

**QUIZ ON TUESDAY**  
**Rumpelstiltskin**

**Class: 80 minutes**  
**Lab: 50 min**  
**10:05-11:25**  
**11:40-12:30**

4.3.2014 | Class 19 Week 10 | Thursday

**Fairy tales**

- Hansel and Gretel
- Little Red Riding Hood
- Snow-White and the Seven Dwarfs
- Cinderella
- Mother Hulda
- Rapunzel
- Rumpelstiltskin
- The Sleeping Beauty

**HW due today 4/3/2014**

- QUIZ | Rapunzel
- QUIZ | Snow-White
- Introduction to Analogues – p 297-298
- The Algonquin Cinderella, pp. 308-311
- LANGAN HW due today:
- Review Test 10, p. 143/157 Combine sentences in ¶ to 4 altogether
- Review Test 2, p. 520/540 Dangers

**HW due Tuesday 4/8/2014**

- Demane and Demazana, p. 312-314
- Death and the Doctor, pp. 324-325
- LANGAN HW due today:
- READ: p. 567/587
- RE-READ: p. 517-518/537-538
- Activity 5, p. 567/587 Hyphens
- Review Test 3, p. 521/541 Dangers

**IN-CLASS TODAY:**

- New rubric
- PAPER CONFERENCES
- QUIZ | Snow-White
- QUIZ | Rapunzel
- Paper #4

## Rubric for papers | English 109 | Spring 2014 | Paper #3

Total  
points

Name:

Classification: What types of settings are used in folktales and fairy tales?

In-class | 4/3/2014

### LENGTH

1. Is the paper at least 5 paragraphs long? (More is fine.) (1 point)

### RHETORICAL MODE

2. Is the paper clearly a classification, definition, or simple argument, depending upon the assignment? (1 point)

### LITERARY PRESENT TENSE

3. Is the literary present tense used in story summary? (2 points)

### INTRODUCTION

4. Is the introductory paragraph at least 2 or 3 sentences long? (1 points)  
Does the introductory paragraph include a thesis statement? (1 point)  
Does the thesis include 3 identifiable points that will be the subject of the 3 body paragraphs? (2 points) [6]  
Does the thesis statement appear at the end of the 1<sup>st</sup> paragraph? (1 point)

### BODY PARAGRAPHS

5. Do the three "body paragraphs" each begin with topic sentences? (1 points)  
Do the 3 topic sentences refer back to the *preceding paragraph*? (1 point)  
Do the 3 topic sentences refer back to the *thesis*? (1 point)

### DEVELOPMENT

6. Does each paragraph include at least 1 sentence of elaboration or explanation? (1 points)  
Does each paragraph include 2 to 3 examples from the stories we've read? (2 points)

### COHESION & COHERENCE

7. Does every sentence make a clear reference to the preceding sentence? (2 points)  
Are pronoun referents clear? (1 point)  
(The "pronoun referent" is the word or words the pronoun refers to. EXAMPLE: **Cinderella** lives with her stepmother and stepsisters. She is treated cruelly. The pronoun is *she*; the "pronoun referent" is *Cinderella*.)

### CONCLUSION

8. Does the conclusion tell us why the thesis matters? (1 points)

### GRAMMAR, PUNCTUATION, & SPELLING

9. Is grammar correct? (1 point)  
Is punctuation correct? (1 point)  
Are all words spelled correctly? (1 point)

Make sure every sentence in your theme is connected with, and makes a clear reference to, the preceding sentence.

- William J. Kerrigan

7 ways to refer back to the preceding sentence:

1. Repeat in Sentence B (the second of any two sentences) a word used in sentence A (the first of those two sentences).  
EXAMPLE: The **fable** is a short tale designed to teach a lesson. The purpose of the **fable** is to give advice...
2. Use in sentence B a synonym of a word in sentence A.  
EXAMPLE: Researchers presented four **crows** with a pile of stones and a narrow flask of water at the bottom of which was a worm. The **birds** all picked up the stones and placed them in the flask, raising the water level to the point where they could reach the worm.
3. Use a pronoun in sentence B to refer to an antecedent in sentence A.  
EXAMPLE: The characters in fables are flat. They personify virtues and vices.
4. Use in sentence B an antonym [opposite] of a word in sentence A.  
[Use this technique when you're showing a contrast or difference.]  
EXAMPLE: In the far **south** of Africa, the Dutch and British and other Europeans were already living and trading....But **north** of Karuman lay the rest of the huge continent of Africa , hundreds and hundreds of miles that no European had ever seen. ["South" and "north" are opposites.]
5. Use in sentence B a word commonly paired with a word in sentence A.  
EXAMPLE: The Grimms, however, changed more than the **style** of the tales. They changed the **content**. ["Style" and "content" are usually associated in discussions of fiction.]
6. Repeat a sentence structure.  
EXAMPLE: *I like pigs. Dogs look up to us. Cats look down on us. Pigs treat us as equals.* - Winston Churchill
7. Use a connective in sentence B to refer to an idea in sentence A.  
EXAMPLES: *for, therefore, however, although,* etc.

Source: Kerrigan, William J. and Metcalf, Allen. *Writing to the Point*. 4<sup>th</sup> ed. New York: Harcourt Brace Jovanovich, Inc., 1987. Print.



Now organize your list into categories and write your thesis statement and topic sentences.

X

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SENTENCE of ELABORATION or EXPLANATION: \_\_\_\_\_

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EXAMPLES: \_\_\_\_\_

1

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ELABORATION/EXPLANATION: \_\_\_\_\_

EXAMPLES: \_\_\_\_\_

2

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ELABORATION/EXPLANATION: \_\_\_\_\_

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EXAMPLES: \_\_\_\_\_

3

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ELABORATION/EXPLANATION: \_\_\_\_\_

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EXAMPLES: \_\_\_\_\_