**Honors 9 Short Story Essay**

**Prompt:** Choose a literary element from a short story we read and *analyze* how the author uses it in the story. Think about how/why the author specifically uses this element and the purpose behind the use.

Think about ideas such as….. What is the element adding to the story? Because of the element…. What happens or ….What is achieved….What does the reader gain by analyzing this element….What does the element highlight…..What does the element help the reader to understand…..

**For example:**

Connell *utilizes* foreshadowing in “Most Dangerous Game” to *convey* the theme that reason and instinct go hand in hand when trying to survive.

Elie Wiesel uses the four types of conflict in Night to demonstrate that faith can help a person overcome even the most difficult experiences.

 In Fleischman’s novel Whirligig, the importance of self-forgiveness is conveyed through his use of indirect characterization of Brent.

**Guidelines:**

1. MLA Format
2. Completed Aspects of the writing process:
   1. Thesis statement due/ approved Oct 20th. (5 points)
   2. Two sources of literary criticism printed out due Oct 20th.  (5 points)
   3. Full sentence outline due Oct 27th . (10 points)
   4. Rough Draft/Peer Edit due Nov 2nd. (10 points)
   5. Final Draft due Nov 6(50 points)
3. Two sources of literary criticism used and correctly cited.
4. Minimum of three examples from short story used (direct imbedded quotes or indirect paraphrased examples).
5. A presentation in which you share the information from your essay with the rest of the class. You should not be reading your paper, but presenting the information in a logical way. Presentation is worth 20 points.
6. Literary elements:

* Characterization
* Mood
* Foreshadowing
* Symbolism
* Situational Irony
* Verbal Irony
* Dramatic Irony
* Point of view
* Setting
* Conflict

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|  | **Focus 10** | **Content 10** | **Organization 10** | **Style 10** | **Conventions 5** |
| **4** | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode). 10 9 | Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.  10 9 | Sophisticated arrangement of content with evident and/or subtle transitions. 10 9 | Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.  10 9 | Evident control of grammar, mechanics, spelling, usage, and sentence formation.  5 4 |
| **3** | Apparent point made about a single topic with sufficient awareness of task (mode). 8 7 | Sufficiently developed content with adequate elaboration or explanation. 8 7 | Functional arrangement of content that sustains a logical order with some evidence of transitions. 8 7 | Generic use of a variety of words and sentence structures that may or may not create a writer's voice and tone appropriate to audience. 8 7 | Sufficient control of grammar, mechanics, spelling, usage, and sentence formation. 3 |
| **2** | No apparent point but evidence of a specific topic. 6 5 4 | Limited content with inadequate elaboration or explanation. 6 5 4 | Confused or inconsistent arrangement of content with or without attempts at transition. 6 5 4 | Limited word choice and control of sentence structures that inhibit voice and tone. 6 5 4 | Limited control of grammar, mechanics, spelling, usage and sentence formation. 2 |
| **1** | Minimal evidence of a topic. 3 2 1 0 | Superficial and/or minimal content. 3 2 1 | Minimal control of content arrangement. 3 2 1 0 | Minimal variety in word choice and minimal control of sentence structures. 3 2 1 0 | Minimal control of grammar, mechanics, spelling, usage and sentence formation. 1 0 |
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| **Total: /50 5 points MLA** | | | | | |