph breaks before and after; secondly, indent the quotation five spaces on the left and right; and thirdly, use an appropriate segue to introduce the quote (see example above).

3). Direct Reference. Use footnotes to also tell readers where you found an important idea you incorporated into your essay. You will certainly come up with your own ideas when writing an essay; however, you will also come across exciting and interesting arguments put forth by experts in books. Use footnotes to indicate to give credit to these experts when you include their ideas your own written work. You must do this to avoid charges of plagiarism and academic dishonesty. Place the footnote after the expert’s argument. See exemplar below:

Catherine the Great was not born in Russia; however, she had every intention of ruling Russia in her own right as an absolute monarch.⁴ The problem she faced was getting the Russian nobility to go along with her plan. She used a combination of intimidation, bribery and flattery to ensure her influence was complete.

⁴ Ibid., 45-46. (Ibid in Latin literally means “in the same source.”)

LCBI High School

Title of Paragraph

Your Name

History 10

Mr. Delainey

Paper Due Date

BIBLIOGRAPHY

De Madariaga, Isabella. "Catherine the Great." Catherine the Great. Accessed August 25, 2017.
<http://www2.stetson.edu/~psteeves/classes/catherinedemadariaga.html>.

Marcuse, Herbert, *One-Dimensional Man*, Boston: Beacon Press Books, 1964.

Go to the Citation Machine at <http://www.citationmachine.net/chicago/cite-a-book>.

- Follow the site's instructions
- Arrange bibliographical entries alphabetically, e.g. Last names A to Z
- Insert one space between the title BIBLIOGRAPHY and the first reference entry

When in doubt about finding information to complete the bibliography feel free to ask for assistance from the classroom teacher.

| Writing Rubric Theme | | | |
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| <p>Precision Precision is achieved through a combination of minimizing word count and making effective use of repetition in order to reinforce an important idea. Also, precision is achieved by ensuring sentences segue from one to the next, paragraphs transition well from one to the next, and the thesis/conclusion agrees.</p> <p>Word fillers are extraneous (un-necessary) words that do nothing but take up space sentence. In short, word fillers add to word count while doing nothing to develop your ideas. Basically, you can remove word fillers and your composition will not suffer. In fact removing word fillers enhances the precision of your composition because it reduces word count.</p> | <p>Composition is <i>entirely free</i> of extraneous words and word fillers like the words <i>that, which, etc.</i></p> <p>Maximum word count is not exceeded.</p> | <p>Composition has at least <i>two or three</i> examples of an extraneous word being used like <i>that, which, etc.</i> being used.</p> <p>Maximum word count is not exceeded.</p> | <p>Composition has at least <i>four or more</i> examples of an extraneous word being used, e.g. <i>that, which, etc.</i> being used.</p> <p>Maximum word count is exceeded.</p> |

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| <p>Diction & Logic Diction is the writer’s choice of words used during the writing process. Effective diction is achieved by avoiding the use of clichés and the use of informal language like personal pronouns, e.g. I, we, us, ours, etc. and ensuring words are used properly (words are used in ways matching their definitions). Effective logic contributes to the clarity and structure of a composition. Lapses, or errors, in logic contribute to confusion in the reader and weaken the composition. Logical errors are committed when: -you are inconsistent, i.e. saying one thing while meaning another -you make an assertion that is unsupportable -you include logical fallacies in your composition</p> | <p>Writer makes consistent use of effective word choice as defined in the description for “Diction and Logic.” Composition is not affected by any obvious lapses or errors in logic as defined in the description.</p> | <p>Writer makes <i>two or three</i> errors with respect to word usage as defined in the description for “Diction and Logic.” Composition is affected by <i>three or four</i> problems related to logic as defined in the description.</p> | <p>Writer makes <i>four or five</i> errors with respect to word usage as defined in the description for “Diction and Logic.” Composition is affected by <i>five or more</i> problems related to logic as defined in the description.</p> |
| <p>Grammar, Punctuation & Mechanics Grammar refers to the way words are assembled to make units of meaning, e.g. prepositional phrases, independent clauses, pronoun ambiguity, conjunctive phrases, etc. Punctuation refers to the appropriate usage of</p> | <p>No grammar, punctuation and/or mechanical errors detected. Additional things to avoid doing while writing: starting sentences with <i>it</i> without previously establishing proper or</p> | <p><i>Two or three</i> issues or more issues <i>one</i> issue detected with respect to either grammar, punctuation or mechanics as defined in the criterion description for</p> | <p><i>Four or more</i> issues detected with respect to either grammar, punctuation and/or mechanics as defined in the criterion description for “Grammar,</p> |

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| <p>symbols to help readers process information, e.g. commas, periods, colons, etc.</p> <p>Mechanics refers to all the technical aspects related to writing like spelling, capitalization, run on sentences, writing in the wrong tense, etc.</p> | <p>strong enough entailment; subject-verb disagreement, e.g. They is happy; comma splices, e.g. I am happy, to be here; mis-use of semi-colons, e.g. He is big; tall; and smart; pronoun ambiguity, e.g. John and Peter ate some pie but he didn't like it, etc. etc. This list is not exhaustive.</p> | <p>"Grammar, Punctuation & Mechanics" and the "Things to avoid doing" primer.</p> | <p>Punctuation & Mechanics" and the "Things to avoid doing" primer.</p> |
| <p>Style & Active Voice Writing style reflects the writer's attitude they take towards their topic as reflected in the decisions they make. For example, some writers are quite technical, i.e. they focus heavily upon logic and analysis while others might make more use of humor and personal experience. Style is largely shaped through a combination of a writer's choice of syntax (the phrases they use), diction (word choice) and tone (attitude expressed through words and details).</p> <p>You <i>do not</i> want to write in passive voice; passive voice is achieved when either the object of an action is made the subject of a sentence, e.g. Why was the road</p> | <p>The essay's tone contributes <i>exceptionally</i> to the reader's appreciation for the topic as defined in the description for "Style & Active Voice."</p> <p>Writer uses a variety of sentence types, e.g. simple, compound, complex, and compound-complex, etc. without compromising clarity or readability.</p> <p>Composition written <i>entirely</i> in active voice.</p> <p>Writer makes use of figurative language, e.g. metaphors, simile, etc.</p> | <p>The tone contributes <i>concretely</i> to the reader's appreciation for the topic as defined in the criterion description for "Style & Active Voice."</p> <p>Writer uses a variety of sentence types, e.g. e.g. simple, compound, complex, and compound-complex, etc. but sometimes clarity and readability are compromised due to <i>two or three</i> errors,</p> | <p>The tone contributes <i>somewhat</i> to the reader's appreciation for the topic as defined in the criterion description for "Style & Active Voice."</p> <p>Writer uses a variety of sentence types, e.g. simple, compound, complex, and compound-complex, etc. but sometimes clarity and readability are compromised due to <i>four or more</i> errors,</p> |

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| <p>crossed by the chicken?</p> <p>Passive voice is also achieved by making use of elaborate verb phrases, e.g. must have been, could have been, etc. To avoid passive voice use single word verbs whenever possible, e.g. <i>was</i> or <i>is</i> or verbs ending in either <i>-s</i> or <i>-ing</i>.</p> <p>Also, strive to write with confidence. For example, do not use words like maybe, possibly, or perhaps. Speak with the conviction of an expert.</p> | | <p>e.g. using run-on sentences, omitting an important detail, failing to include an effective segue, etc.</p> <p>Composition written <i>entirely</i> in active voice with the <i>exception of two or three times</i>.</p> <p>Writer makes use of figurative language, e.g. metaphors, simile, etc.</p> | <p>e.g. using run-on sentences, omitting an important detail, failing to include an effective segue, etc.</p> <p>Composition written <i>entirely</i> in active voice with the <i>exception of four or more times</i>.</p> |
| <p>Essay Structure & Elements</p> <p>Effectively composed essays are well-organized essays; and well-organized essays have:</p> <ul style="list-style-type: none"> -a title page created by following the appropriate template -a thesis and conclusion that <i>agree</i> -paragraphs that segue/transition effectively from one to the next -body paragraphs which incorporate relevant information -sentences that entail effectively with one another | <p>Title page included and follows template <i>exactly</i>.</p> <p>Thesis and conclusion completely agree and entail with one another, i.e. the conclusion <i>definitely</i> answers a question raised by the thesis.</p> <p><i>All</i> sentences and paragraphs successfully entail logically with one another, i.e. segues and transitions are rock solid.</p> | <p>Title page included but does not follow template <i>exactly</i>.</p> <p>Thesis and concluding paragraphs <i>functionally</i> agree, i.e. the conclusion <i>somewhat</i> answers a question raised by the thesis.</p> <p>All sentences and paragraphs entail with the</p> | <p>No title page included.</p> <p>Thesis and concluding paragraphs <i>do not</i> agree.</p> <p>All sentences and paragraphs entail logically with one another with the <i>exception of two instances</i>, e.g. a segue or transition is rough or does not entail or an expected segue</p> |

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| <p>Effective transitions are created by linking individual sentences and paragraphs together through entailment. Entailment exists when one idea follows logically from or is implied by another idea. You create entailment by effectively using logic, making connections, and making use of certain types of punctuation like interjections (—), colons (:), and semi-colons (;).</p> | | <p><i>exception of one instance, e.g. a segue or transition is rough or does not entail or an expected segue (idea) is omitted.</i></p> | <p>(idea) is omitted.</p> |
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