Personal essay

Narrative Essay

Task:

Chose one of the following questions, and respond to it in a narrative (story) essay. The questions are:

**Level 1: We are what we chose**

1. Is selfishness is the route of all evil?

**Level 2: We are where we grow**

2. To what extent is our environment responsible for our evil actions; to what extent is it our personal choice?

**Level 3: We are all a little bit… off…**

3. How does evil evolve into atrocious action(s)? Is it grown from nothing, or is it always present, watching - waiting for a moment of personal weakness?

Procedure:

1. **Find inspiration:** Chose a question that you think you might be able to answer based on personal experience. Pre-write in 10 minutes. Mind-map, brainstorm, list or web what your conflict, setting and characters might look like.
2. **Draft:** In class.
3. **Revise:** Go through your essay and edit your work with a partner. You and a partner will be responsible for providing feedback to each other.
4. **Publish:** Your essay will be posted/published for the class (and the school) to see. We will be discussing the essays after they have been published.

Do not submit this assignment late. You will have time to write in class.

Writing Rubric

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| --- | --- | --- | --- | --- |
| Level of Development | Beginning | Developing | Accomplished | Exemplary |
| Meaning* Topic, purpose, stance
* Understanding of the topic
* Development
* Evidence/proof
 | - unclear message- no thesis- message is confusing direction or focus- minimal support or not interpreted / analyzed- off topic; does not address task- proof lacks logical progression | - message is partly developed- thesis has components but unstructured- message and direction may be too obvious or simplistic- proof not clearly connecting to thesis- evidence inconsistently interpreted / analyzed- proof has some logical progression | - clear, developed message- solid thesis with key elements- message is understandable and creative and hits on some depth- proof of clearly connects to thesis- evidence interpreted / analyzed- proof is in logical progression | - thought-provoking, fully developed message- thesis has the wow factor- message shows originality and creativity- proof is clear and shows insightful connections to the thesis- insightful analysis / interpretation of the evidence- proof is manipulated in logical progression for effect |
| Style* Point of View and Tone
* Syntax
* Word choice
* Techniques
 | - inappropriate Point of View and tone (either 1rst person, …)- no figurative language (no use of terms)- sentence structure is basic and not varied- words and / or expressions used incorrectly- passive voice (no authority) | - inconsistent Point of View and tone (start in one and switch)- minimal figurative language- sentence structure is minimally varied and is simple- basic words used no extended vocabulary shown- sometimes a passive voice is used | - consistent Point of View and tone (use of 1 voice and tone relates to the mood)- takes risks with figurative language which enhances paper- sentence structure variety with a variety of punctuation used- vocabulary is concise but shows depth- active voice (strong in stance and shows authority) | - strong Point of View and tone with personality (have presence)- effective figurative language and shows that you know your terms- wide variety of sentence structures used for impact- effective diction; strong verbs – good command of the language- passive for effect, otherwise active (the authority is not only demanded but is a natural part of the writing) |
| Form* Organization and sequence
* Transitions
* Paragraphing
* Introduction and conclusion
* Quotation integration
 | - beginning missing- middle missing- end missing- beginning ideas do not connect with one another- conclusion doesn’t include ideas from introduction or thesis / not completed- no transitions- quotation integration is incorrectly done- no lead into quotes | - mostly clear beginning- mostly clear middle- mostly clear end- beginning gives direction- conclusion is predictable / formulaic- formulaic transitions- quotations integration disrupts flow- lead into quotes does not relate to quote | - clear beginning- clear middle - clear end- beginning shows thoughtfulness and direction- Conclusion provides “so what?” (the conclusion ends essay)- transition smoothly connect ideas- smooth quotation integration- basic lead into quotes | - impacting beginning - impacting middle - impacting end- beginning peaks the interest of the reader- conclusion ends with satisfying “Thud” and “So What?”- transition create flow (relationships)- quotation integration adds to flow and gives the reader the ah-huh factor- fluidity found in lead in to quotes |
| Conventions* Spelling
* Sentence structure and punctuation usage
 | - frequent, obvious grammatical and spelling errors- errors confuse the reader- inappropriate tense | - some distracting grammatical errors- spelling errors that do not create confusion- switches verb tenses on several occasions | - some grammatical errors- spelling errors that do not distract the reader- may switch verb tenses | - minimal grammatical errors- spelling errors that do not distract the reader- consistent verb tense |

Notes to the writer: