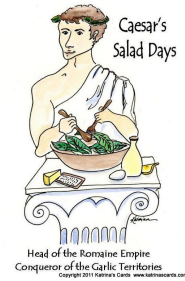


A Caesar Salad Topped With Heroism



OK. Having seen a film adaptation of Shakespeare's Julius Caesar and having dug into the text, you ought to have pretty good sense of it.

One of the things we chatted about concerned the way the crowd reacted to Brutus and Antony in Act 3. Within minutes, the mass of people found both of these guys admirable or heroic, and it was interesting to watch how fickle the people in the crowd were. However, if we stop to consider what Shakespeare's done, he's kind of set us up just like he did the mob in the play. At one moment we can see the good in Brutus, and in the next we can see the good in Antony.

Now that you've met both of these guys, let's see if we can get to know them a bit better.

Write an IN-CLASS essay in which you compare and contrast the good or heroic qualities in Brutus and Antony. You'll need a thesis, of course, to serve up the main point of your paper. You should have two body paragraphs, one devoted to each character, and they should include at least three (3) solid examples from the text. At least two (2) of these pieces of support evidence MUST be direct quotes, and the other may be a paraphrased reference.

You should "bookend" your essay with a powerful introduction & conclusion, and you should take care to use proper grammar conventions. We want our language to serve our ideas, after all, not to get in the way. Speaking of language, when quoting poetic lines from a play like this, use a slash (/) at the end of each line, so it looks like this:

Although Cassius believes Caesar is a problem, he lays blame on himself and others who fail to take their fate into their own hands as he exclaims, "The fault, dear Brutus, is not in our stars,/ But in ourselves, that we are underlings." (I.ii.146)

Good Luck.... And Beware the Ides of.... Well.... Pick a month!

You will have 1 full class period to do your research & 1 full class period to write.

See the attached rubric & checklist (MDOLC) to guide the quality of your writing.

40 Points

MDOLC (Checklist):

MEANING--What you have to say (content and ideas)

1. Relates to and answers the question asked
2. Indicates a correct, **close reading** of text
3. Offers depth of analysis
4. Makes insightful connections
5. Thesis statement presents a thought-provoking argument

DEVELOPMENT--How well you convince your reader

1. Provides appropriate, specific details of support
2. Selects and uses effective references and **quotations with signal phrases** parenthetically documented.
3. Provides commentary on and **explanation** of significance of evidence as related to the thesis
4. Demonstrates differentiation and discernment; avoids summarization
5. Applies correct use of **literary terminology** as needed.

ORGANIZATION--How you structure your argument

1. Introductory paragraph moves from general ideas to **specific thesis**
2. Thesis statement clearly states **topic** and **argument**
3. Employs effective **topic sentences** that refer to thesis and topic of paragraph
4. Body paragraphs delineate the validations in the order presented in the thesis
5. **Concluding sentences** restate the significance of evidence in support of thesis; language from thesis argument is included
6. Uses **transition words** and phrases for clarity and coherence
7. Brings essay to strong **conclusion** that extends argument

LANGUAGE--How you convey meaning with words

1. Uses language that is precise and unambiguous
2. Uses effective syntax including sentence variety of openings, lengths, and kinds
3. Demonstrates awareness of audience; writes in **third person**
4. Eliminates errors that interfere with comprehension

CONVENTIONS--How you follow the rules of the process

1. Shows evidence of editing and rewriting
2. Adheres to correct use of grammar
3. Follows conventions of spelling, punctuation, capitalization
4. Gives attention to legibility and format, including a header (presentation)



OUR LADY OF MERCY SCHOOL FOR YOUNG WOMEN

LITERARY ANALYSIS RUBRIC

	A+(100-95) / A(94-90)	B+(89-85) / B(84-80)	C+(79-75) / C(74-70)	D (69-65)
Meaning: the extent to which the thesis exhibits sound understanding, interpretation and analysis of the writing task and the text(s)	-Thesis offers compelling /insightful argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers insightful/thorough connections.	-Thesis offers a precise/clear argument that is debatable, relates to and answers the question asked. -Depth of analysis indicates a correct, close reading of text and offers appropriate/accurate connections.	-Thesis offers an adequate/unclear argument that is not debatable but relates to and answers the question asked. -Depth of analysis indicates a correct reading of text and offers literal/vague connections.	-Thesis is incomplete/missing and/or does not answer the question. -Depth of analysis indicates a misunderstanding of the text, and/or connections are unexplained.
Development: the extent to which ideas are elaborated using specific and relevant evidence from the text(s)	-Masterfully/skillfully uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Cogently/insightfully demonstrates differentiation and discernment; avoids plot summary	-Precisely/clearly uses appropriate, specific details of support and effective quotations which provide commentary on and explanation of significance as related to the thesis; applies correct use of literary terminology -Appropriately/accurately demonstrates differentiation and discernment; avoids plot summary	-Adequately/unclearly uses some appropriate details of support and quotations which provide commentary on and explanation of significance as related to the thesis; applies some correct use of literary terminology -Somewhat demonstrates differentiation and discernment; may rely on plot summary	-Inadequately uses details of support and quotations -Does not demonstrate differentiation and discernment; relies on plot summary
Organization: the extent to which the essay supports a clear thesis through direction, focus, and transitions	-Introductory paragraph moves from general ideas to specific thesis. -Seamless/skillful transitioning (including signal phrases) and masterful/skillful use of effective topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. -Compelling conclusion brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. -Use of purposeful/sufficient transitions (including signal phrases) and topic sentences create fluency; body paragraphs delineate validations in the order presented by the thesis; concluding sentences restate the significance of evidence in support of the thesis argument. -Conclusion brings essay to a close and extends the argument.	-Introductory paragraph attempts to move from general ideas to a specific thesis. -Use of adequate/relevant transitions (including signal phrases) and topic sentences provide understanding; body paragraphs attempt to validate/support the assertion presented in the thesis; concluding sentences allude to/mention the significance of the thesis argument. -Conclusion brings essay to a close that tries to extend the argument or does not extend the argument clearly	-Introductory paragraph does not move from general ideas to a specific thesis. -Paragraphs lack adequate support, detail, and validation since there is not a clear thesis. -Conclusion is vague and inadequate/inconsequential.
Language Use: the extent to which the writing reveals an awareness of audience and purpose through effective diction and sentence variety	-Style shows sophistication with an masterful/skillful command of sentence structure and precise diction; writes with original, insightful voice. -Demonstrates a sophisticated awareness of audience, with impressive/notable language choices; implements appropriate point of view deliberately	-Style shows a mature/proficient command of sentence structure and an effective use of diction; writes with original, thoughtful voice. -Demonstrates mature/proficient awareness of audience; understands appropriate implementation of point of view	-Style shows inconsistent/partial command of sentence structure and diction; writes with original, developing voice. -Demonstrates inconsistent/partial awareness of audience; inconsistently implements point of view	-Style shows an emergent command of sentence structure and diction; writes with original, developing voice. -Writing lacks awareness of audience and implementation of point of view.
Conventions of Language: the extent to which the writing adheres to MLA format, shows attention to legibility and evidence of revision(when appropriate)	-Demonstrates exceptional/masterful control of conventions with essentially no errors -In-depth and sophisticated implementation of teacher/student-suggested improvements -Demonstrates exceptional/masterful use of MLA format	-Demonstrates mature/proficient control of conventions, with few errors -Revision shows an understanding of/ includes the student/teacher suggested improvements -Demonstrates mature/proficient use of MLA format	-Demonstrates inconsistent/partial control of conventions, with frequent errors that somewhat hinder comprehension -Includes some revision based on student/ teacher suggested improvements -Demonstrates inconsistent/partial use of MLA format	-Demonstrates emergent control of conventions, with frequent errors that make comprehension difficult -Does not include student/teacher suggested improvements -Demonstrates emergent use of MLA format

- An essay that shows evidence of plagiarism will be shared with administration for appropriate consequences.
- An essay that is totally unrelated to the task, illegible, or incoherent will fail.