Name:

Mr. Haflin

Satire

**DUE DATE:**

Free Will Thesis Essay

**Background:** At this point, we’ve read most of Kurt Vonnegut’s *Slaughterhouse V*, have viewed some strange videos, watched Jim Carrey in *The Truman Show*, and have watched an eerie episode of science fiction in *Black Mirror*. Each of these works provides a view of mankind that forces audiences to question the way we view the world. Now, we will discuss our personal views of mankind as it pertains to free will.

**Prompt:** Does Free Will exist, in your opinion? Support your opinion with two DIs, explaining how each idea is supported via *Slaughterhouse V*, *Truman Show,* and/or *Black Mirror*.

**Requirements:**

1. The essay will be four (4) paragraphs: Introduction, Developing Paragraph #1, Developing Paragraph #2, Conclusion with RFS
2. Evidence:
	* Level Two (Advanced): **3 DDs per DP, at least 1 DQ**
	* Level Three (Upper Standard): **2 DDs per DP, at least 1 DQ**
	* Level Four (Standard): **2 DDs per DP, no DQs required**
3. MI will answer the following: Does Free Will exist?
4. DIs will be **originally** constructed, each supporting the MI
5. Evidence supporting the MI and DI will come from class readings
6. RFS will be either a connection to real life or to another work connecting to the topic
7. Essay will be formally expressed, eliminating slang and following MLA organization
8. Essay will be submitted to both turnitin.com and Google Classroom



**Part Zero:** Background Information

This essay concerns free will, so here are some ideas for relevant background information:

1. Define what “free will” means
2. Explain why humans are fascinated with the concept of “free will”
3. Give a little bit of background on the works you’ll discuss

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| Brainstorm Background Information here: |

**Part One:** Main Idea and Developing Ideas

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| Main Idea: **Does Free Will Exist?** (Your personal opinion)Yes/No |
| DIs: Based on your answer above, free will does or does not exist.(For example: Free will exists because humans make their own independent decisions, or free will does not exist because we are limited by social constructs)Reason #1: (A reason you believe in the answer above) Reason #2: (A second reason you believe in the answer above) |

**Part Two:** Collecting Evidence for DPs

1. Use *Slaughterhouse V* and your notes from class/homework to help collect evidence from the novel to support your DIs and MI
2. Use your notes to collect evidence from *Truman Show*, or Google “Truman Show Transcript”🡪the Wordpress.com link is a good source
3. Use your viewing guides to collect evidence from *Black Mirror*, or use the following link: <https://www.springfieldspringfield.co.uk/view_episode_scripts.php?tv-show=black-mirror-2011&episode=s03e01> . It isn’t great, but it will help you find evidence for DQs.

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| Write DI #1 here:Evidence supporting DI #1: |
| Write DI #2 here:Evidence supporting DI #2: |

**Part Three:** Introducing Evidence

Each example, DD or DQ, must be led into by a Lead-In answering the following:

* Who?
* When?
* Where?
* Emotional value of the example

For instance: “Truman decides that he wants to leave the dome, tricking the show’s creator, crew, and viewers into believing that he’s asleep in the basement, causing discomfort for the audience until the realization that he’s sailing for the exit. Truman exclaims to Christof and his audience: ‘\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(DQ including what he says\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’”

Who:Truman, the audience, Christof

When:When Truman decides to leave, after tricking the entire viewership

Where:On the boat, sailing for the exit

Emotional Value:discomfort for the audience, realization of the facts, exclamatory tone

**Part Four:** Analyzing Evidence

Each piece of analysis must connect your example (DD/DQ) to the MI and DI

For Instance:

* MI: Free Will does not exist
* DI: Human beings’ actions are limited by social constructs

LI: In *Black Mirror* Season 3 Episode 1, Lacie talks with the trucker who picks her up after Lacie’s rating dips considerably due to some negative interactions with others. Discussing the numbers game, the woman asks what Lacie is fighting for. Lacie replies:

DQ: “Enough to be content? Like, to look around and think, well, I guess I’m okay…and that is way off, like, way, way off. And until I get there, I have to play the numbers game. We all do…That’s how the fucking world works”.

A/I: Lacie’s uncouth and vague response to the trucker’s question reveals that she doesn’t even know what it is she really wants in this world. However, she seems resigned to accomplish this unknown goal by playing the “numbers game”, the social construction which rewards what society deems as “nice” behavior. Lacie’s genuine tone in this passage reveals her naivety and frustration simultaneously, as she’s willing to behave “properly”, regardless of how she’s really feeling. Lacie has been conditioned to play the numbers game by her society, constricting her free will.

**Part Four:** Conclusion and RFS

Now that you’ve proven your thesis statement (hopefully), construct a meaningful RFS which:

* Connects to your argument (free will does does/not exist)
* Uses an example from the media or examples from real life
* Uses an example from a scientific article supporting your claim

**Name: Class: Satire Essay: Free Will**

Thesis Essay Standard Rubric:

This rubric, designed to assess analytical (thesis-based) writing, will be standard for the entire year. This way, there will be no evaluation surprises; the only difference will be a given essay’s content.

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| **Category** | 5 (Excellent) | 4 (Very Good) | 3 (Good) | 2 (Needs Improvement) | 1 (Poor/Incomplete) |
| **Introduction:** Background, Thesis Statement (MI, CI, DIs), Hint at RFS | Introduction creatively introduces the topic and main idea. Intriguing hint at the RFS. | Introduction effectively introduces the topic and main idea. Hint at the RFS. | Introduction introduces the topic and main idea. Hint at RFS may be missing. | Introduction could use some more background, and the main idea might be a little confusing. No hint at the RFS. | I have no idea what topic this paper plans to discuss, its purpose, or its overall significance. |
| **Organization**: Topic and Concluding Sentences, DQ integration | TS and CS are originally expressed and clearly introduce or end each paragraph; transition devices. No dropped quotations. | TS and CS are expressed and effectively introduce or end each paragraph; transition devices could use revision. 1 dropped quotation possible. | TS and CS are expressed and introduce or end each paragraph; transition devices need work. 2 dropped quotations possible. | One TS or CS is missing, hindering the essay’s “flow”. No transition devices. Multiple dropped quotations. | Multiple TS or CS missing, resulting in an ineffectively organized essay. Transition devices are an afterthought. Sundry and multitudinous dropped quotes. |
| **Lead-Ins**: Who? When? Where? | Lead-ins creatively introduce the following detail and include all necessary information. | Lead-ins adequately introduce the following detail and include all necessary information. | Lead-ins introduce the following detail and include all necessary information, with 2 exceptions | Multiple Lead-ins fail to include all necessary information for introducing the following detail. | Lead-ins? What are those? Quotes are not introduced and are simply presented to the audience. |
| **Details**: Relevancy and effectiveness | Details demonstrate a superb understanding of both the text and prompt via impeccable topical relevance. | Details demonstrate a solid understanding of both the text and prompt via their topical relevance. | Details demonstrate an understanding of both the text and prompt, with one exception. | 2-3 Details fail to demonstrate an understanding of both the text and prompt. | Multiple details missing or completely irrelevant to the topic at hand. |
| **Analysis and Interpretation**: Connect Details to Developing Idea | Analysis insightfully connects each piece of evidence to the DI. Goes well beyond the obvious. | Analysis effectively connects each piece of evidence to the DI. | Analysis connects each piece of evidence to the DI, with one exception. | Analysis fails to connect multiple pieces of evidence to the DI.  | Analysis restates the quote, misses the point, is absent, or falls into the A/I pitfalls (see writing packet) on multiple instances |
| **Analysis and Interpretation**: Connect Details to Main Idea | Analysis insightfully connects each piece of evidence to the MI. Goes well beyond the obvious. | Analysis effectively connects each piece of evidence to the MI. | Analysis connects each piece of evidence to the MI, with one exception. | Analysis fails to connect multiple pieces of evidence to the MI.  | Analysis restates the quote, misses the point, is absent, or falls into the A/I pitfalls (see writing packet) on multiple instances |
| **Conclusion**: Restate MI, CI, and DIs in an organized manner | Conclusion is extremely well organized and restates the necessary information in a unique manner. | Conclusion is well organized and restates the necessary information in an interesting manner. | Conclusion is relatively organized and restates the necessary information in the same manner as the introduction. | Conclusion lacks organizational structure and would benefit from further revision. Fails to restate at least one of the required pieces of information. | The conclusion is either incomplete or missing. |
| **Reach For Significance** | The RFS reflects a mature thought process by creatively relating the topic to another literary work, real life, or calling the audience to action. | The RFS reflects a clear thought process which relates the topic to another literary work, real life, or calls to audience to action. | The RFS reflects some thought which relates the topic to another literary work, real life, or calls the audience to action. | The RFS is left vague and could express a more concise connection to another literary work, real life, or call the audience to action. | The RFS is either incomplete or missing. |
| **MLA Format**: Header, page numbers, parenthetical citations | No header, page number, or parenthetical citation issues. Works cited present ,if necessaryEssay submitted on time to turnitin.com | 1-2 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issuesEssay submitted on time to turnitin.com | 3-4 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issuesEssay submitted on time to turnitin.com | 5-6 header, page number, or parenthetical citation issues. Works cited present ,if necessary, potentially with some major issuesEssay submitted on time to turnitin.com | Sundry and multitudinous header, page number, or parenthetical citation issues. Works cited **absent**, if necessary. **Paper may be plagiarized**.Essay submitted on time to turnitin.com |
| **Grammar and Spelling** | No spelling or grammatical issues. | 1-2 spelling or grammatical issues, generally minor in nature. | 3-4 spelling or grammatical issues. | 5-6 spelling or grammatical issues which obfuscate meaning. | Sundry and multitudinous spelling or grammatical issues which severely detract from meaning. |
| **Word Choice** | Scholarly diction! Efficacious phraseology. A veritable amalgam of the best words English has to offer. Consider me impressed. | Effective diction which exceeds expectations and avoids clichés and overly used words. | Fairly effective word choice which meets expectations and avoids clichés and overly used words. | Relatively repetitious and repetitious (see what I did there) word choice, resulting in a loss of clarity. Bolster your vocabulary and expression. | Word choice is incomprehensible or overly mundane and banal, predictable, hackneyed, etc. |