5.5 Assignment for Submission

The Great Gatsby: Final Essay Assignment

INSTRUCTIONS

Choose one of the following topics, and write a well-developed and supported Critical Essay. Before writing your paper, review and use the Essay Writing Notes in the resource section of the course.

1. F. Scott Fitzgerald's novel focuses on the male characters, but he has several clearly delineated female characters as well, each with her own desires, motivations, and needs. Write an essay comparing and contrasting Daisy Buchanan, Myrtle Wilson, and Jordan Baker. Ultimately, what is Fitzgerald's message to the reader about women and feminine power?

2. Tom Buchanan and George Wilson are more similar than different. Write an essay in which you compare and contrast these two men according to their attitudes toward women, their ways of showing violence, and their reactions to being cuckolded. What is Fitzgerald telling us about the nature of man?

3. The theme of seeing and not seeing, or variations on blindness, permeates the novel. Eyes are everywhere: Dr. Eckleburg's on the billboard, Owl Eyes, Jordan's gray eyes, a dog "looking with blind eyes through the smoke" (41), a man "blinded by the glare of the headlights" (59), and Nick's comment that the East is "haunted for me...distorted beyond my eyes' power of correction" (185). Analyze the treatment of blindness, and of seeing and not seeing, in the novel and show how these images are used to emphasize Fitzgerald's message to the reader.

4. Consider this final statement from Nick in Chapter 9: "Gatsby believed in the green light, the orgastic future that year by year recedes before us. It eluded us then, but that's no matter – tomorrow we will run faster, stretch out our arms farther...And one fine morning – So we beat on, boats against the current, borne back ceaselessly into the past." Using characters and situations from the novel, examine this last passage from the novel and explain how it supports Fitzgerald's message to the reader about the American Dream.

5. Compare and contrast any two places in the novel, explaining how the places differ, what each place symbolizes, and how each reflects the society of the times and the morals and values of its inhabitants. For example, you might compare East Egg and West Egg, or Gatsby's mansion and Nick's house. There are many "settings" in the novel - talk to me if you have questions about this topic.

6. Throughout the novel, we learn that Gatsby's goal in life since he was a young man was to win Daisy's love. Everything he worked for was for her to desire him over the many other rich and respected men of their society, including her husband Tom. After Gatsby's hard work, why does Fitzgerald suddenly stop Gatsby from having his dream come true just when it seems it will? Discuss how Gatsby's final destiny helps to demonstrate the values of the people in his (and perhaps in our) society.

CHOICE
I will write my essay on topic #_____.

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**