Name:

Mr. Haflin

Satire

Date:

*Twelfth Night* Thesis Essay

**Background:** Shakespeare wrote his plays in order to entertain an uneducated audience who sought some distraction from the otherwise mundane life of a 16th and 17th century common man. Shakespeare’s *Twelfth Night* uses classic comedic archetypes to addresses important issues such as class, religion, gender, sexuality, love, and courtship. The developmental theory “Nature versus Nurture” can also be applied to the play with regards to love.

**Prompt:** Please choose ONE of the following prompts to address in your essay

1. Shakespeare’s *Twelfth Night* criticizes and undermines the Elizabethan culture in order to promote social change.
2. Shakespeare’s *Twelfth Night* supports the (nature/nurture) theory of love.
3. Shakespeare’s *Twelfth Night* has a happy ending that corresponds to the traditional comedy structure.

**DP #1 should provide evidence for your own opinion, and DP #2 should refute evidence from the opposite opinion**

**Requirements:**

* Four paragraphs (Introduction, DP #1, DP #2, Conclusion)
* Formal essay writing (no “I” or “my”)
* Citations for each DQ AND DD: (Act.Scene.Line #) Ex. (I.ii.1-13)🡪Act One, Scene One, Lines 1-13
* For each DQ, format lines appropriately **(review in class)**
* LEVEL TWO STUDENTS: Use three (3) DDs per Developmental Paragraph🡪six total. At least two (2) DDs per paragraph should appear as DQs🡪four total.
* LEVEL THREE STUDENTS: Use three (3) DDs per Developmental Paragraph🡪six total. At least one (1) DD per paragraph should appear as a DQ 🡪two total.
* LEVEL FOUR STUDENTS: Use two (2) DDs per Developmental Paragraph🡪four total. At least one (1) DD per paragraph should appear as a DQ🡪two total.

**You will be graded according to the following:**

1. **Structure: Clear topic sentences that fully address the prompt.**
2. **Lead-Ins and DQ Integration (no dropped quotes!)**
3. **Analysis (close read DQ and relate back to the argument)**
4. **MLA format and quote citation**
5. **Personal reflection that makes specific connections to real life/another text (RFS)**
6. **Grammar, spelling, and writing mechanics**

Name:

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| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Structure**  - Clear Topic Sentences | Clear topic sentences that fully address the prompt | Suitable topic sentences that address the prompt | Topic sentences address most of the prompt | Topic sentences do not address the prompt. |
| **Evidence**  - Uses the require number of DQs  - Each DD has an LI | Uses articulate lead ins to introduce each piece of evidence. All evidence is relevant to the argument. | Uses lead ins to introduce each piece of evidence. Most evidence is relevant to the argument. | Not all pieces of evidence have a lead in. Some evidence is not relevant to argument. | No lead ins for the evidence. Evidence is not relevant to argument. |
| **Analysis**  - Supports Topic Sentences/Main Idea  - Displays understanding of the prompt | Analysis is original/insightful and displays a strong understanding of the prompt | Analysis supports argument and displays an understanding of the prompt | Analysis somewhat supports argument and displays some understanding of the prompt | Little to no analysis or understanding of the prompt |
| **Personal Reflection (RFS)**  - Reflection offers insight  - Uses specific evidence to support ideas | Thoughtful reflection and insight supported by specific connections | Relevant reflection supported by some connections | Some reflection present. Needs more evidence. | Little evidence of reflection. |
| **MLA Format and DQ Citation**  -MLA Style header  -Proper citations | Paper includes the proper header and proper citations with no errors. | Paper includes the proper header and proper citations with 1-2 errors. | Paper includes the proper header and proper citations with 3-4 errors. | Paper includes numerous MLA and citation errors. |
| **Proofreading**  - Run-ons, commas, etc.  - Sophisticated vocab. | Flawless. Scholarly diction! | A few errors. Good use of vocabulary. | Errors interfere with meaning. Elevate that vocabulary. | No evidence of proofreading or selecting appropriate diction. |

**Please see my comments for feedback on strengths/weaknesses.**