

Name: _____

The ISU and The Learner's Portfolio Culmination Essay For IB Students Only: *The HL Essay*

Throughout the semester, you've worked hard on completing weekly responses in your Learner's Portfolio. These responses have touched upon various literary and non-literary texts read this year, and sought to make links between those texts, and between those texts and various global issues, and central themes.

IB students will write an 800 (3C), 1,000-1,250 (3U) or 1,250 to 1,500 word (IB) essay on a text, texts or work of their choice in connection with one of the course's seven central concepts. **Any literary or non-literary text(s) previously studied in class may be selected, with the exception of the works used for your IO.**

In choosing your Body of Work, please remember this assignment is a broad literary investigation rather than a more narrowly-focused stylistic commentary task, such as the Reader Responses, and the IO. It is necessary to **use more than one literary text** from the work chosen in order to achieve this. For example, several Warsan Shire poems, or Chekhov short stories, etc.

Your Essay Should:

- have an engaging introduction that presents a thesis, a preview of the content of the essay, and any necessary definitions and/or context necessary
- have a body that...
 - demonstrates an understanding of the text and draws reasoned conclusions from implications in it
 - Supports its ideas by references to the text and effective incorporation of quotations and evidence
 - **Analyses and evaluates how textual features and/or authorial choices shape meaning to help support thesis**
- have a logical conclusion that emphasizes the thesis and summarizes the main ideas
- use transitional devices for unity and coherence; uses words and phrases that are standard in making comparisons (e.g., "whereas", "on the other hand", "however")
- follows MLA formatting, including a bibliography (see website for proper format)

Literary Text Types

Graphic Novel	Poem
Novella	Short Story
Novel	Song Lyrics
Play	

Non-Literary Text Types:

Advertisement	Infographic
Appeal	Interview
Blog	Music Video
Brochure/Leaflet	Photograph
Cartoon	Radio Broadcast
Diagram	Report
Electronic text (for example, social media posts)	Screenplay for TV or film
Encyclopedia Entry	Set of Instructions
Film/Television	Textbook
Guide book	Work of art

Text types that could be literary or non-literary depending on the specific text:

Autobiography/biography	Memoir
Diary Entry	Opinion Column
Essay	Parody
Letter	Pastiche
Magazine Article	Speech
Manifesto	Travelogue

In choosing your topic, you should consult our course's seven central concepts, and use these as a springboard for an essay question. Be sure to ask yourself a "how," or "why," "should," or "could" question.

1. **Identity.** You might be interested in an aspect of the representation of identity of a particular character or group of characters in the text, or on the way in which the text relates to the identity of the writer. *How are notions of identity represented within the texts? Are some identities represented differently than others? How so? How does the identity of the author relate to the author's work?*
2. **Culture.** You might be interested in an aspect of the representation of the culture of a particular place, institution or group of people, or on the way in which the text itself relates to a particular culture. *How are notions of culture represented within the texts? Are some cultures represented differently than others? How so? How does the culture of the author relate to the author's work?*
3. **Creativity.** You might be interested in an aspect of the representation of individual or collective creativity, or lack of creativity, within the text, or on the way in which the text represents the creativity of the writer. *How does the text, texts, or work show creativity or a lack of creativity? How does the text, texts, or work represent creativity, its importance, etc.?*
4. **Communication.** You might be interested in an aspect of the representation of acts of communication, or failures in communication, in the text, or on the way in which the text itself represents an act of communication. *How does the text, texts, or work represent an aspect of successful communication, or failures in communication? How does the form in which the message takes represent an act of communication?*
5. **Perspective.** You might be interested in an aspect of the representation of a particular perspective or perspectives within the text, or on the way in which the text represents the writer's perspective. *How is the _____ (feminist/historical/scientific/Freudian/Marxist, etc.) perspective being represented? How is the text, texts, or work a representation of the writer's perspective?*
6. **Transformation.** You might be interested in an aspect of the representation of transformation or transformative acts in the text, or on the way in which the text itself is a transformative act either of other texts through intertextual reference to them or of reality by means of a transformative effect on the reader's identity, relationships, goals, values, and beliefs. *How does the text attempt to transform its reader? How has a text been transformed and made new again through adaptation?*
7. **Representation.** You might be interested in an aspect of the way in which the text represents different themes, attitudes and concepts, or in the extent to which language and literature can actually represent reality. *To what extent does this text create, distort, or represent reality? To what extent does the text, texts or work's language represent reality? How does the text, texts, or work represent the theme or concept of _____?*

Ontario Rubric

Strand	Grade Level
	R 1 2 3 4
Knowledge and Understanding: Essay shows strong understanding of chosen text, texts, or work in relation to chosen topic, through identification and elaboration. Reasoned interpretations are drawn from k&u	
Thinking: Arguments support the thesis statement in a relevant and convincing manner, and are supported by references to the text. Evidence is provided for each idea or argument, and elaborated upon in relation to the thesis statement and the novel. <i>Use of critical/creative thinking processes:</i> analyses and evaluates how textual features and/or authorial choices shape meaning, especially in relation to chosen topic, and in keeping with the thesis statement.	
Communication: Rules of grammar, syntax, and spelling all observed. Paragraphs are sequential, logically organized, including well-developed introduction, thesis statement, body paragraphs, and conclusion. Writing style is consistent, interesting, and well-developed. Transition sentences are effective. The ideas and paragraphs are tightly woven, seamless.	
Application: <i>Application of knowledge and skills in familiar contexts:</i> applies previously learnt techniques of citation (MLA)	
Final Mark:	

IB Rubric

Criterion A: Understanding and interpretation

How well does the candidate demonstrate an understanding of the text and draw reasoned conclusions from implications in it? How well are ideas supported by references to the text?
(5 marks)

Criterion B: Analysis and evaluation

To what extent does the candidate analyse and evaluate how textual features and/or authorial choices shape meaning?
(5 marks)

Criterion C: Focus and organization

How well organized, coherent and focused is the presentation of ideas?
(5 marks)

Criterion D: Language

How clear, varied and accurate is the language? How appropriate is the choice of register and style? ("Register" refers, in this context, to the candidate's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the analysis).
(5 marks)

Outlining & Brainstorming

Title(s) of Text, texts, or work chosen and author/creator:

Central Concept Chosen:

Topic Question:

Brainstorm of Ideas

Please brainstorm on a separate sheet of paper.

Thesis Statement:

Remember your thesis statement should be:

- Short, focused, and concise;
- One sentence;
- Answer your initial essay question;
- Should NEVER be a question
- May or may not explain your reasoning (but not your reasons)
- If it helps start off by writing "I would argue that..." then delete that bit for the final statement.

Outlining.

How will you organize your essay? Play around with the structure of this outline to better fit your needs.

❶ Introduction. (May or may not include your premise(s)).

Hook.

Definition of key concept: for ex. “gender”

(if applicable) Short summary of text, texts, or work, central to essay/thesis

Thesis Statement.

Summary of Main Arguments.

❷ Body Paragraph 1

(Topic Sentence) The first reason I think this...

(Argument 1) Why I think what I think...

(Evidence 1) My evidence that proves that what I think is true...

3 Body Paragraph 2

(Topic Sentence) The second reason I think this...

(Argument 2) Why I think what I think...

(Evidence 2) My evidence that proves that what I think is true...

④ Body Paragraph 3

(Topic Sentence) The third reason I think this...

(Argument 1) Why I think what I think...

(Evidence 1) My evidence that proves that what I think is true...

⑤ Conclusion.

Restate thesis in different words & Summarize three arguments in different words.

My final thoughts on the subject...