

Writing Assignment 2: *The Catcher in the Rye* Essay

Workshop Deadlines: Workshop has two deadlines and both must be met.

- Post first draft of WA2 in the D7 forum by 11:59 PM April 1
- Post peer-evaluation of WA2 in the D7 forum by 11:59 PM April 5

Final Draft Deadline: April 11, 2019 by 11:55 PM PST

Objectives:

The purpose of this assignment is to:

- give students additional practice with literary analysis by examining significant components of a novel
- help strengthen their writing and analytical skills by doing the following:
 - carefully dissecting a story's theme and characters
 - using the argumentation rhetorical method of writing to present essay
 - formulating a strong thesis argument with a plan of development
 - selecting and integrating relevant evidence from the story in order to substantiate their argument
 - using MLA format to cite their sources both parenthetically (in-text) and on a Work(s) Cited page.

Instructions:

Now that you have fully read J.D. Salinger's *The Catcher in the Rye*, have gained a deeper understanding of the cultural context of the story, and have examined the various elements of the novel (characters, theme, setting, symbolism, point-of-view...etc.), it's time to write about this controversial novel.

For this writing assignment, please select the most prominent central theme of the story (only one theme) and examine how three of the significant primary or secondary characters from the story help showcase that theme.

- Your introductory paragraph must properly introduce the story by including the name of the author, the title of the story, when it was published, and any brief and relevant bit of information (regarding author, the era in which the text was written,...etc.) that is needed to launch your argument. At the end of your introductory paragraph, please insert your thesis (central theme of the story) with its plan of development (three characters that drive that underlying theme).
- Your essay must only be between 1000-1500 words in length.
- Your argument must be sufficiently supported with directly quoted, paraphrased, and/or briefly summarized passages from the story, all of which must be properly cited according to the correct MLA standards. To specify, you **must** use between two to four relevant quotes or paraphrased passages from the novel for each significant character that you deem advances the theme of this story (i.e. three characters equals to 6-12 borrowed passages from the novel).
- Finally, please remember to keep focused, control your writing, and do not open any doors that you are not willing to shut with an explanation.

NOTE: Chapters 8-11 and 13 (Sample Essays: Essay on a Novel) from your *WEAL* textbook will help prepare you for this assignment. Additionally, please refer to the “Essay Components” document included in the Writing Assignment 2 learning module, the MLA links also in the module, and the series of checklists included on pp. 2-4 of this instructional document.

Grading Rubric:

Point Value:

| | |
|------------------------|-----------|
| Workshop | 10 points |
| Introductory Paragraph | 15 points |
| Supporting Paragraphs | 30 points |
| Concluding Paragraph | 15 points |
| Syntax | 20 points |
| Citations | 10 points |

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| Total | 100 points |
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Required Elements:

The following revising and editing checklist (pp.2-4) is my criteria for grading.

- _____ Developed introductory paragraph that captures the readers’ attention, introduces the author, title of novel, novel’s publication year, relevant cultural or biographical information, and thesis
- _____ A clearly stated thesis with a logical plan of development that properly introduces the focus of your essay. Place thesis and plan of development at end of intro paragraph as the last sentence.
- _____ Strong topic sentences at the start of supporting paragraphs that begin with appropriate transitional phrases, include the plan of development point being discussed in that paragraph and reinforce the thesis in some way.
- _____ Effective transitions throughout essay: use transitional/signal phrases at the start of each supporting paragraph and when launching supporting examples (First, Secondly, One way X is so, Additionally, Next, Conversely, for example, for instance...etc.)
- _____ Convincing summarized, paraphrased, and/or directly quoted evidence that support your main point (thesis). Quotes or paraphrased passages (contextual support) must be directly relevant and should sufficiently illustrate your claim
- _____ Use of 2-4 relevant quotes and/or paraphrased passages for each significant character that advances the theme of the story (i.e. three characters equals to 6-12 borrowed passages from the novel)
- _____ Do not place quotes back-to-back.

- _____ Correct integration (Triple-E Formula) and citation (MLA) of quoted, summed up, and/or paraphrased material: establish context of quote before inserting quote, discuss the significance of the borrowed passage to your main argument after quoting, and use the MLA format to cite your sources both in-text and on your Work(s) Cited page
- _____ Triple E: Present the example, include the contextual evidence to support the example, and provide an explanation of *how* the contextual evidence supports the example and the thesis in order to make sure that your readers understand why you have used that source in your essay.
- _____ Avoid beginning and ending your paragraphs with quotes; instead, begin your paragraphs with strong topic sentences and end them with muscular concluding remarks.
- _____ Closing sentences at the end of supporting paragraphs that bring topic of paragraph to a close
- _____ Concluding paragraph must include the following: reiteration of the thesis and plan of development to properly bring the argument to a close and to frame the essay; followed by a closing thought, resolution, or brief and relevant quote that ends the entire discussion on a thoughtful note.
- _____ Use the present tense.
- _____ Careful use of diction (detailed descriptions, concise language, avoid slang, avoid fallacies or biased language...etc.
- _____ Proper use of mechanics (good grammar, appropriate punctuation marks, strong sentence structure...etc.)

Eliminate the following:

- _____ Spelling errors
- _____ Run-ons
- _____ Fragments
- _____ Slang and clichés
- _____ Contractions
- _____ Personal pronouns, such as *you*, *your(s)*, *yourself*, *me*, *I*, *mine*, *myself*, *we*, *us*, *our(s)*, and *ourselves*

- _____ Repetition, especially at the beginning of nearby sentences
- _____ Vague words, such as *good, interesting, nice, hate, neat* ...etc.
- _____ Pronoun Agreement errors
- _____ Subject-Verb Agreement errors
- _____ Punctuation errors, such as comma, semi-colon, quotation marks, apostrophes...etc.

Finally, be sure you have included the following:

- _____ Correct use of commas, semi-colons, apostrophes, and quotation marks
- _____ A combination of sentence forms (simple, compound, complex, and compound-complex)
- _____ Parallel structure with parallel elements in a series (commas must separate three or more elements in a series)