3.5 Assignment for Submission

Critical Essay on Death of Salesman

INSTRUCTIONS

A *critical essay* is a formal, argumentative essay and in this assignment, you will write a critical essay[1] of at least five well-developed paragraphs on ONE of the following topics.

TOPIC A

Death of a Salesman is, in a sense, a play about fathers and sons.

Identify the various fathers who appear or are mentioned in *Death of a Salesman* and discuss their relationship with their sons. What are the consequences to the sons of these relationships?

If a relationship substantially changes, be sure to briefly describe the incident that causes the change.

TOPIC B

Death of a Salesman uses several motifs to provide coherence, thereby developing corresponding themes within the play. Several of these **motifs** are:

- honesty to oneself / self-knowledge
- dreams and goals
- reality and illusion
- success
- being well-liked
- commercialism

Choose one of the above motifs and explain how Arthur Miller has used it to develop a theme for the play. Provide at least three detailed examples of the use of the chosen motif.

Note:

1. Please do your planning and rough copy on your own paper.
2. Include an effective title. *(this is part of "Form and Structure")*

[1] Make sure that you've read through 3.4 Lesson - Understanding Essays before completing this assignment.

3. Carefully consider - and be sure to include – an effective thesis statement as part of your introductory paragraph.
4. Include smoothly integrated quotations (see 3.1 Lesson).

YOUR ESSAY (write below this line):

Rubric (do not delete)

Thought and Understanding:

- Consider how effectively the **student's ideas** relate to the assignment and the quality of the **literary interpretations** and **understanding**.

7.0 – 7.5 Excellent	Ideas are insightful, demonstrating a comprehension of subtle distinctions in the literary text(s) and the topic. Literary interpretations are perceptive and illuminating.
5.5 – 6.0 – 6.5 Proficient	Ideas are thoughtful, demonstrating a well-considered comprehension of the literary text(s) and the topic. Literary interpretations are revealing and convincing.
4.0 –4.5 – 5.0 Satisfactory	Ideas are relevant and straightforward, demonstrating a generalized comprehension of the literary text(s) and the topic. Literary interpretations are general but plausible.
2.5 – 3.0 – 3.5 Limited	Ideas superficial and oversimplified, demonstrating a weak comprehension of the literary text(s) and the topic. Literary interpretations are incomplete and/or literal.
0 –1.0 – 1.5 – 2.0 Poor	Ideas are largely absent or irrelevant and/or do not develop the topic. Little comprehension of the literary text(s) and/or the topic is demonstrated.

Supporting Evidence:

- Consider the **selection** and **quality** of evidence and how well the supporting evidence is **integrated**, **synthesized**, and/or **developed** to support the student's ideas.

7.0 – 7.5 Excellent	Support is explicit, precise, and deliberately chosen to reinforce the student's ideas in an effective and judicious way. A strong connection to the student's ideas is maintained.
5.5 – 6.0 – 6.5 Proficient	Support is relevant, accurate, and occasionally deliberately chosen to reinforce the student's ideas in a logical and clear way. A clear connection to the student's ideas is maintained.
4.0 –4.5 – 5.0 Satisfactory	Support is adequate and general, but occasionally lacking in persuasiveness and consistency. A straightforward connection to the student's ideas is maintained.
2.5 – 3.0 – 3.5 Limited	Support is often inappropriate or is a restatement of what was read, and/or may be repetitive, contradictory, and/or lacking. The connection to the student's ideas is vague and/or unclear.
0 - 1.0 – 1.5 – 2.0 Poor	Support is irrelevant, over-generalized, and the support, if any, is largely unrelated to any ideas that may be present.

Form and Structure:

- Consider how effectively the student's organizational skills result in a **coherent**, **focused**, **shaped**, and **concluded** discussion and a **unifying effec**t or a **controlling idea** that is developed and maintained.

5 Excellent	An effective arrangement of ideas and details contributes to a fluent, controlled, and shaped discussion that concludes skilfully. The unifying effect or controlling idea is successfully sustained and integrated, and coherently presented.
4 Proficient	A considered arrangement of ideas and details contributes to a competent, controlled, and shaped discussion that concludes appropriately. The unifying effect or controlling idea is successfully sustained and coherently presented.
3 Satisfactory	A straightforward arrangement of ideas and details provides direction for the discussion that concludes functionally. The unifying effect or controlling idea is presented and maintained generally; however, coherence may falter.
2 Limited	A discernible but ineffectual arrangement of ideas and details provides some direction for the discussion that does not conclude deliberately. A unifying effect or controlling idea is not maintained.
1 Poor	A haphazard arrangement of ideas and details provides little or no direction for the discussion, and a conclusion is absent or obscure. A unifying effect or controlling idea is absent.

Matters of Choice:

- Consider the **diction**, the **syntactic structures** (such as parallelism, balance, inversion), and the extent to which the stylistic choices contribute to the creation of **voice**.

5 Excellent	Diction is precise and effective. Syntactic structures are effective and sometimes polished. Stylistic choices contribute to a confident composition with a convincing voice.
4 Proficient	Diction is specific. Syntactic structures are generally effective. Stylistic choices contribute to a competent composition with a capable voice.
3 Satisfactory	Diction adequate but lacking in specificity. Syntactic structures are generally clear, but attempts at complex structures may be awkward. Stylistic choices contribute to a clear composition with a matter of fact voice.
2 Limited	Diction is imprecise and/or inappropriate. Syntax is frequently awkward and/or immature. The writing may be vague, redundant, and/or unclear. Inadequate language choices contribute to a composition with an undiscerning or uncritical voice.
1 Poor	Diction is over-generalized and/or inaccurate. Syntax is confused and uncontrolled. The writing is unclear. Lack of language choices contributes to a confusing composition with an ineffective voice.

Matters of Correctness:

- Consider the **sentence structure** (completeness, consistency, subordination, coordination, prediction) the **usage** (accurate use of words according to convention and meaning), **the grammar** (subject-verb/pronoun – antecedent agreement, pronoun reference and consistency of tense) and the **mechanics** (punctuation, spelling, capitalization).

5 Excellent	This writing demonstrates confidence in control of correct sentence construction, usage, grammar, and mechanics. The relative absence of error is impressive considering the complexity of the response and the circumstances.
4 Proficient	This writing demonstrates competence in control of correct sentence construction, usage, grammar, and mechanics. Minor errors in complex language structures are understandable considering the circumstances.
3 Satisfactory	This writing demonstrates control of the basics of correct sentence construction, usage, grammar, and mechanics. There may be occasional lapses in control and minor errors. However, the communication remains clear.
2 Limited	This writing demonstrates faltering control of correct sentence construction, usage, grammar, and mechanics. The range of errors blurs the clarity of communication.
1 Poor	This writing demonstrates lack of control of correct sentence construction, usage, grammar, and mechanics. Jarring errors impair communication.

Teacher's Evaluation:

Thought and Understanding x 2

Supporting Evidence: x 2

Form and Structure: x 2

Matters of Choice: x 2

Matters of Correctness: x 2

Total = /**60**