

# Project 1

## Evaluation 31

### Multicultural Literature (ENGH 015 062)



*Be sure to include ALL pages of this project (including the directions and the assignment) when you send the project to your teacher for grading. Don't forget to put your name and I.D. number at the top of this page!*

**This project consists of two parts, each worth 50 points for a total of 100 points.** Note that grammar, spelling, and proper citation of sources are important for this project. Refer to the appendix in this syllabus for guidelines on writing conventions.

## Part A

This portion of the assignment will be a character analysis essay. You are to select one character from any story that you have read in Unit 1 to use as the focus of your essay. One of the most important elements of literature is character development. Examine how your character changes over the course of the story.

Remember that when an author creates a character, he or she uses several methods to help the reader create a mental image of the character. Sometimes an author uses **direct statement** to give the reader information about a character. A writer will simply tell the reader that the character is mean or brave or honest. As readers, we do not have to guess because we are told the information.

Another method of revealing a character's traits is **indirect characterization**. This method allows the reader to take pieces of information and put them together to draw a conclusion (make an inference) about a character.

There are five ways that an author uses indirect characterization:

- 1 Describing the character's appearance.
- 2 Showing the character's actions.
- 3 Allowing the reader to hear the character speak.
- 4 Revealing the character's thoughts and feelings.
- 5 Showing how others react to the character.

Once you have chosen a character to analyze, find examples of each kind of indirect characterization in the story. This information will be the basis of your essay.

Your essay will have three parts. The **introduction** will include general comments about the character and the story. (Be sure to identify the author and title of the story, as well as the character's name.) These statements will lead you to your thesis statement. Some questions to address in your introduction might include:

- Why did you select the character?
- What do you like or dislike about this character?

- Analyze how the character changes over the course of the story.
- Do you identify with this character on any level?
- What does the author want the reader to feel for this character?

You will develop a thesis statement that is directly related to the traits of your character to be proven throughout the body paragraphs in the essay.

A **thesis statement** is a sentence or two that tells the reader what the rest of the essay is about. A good thesis statement does not simply announce a topic; it says something about the topic, and it provides the framework for your paper. Never start a paper with, “In this paper, I will discuss . . .” An example of a good thesis statement is:

In the story “The Dead” by James Joyce, Gabriel realizes that the living and dead are not that different, thus changing his perspective on the life he is living.

Each **body paragraph** will start with a topic sentence that includes one character trait that you choose to describe for your character. Follow the topic sentence with evidence from the story to support your topic sentence. Use **at least one direct quotation** from the story in each body paragraph to support your ideas. These quotations must be correctly documented according to the MLA guidelines.

The following is an example of a topic sentence with a quotation from “The Dead” by James Joyce:

Gabriel’s epiphany brings him to the realization that the love he holds for his wife is shallow compared to the love Michael Furey had for Gretta, noting: “He had never felt like that himself towards any woman but he knew that such a feeling must be love” (Joyce 991).

After every quote, write the author’s last name and the page number that the quote is found on in parenthesis, followed by a period.

Next, explain how your examples support your topic. Conclude each paragraph with a closing sentence that will naturally lead to the next topic. You will have at least **three to five** body paragraphs.

Your final paragraph will be your **conclusion**. Restate your thesis statement in a fresh manner and provide closure by adding your final thoughts about the character and the story.

The paper will be at least **600 words** in length (two typed, double-spaced pages) and will be worth **50 points**. The essay will be scored according to the criteria in the following rubrics.

<b>Structure</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Focus on Assigned Topic</b> (5 points possible)	Thesis statement is engaging and specific; goes beyond the obvious. Thesis directs the topic and purpose.	Thesis is specific and directs the topic and purpose.	Thesis announces the topic and purpose	Thesis is incomplete.	No attempt has been made to relate information to the assigned topic.
<b>Introduction</b> (5 points possible)	Uses effective hook/attention getter and provides unexpected yet appropriate background information.	Uses effective hook/attention getter with relevant, controlled background information.	Uses weak hook/attention getter and/or background information lacks control.	The introduction is vague and incomplete.	Introduction is lacking. No attempt has been made to connect the details.
<b>Main Ideas</b> (5 points possible)	Main ideas stand out and are varied and original.	Main ideas are evident.	Main ideas are repetitive, random, and/or lack focus.	Main ideas are difficult to determine, disconnected, or irrelevant.	Main ideas are not evident.
<b>Supporting Details</b> (5 points possible)	A variety of supporting details and examples explore and enhance the main ideas.	Relevant details and examples support main ideas.	Limited or repetitive details are listed that support the main ideas.	Supporting details are consistently irrelevant.	No supporting details are included.
<b>Order</b> (5 points possible)	Uses intentional sequencing that emphasizes the strengths of the paper.	Parallels introduction/thesis; paragraphs present supporting details where they fit.	Misplaces order of some paragraphs and/or supporting details in paragraphs.	Order of paragraphs seems random and similar details are not grouped together.	No attempt at order is apparent.

<p><b>Quotations</b> (5 points possible)</p>	<p>At least one valid quotation is used in each body paragraph. It is relevant and well placed.</p> <p>MLA Citations used correctly.</p> <p>Works Cited page done correctly.</p>	<p>At least one quotation is used in each body paragraph.</p> <p>Follows MLA format with few errors.</p> <p>Works Cited page is used with few errors.</p>	<p>Quotations are used in some body paragraphs but not all of them.</p> <p>Follows MLA format with some errors.</p> <p>Works Cited page contains many errors.</p>	<p>Quotations are misplaced or not used appropriately in body paragraphs.</p> <p>Does not use MLA format. Missing needed citations.</p> <p>Works Cited page incomplete.</p>	<p>No quotations are included.</p> <p>No Works Cited page included.</p>
<p><b>Conclusion</b> (5 points possible)</p>	<p>Provides resolution/closure by revisiting the hook and/or major details with fresh phrasing.</p>	<p>Links the conclusion directly to the introduction without complete repetition; may incorporate hook.</p>	<p>Conclusion is ineffective, awkward or merely repeats the introduction, thesis, and main ideas.</p>	<p>The conclusion is weak or incomplete.</p>	<p>Conclusion is lacking.</p>

<b>Conventions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Vocabulary Accuracy/ Word Choice</b> (5 points possible)	Vocabulary is precise, vivid, and natural.  Enhances the intended message.	Vocabulary is accurate and active. Contributes to the intended message.	Vocabulary is mostly accurate, but ordinary. Contributes to the message in a limited way.	Vocabulary is used inaccurately, detracting from the message.	Words do not make sense as they are used. Reader is confused.
<b>Spelling and Punctuation</b> (5 points possible)	Almost all words are spelled correctly.  Almost no errors in English usage or grammar.  Almost no errors in punctuation.  Almost no errors in capitalization.	Some spelling errors, but are not enough to impede understanding. Some errors in usage or grammar, but not enough to impede understanding.  Contains some errors in punctuation, but not enough to impede understanding. Contains a few errors in capitalization.	Some spelling errors may impede understanding. Errors in usage or grammar impede understanding at times.  Errors in punctuation may impede understanding at times.  Errors in capitalization may intrude on understanding.	Numerous spelling errors impede understanding. Contains numerous errors in grammar or usage.  Errors in punctuation impede understanding. Contains numerous errors in capitalization.	Misspells most common and complex words. Punctuation is lacking.
<b>Sentence Fluency and Paragraphing</b> (5 points possible)	Sentences are smooth and easy to read.  Varied in length and structure throughout.  Writing demonstrates a solid use of paragraphing.	Sentences are easy to read and varied in length and structure at times. Paragraphing is generally used correctly.	Sentences are sometimes awkward.  Limited or repetitious sentence structures, length and beginnings. Paragraphs are attempted.	Sentences contain a lack of fluency and are difficult to read. Choppy or run-together sentences create a distraction to the reader. Paragraphs are lacking.	No paragraphing is used. Uses only fragments and run-ons throughout.
<b>Total Score out of 50 Points:</b>					

## Part B

Choose one of the following options:

### Option 1:

Write a sequel to “The Lady with the Dog” in which Anna is the narrator. Try to image her feelings towards her decision to be with Dmitri. Try to use details from the story to create a character for Anna by expanding on the information given in the original story. Be sure write a complete story that includes a setting, character descriptions, and a plot with a conflict.

### Option 2:

Write a sequel to “The Dead” in which the character of Gabriel decides how to change his life following his epiphany. He will feel differently about his relationship with Gretta and about the choices he has made in life. Pick up the story from that point and write the next chapter. Be sure to write a complete story that includes a setting, character descriptions, and a plot with a conflict.

Write your story from a first-person point of view. There will be a lot of dialogue because the character will concentrate on sharing his/her ideas with the reader. Be sure to include dialogue from the other characters as well. At the end of your story, note whether the main character is happy with his/her situation or not. It is up to you to decide the ending.

You will need to write dialogue in your story, which must appear in quotation marks. Be sure to use punctuation and quotation marks correctly. Use the following examples, and refer to a grammar textbook or website for additional assistance:

- Use a comma to offset dialogue, and capitalize dialogue if it forms a complete sentence:  
Joe said, “We can stop in the next town.”  
“We can stop in the next town,” Joe said.
- You may use an exclamation point to offset dialogue for emphasis, but do so sparingly:  
“I can’t believe we lost!” the coach yelled.  
The coach yelled, “I can’t believe we lost!”
- Place a question mark after dialogue that asks a question:  
“Where are we going?” Jo asked.  
Jo asked, “Where are we going?”
- If the person speaking is identified after the dialogue, capitalize the reference to the person only if it is a proper noun (a formal given name).  
“I couldn’t reach him by phone,” the woman said. “I’ll try again later.”  
“We don’t have any cat food,” Kendra exclaimed. “Tiger will have to wait.”

There are **fifty** points possible on this part of the project, and **your story should be 600 words** (two typed, double-spaced pages) in length. The essay will be scored according to the criteria in the following rubrics.

<b>Structure</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Focus on Assigned Topic</b> (5 points possible)	Entire story is related to the assigned topic. Reader clearly understands topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still understand topic.	Some of the story is related to the assigned topic. Reader does not learn much about the topic.	Little attempt has been made to relate the story to the assigned topic.	No attempt has been made to relate the story to the assigned topic.
<b>Organization</b> (5 points possible)	The story is very well organized. One idea or scene follows another in a logical sequence.  Clear transitions are used.	The story is pretty well organized. One idea or scene may seem out of place.  Clear transitions are used.	The story is a little hard to follow.  The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.	Organization is lacking. No attempt has been made to connect the details.
<b>Setting</b> (5 points possible)	Many vivid, descriptive words are used to tell when and where the story took place.	Some vivid, descriptive words are used to tell the audience when and where the story took place.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	The reader has trouble figuring out when and where the story took place.	Setting is not included in the story.
<b>Problem/Conflict</b> (5 points possible)	Very easy for the reader to understand the problem the main characters face and why it is a problem.	Fairly easy for the reader to understand the problem the main characters face and why it is a problem.	Fairly easy for the reader to understand the problem the main characters face, but it is not clear why it is a problem.	It is not clear what problem the main characters face.	The conflict is not present in the story.

<p><b>Characters</b> (5 points possible)</p>	<p>Main characters are named and clearly described in text.  Most readers could describe the characters accurately.</p>	<p>Main characters are named and described.  Most readers would have some idea of what the characters looked like.</p>	<p>Main characters are named.  The reader knows very little about the characters.</p>	<p>It is hard to tell who the main characters are.</p>	<p>Character description is lacking.</p>
<p><b>Dialogue</b> (5 points possible)</p>	<p>An appropriate amount of dialogue is used to bring the characters to life. It is always clear which character is speaking.</p>	<p>There is too much dialogue in this story.  It is always clear which character is speaking.</p>	<p>There is not quite enough dialogue in this story.  It is always clear which character is speaking.</p>	<p>It is not clear which character is speaking.</p>	<p>No dialogue is included.</p>
<p><b>Resolution</b> (5 points possible)</p>	<p>Solution to the character's problem is logical and easily understood.  No loose ends.</p>	<p>Solution to the character's problem is easy to understand.  It is somewhat logical.  A few loose ends.</p>	<p>Solution to the character's problem is a little hard to understand.  Many loose ends.</p>	<p>Solution is attempted, but it is hard to understand.</p>	<p>The story has no conclusion or resolution.</p>



<b>Conventions</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Vocabulary Accuracy/ Word Choice</b> (5 points possible)	Vocabulary is precise, vivid, and natural.  Enhances the intended message.	Vocabulary is accurate and active. Contributes to the intended message.	Vocabulary is mostly accurate, but ordinary. Contributes to the message in a limited way	Vocabulary is used inaccurately, detracting from the message.	Words do not make sense as they are used. Reader is confused.
<b>Spelling and Punctuation</b> (5 points possible)	Almost all words are spelled correctly.  Almost no errors in English usage or grammar.  Almost no errors in punctuation. Almost no errors in capitalization.	Some spelling errors, but are not enough to impede understanding. Some errors in usage or grammar, but not enough to impede understanding.  Contains some errors in punctuation, but are not enough to impede understanding. Contains a few errors in capitalization.	Some spelling errors may impede understanding. Errors in usage or grammar impede understanding at times.  Errors in punctuation may impede understanding at times.  Errors in capitalization may intrude on understanding.	Numerous spelling errors impede understanding. Contains numerous errors in grammar or usage.  Errors in punctuation impede understanding.  Contains numerous errors in capitalization.	Misspells most common and complex words. Punctuation is lacking.
<b>Sentence Fluency and Paragraphing</b> (5 points possible)	Sentences are smooth and easy to read.  Varied in length and structure throughout. Writing demonstrates a solid use of paragraphing.	Sentences are easy to read.  Varied in length and structure at times.  Paragraphing is generally used correctly.	Sentences are sometimes awkward.  Limited or repetitious sentence structures, length and beginnings. Paragraphs are attempted.	Sentences lack fluency and are difficult to read. Choppy or run-on sentences distract the reader.  Lacks paragraphs.	No Paragraphing is used. Uses only fragments and run-ons throughout.
<b>Total Score out of 50 Points:</b>					

## **Project Submission**

This project can be submitted electronically. Access the online version of your course and follow the directions provided for Project 1. (Go to Project 1 in Unit 1 on the navigation panel.) Check “Project Submission” on the homepage of your online course management system for more information.

**For mail submission directions, refer to the enrollment information included with your print materials.**