Honors English 11 – *Between the World and Me –* Analytical Essay

Write a thesis driven essay in which you explore a topic of your choice from *Between the World and Me*.

Open you essay with an introductory paragraph that provides a general introduction to the book and moves toward a clearly stated thesis at the end of the paragraph. Your body paragraphs (three to five) should support your thesis with carefully selected evidence – including direct quotations - from the text and analysis of that evidence as it supports your thesis. End your essay with a concluding paragraph that restates your thesis, briefly summarizes your evidence, and ends with a reflection on the broader significance of this topic.

Due at the start of class on Thursday, September 15 – a one-page proposal for your essay. In your proposal, you should outline your thesis, identify a plan to develop that thesis, and explain the strategies and evidence that you will use in your paper.

Your paper is due on Monday, September 19 at 2:30 on turnitin.com

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|  | A | B | C | D |
| **INTRODUCTION:**  \*Opens with a statements that clearly establishes the **topic and context** of the essay.  \***Transitional sentences** lead to the announcement of the thesis  \***Thesis**: The final sentence makes a clear thesis. | Professional and complete; smooth transitions from one idea to the next; thesis is specific and reveals complexity of thought. | Movement from general to specific (the thesis) is evident; weaker in complexity (transitions, ideas); thesis could be more precise | Underdeveloped, in comparison to A and B introductions; transitions are weak or not evident; thesis is too general. | The introduction lacks development; the thesis is unclear or nonexistent. |
| **BODY:**  \*Opening and closing sentences introduce topics, transition from previous topics, and/or connect topics to the thesis.  \*Specific pieces of **evidence** support the thesis. | Complete and thorough paragraphs; evidence is introduced and discussed in a mature, sophisticated manner that supports the thesis convincingly. | Evidence is clear but the presentation or analysis of the evidence is not as complete as A essays OR weak transitions and organization. | Rudimentary paragraph development; textual evidence is evident but little meaningful analysis of the evidence is demonstrated. | One supporting paragraph; weak idea development; minimal or no textual evidence. |
| **CONCLUSION:**  \***Restate** (reword) the main idea of the thesis.  \***Summarize** the main points.  \*End with a **universal statements** that broadens the scope of the discussion. | Mature connection to universal ideas and issues; the last paragraph ends the essay in a convincing fashion. | The conclusion broadens the scope of the discussion but in a less sophisticated fashion than A conclusions; summarized points are too short or too long. | Extension of the ideas leads to statements of the obvious; universal statements are too general; or, the conclusion lacks any necessary element. | The conclusion lacks two of the three necessary elements. |
| **GRAMMAR AND MECHANICS** | Clean and clear – very few errors, if any. | Small errors that do not distract from the flow of the essay. | Significant number or errors. | Little or no attempt made to edit the essay |
| **TONE, STYLE, AND DICTION** | Graceful prose is characterized by mature sentence variety and complexity; tone and style reflects and awareness of the purpose and audience of the specific assignment. | Prose is clear but occasional wordiness or awkward phrasing is noted; tone and style generally reflect and awareness of purpose and audience. | Prose is marked by simple sentence structure; wordiness and awkwardness interferes with the communication of the writer’s ideas; sense of purpose and audience is off. | Prose is unintelligible at times; incorrect sense of purpose and audience. |
| **IDEAS** | Essay demonstrates deep, careful, creative, and original reflection on the topic(s) at hand. | Essay demonstrates careful reflection on the topic(s) at hand. | Analysis is superficial and / or obvious. | Little or no attempt is made to explore the topic. |