

**The Assignment...**

Write a literary essay on a topic based on Mary Shelley's *Frankenstein*.

You will use **MLA Style** and **direct evidence** from the novel to support the topic you choose and the thesis you develop. Your essay will focus on the analysis of the novel's themes, plot, conflict, characters, etc.

You will follow a number of steps prior writing the essay. These steps include:

- Developing a topic and thesis based on the topic provided
- Completing a graphic organizer outline to demonstrate your understanding of the topic
- Writing a rough copy of your essay
- Editing your rough copy and completing a self-evaluation
- Completing a final copy in the correct format

**The Topics...**

You are required to choose **one** of the following topics for your essay. After choosing a topic you will develop a thesis that aims to argue a point based on the topic. Your essay will be structured around this thesis.

1. Identify and discuss the novel's main themes. What lesson(s) are behind *Frankenstein*?
2. Examine the exploration of morals and ethics in the novel.
3. Discuss the role of nature and Romanticism in the novel.
4. Compare/Contrast Frankenstein and the Creature. In the end, are they the same person?
5. Discuss Frankenstein's warning: "Learn from me, if not by my precepts, at least by my example, how dangerous is the acquirement of knowledge". Argue the pros and cons of the pursuit of knowledge.
6. A topic of your choice, approved by me.

**LEARNING GOAL:**

Demonstrate an understanding of *Frankenstein's* themes, plot, conflict, and characters by analyzing the text and writing a literary essay.

**SUCCESS CRITERIA:**

- Essay is written in complete and effective paragraphs
- Essay is between 1000-1200 words
- Essay analyzes the novel in connection with the essay topic
- Essay uses a style like TEPAC to analyze the text
- Essay uses direct evidence from text to support ideas
- Essay is organized
- Transitions are used between paragraphs
- Essay has been edited for spelling, grammar, and clarity of ideas
- Essay is written using MLA style
- Rubric handed in with final copy

**Rubric & The Marks...**

[ATTACH TO BACK OF ESSAY]

COMPLETED OUTLINE: /10 (Thinking)  
 Demonstrates understanding of required parts of essay.  
 Information is coherent and logical

ROUGH COPY & EDITING: /10 (Communication/Application)  
 Used suggestions from edited rough copy.  
 Essay is complete, thoughtful and original  
 Paragraphs are clear and effective

<b>FINAL COPY</b>	<b>/40 (Application)</b>										
KNOWLEDGE	0	1	2	3	4	5	6	7	8	9	10
APPLICATION	0	1	2	3	4	5	6	7	8	9	10
THINKING	0	1	2	3	4	5	6	7	8	9	10
COMMUNICATION	0	1	2	3	4	5	6	7	8	9	10

ESSAY ELEMENT	LEVEL 0: Element Missing	LEVEL 1: Below Expectations	LEVEL 2: Approaching Expectations	LEVEL 3: Meets Expectations	LEVEL 4: Above Expectations
<b>Knowledge of specific essay form, including purpose of essay</b>	This element has not been included	The specific essay form is not clearly demonstrated	Some aspects of the essay form have been demonstrated	The essay form has been effectively demonstrated	The essay form goes beyond expectations in its awesomeness
<b>Essay has a clear and effective main idea/thesis</b>	This element has not been included	The main idea/thesis does not meet expectations	The main idea/thesis is close to expectations	The main idea/thesis meets expectations	The main idea/thesis is above expectations
<b>Writing style is appropriate for essay (e.g. formal or informal)</b>	This element has not been included	The writing style is not appropriate for the essay type	The writing style is sometimes appropriate for the essay type	The writing style is usually appropriate for the essay type	The writing style is always very appropriate for the essay type
<b>Arguments are effectively supported with clear and specific information</b>	This element has not been included	Arguments are not effectively supported with clear/specific information	Arguments are sometimes supported with clear/specific information	Arguments are usually supported with clear/specific information	Arguments are always supported with clear/specific information
<b>Support is clearly explained to show why/how it is important and/or relevant</b>	This element has not been included	The essay rarely includes explanations connected to the support	The essay sometimes includes explanations connected to the support	The essay usually includes explanations connected to the support	The essay always includes explanations connected to the support
<b>Information in the essay is organized and clear, with logical connections and transitions between paragraphs</b>	This element has not been included	The essay is poorly organized and is missing flow	The essay has some organization or flow	The essay usually has organization and flow	The essay has excellent organization and flow
<b>The essay is edited for spelling and grammar, as well as MLA/APA format expectations</b>	This element has not been included	The essay has limited editing and formatting per expectations	The essay has some editing and formatting per expectations	Most of the essay has been edited and formatted per expectations	All of the essay has been edited and formatted per expectations

**COMMENTS:**

COMPARE AND CONTRAST – BLOCK METHOD OUTLINE

THESIS (ARGUMENT):

1. INTRODUCTION (Thesis, Main Points, Transition/Concluding Sentence/Hook)

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2. PART A (Including examples, reasons, explanations and expanded ideas)

PART A: \_\_\_\_\_

A. POINT 1:  
\_\_\_\_\_  
\_\_\_\_\_

B. POINT 2:  
\_\_\_\_\_  
\_\_\_\_\_

C. POINT 3:  
\_\_\_\_\_  
\_\_\_\_\_

Transition: \_\_\_\_\_

3. PART B (Including examples, reasons, explanations and expanded ideas)

PART B: \_\_\_\_\_

A. POINT 1:  
\_\_\_\_\_  
\_\_\_\_\_

B. POINT 2:  
\_\_\_\_\_  
\_\_\_\_\_

C. POINT 3:  
\_\_\_\_\_  
\_\_\_\_\_

Transition: \_\_\_\_\_

4. CONCLUSION (Restate thesis, summarize argument and your findings/final hook)

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COMPARE AND CONTRAST – POINT-BY-POINT OUTLINE

THESIS (ARGUMENT):

**1. INTRODUCTION (Thesis, Main Points, Transition/Concluding Sentence/Hook)**

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**2. POINT 1 (Including examples, reasons, explanations and expanded ideas)**

POINT 1: \_\_\_\_\_

PARA 1 (ABOUT POINT A):

\_\_\_\_\_

\_\_\_\_\_

PARA 2 (ABOUT POINT B):

\_\_\_\_\_

\_\_\_\_\_

Transition: \_\_\_\_\_

**3. POINT 2 (Including examples, reasons, explanations and expanded ideas)**

POINT 2: \_\_\_\_\_

PARA 3 (ABOUT POINT A):

\_\_\_\_\_

\_\_\_\_\_

PARA 4 (ABOUT POINT B):

\_\_\_\_\_

\_\_\_\_\_

Transition: \_\_\_\_\_

**4. POINT 3 (Including examples reasons, explanations and expanded ideas)**

POINT 3: \_\_\_\_\_

PARA 5 (ABOUT POINT A):

\_\_\_\_\_

\_\_\_\_\_

PARA 6 (ABOUT POINT B):

\_\_\_\_\_

\_\_\_\_\_

Transition: \_\_\_\_\_

**5. CONCLUSION (Restate thesis, summarize argument and your findings/final hook)**

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## ... ESSAY EDITING CHECKLIST...

## INTRODUCTION

1. Captures attention Yes | No
2. Provides connection to topic Yes | No
3. Supporting points included for organization Yes | No
4. Hook/Transition included Yes | No
5. Clear thesis Yes | No
6. What is author's thesis: \_\_\_\_\_

## BODY PARAGRAPH (REPEAT FOR EACH BODY PARAGRAPH)

1. Contains clear topic sentence Yes | No
2. Contains at least three specific pieces of evidence to support the topic Yes | No
3. List the support and what type it is (i.e. example, reason, explanation, etc.)
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
4. Support makes WHY/HOW connections by the writer to the thesis Yes | No
5. The support clear and effective, and connected to the topic and thesis Yes | No
6. Paragraph contains transition phrase Yes | No

## CONCLUSION

1. Restates opinion/thesis in different words Yes | No
2. Includes a summary of the different topics/reasons Yes | No
3. Includes a final clincher/call-to-action/closing statement Yes | No

## ...LITERARY ESSAY EDITING CHECKLIST...

## SOURCES

1. All sources have been properly formatted in essay (including quotes, paraphrase, etc.) Yes | No
2. A "WORKS CITED" page has been included at the end of the essay, if necessary Yes | No
3. Quotes are properly formatted

## TONE/VOICE/WORD CHOICE

1. Writing is formal, (i.e. no "I think", etc.) Yes | No
2. Points are not repeated Yes | No
3. Writer avoids common phrases and cliché statements Yes | No
4. Verb tense in the essay is in the present tense Yes | No

## IDEAS AND CONTENT

1. Body paragraphs include **specific** support and connections to the topic Yes | No
2. Ideas are clear and sensible Yes | No

## SPELLING/GRAMMAR/FORATTING

1. Major spelling and grammar errors have been noted for author Yes | No
2. The essay includes a title, author/class information, and page numbers Yes | No
3. Essay is double-spaced, typed in 11 or 12 size regular font Yes | No