AP English Literature and Composition

Maria Williams

**Extended Written Analysis**

***Directions:*** *For this paper, each of you will select a book of choice to write about via the construction of an extended written analysis. To prepare for this task, you will receive a list of prominent American authors prior to 1900. Select one work from the teacher-supplied list. After performing a close reading of the text, you will create a paper that extensively explores a student-created thesis statement in detail (final paper will be 8-10 pages). Since this paper is driven by a student-created thesis statement, topics will vary according to the student’s individual preferences/interpretations of the text. To help with the writing process, the teacher has provided the following list of* ***due date*** *checkpoints along the way:*

*Assignment introduced: Monday, March 26, 2018*

*Reading journals associated with book: Monday, April 16, 2018*

*Outline with thesis statement: Monday, April 23, 2018*

*Draft of paper #1: Monday, April 30, 2018 (conference with teacher—peer review)*

*Draft of paper #2: Friday, May 4, 2018 (conference with teacher—peer review)*

*Final due date: Monday, May 7, 2018*

**Grading and General Information:** The final paper must make use of both textual evidence from the book of choice and outside resources from scholarly sources. The paper will conform to the conventions of MLA format and will be graded in accordance with the attached rubric. The course instructor has reserved several days, in class, to assist with the writing process; thus, your final essay should be polished, professional, and worthy of publication due to subjection to the formal, collegiate writing process.

**Help with MLA:**  A great resource to use in putting together your paper is OWL Purdue. OWL Purdue is one of the best MLA pages available—and the resource is entirely free. The OWL Purdue site has everything a student could want to know about MLA –ranging from in-text citations to Works Cited to basic formatting. A link to the website is as follows: <https://owl.english.purdue.edu/owl/resource/747/13/>.

**Extended Written Analysis Paper**

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| **Skill Area** | **3** | **2** | **1** | **0** |
| Structure of Essay | The essay has a clearly defined introduction, body, and conclusion | The essay has an introduction, a body, and a conclusion; however, one structural component of the text requires further definition | The essay is missing one of the following structural components: Introduction, body, or conclusion | The essay is missing two or all three of the following structural components: Introduction, body, or conclusion |
| Introduction Paragraph | The introduction is *impeccable*, as the paragraph successfully captures the reader’s attention, establishes connections between the background associated with and the text of the dramatic monologue, and delineates the thesis statement | The introduction is *strong* but requires a bit more work to achieve a score of 3 for this skillset. One aspect of the introduction requires further development or clarification | The introduction *needs improvement* and requires extensive work to achieve a score of 3 for this skillset. Two aspects of the introduction require further development or clarification | The introduction is *inadequate*. The introduction needs to be re-written in order to achieve a successful introductory paragraph |
| Body of Essay | Each paragraph in the essay body relates back to the thesis statement, makes use of topic sentences, and employs the SEE Method. Analytical quality on par with AP expectations. | In general, the paragraphs in the essay body relate back to the thesis statement, make use of topic sentences, and employ the SEE Method; however, one paragraph in the essay body requires further development or clarification to ensure succinct paragraph construction | Some paragraphs in the essay body relate back to the thesis statement, make use of topic sentences, and employ the SEE Method; however, two or more paragraphs in the essay body require further development or clarification to ensure succinct paragraph construction | Most paragraphs in the essay body fail to relate back to the thesis statement, make use of topic sentences, and employ the SEE Method. |

**“My Last Duchess”**

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| **Skill Area** | **3** | **2** | **1** | **0** |
| Conclusion | The conclusion is *impeccable*, as the paragraph successfully summarizes the main points of the essay, provides the reader with a sense of closure, and restates the thesis statement. | The conclusion is *strong* but requires a bit more work to achieve a score of 3 for this skillset. One aspect of the conclusion requires further development or clarification | The conclusion *needs improvement* and requires extensive work to achieve a score of 3 for this skillset. Two aspects of the conclusion require further development or clarification | The conclusion is *inadequate*. The conclusion needs to be re-written in order to provide the reader with adequate closure |
| Thesis Statement | The thesis statement is clearly delineated in the introductory paragraph, provides the reader with a *map* to the student essay, and successfully incorporates all necessary components associated with the essay prompt | The thesis statement is clearly delineated in the introductory paragraph; however, the thesis needs a bit more work to either provide the reader with a *map* to the student essay or to successfully incorporate all necessary components associated with the essay prompt. | The thesis statement is clearly delineated in the introductory paragraph; however, the thesis needs a lot more work to either provide the reader with a *map* to the student essay or to successfully incorporate all necessary components associated with the essay prompt. | Thesis statement is weak or missing—Extensive revision required—Seek a new approach |
| Sentence Structure | The essay contains meticulously constructed sentences, makes efficient use of sentence variety, and takes risks in terms of more complex sentence construction (example: use of a dash to indicate an abrupt change in thought—the student does not merely use a comma every single time he/she would like to write a lengthier sentence) | The essay shows strong evidence of the ability to make conscientious decisions in terms of sentence construction; however, the essay requires a bit more work to achieve a score of 3 for this skillset. One of the Sentence Structure skillset components requires more work | The essay needs improvement in order to successfully demonstrate the ability to make conscientious decisions in terms of sentence construction. The essay requires more work to achieve a score of 3 for this skillset. Two of the Sentence Structure skillset components require more work | The essay does not show evidence of the ability to make conscientious decisions in terms of sentence construction. |

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| **Skill Area** | **3** | **2** | **1** | **0** |
| Style | The style of the essay is *impeccable*. The style meets the following guidelines: Conveys a strong writer’s voice, uses clear prose to provide a knowledgeable and a unique perspective on the topic, and assumes a sophisticated tone. | The style of the essay is *strong* but requires a bit more work to achieve a score of 3 for this skillset. One aspect of the style of the paper requires further development or clarification | The style *needs improvement* and requires extensive work to achieve a score of 3 for this skillset. Two aspects of the style of the paper require further development or clarification | The style is *inadequate*. The paper needs to be revised to make more conscientious choices in terms of language to ensure that the writer’s voice shines, the prose is clear, and the tone is sophisticated. |
| MLA Formatting Requirements for In-Text Citations | The essay incorporates in-text citations from the source text and the outside resources: minimum of four in-text citations. All quotations are properly introduced and cited in accordance with MLA guidelines. Minimal errors in terms of citation. | The essay incorporates in-text citations from the source text and the outside resources; however, a few of the quotations have errors in terms of adherence to MLA format. Two in-text citations rather than three in-text citations. | The essay incorporates in-text citations from the source text and the outside resources; however, many of the quotations have errors in terms of adherence to MLA format. One in-text citation instead of three in-text citations. | The essay does not include in-text citations, fails to give credit to the author via in-text citations, or shows little evidence of the ability to adhere to MLA format. |
| Focus and Details | The essay stays on task, makes use of relevant, specific, and convincing supporting details, and showcases a strong understanding of how to interpret the source text for deeper, more significant meaning. | The focus of the essay is *strong* but the essay requires a bit more work to achieve a score of 3 for this skillset. One aspect of the skillset requires additional work. | The focus of the essay *needs improvement* to achieve a score of 3 for this skillset. Two aspects of the skillset requires additional work. | The essay does not stay on task or use relevant, specific, and convincing supporting details. The essay may suggest a misunderstanding or a misreading of the source text. |
| Grammar and Mechanics | The final document is free from errors in terms of grammar and mechanics | The final document contains 1-3 errors in terms of grammar and mechanics | The final document contains 4-7 errors in terms of grammar and mechanics | The final document contains more than 7 errors in terms of grammar and mechanics |

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| Skill Area | 3 | 2 | 1 | 0 |
| Variety of Sources Used in Paper | The final document contains a Works Cited page that contains a minimum of three outside resources and the source text. All sources are properly cited in MLA format for the Works Cited page. | The final document contains a Works Cited page that contains a minimum of three outside resources and the source text. A few errors in terms of proper MLA citation in the Works Cited page. | The final document contains a Works Cited page that contains a minimum of three outside resources and the source text. Many errors in terms of proper MLA citation for the Works Cited page. | The final document does not contain the specified number of outside resources or has many errors in terms of proper MLA citation for the Works Cited page. |
| Final Product | The final paper fulfills the 8-10 page criteria, makes use of Times New Roman 12-point font, and contains proper MLA headers. | The final paper does not meet one of the requirements specified to achieve a score of a 3 for this category. | The final paper does not meet two of the requirements specified to achieve a score of a 3 for this category. | The final product does not meet any of the requirements specified to achieve a score of a 3 for this category. |

Teacher commentary on essay: