

Journal #5 – The 18 songs of Nomads Flute – Juxtaposition - due February 22, 2017

Choose **TWO** of the 18 songs posted on the wiki. Take time to describe first the poem itself. Then show how it links to not only the last chapter of Kingston’s book, but moreover to the entire book. The paper should be both an analysis of the poem and the book. Make sure to examine individual words in the quotes you have chosen. Each paragraph in the body of the paper should continue to have a quote, but **NO DROP QUOTES**. Also, express your big ideas through specific moments. Can you show me how the book brought you to that conclusion?

The paper should be 2-3 pages double-spaced Times New Roman font. The paragraphs should be just one double-space line below and begin with a tab in. Do not add extra space. I can see it and will take points off. Last but not least, re-read your paper before you turn it in. You’ll probably catch something you missed while typing it up.

<b>Points out of 100</b>	<b>A – 30-27</b>	<b>B – 26.7-24</b>	<b>C – 23.7 -21</b>	<b>D – 20.7-0</b>
Organization 30%	2-3 full double-spaced pages. Sz. 12 Times New Roman Font. Each body paragraph is clearly arranged around a quote.	Format is missing an element, but each paragraph is arranged around a quote, mostly clearly. Paragraphs too long.	<2 full double spaced pages. Paragraphs are partly clear and partly disjointed. Quotes are dropped in, not thoughtful.	<2 pages. No organizational sense of paragraphs. Quotes are haphazard.
	<b>A – 30-27</b>	<b>B – 26.7-24</b>	<b>C – 23.7 -21</b>	<b>D – 20.7-0</b>
Textual Material 30%	The student has engaged with the textual material with great detail and analysis.	The student has engaged the textual material with some detail and slight analysis	The student has barely engaged with the text, but mostly summarized.	The student has done only summary.
	<b>A – 30-27</b>	<b>B – 26.7-24</b>	<b>C – 23.7 -21</b>	<b>D – 20.7-0</b>
Argument 30%	The student clearly and succinctly explains how the text works, how it relates to the other text, and what is important about it.	The student clearly explains how the text works, but uses confusing or vague language. Does not clearly state importance.	The student only partly explains and relates the text. Ignores the importance. “filler words”	No explanation. No analysis. Repetitive paragraphs.
	<b>A – 10-9</b>	<b>B – 8</b>	<b>C – 7</b>	<b>D – 6-0</b>
Grammar 10%	Little to no grammar or spelling errors.	A sprinkling of grammar and/or spelling errors.	Frequent grammar and/or spelling errors. Comma splices.	The grammar and spelling make reading the text extremely difficult or impossible.