

Literary Response for Point of View as a Device

Essay for Eng130: Point of View/Perspective

Sources: All of the short stories and plays you have read so far in this course.

Prompt (what are you writing about?):

Choose any of the literature that you have read in this course and choose one of the following options:

- a. *In 3 pages or more, write an additional part of the story from a different character's perspective (example: write from Fortunatos' perspective as he is being walled up in to the catacombs, or perhaps from the perspective of Mrs. Hutchinson as she prepares food on the morning of The Lottery).*

OR

- b. *In 3 pages or more, write an additional part of the story from a different point of view than that in which the story is written (example: write from the 1st person point of view of the man in "To Build a Fire" as he realizes he is going to freeze to death, or perhaps from the first person point of view of Cory in Fences as his father blocks his dreams of going to college. Let the reader know what is going on in their minds).*

Note: Take a moment to email your instructor with your creative plan so that you know you are on the right track.

Instructions (how to get it done):

- Choose any of the short stories or plays you have read in this course.
- Write a 3 or more page response in which you write an additional part of the story from a different character's perspective or a character's different point of view.
- Your audience for this response will be people who have read the stories.

Requirements:

- Your response should be a minimum of 3 pages.
- Your response should have a properly APA formatted title page.
- It should also be double spaced, written in Times New Roman, in 12 point font and with 1 inch margins.
- You should have a reference page that includes the piece of literature you chose.
- Please be cautious about plagiarism.

Be sure to read before you write, and again after you write.

Rubric for Point of View Response

	Does Not Meet Expectations 0-11	Below Expectations 12-13	Needs Improvement 14-15	Satisfactory 16-17	Meets Expectations 18-20
Content	Writing is disorganized or not clearly defined and/or shows a misunderstanding of the task.	Writing is minimally organized. Use of different perspective is underdeveloped.	Writing is effective. Use of different perspective is basic and requires more creativity.	Writing contains related, quality paragraphs. Use of different perspective is effective	Writing is purposeful and focused. Use of different perspective is highly effective and thought provoking.
Vocabulary/ Word Choice	Word choice is weak. Language and phrasing is inappropriate, repetitive or lacks meaning. Dialogue, if used, sounds forced.	Word choice is limited. Language and phrasing lack inspiration. Dialogue, if used, is limited.	Word choice attempts to create a picture in the reader's mind. Thoughtful language evokes some meaning within the piece. Dialogue, if used, is adequately placed.	Lively word choice adds to the meaning of the piece. Some colorful language and unusual phrasing encourage reflection. Dialogue, if used, sounds appropriate.	Powerful word choice enhances meaning. Original phrasing and memorable language prompts reflective thoughts and insights. Dialogue, if used, sounds natural.
Voice	Writer's personality is not evident. Connection to audience and purpose is lacking. Writing evokes Minimal emotion in the reader.	Writer's personality is undefined; writing is cautious. Connection to audience and purpose is limited. Writing evokes limited emotion in the reader	Writer's personality is limited; confidence and feeling fade in and out. Connection to audience and purpose is adequate. The writing evokes adequate emotion in the reader.	Writer's personality pokes through; confidence and feeling are basic. Connection to audience and purpose is appropriate. The writing evokes consistent emotion in the reader	The writer's personality is expressed; confidence and feeling are apparent. Connection to audience and purpose is excellent. Writing evokes strong emotion in the reader.
Grammar and Mechanics	Grammar and mechanics' errors make the essay incomprehensible	Grammar, spelling, punctuation, and mechanics errors occur throughout document.	Several errors in grammar, punctuation, spelling and mechanics present.	Some spelling, grammar, punctuation and mechanical errors are evident.	Free of punctuation, spelling, grammar, and other mechanical errors.
APA Formatting	APA format not used.	Errors in four of the following areas: Title page, 1 inch margins, Times New Roman 12 font, double spacing.	Errors in three of the following areas: Title page, 1 inch margins, Times New Roman 12 font, double spacing.	Errors in two of the following areas: Title page, 1 inch margins, Times New Roman 12 font, double spacing.	No errors in the areas of: Title page, 1 inch margins, Times New Roman 12 font, double spacing.

***A zero can be earned if the above criteria are not met.**

***Plagiarism will result in a zero.**