

## ENG4U Culminating Assignment

This assignment will make up **20%** of your final mark in this course. It is required to achieve this credit. For this assignment, you will select 2 Canadian adult fiction novels to read over the course of the semester independently.

### Part 1: Journals

2% each

For **EACH** of your novels you will complete **and** submit ONE journal addressing 1 or 2 of the writing prompts that you will be provided with in this package.

### Part 2: Research and Presentation

6%

You will select a topic, social issue, or historical event that is present in one or both of your novels to research. You will need to complete academic research, including proper citations, and present a short presentation to the class on your topic. Details attached to this package.

### Part 3: Essay (

10%

You will write a formal, literary 4-5 page essay on one of your novels based off general topics that we will discuss in class. You will have to generate your own thesis statement from your thorough reading of the novel. You will be permitted to ask me general questions regarding your essay, but no formal editing or re-writes will be offered as this is to be your work, using what you've learned all semester, without my direct assistance. Details attached to this package.

## PART 1 - JOURNAL ASSIGNMENTS

- You are to write one response journal (2 pages in length) per novel to be written during or after you've completed the novel
- The key to a good journal entry is that it should be an honest attempt to write what you personally think of the novel. Say what you think as clearly as possible and develop your ideas or feelings as fully as you can (this means using examples and/or quotations from the novels).
- Your journal can be written in an informal style. You are allowed to use personal pronouns for this assignment.

### Topics

- Are there ideas presented in the text that you disagree with? Which ideas? In what way do you disagree?
- What connections do you see between this work and others you have studied/read/seen? Explain these connections with examples from both works.
- How do the main character(s) change over the course of the novel? How does this relate to the author's theme(s)?
- How does the title of the book relate to the themes and/or characters in the novel?
- What social issues does the author explore and what does he/she say about them?
- Is there a part of the book that you loved or hated? Explain in detail and connect to the personal

\*Remember that it's better to write in-depth about one topic than to do a surface analysis of many.

\*Use structure (paragraphs, concluding sentences etc) in your writing even though it's a journal.

## **PART 2 – RESEARCH AND PRESENTATION**

Analyze your novel to discover a social issue or historical event that can be tied to it and complete formal research. For example, perhaps your novel is about the aftermath of Apartheid in South Africa or is about the Slave Trade that existed in the 19<sup>th</sup> century. If you cannot decide what historical or social event can be attached to your novel, see Ms. Ferguson or Mr. Perry.

Complete academic research on this topic and compile an accurate MLA Works Cited page. You are permitted to use the Internet for some information but at least 1 source must be from the library's database. Mr. Perry will go over this with the class.

Create a 10 minute presentation on your topic. Present your research using a dynamic and engaging format. Ensure you use various audio-visual components and practice your presentation, as part of your mark will come from your oral presentation skills. Ensure that your presentation includes details from your novel (quotes, character examples, conflict or theme etc) and specific information from your research findings.

## **PART 3 – ESSAY**

Your task will be to write a 4-5 page literary essay on 1 of your ISU novels. You need to ensure you choose a novel that has enough in it to write a solid literary analysis. You will choose your own topic. I will not be giving you a prompt, you will have to come up with your own thesis independently, but I will be going over common themes in literature to help you get started.

Ideas to consider:

- Major theme in the novel
- Character development as connected to theme
- Social issue explored and lesson to be learned
- Conflict present and how it is explored
- Coming of age argument

We will go over more in the class as we get closer.

See rubric attached.

See essay outline attached.

## ISU Journal rubric

	Below level 1	Level 1&2	Level 3	Level 4	
<b>Knowledge:</b> - uses specific examples, details and quotations from the novel - shows comprehension of the novel	Few or no quotations/examples. Does not demonstrate understanding of more than basic ideas.	Some quotes/examples and understands most main ideas	Strong supporting quotations and understands main ideas	Very strong quotations/examples. Understands main ideas plus nuances	<b>/25</b>
<b>Thinking:</b> - makes connections among ideas, texts, opinions, prior knowledge, and personal experiences -shows evidence of critical thinking by asking relevant questions, drawing conclusions, making inferences and noting similarities and differences	Very limited/appears to have thought very little about the topic	Limited – some thinking is apparent but vague or undeveloped	Considerable – the topic is well thought out but further connections have not been made	Thorough -the topic has been considered in depth and connections to other ideas/texts/life experiences have been made	<b>/25</b>
<b>Communication:</b> - writes clearly and organizes ideas logically -uses appropriate academic terminology/diction	Rarely/never	Seldom	Usually	Effectively	<b>/15</b>
<b>Application:</b> - works cited and quotation formatting is correct	-major punctuation errors and/or information missing	-small errors in punctuation and content	Punctuation errors but all the information is present	Perfect formatting	<b>/5</b>

## ISU Essay Evaluation

Name \_\_\_\_\_

	Needs Improvement	Satisfactory(Level 1-2)	Good (Level 3)	Excellent (Level 4)	Mark
<b>Quotations (knowledge)</b>	Introductions and explanations weak or non-existent Quotations are inappropriate or very weak	Some unclear introductions and/or explanations More appropriate quotations could have been chosen	Clearly introduced and explained Help to develop the argument of the essay but more appropriate quotations are available	Seamlessly meshed into the body of the essay and well explained Clearly develop the argument	<b>/10</b>
<b>Content (thinking)</b>	Arguments are obvious and require little thought Arguments are poorly developed (not explained or supported)	Some arguments lack depth (too obvious) Some arguments are poorly developed	Clear but basic arguments Arguments are fully developed with supporting evidence from the novel	Sophisticated and insightful arguments Arguments are fully developed with supporting evidence from the novel	<b>/20</b>
<b>Organization (communication)</b>	Several elements are missing from the introduction or conclusion Topic and concluding sentences are weak or missing	One element is missing from the conclusion or introduction Topic and concluding sentences are present but do not always link the paragraph to the thesis	Introduction and conclusion contain all the necessary elements Topic and concluding sentences link each paragraph to the thesis	Introduction and conclusion are striking and contain all the necessary elements Topic and concluding sentences strongly link each paragraph to the thesis	<b>/5</b>
<b>Style and Clarity (communication)</b>	Diction is weak/informal and/or confusing Simple and compound sentences are used almost exclusively	Diction is not always formal but clearly conveys meaning Sentence variety is present but too many simple and compound sentences are used	A high level of formal diction is used to convey meaning but is not consistent A variety of sentence types is used	A consistently high level of formal diction is used to effectively convey meaning A variety of sentence types is used masterfully	<b>/5</b>
<b>Mechanics and MLA format (application)</b>	Too many errors of all types in MLA format and/or grammar	Several major errors in MLA format and/or grammar	Some minor and/or two major errors are present in MLA format and/or grammar	MLA format and grammar are error free and ready to publish	<b>/10</b>

Strengths:

Areas for improvement:

ENG 4U      Generic Essay Outline

Introduction	Overall idea or quote to ease reader into essay
	Thesis:
	Key points (one sentence per key point in the order that they appear in your essay)
1 <sup>st</sup> paragraph (your second strongest argument or the one that makes chronological sense to place 1 <sup>st</sup> )	Topic sentence (mini thesis – argument that this paragraph will prove)
	First supporting example (introduce example – quotation – explain how your quotation proves your point)

	<p>Second supporting example (introduce example – quotation – explain how your quotation proves your point)</p>
	<p>Concluding sentences – sum up your main argument for the paragraph and link it to the thesis (how did this paragraph help to prove your overall argument?)</p> <p>Transition sentence to next paragraph</p>
<p>2<sup>nd</sup> body paragraph (your weakest point or the one that makes sense chronologically)</p>	<p>Topic sentence (mini thesis – argument that this paragraph will prove)</p>
	<p>First supporting example (Introduce example – quotation – explain how your quotation proves your point)</p>

	<p>Second supporting example (introduce example – quotation – explain how your quotation proves your point)</p>
	<p>Concluding sentences – sum up your main argument for the paragraph and link it to the thesis (how did this paragraph help to prove your overall argument?)</p> <p>Transition sentence to next paragraph</p>
<p>3<sup>rd</sup> body paragraph (strongest point or one that makes sense chronologically)</p>	<p>Topic sentence (mini thesis – argument that this paragraph will prove)</p>
	<p>First supporting example (introduce example – quotation – explain how your quotation proves your point)</p>

	<p>Second supporting example (introduce example – quotation – explain how your quotation proves your point)</p>
	<p>Concluding sentences – sum up your main argument for the paragraph and link it to the thesis (how did this paragraph help to prove your overall argument?)</p> <p>Transition sentence to next paragraph</p>
<p>Conclusion</p>	<p>Restatement of thesis</p> <p>Restatement of key points in order that they appear in your essay</p> <p>Use of quotation or other material to ease your reader out of your essay – show why your argument was important</p>

Avoid plot summary by focusing exclusively on two key examples per paragraph.



# ENG 4U ISU Essay Checklist

- *Essay is 4-5 pages (1200-1300 words) in length*

**MLA Format** (*biggest problem is a lack of works cited or many small errors that add up*)

- First page is correctly formatted with teacher and course information
- Each page after the first has student name and page number
- Quotations are footnoted
- Quotations are correctly formatted
- The works cited is correct
- All titles are correctly formatted

**Introduction:** (*biggest problem is that thesis or key points are hard to identify or too general*)

- Strong thesis statement is present
- There is a sentence explaining each key point (main arguments in the essay) as it specifically relates to your novel
- The key points are in the order that they appear in the essay

**Body Paragraphs** (*biggest problem is sliding into plot summary – stick to clear examples*)

- Start with a strong specific topic sentence – in other words state exactly what you are going to prove in the paragraph
- Each paragraph contains 2-3 strong examples
- Each example is stated, followed by a supporting quotation, followed by an explanation of how that example proves your topic sentence(APE)
- Quotations do not summarize plot events but show how characters feel/react (significance of example), relate to theme, give examples of imagery, etc
- There are transitions between the examples
- End with a strong concluding sentence(s) – restate the argument you proved in the paragraph and link it to your thesis
- A really strong essay also provides a transition into the next paragraph showing how the paragraphs relate and build one strong argument

**Conclusion** (*biggest problem is that you are tired of saying the same thing over and over so it is weak*)

- Thesis is restated
- Key points are restated – lay the argument out one last time
- A quotation is included to tie it all together and end on a strong note

