

DUE: TUESDAY, 11/22

IN CLASS ! ON TIME! ATTACHED TO A RUBRIC!

Directions: Think about many of the themes we discussed in class that correlate . **Choose a two concepts(themes) to Compare/Contrast then Choose THREE TO FOUR SOURCES to support your ideas.** For Example, you can choose Love and Happiness or Social Status and Happiness or Romantic Love and Friendships. Below is a list of sources to choose from! **Please be sure to develop a THESIS, TOPIC Sentences and Concrete Examples to SUPPORT your Topic Sentences.** Your introduction MUST have a BACKGROUND and a CLEAR and COHESIVE Thesis. MY ADVICE is to develop an OUTLINE/ T-CHART OR DIAGRAM before you begin your paper. Do not forget that your Final Analysis IS IMPORTANT and should be both conclusive and an ANALYSIS of your ideas.

***This paper MUST BE 3-4 pages in length, it must be typed in 12pt Font Times New Roman and MUST HAVE BOTH IN-TEXT CITATIONS AND A WORKS CITED PAGE! Review the rubric I gave you for the Expository Essay. PLEASE ATTACH THE RUBRIC TO YOUR FINAL DRAFT.**

Think about:

- Brainstorming: Pre-Writing : cluster, listing, venn diagram. T-chart, h-chart etc.
- REVIEW THESIS... HAVE A CLEAR, COHERENT & WELL DEVELOPED THESIS
- Themes discussed in class and your notes
- Beginning your paragraphs with a topic sentence (MAIN POINTS)
- Using quotation marks or italics to distinguish names of articles, essays and videos
- Capitalizing names of authors
- Using quotes and page numbers to further support your examples
- Providing the reader with an analysis alongside your examples and quotes
- Proofreading your sentences for grammar and spelling

Themes from Class: Identity as it relates to both Familial and Romantic Love, Friendships. Happiness , Social Status,

"Young Love" by Tiffany Sharples

"4 Ways Your Friends Shape Your Future" by Leslie Becker-Phelps

"Friendship" Encyclopedia of Philosophy

"Am I Right?" Love and Happiness by Arthur Dobrin

"What People Talk About Before They Die" by Kerry Egan

"Friends, Good Friends- and Such Good Friends" by Judith Viorst

"The Brain In Love" by Helen Fisher

"Teenagers In Love" by Nancy Kalish

"Love ,Friendship and The Self : Intimacy, Identification and Social Nature" by Helm

ADD ONE MORE: An Article/video of YOUR CHOICE based on any of the themes discussed in this unit that can be compared to Love, Happiness, Death, Friendships or Relationships. Your source must derive from the FSC database. You are required to use one

source from class. **Look up your own article and compare/contrast it to any of the articles given in class! If you choose to use an article from the Love Workshop ADD another to it.**

Please note: As mentioned in class.. your added source must come from the workshop, unless otherwise approved by me!

You will need to pre-write in order to decide what elements you will compare and /or contrast here are some examples and ways you can develop a comparison alongside some ways you can develop ideas that contrast. If you decide to draw a contrast provide one similarity. If you decide to compare and find similarities develop one topic sentence that reflects a contrast.

Example 1: Analyze Tiffany Sharples' essay *Young Love and the video "The Brain in Love* by Fisher. Describe how Sharples' ideas of love and development are similar to that of Fisher's ideas from "The Brain in Love"? Focus on a particular stage of development. For example, contrast her analysis on *School Age and Puberty* to that of Fisher's ideas of the brain and the scientific chemicals and Love. How does this relate to our love identity? (Note- When you contrast you discuss differences.) Provide at least one similarity. Provide a paragraph where you highlight a similar view of romance. Remember Sharples' mentions that "Along with language, romance may be one of the hardest skills we'll ever be called on to acquire." Try not to use "I". For example; when you are providing your analysis you might say "one may consider that **OR** Contrary to Sharples commentary on puberty, teenagers living in the suburbs of long island..... etc.. "

Example 2: Compare *American Identity Crisis: Are you Your Job* to *Young Love*. In what ways are writers Robinson and Sharples communicating the theme of identity in their writing? Discuss how both Sharples and Robinson convey a sense of belonging or lack thereof. Draw a comparison between trying to figure out who you are and the need for love and belonging in *Young Love* to that of isolation and estrangement in *American Identity*. In what ways do both articles reflect the theme of identity? Give one example of how they are different (one paragraph).

Example: You can compare/contrast romantic love to familial love. You will need to decide how you want to organize your thesis. Please consider visiting the Writing Center. They are located in the Library on the Second Floor.

Example: Compare and Contrast *American Identity* to Viorst's article *Friends, Good Friends and Such Good Friends AND "Am I Right" Love and Happiness*. What is a true and authentic identity? How does social status play a role in how we see ourselves and how others see us and does it play a role in our overall understanding of the self? How do our social selves deteriorate when significant value is placed on performance over relationships. How do friendships and relationships contribute to the more "authentic core" of our valued selves? What does this have to do with our happiness?

Work on Brainstorming, Development of Ideas, Thesis, MLA, Structure and Organization