

IB L&L HL - Analytic Process Essay - *The Psychopath Test*

Directions: Use the writing process to respond to the prompt below. Your end result should be an organized response essay in support of a clear thesis claim and supported by ample, diverse examples from the text. In responding to this prompt, be sure to lean heavily on the SOAPStone construct, as well as on text evidence that supports your SOAPStone identifications. Also, organize your ideas before writing in an outline of some sort. Instructional videos on dissecting the prompt, writing a thesis statement, and organizing an essay response with a revised thesis statement can be found on [Metonymy](#). Your draft for submission should be in a Google Doc placed in the shared Inbox > Analytic Essay - Psychopath Test collection with the following filename: SURNAME Analytic Essay 1, with SURNAME your own surname. This should be in the collection by 4pm this Friday, October

Prompt:

Language is a construct that overlays our world, determining, at least in part, what we know, what we understand, and how we relate to others. Of course, large and small cultural contexts effect meaning; our preconceptions provide the backdrop for our understanding of the world. Based on what we have read so far in *The Psychopath Test*, how has Jon Ronson used language to explore the subject of psychopathy and to expose audience preconceptions about psychopathy and people in general?

Your essay will be graded on the rubric below:

Modified English Department Writing Rubric

Response to Task	A: Mastery The student shows independence of thought and a precise understanding of the issue under consideration in a wider context.	B: Proficiency The student shows a good understanding of the issue under consideration in context.	C: Competency The student shows understanding of the issue under consideration with some sense of context.	D: Limited Understanding The student shows occasional understanding of the issue under consideration.	F: Unsatisfactory The student shows very limited understanding of the issue under consideration.
Audience Response	Considers & addresses audience values & attitudes; clear purpose;	Considers, but partially addresses audience values & attitudes;	Attempts to address audience values & attitudes; purpose	Doesn't address audience values & attitudes; unclear or contradictory purpose;	Offensive to audience values; purpose confusing or missing; difficult to follow

	authoritative; highly engaging.	clear purpose; engaging	sometimes clear; flat but effective	confusing or dull	
Critical Analysis	Critical analysis shows depth and is supported by much persuasive evidence.	Critical analysis is supported by regular, effective evidence.	Generalizations are supported by specific, non-hypothetical examples.	Generalizations lack effective supporting evidence or use regular hypothetical examples.	Generalizations lack coherence. No clear attempt to support ideas.
Organization	Ideas are organized logically, effectively with rhetorical strategy; are enhanced by transitions and signal phrases.	Ideas are organized logically and effectively; are enhanced by transitions and signal phrases.	Ideas organized in a formulaic structure. Irregular or missing transitions. Mishandling of some details.	Ideas lack clear, formulaic structure, may appear random or divorced from thesis or topic. While confusing, some ideas obvious.	Ideas are random. No clear thesis. Details lack coherence. Highly confusing, difficult to follow.
Style	Text is clear, fluent, and sometimes surprising. Language use is sophisticated, accurate, nuanced and well suited to the purpose and occasion.	Text is clear and easy to read. Language use is varied and appropriate to the purpose and occasion.	Text is clear and generally readable. Language is suitable to the purpose and occasion.	Text is uneven, with some spots difficult to read. Language use is limited and not sufficiently suited to the purpose and occasion.	Text is difficult to read throughout. Language use is extremely limited and inappropriate to the purpose of the occasion.
Vocabulary	Uses a variety of active verbs, figurative language, specific nouns, and adjusts register as appropriate.	Regularly uses active verbs, some figurative language, and specific nouns. Does not adjust register.	Uses few active verbs, little figurative language, but uses specific nouns. Takes occasional risks awkwardly.	Uses repetitive verbs, little to no figurative language, and often relies on pronouns. Does not take risks with new words or constructions.	Displays extremely limited range of vocabulary.

Mechanics & Syntax	Language is clear, varied, precise and concise. Sentences vary in length and type for ease of reading & effect.	Language is clear and varied. Sentences are grammatically correct and sometimes vary in length and type.	Language is clear. Sentences are grammatically correct but repetitive in length and type.	Language is sometimes clear. Sentences are occasionally grammatically incorrect and are very repetitive.	Language is not clear. Sentences are often grammatically incorrect, repeating errors and basic structures.
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