

Module 3 Chapter 1 Lesson 2 Assignment Instructions: Character Sketch

[Submit Assignment](#)

Due No Due Date **Points** 24 **Submitting** a website url or a file upload



Module 3 Chapter 1 Lesson 2 Assignment: Character Sketch

What am I doing?

For this assignment, you will be writing one character sketch to demonstrate your ability to analyze character.

You will choose a character archetype to examine. You may decide to work with the archetypes that are described in the lesson, or, if you wish, you may do a bit of research and find one other. If you choose to explore an archetype other than those presented in the lesson, please be sure to include a description of that archetype with your assignment.

You will then identify a character (from a novel, a short story, a play, a movie, or a television show) that represents the archetype you have chosen.

Please do not write about a character which I have cited as an example in the lesson.

Write a 300-400 word character sketch for the character you have chosen. Be sure to identify the character (name and text/movie title) and the archetype in the title of the character sketch. **Don't write a summary of the story; focus on explaining**



well the character fits the archetype.

Why am I doing it?

This activity presents another opportunity to write about literature. You will apply what you now know about archetypes to actual characters from literary and popular works, practice literary analysis with the purpose of better understanding literature, and practice clear, concise prose writing.

In this activity, you will:

- identify and articulate expectations regarding various character archetypes, such as the hero, the villain, the seductive muse, the maiden, the trickster or the sage;
- review a range of novels, written plays, short stories, movies, and television shows to identify characters;
- select two examples of archetypal characters from a novel, written play, short story, movie, or television show;
- describe each of the characters in a separate character sketch in about 300 words, including an analysis of how the character fits the archetype you have identified; and
- demonstrate your analysis in writing in an organized and articulate manner.
- How will it be marked?

This assignment will be marked on the following criteria:

You have:

- identified and described an example of an archetypal character
- provided a succinct but accurate description of the character you have chosen as an example of the archetype
- analyzed and evaluated the effectiveness with which the character fits the archetype
- written in a formal tone in Standard English, with an awareness of the elements of writing, including sentence structure, grammar, spelling, and organization

For more information on how this assignment will be marked, click here to have a look at the [assignment rubric](#). You can also take another look at this essay for an example of a character analysis: [Literary+Essay.pdf](#)

Marks: 24

6 point scale - Character Sketch



Criteria	Ratings							Pts
Level	24.0 pts Superior Content: The writing succinctly and accurately describes character archetypes and the examples chosen. The character sketch fully analyses and evaluates the contributions of elements of these archetypes relative to the selected narratives. Plot devices are accurately identified and their contributions to the plot types and narratives are discussed. The writing surprises with insight and deepens the reader's understanding through thoughtful analysis. The writing is controlled and shows a keen awareness of audience. Style: The writing features complex, mature language. Vocabulary is sophisticated; rhetorical and language devices may	20.0 pts Proficient Content: The writing correctly describes character archetypes and the examples chosen. The character sketch analyses and evaluates the contributions of elements of these archetypes relative to the selected narratives. Plot devices are accurately identified and their contributions to the plot types and narratives are discussed. Paragraphs are well crafted. The writing is controlled, demonstrates awareness of an audience, and maintains a consistent formal tone. Style: Composition is well organized, flowing, and is grammatically and stylistically competent. Vocabulary is competently handled;	16.0 pts Competent Content: The writing demonstrates a basic understanding of character archetypes, and the examples chosen are correct. The character sketch identifies the contributions of elements of these archetypes relative to the selected narratives. Some plot devices are identified, and their contributions to the plot types and narratives are briefly discussed. The writing is generally controlled, and demonstrates some awareness of audience, but it may be somewhat casual in tone. Style: Composition is simplistically organized. Sentence construction shows limited variety. Vocabulary is predictable, but it is generally	12.0 pts Barely Adequate Content: The writing demonstrates a basic understanding of character archetypes although the examples chosen may be poor examples or incorrect. The character sketch attempts to identify the contributions of elements of these archetypes relative to the selected narratives. Alternatively, the writing may briefly mention character archetypes and examples, then simply provide a plot summary, describing what the characters do rather than discussing character. Plot devices may or may not be identified; if they are, their contributions to the plot types and narratives may be mentioned but not discussed. Development may be illogical and difficult to follow. The thesis may be unfocused and tone may waver (i.e., between formal and	8.0 pts Inadequate Content: The writing does not accomplish the basic tasks of describing character archetypes or providing appropriate examples. There is no attempt to identify the contributions of elements of character archetypes relative to the selected narratives. There is no mention of plot devices. The writing may be flawed or incomplete. It may misrepresent the literary work and/or reflect little knowledge of the demands of writing for an audience. Style: The writing is informal and conversational. Language is imprecise; vocabulary is very basic, excessively colloquial or inappropriate to the audience. Style is immature and pays little or no attention to creating specific effects through word	4.0 pts Unacceptable Content: The writing does not accomplish the basic tasks of describing character archetypes or providing appropriate examples. There is no attempt to identify the contributions of elements of character archetypes relative to the selected narratives. There is no mention of plot devices. The writing may be flawed or incomplete. It may misrepresent the literary work and/or reflect little knowledge of the demands of writing for an audience. Style: The writing is informal and conversational. Language is imprecise; vocabulary is very basic, excessively colloquial or inappropriate to the audience. Style is immature and pays little or no attention to creating specific effects through word	0.0 pts No Marks No assignment or clearly plagiarized.	24.0 pts

Criteria				Ratings				Pts
	be used to engage the reader and enhance meaning. It is economical and shows originality and inventiveness. Tone is controlled to evoke specific audience response through deliberate use of writing technique. Mechanics: Spelling, grammar and punctuation are correct and appropriate; usage is sophisticated. Structure is	language is effective. The writing has few or no spelling or sentence errors. Sentence construction shows variety. Vocabulary is complex and appropriate. Mechanics: Spelling, grammar, punctuation and usage are correct and appropriate. Structure strongly supports the writer's purpose. The writing	appropriate; language use is mechanical and lacks variety. Mechanics: Spelling, grammar, usage and punctuation are generally correct and appropriate. Structure is predictable and relatively mechanical. The writing contains some errors.	conversational.) Style: Uses a limited range of language, writing style, or techniques. Has difficulty clearly stating ideas. Vocabulary is basic, repetitive, or may be inappropriately used. Errors in sentence flow, spelling, and punctuation occasionally impede understanding. Word choice is generally correct but not concise: may be repetitive. Mechanics: Spelling,	choice, sentence structure or organization. Mechanics: Writing is riddled with spelling, grammar, usage and/or punctuation errors. Structure is seriously flawed; errors impede meaning.	choice, sentence structure or organization. Mechanics: Writing is riddled with spelling, grammar, usage and/or punctuation errors. Structure is seriously flawed; errors impede meaning.		
	thoughtfully crafted to achieve a desired effect. The writing is virtually error free.	contains few errors.		grammar, usage and/or punctuation may be flawed. Structure is often in the form of a list; sentences are generally not linked by transitions. Errors begin to impede meaning.			Total Points: 24.0	