

TO KILL A MOCKINGBIRD

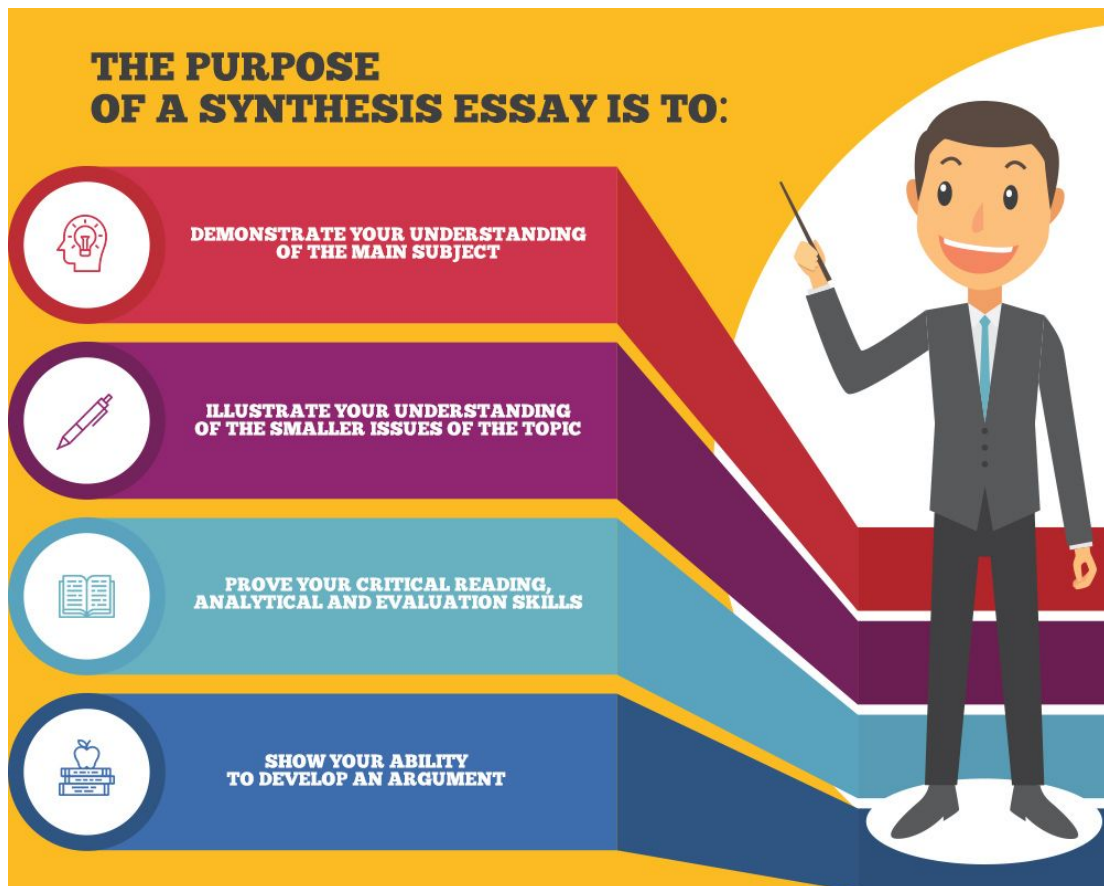
AUTHOR INVESTIGATION

Synthesis Paper

The English prefixes **syn-** along with its variant **sym-**, derived from Greek, mean “together.” You can remember **syn-** easily by thinking of **synonym**, which is a word that goes “together” with another word because it has a similar meaning. You can remember **sym-** by thinking of **symphony**, which is a group of instruments making sound “together.”

SYN “together” + **THESIS** “idea” = Bring multiple sources **together** to support one main **idea**

Looking for information on writing a synthesis paper? Click [here](#).



Prompt:

Apply biographical literary criticism to Harper Lee’s *To Kill a Mockingbird*.

(Other way to phrase: Did Harper Lee write about her own life in her novel?)

Choose one or two events or characters you will use as the focus of your proof.

- ❖ *Character Example*: Show how Scout’s brother and friend are based on real people from Nelle Harper Lee’s life.
- ❖ *Event Example*: Research Nelle Harper Lee’s father’s work as a lawyer. Does it connect? Show.

STUDENT Name: _____

To Kill A Mockingbird
AUTHOR INVESTIGATION
Synthesis Paper

The paper will earn two different grades:

- **MLA Formatting (Technical)** 10 points
- **Synthesis (Content)** 50 points

Print and staple in the following order:

- **Top Page:** MLA Grading Rubric (this page)
- **Next Pages:** Paper with Works Cited Page
- **Bottom Page:** Writing Sample Rubric-Synthesis

Grading (Technical)

Need help with MLA? Click [here](#) for explanations and examples!

MLA: Typed, Times New Roman or Arial, 12 pt font	/ 2
MLA: Heading, Page Number, Title correctly formatted	/ 2
MLA: in-text citations are correct	/ 3
MLA: Works Cited page is correct	/ 3
Total	/ 10

STUDENT Name: _____

To Kill A Mockingbird
AUTHOR INVESTIGATION

Writing Sample Rubric – Synthesis

SCORE OF 6 (95-100)	SCORE OF 5 (85-90)	SCORE OF 4 (80-84)
Essay is insightful and effectively takes a position on the topic.	Essay effectively takes a position on the topic.	Essay takes a position on the topic. Position is generally clear .
Supports position by effectively synthesizing and citing THREE or more sources. Choices show a sophisticated understanding of the sources and topic.	Supports position by effectively synthesizing and citing TWO to three sources.	Supports position by synthesizing and citing at least TWO sources. Support may be inconsistent.
Well organized and clearly focused. Organizational choices contribute to effective development of ideas.	Well organized and clearly focused. Organizational choices contribute to development of ideas.	Generally organized and focused. Organizational choices contribute to development of ideas.
Demonstrates meaningful variety in sentence structure and exhibits skillful use of language. Errors do not impede the reader's ability to understand the writer's purpose.	Demonstrates variety in sentence structure and exhibits facility in the use of language. Errors do not impede the reader's ability to understand the writer's purpose.	Demonstrates some variety in sentence structure and exhibits adequate but inconsistent facility in the use of language. Errors do not impede the reader's ability to understand the writer's purpose.
SCORE OF 3 (70-75)	SCORE OF 2 (55-65)	SCORE OF 1 (25-50)
Essay attempts to take a position on the topic but is vague or muddled.	Essay simply addresses the prompt without presenting a consistent thesis.	Essay summarizes the issue without presenting a thesis.
Attempts to synthesize at least TWO sources to support ideas, but may be limited in understanding, and the link between the position and sources is weak.	Attempts to support ideas, but does not synthesize TWO sources, or may allude to sources without citing the sources, or may misread the sources.	Does not synthesize TWO sources.
Limited in its organization or focus.	Poorly organized and lacks focus. Organizational choices detract from the development of ideas.	Disorganized or unfocused, resulting in a disjointed or incoherent response.
Lacks variety or demonstrates problems in sentence structure and displays developing facility in the use of language. Errors may impede from reader's ability to understand the writer's purpose.	Demonstrates frequent problems in sentence structure and displays very little facility in the use of language. Pervasive errors detract from the reader's ability to understand the writer's purpose.	Demonstrates severe flaws in sentence structure and displays fundamental errors in vocabulary. Pervasive errors detract from the reader's ability to understand the writer's purpose.

-5 Points for Each Day Late; Cannot Submit After 6 Days (-30 Points)

THIS DOCUMENT IS FOR YOU and so you DO NOT NEED TO SUBMIT THIS SHEET; IF YOU WOULD LIKE TO DISCUSS YOUR IDEAS WITH ME, PLEASE MAKE SURE TO FILL OUT SOME IDEAS.

Structure:

Intro:

Name of Work and Author

Background of Story and Topic

Thesis (JOOS) Statement

Example: Harper Lee drew inspiration from the people in her life when writing *To Kill a Mockingbird* as the fictional Aunt Alexandra is clearly based on the author's own real-life sister, Alice.

Brainstorming Your Idea:

Body Paragraph:

- Topic Sentence (should be clear what you are about to show)
- Background (any information that helps introduce your discussion)
- Textual evidence (integrated quotes with in-text citation)
- Analysis (show how the quotes prove your topic sentence and thesis)

Body Paragraph:

- Topic Sentence (should be clear what you are about to show)
- Background (any information that helps introduce your discussion)
- Textual evidence (integrated quotes with in-text citation)
- Analysis (show how the quotes prove your topic sentence and thesis)

Conclusion: (Roughly 3 sentences summing up your major point)

Brainstorming:
