

VI. How do I outline my essay?

P1: Your CLAIM —A VERY SPECIFIC statement telling <i>what you are going to prove or what you are going to explain</i> . This is your thesis .		
Trans		
P2: Major Supporting REASON <small>(a BIG picture concept that supports your CLAIM)</small>	P3: Supporting SPECIFICS/Details <small>(the supporting details, quotes, examples, etc. that support your REASON)</small>	What the <u>Specifics</u> MEAN/Show <small>(the SPECIFICS/details are important because...)</small>
	1.	1.
	2.	2.
	3.	3.
Trans		
So What?/BIG Picture CLOSE — <i>How your point of view affects more than just the immediate audience</i> —like the future, the world outside the topic, etc.		

VII. The rubric

Walk the Walk (WtW)

Literary Analysis Research Writing Rubric AP English Literature & Composition – Ms. Youssef Communication in Writing (W.2 Analysis) Rubric

W.2: Write informative/explanatory **analyses** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

AP Lit		0	1	2	3	4
Content	<u>Understanding</u>	<p>*You have little/no understanding of the subject—you misinterpret the task—off topic</p> <p>*You don't seem to grasp the analysis concept—breaking down specific elements and using this examination to show how the analysis helps to illuminate a deeper meaning</p>	<p>*You show a very simple/basic understanding of the subject/topic; you may miss a part of the required analysis</p> <p>*You struggle to analyze the topic as well as how it illuminates greater meaning</p>	<p>*You demonstrate sufficient/adequate/good enough understanding of the analysis task</p> <p>*You address the analysis topic/question, but you don't go into it all that deeply</p> <p>*Your ideas are quite standard and may be very similar to others—you add nothing new</p>	<p>*You show a strong/good understanding of the topic/subject, analyzing the topic quite well (showing solid depth in several places)</p> <p>*You analyze the topic well; however, you may struggle to communicate how the analysis illuminates greater meaning</p>	<p>*You demonstrate UNIQUE/creative/perceptive/deep/insightful/BIG PICTURE understanding of the subject by effectively analyzing the topic in all respects</p> <p>*You break down elements extremely well, and use this analysis to extract deeper meaning</p>
	<u>Development</u>	<p>*You significantly lack meaningful, important, significant detail</p> <p>*You really do not explain/develop your ideas at all</p>	<p>*Your include insufficient detail—your overall point(s) may be sound, but your specific details are very underdeveloped (or lacking) and don't connect to a "bigger picture"</p> <p>*Your evidence does a poor job of supporting your assertions—better quotes required</p>	<p>*Not attainable—you're either solid/good at developing your ideas/analysis, or you need A LOT of work in this department</p>	<p>*You may include adequate, general detail, but you struggle in the highlighted areas:</p> <p>*You may lack necessary SPECIFICS/quotes to support your assertions/ideas</p> <p>*You may not explain your supporting details thoroughly/well enough regarding how they illuminate some greater purpose or how they relate to the topic</p>	<p>*You include an ample amount of illustrative, SPECIFIC detail—multiple quotes seamlessly embedded in your analysis—and explain "why" (they are important) AND what your support reveals</p>
Organization	<u>Connecting and Building on Ideas with Transitions</u>	<p>*You have no real structure; it seems like you are just randomly listing material without transitions</p> <p>*You are missing and/or have inappropriate transitions that create poor organization— see ¶_____</p>	<p>*Ideas are logically grouped, but seem disconnected from one another—see below for what you need to work on...</p> <p>*Quotations/evidence are separate from your analysis—support is not seamlessly embedded</p> <p>*Standard/basic/simple transitions (probably just single words or common phrases) are used</p> <p>*Due to simple and/or weak transitions, your flow seems choppy</p> <p>*Your work seems a little restricted by an organizational formula (like you're using an impersonal script to write)</p>	<p>*The ideas expressed connect to and build on each other using good, appropriate transitions</p> <p>*Topic/claim sentence(s), supporting sentences, and closure are well-linked together with transitional words/phrases/sentences and help the flow of your writing</p>	<p>*Your ideas build on each other in a complex, thought-provoking/BIG PICTURE way</p> <p>*Paragraphs, claim sentence(s), supporting sentences, and closure are so well-linked together with unique transitional words/phrases/sentences, that your superior writing seems to flow naturally</p>	

Content Score _____

Organization Score _____

VII. The rubric

WtW Literary Analysis Research Writing Rubric

AP Lit	☹️ 0 ☹️	1	2	😊 3 😊	😊😊 4 😊😊
Style and Language Usage	<p>Spelling, Punctuation, and Grammar</p> <p>*The work's <u>SPG</u> contains a great amount of errors AND greatly interferes with meaning</p>	<p>*The work's <u>SPG</u> contains regular errors—they are distracting AND interfere with meaning</p>	<p>*The work's <u>SPG</u> contains errors—they're starting to be distracting but don't interfere with meaning that much</p>	<p>*The <u>SPG</u> contains occasional errors (but these errors don't interfere with the meaning)</p>	<p>*The writing's <u>Spelling, Punctuation, and Grammar</u> contains very few errors (just two or three)</p>
	<p>Diction/ Word Choice/ Vocabulary</p> <p>*Your vocabulary is DISTRACTINGLY inappropriate, repetitive, forced, awkward, or dull</p>	<p>*Your vocabulary is simple AND is inappropriate/too informal in several places *Your vocabulary is also repetitive</p>	<p>*Your vocabulary is standard but still formal *Diction may be too informal and/or repetitive in one area</p>	<p>*Your vocabulary is completely appropriate/formal and generally varied</p>	<p>*Your use of diction is formal, always appropriate, greatly varied, and more advanced than most 😊</p>
	<p>Syntax and Sentence Structure</p> <p>*Sentence structure and length are quite repetitive—little/no variance, sounds robotic/choppy</p> <p>*If a 1 or 0 for <u>SPG</u> is earned, you will automatically earn a 0 for syntax (as it is un-gradable)</p>	<p>*Sentences have a predictable or repetitive structure without purpose AND may feel choppy in places</p> <p>*There is little variance in the length of your sentences—mostly likely they are mostly short (one idea in each sentence)</p> <p>*You struggle to embed quotes into your analysis *Textual evidence seems separate from <u>your</u> writing</p>	<p>*Sentences do vary in structure (including length);</p> <p>*However, a little repetition may be seen</p> <p>*Most/many quotes are seamlessly embedded in your analysis</p>	<p>*Your writing has a UNIQUE voice</p> <p>*Your sentences greatly vary in structure (including elements like sentence length, patterns, beginnings, etc.)</p> <p>*Multiple quotes—perhaps all—are seamlessly embedded in your analysis</p>	
	<p>Focus Elements</p> <p>*You have used most of the focus elements in the 4 column correctly</p> <p>*You have misused, not attempted, or not highlighted FOUR+ of the focus elements</p>	<p>*You have used most of the focus elements in the 4 column correctly</p> <p>*You have misused, not attempted, or not highlighted THREE of the focus elements</p>	<p>*You have used most of the focus elements in the 4 column correctly</p> <p>*You have misused, not attempted, or not highlighted TWO of the focus elements</p>	<p>*You have used most of the focus elements in the 4 column correctly</p> <p>*You have misused or not attempted only ONE of the focus elements</p>	<p>*You have used ALL the following elements correctly...</p> <p>*Evidence/support from: - literary text - academic article - book (criticism/context)</p> <p>*20 annotated notecards *Works Cited *5-8 pages</p>

Content (from other side) _____ Organization (from other side) _____ Style and Language Usage _____ **OVERALL W.2** _____