**World Literature 2309-005**

**Once Upon a Time: Fairy Tales, Fantasy and Magical Literature**

“*Someone needs to tell those tales. When the battles are fought and won and lost, when the pirates find their treasures and the dragons eat their foes for breakfast…someone needs to tell their bits of overlapping narrative. There's magic in that. It's in the listener, and for each and every ear it will be different, and it will affect them in ways they can never predict.”* ~ [Erin Morgenstern](http://www.goodreads.com/author/show/4370565.Erin_Morgenstern), [*The Night Circus*](http://www.goodreads.com/work/quotes/14245059)

**Instructor:** Rachael Mariboho **Course Information:** M/W/F 1:00-1:50; TH 20

**Office:** 402 Carlisle Hall **Office Hours:** M/W/F 12:00-1:00

**E-mail:** [mariboho@uta.edu](mailto:mariboho@uta.edu)

**Required Texts & Materials:**

The Norton Critical Edition of Classic Fairy Tales

John Connolly, *The Book of Lost Things*

Paulo Coehlo, *The Alchemist*

Laura Esquivel, *Like Water for Chocolate*

Leslye Walton, *The Strange and Beautiful Sorrows of Ava Lavender*

Tea Obreht, *The Tiger’s Wife*

Selected Readings (Available on Blackboard) YOU must print these readings and bring them to class

**Course Description:**

This course will examine contemporary popular modes of storytelling, including fairy tales, fantasy, and magical realism. We will discuss the ways magic and other elements have enabled authors to transgress the boundaries between reality and imagination and create works whose popularity transcends language and cultural barriers. The authors we will read and the characters they have created have influenced many facets of literature, film and the arts. Students will be encouraged to explore the literary, artistic, cultural, and historical milieus of the works we will read and to share their discoveries with the other students in the class.

**NOTE:** This is a READING, WRITING & PARTICIPATION **intensive** course. I will, however, provide help to those willing to seek it out, including extended office hours, pre-writing help, comments on drafts, etc. If you are not sure if you can keep up with the workload as presented in the schedule, let me encourage you that it *is* possible; if you are unwilling to keep up with the workload as presented in the schedule, you should consider dropping the course as early as possible, since I cannot drop you.

**Purpose of the Course:**

To help students recognize that literature does not occur as isolated literary events, but as complex dialogue within cultural and historical contexts. Much of our time will be spent speaking to one another about our common experience of reading fiction and wondering about how to make the best sense of it. I want you to view yourselves as **active** readers and participants, and as people committed to improving their skills as readers and as writers. Since much of our time will be spent in active debate and conversation, I will expect each student to behave professionally and respectfully in this setting, as well as in all communications that stem from your involvement in this course (i.e. emails, or study group activities).

**Requirements:**

**Analytical Essays:** You will write **three** analytical essays over issues related to the course readings (minimum **two FULL** pages). Essay prompts will be given in class for each analysis paper. Critical analysis is more than an opinion (I liked/didn’t like a reading or agreed/disagreed with a point). To be “critical” requires identifying the criteria that informs your judgment (explaining *why* you had that response). These essays give you a space to explore your reactions to the reading, discuss an element/theme you find intriguing, or ask questions about the text and/or its historical context. Use close textual analysis to illuminate your discussion. This assignment will be graded on the originality of your thought and the depth of analysis used to support your position. Late Analytical Essays will NOT be accepted.

**Quizzes:** There will be a total of 15 quizzes given over four of the novels we read this semester:They will be given at the start of class on the day listed. You may **NOT** take the quiz at an alternate time. The lowest grade will be dropped.

**Visual Project:** For this assignment, you will create your own, original visual representation over one of the texts we read. You may create a collage, comic, children’s story, painting, sculpture, or other visual medium of your choice. More details will be given in class.

**Signature Essay Assignment:** Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims. More information provided after the course schedule.

**Exams**: You will have both a midterm exam (dealing with terms and passages from the first half of the course and an essay section) and a final exam (consisting of terms and passages from the second half of the course and an essay section).

**Class participation:** Class participation includes: attending class, reading all assigned material, and actively engaging in discussion with your fellow students and your instructor. Students will be assigned small groups and a set of discussion questions to work with each week. Your class participation grade will be partly based on your participation in your small group.

**Bonus Points:** Group discussions will often include answering questions I provide on a handout. If you turn in all handouts (with your written responses) before the pertinent exam, I will add up to **5** points to your exam grade. Turning in discussion sheets will also help your class participation grade.

**Grading: Visual Project 10% Analytical Essays 15% Mid-Term 15% Quizzes 15% Final Exam 20% Signature Essay 20% Class Participation 5%**

**Attendance:** Class attendance is necessary for reading comprehension, group discussion, and preparation for exams and class assignments. It should also be noted that 5% of your final grade is based on your class participation. Therefore, it is important that you attend every class session regularly. Failure to do so will affect your participation grade. If you are absent, it is your responsibility to contact another student for an explanation of what was covered. I do understand that things come up during a semester. Therefore, you have **6** absences to do with as you like—use them wisely for the inevitable "stuff" that will mess up your semester: illness, traffic, death of a loved one, etc. I DO NOT give excused absences. After 6 absences, you automatically receive a zero for your participation grade.

**Tardiness:** Be on time for class. Two tardies count as an absence.

**Classroom behavior.** Class sessions are short and require your full attention. All cell phones, iPods, MP3 players, laptops, and other electronic devices should be **turned off and put away when entering the classroom**; all earpieces should be removed. Store newspapers, crosswords, magazines, bulky bags, and other distractions so that you can concentrate on the readings and discussions each day. Bring book(s) and blackboard readings (heavily annotated and carefully read) to every class. Students are expected to participate respectfully in class, to listen to other class members, and to comment appropriately. I also expect consideration and courtesy from students. Professors are to be addressed appropriately and communicated with professionally.

**Drop Policy:** If you choose to withdraw from this course, you must follow university procedures. It is your responsibility to execute these procedures correctly, and within the university’s deadlines.

**Electronic Communication Policy.** All students must have access to a computer with internet capabilities. Students should check email daily for course information and updates. I will send group emails through MyMav. I am happy to communicate with students through email. However, I ask that you be wise in your use of this tool. Make sure you have consulted the syllabus for answers before you send me an email. Remember, I do not monitor my email 24 hours a day. I check it periodically during the school week and occasionally on the weekend.

The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

**Conferences and Questions:** I have three regularly scheduled office hours each week. These times are reserved for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days. If you receive a grade on an assignment about which you have questions, please wait twenty-four hours before discussing it with me. This gives you time to process the assignment comments and to think about how your course work meets the requirements set forth for each assignment.

**The Writing** **Center**:The Writing Center, Room 411 in the Central Library, provides tutoring for any UTA student with a writing assignment. Writing Center tutors are carefully chosen and trained, and they can help students at any stage of their writing processes, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct students’ errors or rewrite the assignment for them, but tutors will help students become better editors of their own writing. Tutoring sessions last no longer than 30 minutes, and students are limited to one tutoring session a day and two sessions a week. Students can schedule Writing Center appointments by logging in to www.rich37.com/uta. During their first visit to the web site, students must complete a brief registration form. On subsequent visits, they can go directly to the schedule to make their appointments. Students who come to the Writing Center without an appointment are helped on a first-come, first-served basis as tutors become available.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans With Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As faculty members, we are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.  
**Academic Dishonesty:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.  
 "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)  
 If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs to receive disciplinary action. Forms of academic dishonesty include:

Collusion – lending your work to another person to submit as her/his own Fabrication – deliberately creating false information on a works cited page Plagiarism – the presentation of another person’s work as your own, (intentional or not)

Please acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, please see me, go to the Writing Center, or check your handbook. Make sure that your written work is all your own.

**Disability Accommodations:** UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability)** or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [**www.uta.edu/disability**](http://www.uta.edu/disability)**.**

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671** is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)***.***

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\rowntreem\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\IGVYXPA0\jmhood@uta.edu).

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**The English Writing Center (411LIBR)**: The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

**The IDEAS Center (**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email [IDEAS@uta.edu](mailto:IDEAS@uta.edu) or call (817) 272-6593.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** if we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911

**Course Schedule**

**NOTE:  Have the assigned texts read completely by the first day they are listed. Individual homework assignments and group work will be announced on a daily basis. This syllabus is subject to change; all changes will be announced in class.**

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| Date | Today’s Reading/Activity | Assignments Due |
| Friday Aug. 25 | Course overview; Introduction to Fairy Tales |  |
| Monday Aug. 28 | **Read:** “The Story of Grandmother” (10-11), “Little Red Riding Hood (11-13), “Little Red Cap” (13-16), “The Little Girl and the Wolf,” (16-17), “Little Red Riding Hood and The Wolf (21-22) |  |
| Wednesday Aug. 30 | **Read:** “Donkeyskin”(109-116), “Cinderella” (117-122), “Cinderella” (127-131) |  |
| Friday Sept. 1 | **Read:** “Beauty and the Beast” (32-42), “The Tiger’s Bride” (50-66) |  |
| Monday Sept. 4 | Labor Day! No Class. | **Due:** Analysis Paper #1 (Submit to Blackboard by 11:59 pm) |
| Wednesday Sept. 6 | **Read:** “Bluebeard” (144-148), “The Bloody Chamber” (Blackboard) |  |
| Friday Sept. 8 | **Read:** “Snow White” (83-89), “Snow White and the Seven Dwarfs” (96-100)  “Snow White and Her Wicked Stepmother” (291-97) |  |
| Monday Sept. 11 | **Read:** *The Book of Lost Things* Ch. 1-9 (1-89) | **Quiz #1**  **Due:** Analysis Paper #2 (Submit to Blackboard by 11:59 pm) |
| Wednesday Sept. 13 | **Read:** *The Book of Lost Things* Ch. 10-15 (91-147) | **Quiz #2** |
| Friday Sept. 15 | No Class! (Continue reading *The Book of Lost Things*) |  |
| Monday Sept. 18 | **Read:** *The Book of Lost Things* Ch. 16-25 (149-257) | **Quiz #3** |
| Wednesday Sept. 20 | **Read:** *The Book of Lost Things* Ch. 26-29 (259-301) | **Quiz #4** |
| Friday Sept. 22 | **Read:** *The Book of Lost Things* Ch. 30-33 (303-339) |  |
| Monday Sept. 25 | *Stardust*  (View in Class) | **Due:** Analysis Paper #3 |
| Wednesday Sept. 27 | *Stardust*  (View in Class) |  |
| Friday Sept. 29 | *Stardust*  Discussion |  |
| Monday Oct. 2 | *The Alchemist*  (Prologue and Pages 3-61) | **Due:** Analysis Paper #4 |
| Wednesday Oct. 4 | *The Alchemist*  (61-104) |  |
| Friday Oct. 6 | *The Alchemist*  (104-167)  Mid-Term Exam Review |  |
| Monday Oct. 9 | **Mid-Term Exam** |  |
| Wednesday Oct. 11 | **Mid-Term Exam** |  |
| Friday Oct. 13 | No Class! |  |
| Monday Oct. 16 | **Introduction to Magical Realism**  **Read:** “Scheherazade’s Children,”  “A Very Old Man with Enormous Wings,” “Light is Like Water” (Blackboard) |  |
| Wednesday Oct. 18 | **Read:** Haruki Murakami “The Elephant Vanishes” (Blackboard) |  |
| Friday Oct. 20 | *Like Water for Chocolate*  **Read:**Ch. 1-3 (1-60) | **Quiz #5** |
| Monday Oct. 23 | *Like Water for Chocolate*  **Read:**Ch. 4-6 (65-118) | **Quiz #6**  **Due:** Analysis Paper #5 |
| Wednesday Oct. 25 | No Class! |  |
| Friday Oct. 27 | *Like Water for Chocolate*  **Read:**Ch. 7-12 (123-246) | **Quiz #7** |
| Monday Oct. 30 | *Chocolat* Discussion  (Film is available on Netflix or to rent on Amazon, iTunes, and Youtube) |  |
| Wednesday Nov. 1 | *The Strange and Beautiful Sorrows of Ava Lavender*  **Read:**Prologue, Ch. 1-5 (1-71) | **Quiz #8**  **Due:** Analysis paper #6 |
| Friday Nov. 3 | *The Strange and Beautiful Sorrows of Ava Lavender*  **Read:**Ch. 6-9 (72-116) | **Quiz #9** |
| Monday Nov. 6 | *The Strange and Beautiful Sorrows of Ava Lavender*  **Read:**Ch. 10-15 (117-188) | **Quiz #10** |
| Wednesday Nov. 8 | *The Strange and Beautiful Sorrows*  *Ava Lavender*  **Read:**Ch. 16-20 (189-236) | **Quiz #11** |
| Friday Nov. 10 | *The Strange and Beautiful Sorrows*  *Ava Lavender*  **Read:**Ch. 21-27 (237-301) | **Quiz #12** |
| Monday Nov. 13 | *The Illusionist*  (View in Class) | **Due:** Analysis Paper #7 |
| Wednesday Nov. 15 | *The Illusionist*  (View in Class) |  |
| Friday Nov. 17 | **Read:** “Eisenheim, The Illusionist” (Blackboard) |  |
| Monday Nov. 20 | *The Tiger’s Wife*  **Read:** Introduction, Ch. 1-2 (3-80) | **Quiz #13**  **Due:** Analysis Paper #8 |
| Wednesday Nov. 22 | Thanksgiving Break! |  |
| Friday Nov. 24 | Thanksgiving Break! |  |
| Monday Nov. 27 | *The Tiger’s Wife*  **Read:** Ch. 3-6 (81-189) | **Quiz #14** |
| Wednesday Nov. 29 | *The Tiger’s Wife*  **Read:** Ch. 7 (190-228) | **Signature Essay Outline** |
| Friday Dec. 1 | No Class! Visual Projects may be turned in between 12:00 and 1:45 at my office, 402 Carlisle Hall. | **Due:** Visual Projects. Bring to 402 Carlisle Hall. |
| Monday Dec. 4 | *The Tiger’s Wife*  **Read:** Ch. 8-11 (229-302) | **Quiz #15** |
| Wednesday Dec. 6 | *The Tiger’s Wife*  **Read:**Ch. 12- Conclusion (303-338)  Final Exam Review  Last Day of Classes |  |
|  | Final Exam  TBA | **Due: Signature Essay**  (Note: You may turn this assignment in early. All Signature Essays should be submitted as a hard copy. No online submissions accepted.) |

**Signature Assignment**

**Overview:**

The signature assignment addresses all four of the course objectives. **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

**Specific Requirements:**

Write a well-organized, effectively developed, 3-5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.

**Possible Areas of Focus:**

Gender discrimination, race and/or slavery; class and/or economic oppression; colonialism and/or empire; postcolonialism; cultural difference and/or cultural discrimination; religious discrimination; human mastery of nature and/or the environment and/or animals; national identity controversies; the social implications of a change in literary movements (e.g., from romanticism to realism); sexual orientation; disability; globalization and/or neo-colonialism; the way the work of literature itself can be seen as a rhetorical attempt to engage effectively in significant regional, national, or global issues.

**Responsible Integration of Sources:**

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility. Instructors may wish to require their students to take the UTA Library’s plagiarism tutorial available at <library.uta.edu/plagiarism/index.php>. This would be a separate assignment, not part of the signature assignment.

**Secondary Sources:**

Here is a list of credible sources:

* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)

Students interested in using a source that isn’t listed here should check with their instructor.

**Minimum Requirements:**

Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman font. Follow the MLA’s recommendations for formatting, citation, and style.

In order to receive a passing grade on the signature assignment, students are expected to:

1. write an essay that is at least 3 pages long, but no more than 5.
2. integrate two appropriate sources.
3. have a thesis.
4. have a title.
5. incorporate evidence (i.e., quotations) from the literary text.
6. have a Works Cited page.

Rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Requirement | Outstanding | Good | Fair | Poor | Not acceptable |
| **Demonstrates critical thinking skills** |  |  |  |  |  |
| Provides a clearly articulated argument. |  |  |  |  |  |
| Includes a specific, detailed thesis that supports the argument. |  |  |  |  |  |
| Answers the “so what” and “who cares” questions by explaining why the argument is significant and to whom. |  |  |  |  |  |
| Develops a coherent, and well-organized argument. |  |  |  |  |  |
| **Demonstrates communication skills** |  |  |  |  |  |
| Includes a creative title that forecasts the content of the paper. |  |  |  |  |  |
| Has an awareness of the audience and comes across as a credible writer, and appeals to the values and emotions of the audience. |  |  |  |  |  |
| Provides an effective interpretation of the text(s). |  |  |  |  |  |
| Sentences are lively, engaging, and relatively error free. |  |  |  |  |  |
| Uses correct grammar and mechanics. |  |  |  |  |  |
| Meets the length requirement |  |  |  |  |  |
| **Demonstrates personal responsibility** |  |  |  |  |  |
| Incorporates evidence (e.g., quotations) responsively from the literary text and from the outside sources |  |  |  |  |  |
| Correctly cites outside sources, using MLA formatting. |  |  |  |  |  |
| Demonstrates an understanding of ethical decision-making. |  |  |  |  |  |
| Has a works cited page, correctly formatted in MLA style. |  |  |  |  |  |
| **Demonstrates Social Responsibility** |  |  |  |  |  |
| Responsibly incorporates evidence from outside sources related to social issues |  |  |  |  |  |
| Communicates a knowledge of civic responsibilities |  |  |  |  |  |
| Engages with regional, national or global community issues |  |  |  |  |  |