

# Guidelines to Using Mrs. Johnson's Class Blog

## Blogging Etiquette:

1. Remember to T.H.I.N.K. (is it True, Helpful, Important, Necessary, and Kind) before you post. (Disrespectful language will be subject to **disciplinary action & removal** from future internet activities.)
2. Be clear in **answering all parts** of the question.
3. **Use evidence** to support your thinking.
4. Use **academic language**. No text language such as "lol".
5. **Explain** your thinking fully.

## Peer Response:

1. Use **peer's name** in your response.
2. Choose a **quote/point** from his/her post to **agree** or **disagree** with or **question**.
3. **Explain** how the quote/point helps further your opinion or contradict it.
4. **Expand** on the quote/point you chose with further ideas or questions for your peer.

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### Example of Full Credit Blog Post

(comparing *A Christmas Carol* written play to the musical production)

#### *Suzie's post:*

The first difference I noticed between the written play and live musical of *A Christmas Carol* by Charles Dickens was that the music added a new life to the story. When Fezziwig and the entire warehouse broke into a party you could see and hear the wonderful time they were having. It makes sense that the director wanted to be clear that this was one of Scrooge's fondest memories and that is why the Ghost of Christmas Past brought him to that place – to turn his sour disposition into a recollection of happiness before his obsession with wealth.

The second difference I noticed was how much more animated Scrooge was in the live musical. I did not get the sense that he was that entertaining in the written play. The actor made the choice to be a little goofier than I anticipated Scrooge would be. His voice was a little kinder than my impression of Scrooge. Also, he was more rotund than the frail, skeleton-like being I had imagined in the written version. I think the director's chose that particular actor because toward the end, he could easily transform into a jovial St. Nick-like figure, full of happiness and philanthropy.

The third difference was that Marley was certainly more horrifying in the live version than in the book. Maybe it is because the reader did not have the same amount of volume or terrifying tone, but I definitely did not have the same reaction to the appearance of his specter in the book as I did at the play. I almost jumped out of my seat when the chains lifted Marley to the ceiling and the pyrotechnics flashed and boomed. The director probably wanted to give the audience the impression that this was not someone to mess with and that Scrooge, and all of us, better not fall asleep and heed the warnings he was bearing.

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### Example of Full Credit Post Response:

#### *Antoine's post:*

Suzie, I agree with your comment about "how much more animated Scrooge was" in the musical version of *A Christmas Carol*. His expressions at times were humorous, as well as saddening. I found myself smiling when Scrooge turned his life around and began being surprisingly agreeable to Mrs. Dilber, his chamber maid. In addition, I truly felt more emotion for Tiny Tim when Scrooge showed signs of tears during the live play. Having the animated expressions of a live character adds an enormous amount of emotional information you can't really achieve with the written version. By the way, your vocabulary is astounding and will definitely get you extra points since you are using words directly off the list we studied.

## Rubric for Blogging

<b>Blog Post</b>	<b>7</b>	<b>6</b>	<b>5</b>
3 examples of differences	All 3 valid, thoughtful, thorough examples	2 valid, thoughtful examples	1 valid, thoughtful example
3 explanations of the differences	All 3 valid, thoughtful, thorough explanations	2 valid, thoughtful explanations	1 valid, thoughtful explanation
3 reasons why director made the changes	All 3 valid, thoughtful, thorough reasons	2 valid, thoughtful reasons	1 valid, thoughtful reasons
Academic language	Does not use any non-academic language such as text or colloquial phrases	Uses between 1-5 non-academic language items such as text or colloquial phrases	Uses more than 5 non-academic words or phrases
CUPS - Capitalization, Usage of grammar, Punctuation, Spelling	1-3 errors	4-6 errors	More than 6 errors
Heightened vocabulary	Avoids common words and uses vivid verbs, adventurous adjectives	Uses 3-6 common words (ex: a lot, bad)	Uses more than 6 common words
<b>Peer Response Post</b>			
Uses peer's name in response	+2 uses peer's name correctly	+1 uses incorrect name	+0 Does not use name
Uses quote/point from peer's post	Quotes peer correctly	Does not quote peer correctly	Does not use quote
Agrees/disagrees/questions post	Fully shows dis/agreement or question	Does not fully show dis/agreement or question	Does not use dis/agreement or question
Explains why this quote/point confers or contradicts own point	Fully and validly explains agreement or contradiction	Does not fully or validly explain agreement or contradiction	Does not explain at all
Further extends the point with own thinking or example	Properly furthers thinking fully with example	Somewhat furthers thinking with example	Does not extend issue or use example
Academic language	Does not use any non-academic language such as text or colloquial phrases	Uses between 1-5 non-academic language items such as text or colloquial phrases	Uses more than 5 non-academic words or phrases
CUPS – Capitalization, Usage of grammar, Punctuation, Spelling	1-3 errors	4-6 errors	More than 6 errors
Heightened vocabulary	Avoids common words and uses vivid verbs, adventurous adjectives	Uses 3-6 common words (ex: a lot, bad)	Uses more than 6 common words
Extra credit for using vocabulary list words	+1 for each word		
Total			
Out of 100			