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ENGL 1020—GG LITERARY ANALYSIS

Assignment: Select a scholarly article on some element of *The Great Gatsby* from JSTOR and write a full literary analysis of your article. Clearly explain the author’s claims, devices and choices throughout their text; be sure to include the effect on the audience—explain the ‘so what’ or ‘why’ for each of the categories of evidence you discuss while still incorporating specific examples from the text- do NOT use the parentheses strategy we use in *Precis* writing. Integrate the quotes you select seamlessly into your explanation.

Format: MLA with a properly formatted Works Cited entry at the end of the paper for your selected article.

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RSR.1A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.			NE	1	2	3	4
<input type="checkbox"/>	Essay is effectively organized to analyze the text: intro identifies the author and title and contains a sharply focused thesis ; the essay offers a clear and focused interpretation of purpose	<input type="checkbox"/>	Essay is reasonably well focused and at least attempts to offer an interpretation of purpose	<input type="checkbox"/>	Essay lacks focus; no clear or specific interpretation of purpose is apparent		
STW. 8A Strategically use words, comparisons and syntax to convey a specific tone or style.			NE	1	2	3	4
<input type="checkbox"/>	Verbs are vivid, accurate, and effectively used to reflect author’s tone	<input type="checkbox"/>	Verbs are correctly used but are less effective in reflecting tone	<input type="checkbox"/>	Essay contains excessive weak or passive verbs OR verb errors, may misrepresent tone		
CER.3A Identify and explain claims and evidence within an argument.			NE	1	2	3	4
<input type="checkbox"/>	The body organizes ideas according to the chronology of the text, providing clear transitions	<input type="checkbox"/>	Essay demonstrates a serious attempt at an appropriate organization	<input type="checkbox"/>	Essay lacks appropriate organization does not represent scope of text		
ROW 5C Recognize and explain the use of methods of development to accomplish a purpose.			NE	1	2	3	4
<input type="checkbox"/>	Essay is effectively and fully developed; it cites key passages from the text and then comments on the significance of them and their connection to purpose; scope of text is accurately represented.	<input type="checkbox"/>	Essay demonstrates a serious attempt to support the interpretation; may omit portions of the text	<input type="checkbox"/>	Essay lacks development and/or doesn't clearly represent link to purpose or full scope of original text		
RSR.1B Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.			NE	1	2	3	4
<input type="checkbox"/>	Essay reflects a clear awareness of the audience being addressed in the original text and the author’s relationship to that audience	<input type="checkbox"/>	Essay reflects some understanding of audience	<input type="checkbox"/>	Essay demonstrates limited understanding of audience		

LANGUAGE/WRITING SKILLS

<input type="checkbox"/>	Sentences are grammatically complete; essay is free of usage errors (run-ons, frags, dangling modifiers, faulty parallelism, S-V disagreement, pro problems)	<input type="checkbox"/>	Few, if any, sentence errors distract from the essay	<input type="checkbox"/>	Sentence problems distract from the essay		
<input type="checkbox"/>	All sentences are stylistically strong, logical, clear, and effective (free of wordiness, redundancy, vagueness, etc.)	<input type="checkbox"/>	Sentences are clear. Few, if any, awkward sentence structures	<input type="checkbox"/>	Sentences are stylistically weak and/or unclear		
STW.8B Write sentences that clearly convey ideas and arguments.			NE	1	2	3	4
<input type="checkbox"/>	Essay is punctuated and cited effectively	<input type="checkbox"/>	Few punctuation and/or citation errors	<input type="checkbox"/>	Punctuation and/or citation errors cause problems in reading		
<input type="checkbox"/>	Essay is free of spelling and word-choice errors	<input type="checkbox"/>	Few spelling and word-choice errors	<input type="checkbox"/>	Spelling and/or word-choice errors distract from the essay		
STW.8C Use established conventions of grammar and mechanics to communicate clearly and effectively.			NE	1	2	3	4

EDITING AND REVISING PROCESS

<input type="checkbox"/>	Evidence of extensive and effective revising and editing resulting in significant improvement to the essay	<input type="checkbox"/>	Evidence of some editing and revising; essay improved by the editing activity	<input type="checkbox"/>	Evidence of little or no revising (except for proofreading and correction of surface errors)		
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GRADE _____ The letter grade is based not only on the specific aspects of the paper listed above but also on the general quality and readability of the writing as determined by the professor.