## ENG4U Culminating Task

This assignment will make up **10%** of your final mark in this course. It is required to achieve this credit. For this assignment, **you will select a novel of your choice that you have read previously.** The novels you choose must be written in English.

**Part 1:** Essay

You will write a formal, literary 4-5 page essay on **your novel based off general topics that we will discuss in class.** You will have to generate your own thesis statement from your thorough reading of the novel.

**Part 2**: Research and Presentation.

You will select a topic, social issue, or historical event that is present **in your novel to research. You will need to complete academic research, including proper citations, and present a short presentation on your topic: Racism.**

## PART 1 - ESSAY

Your task will be to write a **4-5 page analytical essay on How to Kill A Mockingbird by Harper Lee**.

Your paper should do the following:

* ***Thesis Statement (main argument)*:** Develop a larger, main argument and consider the smaller arguments that will help you get there.
* ***Ask an Essential Question-Make your claim complex***: Your research question should not be easily answerable with a “yes” or “no.”
* ***Provide context***: What would an outside reader need to know to understand your argument? Define key terms, provide brief background on topics and ideas, etc. Make sure it is *focused*and pertinent to the scope of your claim, as opposed to overly generalized.
* ***Provide a "roadmap:"***Find an appropriate organizational strategy to organize your sub-claims, evidence, and qualifications, and give your reader a hint as to what order you'll be examining them, as well as any necessary framing statements throughout the body of the essay.
* ***Summarize texts*:** To briefly provide the reader with a focused understanding of an author’s argument and how it relates to your own points.
* ***Synthesize texts*:** To emphasize the relationship between various authors and how your argument fits into the intertextual conversation. You may check this video explaining synthesizing text, please click [HERE](https://www.youtube.com/watch?v=Ei-EuydsYWQ).
* ***Unpack evidence:*** Always guide your reader, in detail, through the passage or argument under scrutiny.
* ***Address other perspectives:*** In order to persuade your audience as well as develop a more nuanced, sophisticated stance.
* ***Provide stakes****:* Demonstrate why your argument matters.

## To help you with this task, you may check out the links below. These are example literary essays from some famous novels:

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## [Shakespeare's A Midsummers Night's Dream](http://www.essaybyexample.com/free-essay-samples/essay-Shakespeare-Midsummers-Nights-Dream.php)

## [John Steinbeck's The Winter of Our Discontent](http://www.essaybyexample.com/free-essay-samples/essay-Steinbeck-Winter-of-Discontent.php)

## [Art Spiegelman's Maus](http://www.essaybyexample.com/free-essay-samples/essay-spiegelman-maus.php)

## PART 2 - RESEARCH AND PRESENTATION

In a formal presentation:

* Present the key points and takeaways from your essay.
* Present the findings of your research that supports your arguments and your novel.
* Do not repeat your essay verbatim, frame your presentation as a brief- a concise summary of your work.

Complete academic research on this topic and compile an accurate MLA Works Cited page. You are permitted to use the Internet for some information but at least 1 source must be from the library's database.

Create a 10-minute presentation on your topic. Present your research using a dynamic and engaging format. Ensure you use various audio-visual components and practice your presentation, as part of your mark will come from your oral presentation skills. Ensure that your presentation includes details from your novel (quotes, character examples, conflict or theme etc) and specific information from your research findings.

## 

Essay Evaluation

Name

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Needs Improvement | Satisfactory (Level 1-2) | Good {Level 3) | Excellent (Level 4) | **Mark** |
| Quotations (knowledge) | Introductions and explanations weak or non-existent Quotations are inappropriate or very  **weak** | Some unclear  1  · introductions and/or  explanations More appropriate  quotations could have  been chosen | Clearly introduced and explained  Help to develop the argument of the essay but more appropriate  quotations are available | :' Seamlessly meshed into the body of the essay and well explained Clearly develop the  , argument | /10 |
| Content (thinking) | Arguments are obvious and require little thought Arguments are poorly developed (not explained or supported) | Some arguments lack depth (too obvious) Some arguments are poorly developed | Clear but basic arguments are fully developed with supporting evidence  from the novel | Sophisticated and I insightful arguments are fully developed with supporting evidence  from the novel I | **/**20 |
| Organization (communication) | Several elements are missing from the introduction or conclusion.  Topic and concluding sentences are weak or missing | One element is missing from the conclusion or introduction.  Topic and concluding sentences are present but do not always link the paragraph to the thesis | Introduction and conclusion contain all the necessary elements Topic and concluding sentences link each paragraph to the thesis | Introduction and conclusion are striking and contain all the necessary elements Topic and concluding sentences strongly link each paragraph to the thesis | /5 |
| Style and Clarity (communication) | Diction is weak/informal and/or confusing Simple and compound sentences are used almost exclusively | Diction is not always formal but clearly conveys meaning Sentence variety is  , present but too many  , simple and compound sentences are used | A high level of formal diction is used to convey meaning but is not consistent  A variety of sentence types is used | A consistently high level  1 of formal diction is used to effectively convey meaning  ' A variety of sentence types is used masterfully | /5 |
| Mechanics and MLA format (application) | Too many errors of all types in MLA format and  /or grammar | Several major errors in MLA format and/or grammar | Some minor and/or two major errors are present in MLA format and/or  grammar | MLA format and  grammar are error free I  and ready to publish | /10 |

Strengths: Areas for improvement:

ENG 4U Generic Essay Outline

To Kill A Mockingbird by Harper Lee

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| - | Overall idea or quote to ease reader into essay' | | | | | | | | |
| Introduction |
|  |  | | |  | |  |  | |  |
|  |  |  | |  | | |
|  |  |  |  | | ' | | |
|  | Key points (one sentence per key point in the order that they appear in your essay) | | | | | | | | |
| l51 paragraph (your second strongest argument or the one that  makes | Topic sentence (mini thesis- argument that this paragraph will prove)  .\_ | | | | | | | | |
| chronological sense to place  1st) | First supporting example (introduce example - quotation - explain how your quotation proves your point) | | | | | | | | |

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| --- | --- | --- | --- |
|  |  | Second supporting example (introduce example - quotation - explain how your quotation proves your point)  ...... .. ···- | - |
| Concluding sentences - sum up your main argument for the paragraph and link it to  , the thesis {how did this paragraph help to prove your overall argument?)  Transition sentence to next paragraph | | |
| 2nd body | Topic sentence (mini thesis- argument that this paragraph will prove)  I | | |
| paragraph |
| (your weakest  I  point or the |
| one that makes |
| sense |
| chronologically) |
|  | First supporting example (Introduce example - quotation - explain how your | | |
|  | quotation proves your point) | | |

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| --- | --- |
|  | Second supporting example (introduce example - quotation - explain how your quotation proves your point) |
| Concluding sentences - sum up your main argument for the paragraph and lin-k it to the thesis (how did this paragraph help to prove your overall argument?) |
| I, |
| Transition sentence to next paragraph  I  1  I |
| *3rd* body paragraph (strongest point or one that makes sense  chronologically) | Topic sentence (mini thesis- argument that this paragraph will prove) |
| First supporting example (introduce example - quotation - explain how your quotation proves your point) |

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| --- | --- |
|  | Second supporting example (introduce example - quotation - explain how your quotation proves your point)  I  I |
| Concluding sentences - sum up your main argument for the paragraph and link it to the thesis (how did this paragraph help to prove your overall argument?)  Transition sentence to next paragraph |
| Conclusion | Restatement of thesis |
| Restatement of key points in order that they appear ' in your essay |
| Use of quotation or other material to ease your reader out of your essay- show why your argument was important |

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Avoid plot summary by focusing exclusively on two key examples per paragraph.

**Essay Checklist**

o Essay is 4-5 pages {1200-1300 words) in length

# MLA Format (biggest problem is a lack of works cited or many small errors that add up)

* First page is correctly formatted with teacher and course information
* Each page after the first has student name and page number
* Quotations are footnoted
* Quotations are correctly formatted
* The works cited is correct
* All titles are correctly formatted

# Introduction: (biggest problem is that thesis or key points are hard to identify or too general)

* Strong thesis statement is present
* There is a sentence explaining each key point (main arguments in the essay) as it specifically relates to your novel
* The key points are in the order that they appear in the essay

# Body Paragraphs (biggest problem is sliding into plot summary- stick to clear examples)

* Start with a strong specific topic sentence - in other words state exactly what you are going to prove in the paragraph
* Each paragraph contains 2-3 strong examples
* Each example is stated, followed by a supporting quotation, followed by an explanation of how that example proves your topic sentence(APE)
* Quotations do not summarize plot events but show how characters feel/react (significance of example), relate to theme, give examples of imagery, etc
* There are transitions between the examples
* End with a strong concluding sentence(s) - restate the argument you proved in the paragraph and link it to your thesis
* A really strong essay also provides a transition into the next paragraph showing how the paragraphs relate and build one strong argument

# Conclusion (biggest problem is that you are tired of saying the same thing over and over so it is weak)

n Thesis is restated

* Key points are restated - lay the argument out one last time
* A quotation is included to tie it all together and end on a strong note