English 111 Project 2 Essay: Music or Movie Analysis Goals (to demonstrate the writer can) · Create a unified essay using college-level diction. · Choose concrete examples to support a thesis and topic sentences, explaining the significance of examples and quotations. · Apply MLA formatting, including in text citations and an appropriate Works Cited page if sources are required. Facts and ideas from sources should be incorporated into the essay in the form of quotations (with appropriate signal phrases), paraphrases, and/or summaries. · Remember and apply rules of Standard English through coherent writing. · If required, analyze readings or sources using critical thinking to demonstrate an understanding and find connections. Accurately and logically interpret the thesis of a text, summarize the material, make connections of ideas, and evaluate the accuracy and significance of what was read. Rubric · Focus, development, and organization (30%) o Do you develop ideas fully? Do you use examples when necessary? Do you maintain focus without wandering? Do you have all the “parts” of a paper? · Mechanics (30%) o Do you follow conventions of Standard college-level English composition in terms of structure, grammar, and punctuation? · MLA (30%) o Did you format the pages properly? Did you integrate quotations correctly and create a Works Cited page if required? · Style (10%) o Was this paper readable? Was it interesting? Did it “flow?” Instructions Compose a 3-5 page Music or Movie Analysis essay—beginning with an introduction of the song or movie you’ve chosen to share and analyze. Be sure to include the intended audience (who the creator was trying to reach or who they thought would enjoy this work). The easiest way to approach the body of this essay is to interpret the song or movie—discussing its themes and underlying meaning—and include support of your interpretation. Consider critics’ reviews or fan reviews. You might also cite the creator. See if the musician(s), director(s), and/or actor(s) provided insight during interviews. YouTube is a great place to start your research, and MLA provides a clear model on citing works from YouTube. Four sources required, including the song, music video, or movie, and supporting evidence (three articles, interviews, etc.). Things to remember · Strict MLA format is required. · Essay must contain a clear introduction, body, and conclusion. · Include an identifiable thesis and topic sentences. · Write in complete sentences—no fragments or run-ons, even for effect. · Brainstorm, outline, and then write. · Use 3rd person point of view throughout the essay (unless the information is part of your source material). Sometimes 1st person is necessary (to explain a personal experience or feeling, for example), but “I” is not necessary to state an opinion. Please avoid soft phrasing like “I think” or “I believe.” Absolutely no 2nd person POV. · Don’t forget to run spell check and proofread for other major errors. Consider printing a hard copy to proofread/revise before submitting your final copy. Sometimes it’s easier to spot errors on paper. CHARACTERISTICS OF EFFECTIVE WRITING Main Idea The paper is focused, meets the expectations set up by the writer, and makes these expectations clear to the reader. The paper shows a clear sense of purpose. Organization The paper is clearly developed; transitions are clear from sentence to sentence and paragraph to paragraph. In other words, the writer has not simply made a series of unrelated or vaguely related statements. Rather, each sentence and paragraph carries the reader closer to an understanding or appreciation of the writer’s goals. Support The writer provides specific, concrete, and appropriate information from memory, observation, reading, interviewing, or other sources. The paper is well developed with examples, details, illustrations, anecdotes, or the like. Style Sentences are varied, and word choices are accurate. There is an absence of “clutter” or “padding.” Phrasing is clear and direct. Tone is handled consistently; sentence length and word choice are appropriate to the audience and purpose of the piece. Mechanics Punctuation, grammar, spelling, and aspects of format are handled correctly. The writer has prepared the paper carefully with attention to appearance and other details. Opening, closing, and title are strong and contribute to the sense of purpose, focus, and unity of the piece of writing. Proofreading Ask yourself the following questions: What is my major point? Have I supported generalizations, opinions, and conclusions with specific examples? Have I avoided using unnecessary words and clichés? Have I proofread for spelling, punctuation, and typographical errors? Holistic Scoring Guide for Papers A (Outstanding) Completes the task set by the assignment and is excellent in nearly all respects. It is well argued and well organized, with a clear thesis stated or implied. It is well developed with content that is specific, accurate, interesting, and appropriate. It demonstrates the writer’s ability to produce and synthesize complex ideas. Logical transitions contribute to its fluent style. It is virtually free from errors in mechanics, usage, and sentence structure and shows evidence of excellent control of language. B (Very good) Shares most of the characteristics of the A paper. It may not be as carefully reasoned as the A paper but shows no serious errors in logic. There may be minor weaknesses in paragraphing, but the content is effectively organized into coherent units. The paper is well written and is largely free from errors in mechanics, usage, and sentence structure. C (Satisfactory) Generally competent. It may not be as carefully reasoned as the A or B paper, but it does come to terms with the basic task of the assignment. Compared to a B paper, it may have a weaker thesis and less effective or complete development. It may insufficiently develop minor points, but it does give evidence of the writer’s ability to support key ideas. It is organized well enough to allow the reader to move with relative ease through the discourse. The C paper may contain some awkward or ineffective sentences and may show some problems with mechanics and usage, but these errors are not serious or frequent enough to consistently distract the reader from the content. D (Minimally satisfactory) May show difficulty managing the task of the assignment. The thesis may be vague or too obvious to be developed effectively. It may lack adequate support for the thesis. There may be distinct weaknesses in paragraphing and organization, but the total effect is not chaotic. Errors in mechanics, usage, and sentence structure interfere with readability. F (Poor) Fails to come to terms with the assignment. The primary task is ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. There may be a combination of the following defects: serious errors in reasoning, little or no development of ideas, or no clear progression from one part of the paper to the next. The F paper may have ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and usage, which impede understanding.