**Major Writing Assignment #3: English 10 HONORS**

**Project Summary:**

Carpe Diem! *Seize the* Day by Saul Bellow references the Latin poet, Horace who in his *Odes* recommended we make the most of time while we have it. You have been exploring the life of Tommy Wilhelm who has attempted to seize opportunities in his life, but has pathetically flopped at success. While we read, you examined WATER IMAGERY, CHARACTERIZATION, and SETTING particularly as it applies to how there is a mismatch between perception and reality. Now, it is time to write your essay. Here’s the good news! You have already started working on the essay with the three responses we did in class – examining how an author uses characterization and setting in the first couple of paragraphs, examining how water imagery is used in chapters 1-2, and examining how characterization and word choice shows the mismatch in chapters 1-4. Using your ideas from those responses, as well as your knowledge of chapters 5-7 (so your discussion reflects the ENTIRE novel), explore how Saul Bellow uses those three literary devices to create his message about the mismatch between perception and reality. You also need to reference the Foster text, *How to Read Literature like a Professor*, where it is appropriate to further your discussion. Failure to cite the Foster text will lower your grade one letter.

**Purpose:**

You are writing an expository essay which examines how Bellow creates his message about the mismatch between perception and reality.

**Writer’s Role:**

You are writing as an educated student who understands the text and can cite specific examples to show you know both the texts (Bellow and Foster).

**Audience:**

Your audience is the “Educated Audience” – this audience is familiar with both texts. You do not summarize the information. You can reference an example and expect that your audience knows the context.

**Form:**

This piece is an expository essay. You must have an introduction which sets forth a thesis. The thesis is the focus for the essay. You must develop the thesis through body paragraphs. You will determine how many body paragraphs you need. You must have a conclusion paragraph which follows from and supports the information you develop. It must give some implications of the information or significance of the topic.

**FCA (Focus Correction Areas) – copy into the top left hand side of your draft.**

1. **Topic sentences for all body paragraphs**
2. **Tying in your evidence to your thesis (**You connect the dots from the evidence to the thesis)
3. **Evidence is properly cited (author’s last name and the page number) (Foster 23) (Bellow 75)**

Your essays may be typed or handwritten. Handwritten must be legible and must be double spaced.

**This paper is worth 50 points**

**Rough draft: Dec. 9**

**Final project due date: Dec. 15**

# Scoring Guide

\_\_\_ 1. Focus: Good writing sustains a single point of view, establishes and maintains a clear purpose, and exhibits clarity of ideas. **Focus is established through the development of a strong clear thesis early in the paper (usually the first paragraph).** Focus is maintained throughout the paper as the writer reformulates and/or reiterates the thesis is a way that makes clear to the reader that the central claim of the paper is evolving. (20)

\_\_\_ 2. Organization: Ideas and paragraphs are logically arranged. A coherent plan is evident (spatial, chronological, ascending order of importance, etc.). The paper possesses a clear sense of beginning, middle, and end. **Clear transitional markers between sentences and paragraphs enhance organization (sentences and paragraphs flow naturally from one to another).** (15)

\_\_\_ 3. Content: Information and details are specific to the topic. Evidence is adequate and clearly suggests the writer’s familiarity with the material. **Brief quotes are effectively incorporated into the text of the paper to illustrate points**. There is no unnecessary summary. The paper is of appropriate length and possesses a title that provides a sense of what the topic is. See these two Youtube videos from English teachers for help [Integrating Quotes in Plain English](http://youtu.be/68vm-y1IzYQ) or [How to Use Quotations in a Literary Essay](http://youtu.be/dW43ok4ur_E) (25)

\_\_\_ 4. Introduction/Conclusion: While vitally integrated with all of the above areas, introductions and conclusions call for writers to accomplish specific tasks. Strong introductions offer a working hypothesis, provide necessary background or content, and define the topic and say why it matters. Strong conclusions come full circle while pursuing the implications of the thesis or argument put forth in the body of the paper. The paper should close, leaving the reader with implications or speculations to think about further. (10)

\_\_\_ 5. Style: Language is precise. Word choice is both effective and mature. Superior writing reveals variety of sentence structures and originality of language. Present tense is used as a way of avoiding awkward tense shifts and providing immediacy to the discussion. Present tense is also used when discussing events in literature. (10)

\_\_\_\_ 6. Conventions/Format: The paper contains proper spelling, capitalization, punctuation, sentence completeness, and usage. **MLA format is used properly** – (Bellow 15) (15)

\_\_\_ 7. Impact: The paper stands apart. The ideas are thought provoking and original. Papers with great impact are distinct in terms of what they try to accomplish and how they proceed. **They address specific issues of interpretation and raise questions that cannot be answered normally after one reading of the text.** Papers of great impact are not perfect in every respect, but they show a deep level of thinking and enthusiasm for the task. (5)

\_\_\_\_/100: Total Score = \_\_\_\_ /50 points for gradebook.

Comments: