

**CRB30.1-Read and demonstrate comprehension and interpretation of grade-level appropriate texts to develop insightful interpretation and response**

**CCB30.1-**Experiment with a variety of writing forms and techniques to describe, to narrate, to explain, to inform, and to persuade using the writing process

**PURSUIT OF JUSTICE ASSIGNMENT**

**Your task is research two news stories that have a connection to justice. These stories have to have occurred within the time span of 2015-2016. Ensure that the articles connect to one of these concepts:**

**Common Good  
Crimes against Humanity  
Human Rights  
Justice   
Self Determination**

**STEP 1 – Search out one story from** [**www.cbc.ca**](http://www.cbc.ca)[**www.bbc.co.uk**](http://www.bbc.co.uk) **and one from** [**www.cnn.com**](http://www.cnn.com) **that has something to do with justice.   
  
STEP 2- Provide a precis of the article – articulating. Your precis should be in paragraph form, edited.   
  
STEP 3 - Use son of citation to provide reference each article. This must be on a separate   
  
STEP 4 – Under your precis, detail how each article connects to at least one JUSTICE concept**

**Common Good  
Crimes Against Humanity  
Human Rights**

**Justice   
Self Determination**

**Make sure to place the article stapled to your precis.**

Précis (pronounced “pray-see”)

**What it is**

A précis is a summary of a book or article in which the author’s story or argument is accurately and fairly reproduced, but in the student’s own words. It recounts the basic narrative of the story (if fiction) or the basic arguments of the book or article (if nonfiction) in ¼ to 1/6 of the original length. This is beneficial to you as a student because it maximizes your comprehension of the document.

As Michael Seiferth at Palo Alto College puts it,

*“your ability to write the precis is central to the basics of analysis, synthesis, comparison, and other key, higher order thinking skills absolutely required for your success in college and in the profession or career you have chosen when you graduate.”*

**How to write it**

1. read the article once
2. read the article at least once more (preferably two to three times, depending on length), mapping out the author’s argument
3. take the resulting argument "map" and re-write it in your own words to the required page length

**Remember:**

* This is not a reflection paper or book report – it's an exact replica of the original, but shorter, and in different words.
* Try not to quote the text, and limit paraphrasing unless absolutely necessary (that is, unless there's no other way to say it).
* Don’t add any opinion or new examples.
* Don’t use expressions like “This passage says…,” or “According to the author…”. You don't want to “stand apart” from the document, but to reproduce its intent, tone, style and mood in different words.

**Tips for writing a précis of fiction:**

* Look especially for plot structure: the exposition, inciting incident, crisis, final resolution, and denouement will constitute your through line.
* Identify the conflict in the story and only include that which develops or resolves the conflict.

**Tips for writing a précis of nonfiction:**

* Identify the topic sentences through the document (check the introduction and conclusion to each section). This will likely provide most of your précis skeleton.

This information was compiled from resources from Palo Alto College and the University of Waterloo.

**ELA B30 Précis Evaluation Rubric**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                  Date\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(EACH PRECIS WILL BE EVALUATED SEPARATLEY)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | Exceeding 4-5 | Meeting 2-3 | Still working 1 |
| **Main Ideas** | The key ideas of the original are emphasized; nonessential information is eliminated. | Some of the key ideas of the original are emphasized; some nonessential information is included. | The précis fails to convey or emphasize the key ideas of the original; many nonessential details are included.  . |
| **Concise Language** | Key ideas are condensed concisely; no unimportant ideas, figurative language, examples, repetition, or illustrations are included. | Not all key ideas are paraphrased concisely; some unimportant ideas, figurative language, examples, repetition, or illustrations are included. | Key ideas are not paraphrased concisely; many unimportant ideas, figurative language, examples, repetition, or illustrations are included. |
| **Language and Tone** | The précis consistently and effectively reflects the level of formality and tone of the original. | The précis sometimes conveys the level of formality and tone of the original. | The précis fails to convey the level of formality and tone of the original. |
| **Sentences** | Sentences are clear, correct, and coherent. | Sentences are not always clear, correct, or coherent. | Many sentences are not clear, correct, or coherent. |

**Total /20**