**Your essay will be written and saved through the program essayscorer.com/tx/ysleta/ehs and the final copy must be printed through the essay scorer site.**

**THIS SITE DOES NOT WORK WELL ON  MOZILLA FIREFOX --USE INTERNET EXPLORER!**

***KEY INFORMATION TO REMEMBER:*  EVERY TIME YOU WORK ON YOUR ESSAY, CLICK ON THE "SAVE ESSAY" BUTTON and THE "GET FEEDBACK" BUTTON BEFORE YOU LOG OFF.  IF IT SAYS IT CANNOT GIVE YOU FEEDBACK, *DON'T WORRY ABOUT THAT BUT STILL CLICK BEFORE YOU LOG OFF EACH TIME .* IF YOU CAN'T GET FEEDBACK, THEN AFTER YOU SAVE YOUR ESSAY, CLICK ON THE "CHECK SPELLING" BUTTON SO THAT YOUR SPELLING ERRORS CAN BE CORRECTED.**

**Your rough draft must be at least 400 words long and submitted by 12:00 am on the due date.  You do NOT need to print a copy of the rough draft.**

**Your final copy must be 800 words or longer and  saved and printed before 12:00 am on the due date.  If you have to PRINT ONLY AFTER THE 12:00 AM CUTOFF, PLEASE SEE MRS. VARGAS.**

 FORMAT FOR ESSAY

*Romeo and Juliet* Analysis Essay

1. The rough draft is due by 12:00 am on Tuesday, December 16. As long as you have an essay on the ***essayscorer***site, you will receive a 100. It will not be graded for content or grammatical/syntax errors. It will be graded on the fact that you have been working on your essay and it being submitted into ***essayscorer***.

2. Your final draft must be submitted by 12:00 am on Thursday, December 18, 2014. You must print your essay off of the ***essayscorer*** site—***NOT ANOTHER WORD PROGRAM!!!!!*** Although your essay must be submitted by 12:00 am on Thursday, it can be printed no later than 8:30am on Thursday. However, no revision can be made between 12:00am and 8:30am—only the printing of the essay may occur. Any revising done after 12:00am on Thursday will be considered cheating and up to 50 points will be deducted and this will also constitute as your essay being late since it was revised ***AFTER THE DUE DATE!***

3. Make sure that your essay is ***NOT A SUMMARY OF THE PLAY*** but instead is an ***ANALYSIS*** of the literary elements and their influence on the development of the characters.

**Format**

**Introductory Paragraph**

General statement about how elements help create characters

Thesis statement (template on how to write the thesis statement is on the map

**Body Paragraph on characterization**

Topic sentence-mention characterization (look on your short answer map on how to write a topic sentence-make sure you include the name of the character and the two adjectives –contrasting- that describe the character. This will be written much like the dialectical journals.)

L1- evidence to prove the first adjective that describes the character (must have 2 separate pieces of evidence)

L2- A.) connection to topic sentence: explain how the character is like the adjective; B.) connection to  Thesis statement: explain how characterization developed the character in the play

L1- evidence to prove the second adjective that describes the character (must have 2 separate pieces of evidence)

L2- - A.) connection to topic sentence: explain how the character is like the adjective; B.) connection to  Thesis statement: explain how characterization developed the character in the play

Transitional sentence to lead from this paragraph and into the next paragraph (look in your NMSI booklet for strong transitional phrases)

**Body Paragraph on dramatic irony**

Topic sentence-mention dramatic irony(look on your short answer map on how to write a topic sentence)

L1-evidence to support first example of dramatic irony (must have 2 separate pieces of evidence)

L2- A.) Connection to Topic sentence: explain why it is dramatic irony; explain why one character did not know the information; explain why the reader knew the information B.) Connection to Thesis Statement: explain how dramatic irony helped to develop the main character involved in the dramatic irony example.

L1-evidence to support second example of dramatic irony (must have 2 separate pieces of evidence)

L2- Topic sentence: A.) explain why it is dramatic irony; explain why one character did not know the information; explain why the reader knew the information Thesis Statement: B.) explain how dramatic irony helped to develop the main character involved in the dramatic irony example.

Transitional sentence to lead from this paragraph and into the next paragraph (look in your NMSI booklet for strong transitional phrases)

**Body Paragraph on internal and external conflict**

Topic sentence-mention conflict (look on your short answer map on how to write a topic sentence)

L1-evidence to support internal conflict of character(must have 2 separate pieces of evidence)

L2- A.) Connection to topic sentence: explain what the internal conflict is; why is the character having this conflict; and what was the conclusion of this internal conflict; B.) Connection to Thesis Statement: how did the internal conflict develop the character

L1-evidence to support external conflict of character(must have 2 separate pieces of evidence)

L2- A.) Connection to topic sentence: explain who the external conflict involved ; why were the characters having this conflict; and what was the conclusion of this external conflict; B.) Connection to the Thesis Statement: how did the external conflict develop the character

Transitional sentence to lead from this paragraph and into the next paragraph (look in your NMSI booklet for strong transitional phrases)

**Concluding paragraph**

Restate thesis statement in reverse order

General statement about the development of the characters and its impact on the play

Scroll Down to See Grading Rubric

GRADING RUBRIC

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4 (100-90)** | **3 (89-80)** | **2 (79-70)** | **1 (69 & below)** |
| **Analysis (Commentary)****65 points** | Information clearly relates to the paragraph topics; sufficient commentary statements in the body paragraphs to show clear understanding; **paragraph has 4 or more textual evidence explained and strongly supported -MINIMUM 2 FOR EACH AREA OF DISCUSSION PER PARAGRAPH** **65-51 pts**  | Information clearly relates to the paragraph topics; commentary statements in body paragraphs are nearly sufficient and generally show understanding;**paragraph has3 or more textual evidence explained and is supported- DOES NOT HAVE 2 TE FOR ONE AREA-OTHER AREA HAS 2 PER PARAGRAPH****50-36 pts** | Information mostly relates to the paragraph topics but commentary does not show clear understanding ;**paragraph has2 or more textual evidence explained and weakly supported-ONLY 1 TE PER AREA-ONLY 2 FOR WHOLE PARAGRAPH** **35-1 pts** | There is no commentary in the entire essay.0 pts |
| **Organization****10 points** | Information is very organized in a well-constructed paragraph(clear topic sentence) 10-8 pts | Information is logically organized in a well-constructed paragraph;  the topic sentences may be unclear 7-5 pts | Information is partially organized, and paragraph is not well-constructed; the topic sentence is missing or very unclear 4-1 pts | The information is clearly disorganized.topic sentence is missing or does not relate to topic of paragraph. 0 pts |
| **Mechanics****10 points** | No grammatical, spelling or punctuation errors.10-8 pts | Few grammatical, spelling or punctuation errors 7-5 pts | Some grammatical, spelling or punctuation errors.4-1 pts  | Many grammatical, spelling, or punctuation errors. 0 pts |
| **Textual Evidence (Quotes)****15 points** | Textual evidence is insightful and brings relevance to the topic, 3 or more textual evidence embedded properly in the paragraph and is cited through intext citations 15-11 pts | Textual evidence is mostly relevant and adequate ( 3 or more textual evidence some embedded properly in the paragraph and is cited through intext citations 10-6 pts | Textual evidence is weak and not adequate-2 or less textual evidence is not embedded properly and all may not have intext citations 5-1 pts |  No textual evidence and/or intext citations0 pts |