

## ***The Great Gatsby* Final Paper**

**Objective:** Students will create a composition using textual evidence and other connections to prove their created thesis.

**Due Dates to be listed on Website Calendar, on PowerSchool and on Turnitin.**

### **Frequently Asked Questions:**

*Do we have to write about a topic you chose?* I want you all to create an original thesis and prove it.

*What should we use for evidence?* You are required to use evidence in your composition. You may and should use textual evidence from the novel, but you may also use articles about the book, scenes from the film, and any other resources you may like; just make sure to cite them.

*How should we format this paper?* Your paper should be formatted in MLA format. I have put resources on our classroom website ([mrmartinwhs.weebly.com](http://mrmartinwhs.weebly.com)) to help you.

*How do I submit this paper?* All papers must be submitted through [turnitin.com](http://turnitin.com). I have already set up accounts for your through your [wethersfield.me](http://wethersfield.me) email accounts (Log-In and Passwords are the same you use for the wifi). I am using Turn-It-In because it tracks your evidence used, checks for plagiarism, and allows you new avenues to get feedback on your writing.

### **Rubric**

ARGUMENT					
Description	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
<b>Claim:</b> The text introduces a clear, arguable claim that can be supported by reasons and evidence.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an undefinable claim or vague position. The text has limited structure and organization.
<b>Development:</b> The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.
<b>Audience:</b> The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text lacks an awareness of the audience's knowledge level and needs.
<b>Cohesion:</b> The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.	The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.	The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.
<b>Style and Conventions:</b> The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.

