

ENG 3U0: ISU Comparative Essay**PART A: Selecting the Novel**

Read a novel that has been approved by your teacher.

PART B: Essay

Write a comparative essay in which you compare your ISU novel to ONE course text (either the class novel or the class play). This essay must be 1200-1600 words in length. Be sure to include process, specifically a self-edited draft as well as a peer-edited draft (attach rough drafts of your essay behind the final draft of your essay). Refer & reflect on the in-class essay as well as group activities and whole class activities and/or lectures regarding comparisons.

Part C: Conference

You must compare the class text or the class novel (whichever you select for this ISU comparative essay) to one of the film renditions we watch in class. Be sure to identify two to three crucial differences between the text and film rendition, and discuss whether these differences are effective and/or ineffective and why you consider these differences effective and/or ineffective. Recall examples discussed in groups and as a whole class regarding differences between text and film renditions. Be ready to discuss these differences between the text and film rendition via conference with your teacher.

ESSAY REQUIREMENTS:

- Your five-paragraph essay should focus on three components of comparison between the two texts (be sure to provide two to three pieces of textual evidence per component per text)
- Adhere to one of the structures for a comparative essay that we discussed in class (see attached note titled *Comparative Essay Structure*)
- Must be approximately 1500 words in length (1200-1600 word count range)
- Type your final draft (using 12-point font) and double space your work
- Include a corresponding & captivating title that embodies two to three literary devices

What Must be Submitted:

- All rough drafts: Do NOT forget to submit at minimum one self-edited draft as well as one peer-edited draft (attach these drafts to the back of your final product/final copy of your essay).
- A typed final copy (place on top before rough drafts)
- This assignment sheet and the rubric (attach at the end)
- In addition, submit a copy of your essay to www.turnitin.com
- NOTE: In addition to failing to submit a hard copy, work not submitted to www.turnitin.com will not be assigned a mark.

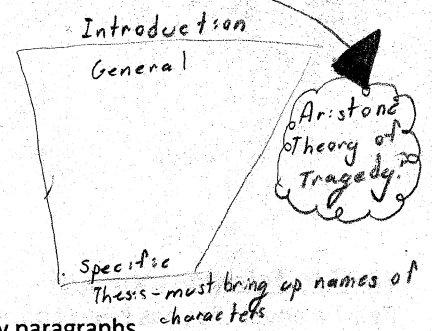
ISU Mark: / 15%

ESSAY ABSOLUTE DUE DATE: _____

CONFERENCE DATE: _____

End of May!

product of own society - rewards for violence - conditioned and rewarded for violence - lives in a world that due to people's violence rewards violence due to society
 Macbeth
 Gatsby
 comparative Essay Structure



The Divided Pattern:

1. Introductory paragraph embodying thesis statement, followed by body paragraphs.

Example:

Body Paragraph 1:

Topic Sentence: Life in the country... *ex.*

- Food - Suffering
- Work - Tragic Flaw
- Recreation - Downfall
- Concluding Sentence which relates back to thesis

Body Paragraph 2:

Topic Sentence: Life in the city...

- Food - Suffering
- Work - Tragic Flaw
- Recreation - Downfall
- Concluding Sentence which relates back to thesis

Create a concluding paragraph summarizing the argument (above) and restating the thesis.

OR

The Alternating Pattern:

1. Introductory paragraph embodying thesis statement, followed by body paragraphs.

Example:

Body Paragraph 1:

Topic Sentence: Food...

- In the country - Macbeth
- In the city - Gatsby
- Concluding Sentence which relates back to thesis

Body Paragraph 2:

Topic Sentence: Work...

- In the country - Macbeth
- In the city - Gatsby
- Concluding Sentence which relates back to thesis

Body Paragraph 3:

Topic Sentence: Recreation...

- In the country - Macbeth
- In the city - Gatsby
- Concluding Sentence which relates back to thesis

Create a concluding paragraph summarizing the argument (above) and restating the thesis.

ISU Marking Rubric - COMMENTS:

CATEGORY	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1	LEVEL R
Knowledge & Understanding (K/U) -information, ideas, concepts, themes & literary devices.	-demonstrates thorough acquisition of knowledge -demonstrates thorough & insightful understanding	-demonstrates considerable acquisition of knowledge -demonstrates considerable understanding	-demonstrates moderate acquisition of knowledge -demonstrates moderate understanding	-demonstrates limited acquisition of knowledge -demonstrates limited understanding	-fails to demonstrate knowledge & understanding
Thinking & Inquiry (T/I) -quality comparison of texts -sophisticated analysis of texts -highly detailed and relevant details provided -relevant evidence, explanations & examples provided to support assertions/analysis	-compares texts in sophisticated ways -sophisticated analysis, specifically highly effective logical analysis & thorough explanations -highly detailed & all of the details provided are relevant -strong & highly effective evidence selection to back up assertions	-adequately compares texts -considerably effective logical analysis & thorough explanations -considerably detailed & most of the details provided are relevant -considerably effective evidence selection to back up assertions	-simplistic comparison of texts -moderately effective logical analysis & explanations -moderately detailed & some of the details provided are relevant -moderately effective evidence selection to back up assertions	-limited comparison of texts -limited effective logical analysis & explanations -limited detail & few of the details provided are relevant -limited effective evidence selection to back up assertions	-fails to compare texts -fails to provide logical analysis & explanation -supporting details are absent, inaccurate, unrelated or repetitive -lacks evidence to support assertions
Communication & Organization (O/C) -organization of ideas and analysis - coherent flow of ideas (style) - fluency - incorporates appropriate language conventions (ex., introduction & conclusion) - language conventions to facilitate word efficiency and fluency (mechanics/syntax & sophisticated vocabulary) - focus - proof reading	-highly organized structure -very coherent flow of ideas -always utilizes sophisticated vocabulary and syntax to produce a high degree of clarity and effectiveness -excellent focus -extensive proof-reading	-considerably organized structure -considerably coherent flow of ideas -utilizes sophisticated vocabulary and syntax to a considerable extent to produce a considerable degree of clarity and effectiveness -considerable focus -considerable proof-reading	-moderately organized structure -moderately coherent flow of ideas -utilizes sophisticated vocabulary and syntax to a moderate extent to produce clarity and effectiveness -moderate focus -moderate proof-reading	-organized structure is limited -limited coherent flow of ideas -utilizes sophisticated vocabulary and syntax to a limited extent to produce clarity and effectiveness -limited focus -limited proof-reading	-fails to produce an organized structure -fails to produce a coherent flow of ideas -sophisticated vocabulary and syntax are absent, and hence fails to produce clarity & effectiveness -focus not maintained at all -proof-reading is absent
Application of Conventions (A/C) - applies elements of comparative writing -application of formal language & structure (spelling, punctuation, grammar, etc.) -MLA Style Citation for in-text citations and Works Consulted page(s)	-thorough & insightful use of comparative writing elements -excellent command of academic/formal language and no colloquial language (ex., slang, idioms, etc.) -Sources are cited precisely and correctly	- considerable use of comparative writing elements -considerable command of academic/formal language and few instances of colloquial language (ex., slang, idioms, etc.) -few errors in citation of sources	-moderate use of comparative writing elements -moderate command of academic/formal language and several instances of colloquial language (ex., slang, idioms, etc.) -several errors in citation of sources	-limited use of comparative writing elements -limited command of academic/formal language and numerous instances of colloquial language (ex., slang, idioms, etc.) -numerous errors in citation of sources	-missing and/or weak use of comparative writing elements -fails to demonstrate a command of academic/formal language and excessive use of colloquial language exists (ex., slang, idioms, etc.) -very little or no use of correct citation of sources