

**ENGLISH 102****Essay and Oral Seminar 20%**

**Read all instructions before you plan and prepare your essay and group assignment.**

**Presentation Dates: see calendar**

**Group size: 3-4 members**

Literary Sources:

"Fever"	Sharon Butala	(Short Story p70)
"Shiloh"	Bobbie Ann Mason	(Short Story p 83)
"The Blue Kimono"	Morley Callaghan	(Short Story p 91)
"The Street that Got Mislaid	Patrick Waddington	(Short Story p 94)
"An Irregular Union"	Georgina Sime	(Short Story p 97)
"The Last Hope"	Georgina Sime	(Short Story p 109)
"The Damned Old Maid"	Georgina Sime	(Short Story p 113)
"Benny, the War in Europe, and Myerson's Daughter Bella"	Mordecai Richler	(Short Story p 125)
"Gregory"	Panos Ioannides	(Short Story p110)
"Swamp Angel"	Ethel Wilson	(Short Story p122)

**(NOTE: THE LITERARY DEVICES FOR FICTION ARE AVAILABLE ON PAGE 2 AND 3)**

**There are two separate and distinct assignments for this project.  
One assignment is an ESSAY or CREATIVE TEXT (10%) and one assignment is a presentation (oral seminar or short film/creative delivery 10%)**



### **Task 1 OPTION ONE:**

<b>Oral Seminar/Synthesis</b>	<b>10%</b>
-------------------------------	------------

#### **Literary Sources: Available on page 1 of this document**

25 minutes presentation AND 10 minutes question/answer period  
3 to 4 group members per group

Your group is responsible for three readings. All members of the audience will have read your chosen texts prior to class. Your group leader must notify me of the three selected readings two weeks before your presentation. Your presentation will focus on a unifying theme between each of your group member's texts. Your group will be responsible for teaching/guiding the audience through the common theme your group has established. Please refer to page 24 of your course pack for a sample of themes. You may wish to use visual aids, prepare a short game or lead a class discussion. The most important element of this assignment is that each group member makes an equal and valuable contribution to the oral seminar. Ensure that your presentation is clear, engaging and insightful. An example of a group presentation on the theme of divorce and the subsequent thesis statements can be found below. Your presentation MUST have a visual component. A Power Point, Prezi ([www.prezi.com](http://www.prezi.com)) or other presentation software can be used. Or you may wish to prepare short game or bring in an artistic piece.

(Using textual examples of literary elements/techniques and devices will enhance your "lesson".

There will be a ten minute questions and answer period at the end of each oral seminar. This is an opportunity for you to discover if your audience has clearly understood your presentation. You are to create at least five questions (one each!) in advance and encourage your audience to participate. The audience will be encouraged to ask your group questions as well.

Group Example:

Theme: Divorce

In "Fight" by Susan Woodsmith, 'Alone Again' by Frank Libo and 'The Lover' by Andre Dubus the reader understands that divorce leads to irreversibly broken bonds between parents and their children, resentment and emotional dependence for all parties.

Student A: "Fight" by Susan Woodsmith and irreversibly broken bonds between parents and their children

Student B: 'Alone Again' by Frank Libo and resentment for all parties

Student C : "The Lover" by Andre Dubus and emotional dependence for all parties

Visuals Examples (with some modifications i.e- the number of stories and/or inclusion of theme) are found below:

<http://prezi.com/xl1s-b00ieer/copy-of-twins-by-eric-wright/>

[http://prezi.com/\\_aas2suaak02/copy-of-life-of-pi-three-day-road/](http://prezi.com/_aas2suaak02/copy-of-life-of-pi-three-day-road/)

**Task 1 OPTION TWO:**

**Short Film or Short Story** **10%**

**7-10 minute short film AND 5 minute question/answer period**

Movies and screen-plays work much in the same way short fiction works. For this option, your group is responsible for creating a short film. You may choose to be inspired by a discussion in our class or by any of the texts in your course pack. Your short film must have a clear plot, conflict, rising action, climax and resolution, setting, theme and characters. **You must incorporate at least three literary devices in your screenplay.** Your film must have a title and you team leader must hand in each person's role in making the film.

Your presentation will involve presenting your short film and spending the rest of the time leading a class discussion about the literary devices used in your work. Guide the class into a consideration of what the main idea of your short film was and how that idea was communicated through literary devices. Each member of your group must speak for a minimum of five minutes during the entire length of the presentation. This means that if a group member is a main character in the film, that person will speak less during the presentation and give an opportunity for other group members to speak

The most important element of this assignment is that each group member makes an equal and valuable contribution to the oral seminar. Ensure that your presentation is clear, engaging and insightful. You will be graded individually for this assignment.

You are to create at least **two questions** each in advance and encourage your audience to participate. The audience will be encouraged to ask your group questions as well.

### **Procedure:**

1. Choose between option one (thematic presentation) and option two (short film/creative delivery). Check Lea for the names of your group members and the date of your presentation. Three-four members in each group.
2. Decide on a leader for your group
3. Decide, under the direction of the group leader, who will be responsible for presenting what and how you will teach your texts/film to the audience within 20 minutes. Organizationally, each member must speak for 5 minutes. You cannot read from your notes - you can refer to your notes, but straight reading is not acceptable.
4. Seminar option: Each student is responsible for all possible texts to be discussed the day of presentation. See LEA for the list.  
Short Film: brainstorm with your group about the theme and plot of your film will be. Delegate responsibilities in the group: script writer, film editor, actor etc
5. Seminar option: Analyse each of the texts within your group. Under no circumstances should any group member arrive at a group meeting unprepared/late.  
Short Film: work on recording and putting together the film
6. Consult the evaluation guide that is included in this document, to help determine that you have met the required content, organization and grammar.
7. Note: Your group must also be prepared to answer questions.

### **Evaluation:**

You are expected to come to class well-prepared for your seminar and equally prepared to actively listen and participate in the presentation of the other group presenting in your time slot.

Any student clearly not prepared, organized or interested, will receive a significant deduction from his/her mark - "0" is possible.

Any student absent on the day of his/her presentation will receive a "0", unless I am presented with an acceptable motivation that I agree is valid.

Performance Criteria	Evaluation 10%
----------------------	----------------

**A. Content (5 points each) total 50 points.**

1. Introduction stated theme and points to be covered \_\_\_\_\_
2. Points were presented logically and clearly  
(The sequence was easy to follow.) \_\_\_\_\_
3. Ideas were well supported with details from the text/s \_\_\_\_\_
4. Concrete and interesting examples were used to support ideas  
**(Inclusion of LITERARY ELEMENTS)** \_\_\_\_\_
5. Used accurate literary elements \_\_\_\_\_
6. Prepared and knowledgeable about topic \_\_\_\_\_
7. Language was correct to a high degree (Grammar, Vocab) \_\_\_\_\_
8. Presence of Critical and Analytical perspective \_\_\_\_\_
9. All references were discussed equally and in a balanced manner \_\_\_\_\_
10. Conclusion was evident and gave closure to the subject \_\_\_\_\_

**B. Presenting Criteria (5 points each) total 30 points. (Voice, Manner, Body Language etc.)**

1. Spoke clearly and loudly enough \_\_\_\_\_
2. Spoke in a confident manner \_\_\_\_\_
3. Varied Tone \_\_\_\_\_
4. Body language was appropriate \_\_\_\_\_
5. Eye contact was made. \_\_\_\_\_
6. Only occasionally consulted notes \_\_\_\_\_

**C. Listening and Participation Criteria (10 points each) total 20 points**

1. Listened actively (no phones) while other group was presenting (took notes) \_\_\_\_\_
2. Asked an insightful question to the audience \_\_\_\_\_

**TOTAL /100**

<b>TASK 2: Individual Work</b>	<b>ESSAY</b>	<b>10%</b>
--------------------------------	--------------	------------

Due Date: **Presentation Day**

**MANDITORY FOR ALL STUDENTS**

**NO ESSAYS WILL BE ACCEPTED AFTER CLASS**

**Option One:** Write a 750 word essay in which you identify a main idea in one of the readings. You must structure your essay around a strong thesis statement.

Essays of fewer than 600 words will be penalized, and 500 words and off-topic essays will automatically fail with a maximum mark of 55%.

You are to justify your interpretation of the selection through discussing and evaluating techniques and devices used by the author. As well, in your interpretive analysis of the author's work, you are expected to include identification of the appropriate genre, and make pertinent and sufficient references to the reading.

**Note:** Your essay must include, as part of the discussion, at least three literary elements/techniques and devices. You are expected to include at least two direct quotations per paragraph to support your points.

**TASK:**

1. Read the short story at least 2 times in order to do a good job with your essay☺!
2. Fully analyze by identifying the story's main idea main and literary elements (techniques and devices).
3. Brainstorm your ideas
4. Draft a thesis statement that demonstrates your understanding of the short story.
5. Prepare a detailed outline for your essay.
6. Follow the outline (plan) to write your rough draft.
7. Type the good copy: Font 12, Times New Roman, 1.5 spacing
8. Use the Revision Reflections guidelines that are attached to this document in order to check you content, organization and style.
9. Proofread and edit your work before handing in your paper.
10. Please include a cover page containing a title for your document, the name and number of the course, your name, my name and submission date.

**Option 2:** Submit the creative writing piece and one 200-250 word reflection paragraph per student. Your reflection paragraph should explain the process of writing the text and which techniques and devices you used.

## **STRUCTURE OF THE ESSAY (Option One)**

**Introduction:** (approximately 100 words)

- State the genre, title and author's name
- Identify the main idea of the short text you have selected
- Discuss briefly this main idea
- Develop a thesis that expresses your point of view about the text
- Provide a very brief summary of the key ideas to be raised in your essay
- Refer to **three of the author's literary techniques/devices**

**3 Body Paragraphs:** (approximately 250 words each)

- **Provide a topic sentence** that focuses on one of the author's literary techniques/devices you have selected for each body paragraph and one key idea
- **Refer in each body paragraph to at least three supportive examples** or details from the text (be sure to use quotation marks correctly)
- Explain and interpret **all your examples, and refer to one of the key ideas in support of your thesis**
- Justify your argument by providing **a concluding statement** for each body paragraph

**Conclusion:** (approximately 100 words)

- Restate your thesis
- Recap your key ideas
- Summarize the author's use of literary techniques/devices
- Articulate your final thoughts

### **Body Paragraph Sample: Character as an element of fiction**

Sentence #1	Topic sentence (focuses on character, key idea and connection to thesis)
Sentence #2	Elaboration of character and key idea
Sentence #3	Transition into first proof of character and first proof
Sentence #4	Analysis of first proof
Sentence #5	Further explanation of first proof
Sentence #6	Transition into second proof of character and second proof
Sentence #7	Analysis of second proof
Sentence #8	Further explanation of second proof
Sentence #9	Transition into third proof of character and third proof
Sentence #10	Analysis of third proof
Sentence #11	Further explanation of third proof
Sentence #12	Further exploration of the three given textual examples
Sentence # 13	Connection between for example character, key idea and thesis, and if possible, transition into next paragraph

### **Example of a Body Paragraph**

Through setting, the author conveys his/her first idea of ----- (S1). The author introduces us to ----- (S2). An example of this is----- (S3). Emphasis here is needed (S4). Further analysis of the passage is needed here (S5). Additionally, the author demonstrates this point/idea through this passage/quotation----- (S6). Here, the reader becomes aware that (explanation and elaboration of your second example----- - (S7). Further analysis of second proof is needed here (S8). Another example is shown when the author reveals how....., which is illustrated when he or she writes: "....."(S9). Emphasis is needed here (S10). Further analysis to the third proof is needed too (S11). Finally, further exploration of the three given textual examples is needed by this point. Example: All three examples show how ----- (S12). Last, make a connection between technique, key idea and thesis, and if possible, transition into next paragraph (S13).

## **Outline**

Introduction:

Main Idea:

---

---

Thesis statement:

---

---

Organizing Statement:

---

---

Body Paragraph 1

Topic Sentence:

---

---

Supporting Ideas (Minimum 3):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Body Paragraph 2

Topic Sentence:

---

---

Supporting ideas (Minimum 3):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Body Paragraph 3**

Topic Sentence:

---

---

---

Supporting ideas (Minimum 3):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**CONCLUSION**

---

---

---

---

## Reflections for Revisions

### Introduction:

#### ⇒ Check the focus of the paper:

- Is it appropriate to the assignment?
- Is the topic too big or too narrow?
- Is it on track with the entire paper?
- Have you provided the necessary background information?
- Are the title and author's name stated correctly

#### ⇒ Think about your thesis: Do you still agree with it?

- Should it be modified in light of something you discovered as you wrote the paper?
- Does it make a sophisticated point relative to the reading?
- Have you stated the ideas you intend to explore?
- Does your thesis generalize instead of taking a specific position? Should it be changed altogether?
- Do not be afraid to change or adapt your thesis should you feel the need

#### ⇒ Think about your purpose in writing:

- Does your introduction state clearly what you intend to do?
- Will your aims be clear to your readers

#### Considerations for the body stage of the revision process:

#### ⇒ Examine the balance within your paper:

- Are some parts out of proportion with others?
- Do you spend too much time on one trivial point and neglect a more important point?
- Do you give too much detail early on and then let your points get thinner by the end?
- Are there passages that would benefit from being rewritten?

#### ⇒ Does your paper follow through on what the thesis promises?

- Do you support all the claims in your thesis?
- Are the tone and formality of the language appropriate for your audience?
- Have you developed each argument with sufficient evidence and examples?
- Have you integrated the required literary elements based on the essay question?
- Do all your examples and evidence really work?
- Have you shown, rather than told, the reader wherever possible?
- Have you dealt with all the implications of the question that you identified in the interpretation stage?
- Have you covered these in enough depth

#### ⇒ Check the organization:

- Does your paper follow a pattern that makes sense?
- Do the transitions move your readers smoothly from one point to the next?
- Do the topic sentences of each paragraph appropriately introduce what that paragraph is about?
- Do the concluding sentences 'wrap up' what that paragraph was about?
- Does the essay move fluently (transition) from one section to the next, from paragraph to paragraph?
- Would your paper work better if you moved some things around?

#### ⇒ Check your information:

- Are all your facts accurate?
- Are any of your statements misleading?
- Have you provided enough detail?
- Have you referenced your information correctly?

#### Considerations for the conclusion stage of the revision process:

#### ⇒ Check your conclusion:

- Have you avoided introducing new ideas that haven't been dealt with in the body of the essay?
- Does the last paragraph tie the paper together smoothly and end on a stimulating note?
- Does it relate to your introduction/thesis

#### Considerations for Revision of Written Expression:

- Correct word choice and appropriate college-level vocabulary
- Sentence Structure
- Grammar
- Spelling, punctuation, capitalization

**Examination**  
**English 102 Jennifer Savard**  
**10% of the course mark**

Name: \_\_\_\_\_

**ANALYTICAL OR ARGUMENTATIVE ESSAY**  
**Comprehension and Insight - Content/text analysis (40 marks)**

Excellent      Very Good      Satisfactory      Weak/Borderline      Unacceptable

- clear overall understanding and comprehensive development of a main idea about the reading
- integration of the required literary and rhetorical elements based on the genre (techniques and devices – your essay should include three)
- analysis and discussion that reveals critical thinking, original ideas and a valid interpretation
- appropriate references (from the text and possibly other relevant examples) that demonstrate understanding of the reading as a whole

**Organization of Response (20 marks)**

Excellent      Very Good      Satisfactory      Weak/Borderline      Unacceptable

**Introduction**

- Reading's title, genre and author
- Background information/general introductory discussion/ context about the reading
- Thesis statement about the reading – clearly worded and appropriate for the task
- Points to be explored (organizing statement)

**Body paragraphs (three or four paragraphs)**

- Clear topic sentences
- Appropriate development of the thesis and ample supporting details, examples, quotations
- Paragraph unity – coherent, logical development of ideas
- Use of transitions to bridge points
- Logical flow from one body paragraph to the next (all paragraphs must relate to the thesis)
- Concluding or transitional sentences

**Conclusion**

- Interesting final commentary/connection to original thesis and key points

**Writing / Expression (40 marks)**

Excellent      Very Good      Satisfactory      Weak/Borderline      Unacceptable

- College level style and vocabulary
- Appropriate word choice and word form
- Clear sentence structure (eg. no fragments or run-ons or incorrectly/awkwardly worded sentences)
- Correct grammatical forms (eg. verb tenses, subject-verb agreement, articles, prepositions, no word omissions)
- Correct spelling
- Correct punctuation and capitalization
- Application of literary conventions (correct quotation insertion, literary present)

Additional Comments:

## CREATIVE WRITING /60 =/100

CATEGORY	10-9	7-8	6-5	4-0
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's comprehension and enjoyment of the story.	The story contains a few creative details and/or descriptions that contribute to the reader's comprehension and enjoyment of the story.	The story contains a few creative details and/or descriptions, but they distract from the story making it somewhat difficult to understand.	There is little evidence of creativity in the story. Story is difficult to understand.
Clarity	The content and ideas are clear.	The content and ideas are somewhat clear	The story is disjointed and confusing.	The story has little cohesion and leaves the reader confused.
Dialogue/Character Development	There is an appropriate amount of dialogue and text to bring the characters to life and it is always clear which character is speaking. Characters are dynamic and intriguing.	There is too much dialogue and text in this story, but it is always clear which character is speaking. Characters are somewhat developed.	There is not quite enough dialogue or text in this story, but it is always clear which character is speaking. Minimal development of the characters.	It is not clear which character is speaking. Characters are flat and lack dynamism.
Reflection	Personal reflection is significant in length and considers all aspects of the techniques and devices used in the text.	Personal reflection is acceptable in length and considers some aspects of the techniques and devices used in the text.	Personal reflection is short in length and considers a small amount of the techniques and devices are used in the text.	Personal reflection is very short and no/incorrect techniques and devices are used in the text.
Grammar and Syntax	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the presentation.	Grammar and usage were typically correct but errors detracted from presentation.	Repeated errors in grammar and usage detracted greatly from the presentation.
Originality	Story shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Story shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Story shows an attempt at originality and inventiveness in part of the presentation.	Story is a rehash of other people's ideas and/or images and shows very little attempt at original thought.