SENIOR LITERATURE

Pride and Prejudice - Analytical Essay

TOPICS:

All of the following topics are from AP Literature open-ended prompts. They require deeper thought and analysis prior to writing your essay.

1. *Some novels and plays seem to advocate* ***changes in social or political attitudes or traditions****. Consider* Pride and Prejudice *and note briefly the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques the author uses to influence the reader's or audience's views. Do not merely summarize the plot.*
2. *George Meredith once wrote, "The true test of* ***comedy*** *is that it* ***shall awaken thoughtful laughter****." Consider a scene or character of* Pride and Prejudice *who awakens "thoughtful laughter" in the reader. Write an essay in which you show why this laughter is "thoughtful" and how it contributes to the meaning of the work.*
3. *In a novel or play, a confidant (male) or a confidante (female) is a character, often a friend or relative of the hero or heroine, whose role is to be present when the hero or heroine needs a sympathetic listener to confide in. Frequently the result is, as Henry James remarked, that the author sometimes uses this character for other purposes as well. Choose* ***a confidant or confidante*** *from* Pride and Prejudice *and write an essay in which you discuss the various ways this character functions in the work.*
4. *A critic has said the one important measure of a superior work of literature is its ability to produce in the reader a healthy* ***confusion of pleasure and disquietude****. Consider how* Pride and Prejudice *produces this "healthy confusion." Write an essay in which you explain the sources of the "pleasure and disquietude" experienced by the readers of the work.*

ANALYSIS (CONTENT) (65%)

- Your thesis statement must include the author, title, and your ***arguable*** claim.
- Your support will consist of your analysis and the textual support (quotes).
- Your essay must address the one of the prompts above.

WRITING TECHNIQUE (20%)

- You must have an introduction, body paragraphs, and a conclusion.
- Your thesis must be in your introduction.
- Your transitions should demonstrate sophistication and allow the content of your argument to flow smoothly.
- Your writing should reflect a variety of sentence structures but should not include run-ons or sentence fragments.
- Your word choice should be sophisticated and precise.
- Your voice should be formal and should not include use of 1st or 2nd person pronouns.
- Your conventions should reflect mastery of the English language.

WRITING PROCESS – (15%)

You are going to earn points for all of the various stages of the writing process. The expectation is that you:

- Map or outline (plan) your essay
- Write a rough draft
- Participate in the GrammarCheck, peer edit, and/or self edit process.
- Submit your final draft to TurnItIn before 11:59pm on Friday night.
- Revise your final draft and re-submit to TurnItIn after I grade and comment on your final.

ANALYTICAL ESSAY RUBRIC

Analysis _____ / 65					
Introduction	10 Has an effective hook, refers back to the prompt and makes a specific claim that clearly and compellingly states the effect of the author's rhetoric as it pertains to the subject, audience, purpose, etc.	9 Has an interesting hook and the writer makes a claim that clearly states the effect of the author's rhetoric.	8 Has a correct but bland introduction, and a simple and slightly obvious claim.	5 Has an introduction, but makes no claim.	2 Has no introductory paragraph, and makes no claim.
Support	30 The claim is backed up with solid, relevant, detailed, specific, and sufficient evidence. This evidence includes a wide variety of related textual quotes.	27 The claim is supported by evidence. This evidence includes some textual quotes and some paraphrasing.	24 Evidence supporting the claim is present, but without enough details to be well supported. The vast majority of the support is paraphrased from the text.	21 The connection between the claim and the evidence is inconsistent and sometimes is not clear.	10 The support does not work with the claim and the argument falls apart.
Use of Quotes	10 Supports thesis with plenty of insightful quotes and thoroughly explains the significance of the quote as it pertains to the argument of the essay.	9 Supports thesis with enough insightful quotes and explains the significance of the quote as it pertains to the argument of the essay.	8 Supports thesis with an insightful quote or two and explains the significance of the quote as it pertains to the argument of the essay.	5 Quotes are not terribly insightful and do not reflect a thorough understanding of the text.	2 Does not use quotes from the text.
Format of Quotes	5 All quotations are formatted correctly with spacing, alignment, and MLA citations.	4 There is one error in the format of the quotations.	3 There are two errors in the format of the quotations.	2 There are three errors in the format of the quotations.	1 The quotations are not formatted correctly.
Response to Prompt	10 The essay discusses the novel as it relates to the prompt. The discussion is written at the college-level or better.	9 The essay discusses the novel as it relates to the prompt. The discussion is written at the high school level.	8 The essay discusses the novel as it relates to the prompt. The discussion is written at a fairly simple level.	5 The essay discusses the novel as it relates to the prompt, but the discussion is limited.	2 Essay does not discuss the connection between the novel and the prompt.
Writing Technique _____ / 20					
Organization	5 Paper is organized by logic. Each paragraph has a well-crafted topic sentence, relevant details smoothly linked with transitions, and transitions allowing a natural shift to the next paragraph. The conclusion efficiently and effectively ends the argument. (Writer may use the last sentence of their final body paragraph to conclude the essay.)	4 Paper is well-organized. Topic sentences are present but are a bit contrived. Details are relevant and transitions are present but not always smooth. Readers are transitioned to the next paragraph. The conclusion for parting comments wrap up the argument.	3 The paper is organized, but lacks some elements. The reader can read the text without confusion.	2 Shows some minor skill but has major flaws e.g., no controlling idea; poor paragraphing; redundant sections.	1 The writing lacks a clear sense of direction, or is too short to have any organization. Or the paper is too short to judge.
Sentence Fluency	5 All sentences are well-constructed. Author uses a variety of sentence structures with desired effect. No errors in agreement and no sentence fragments or run-ons.	4 Most sentences are well-constructed with varied structure. There are no sentence fragments or run-ons. There are very few errors in agreement.	3 Most sentences are well-constructed but with similar structure. There are no sentence fragments or run-ons. There are very few errors in agreement.	2 The author uses mostly simple, choppy sentences with one or two sentence fragments or run-ons. There are some errors in agreement.	1 The writer struggles to write complete sentences. Or the paper is too short to judge.
Word Choice	5 Excellent control, concise and precise.	4 College-level, controlled but may have areas where conciseness and precision is missing.	3 Secondary level: The language is functional but not compelling.	2 Uses simplistic language and sometimes inaccurate language and writer is wordy.	1 Uses language that is not appropriate for the level of writing expected (slang, text-speech).
Conventions	5 The writer demonstrates an excellent grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing)	4 The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing) Errors are occasional.	3 The writer has a basic grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar usage, paragraphing) with some mistakes present.	2 Errors exist in almost every sentence and may interfere with meaning.	1 Too many errors in the paper make it hard to understand. Or the paper is too short to judge.
Writing Process _____ / 15					

Students will revise their final draft after it's been graded in order to work toward writing mastery. A genuine effort and thorough revision will result in full credit.