**Analytical Assignment on *Goodbye Columbus***

**Write an analytical essay in response to the question:  *What is the underlying problem between Neil and Brenda?***

You might decide that one of the characters is to blame, or you might decide that other forces are at work.

You should analyze...

|  |  |  |  |
| --- | --- | --- | --- |
|  | Approaches (C) | Meets (B) | Exceeds (A) |
| CP | One character action | Two or more character actions | Two or more character actions plus imagery or word choice |
| ACP | Two or more character actions | Two or more character actions plus imagery or word choice | Two or more character actions plus two or more examples of imagery or word choice |
| Honors | Two or more character actions plus imagery or word choice | Two or more character actions plus two or more examples of imagery or word choice | Two or more character actions plus two or more examples of imagery or word choice PLUS syntax |

\*These grades are the ‘ceiling’ for a paper that satisfies the other aspects of the essay rubric (see back).

Some guidelines

* Write the number of paragraphs your argument seems to demand, though four paragraphs should probably be the maximum.
* You must write fewer than 1000 words
* Do not spend a lot of space on the introduction.  One sentence of lead-in, plus a thesis should be plenty.
  + Remember, you need a specific thesis that reaches a conclusion about the underlying problem between Neil and Brenda and the big idea that the novella as a whole asks us to think about.

Essay Rubric

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| --- | --- | --- | --- | --- |
|  | Exceeds | Meets | Approaches | JB |
| Intro | Compelling title and a hook (plus appr.) | Attempts a compelling title and a hook (plus appr.) | Has author, title, a thesis |  |
| Thesis | Clear, focused & insightful—most readers would not notice this | Clear and focused | Not quite clear OR not quite focused enough |  |
| Body paragraphs | Clear and focused topic sentences; concluding sentences that pull the paragraph together; deliberate organization | Clear and focused topic sentences; concluding sentences that pull the paragraph together; effective organization | Mostly clear topic sentences; many concluding sentences; somewhat effective organization |  |
| Evidence | Specific and on point; high quality choices; a wide variety of “sources”; integrated smoothly; persuasively explained | Specific and on point; some high quality choices; some variety of “sources”; integrated effectively; explained | Mostly on point; some variety of “sources”; usually integrated effectively; explained |  |
| Conclusion | Pulls the paper together and answers the so what question powerfully; provokes thought in the reader | Pulls the paper together and attempts to address the so what question | Pulls the paper together: restates thesis and key evidence |  |
| Language | Clear, correct, varied, deliberate use of sentences for rhetorical effect; virtually no mechanical errors | Almost all clear, correct, & varied; a few mechanical errors | Largely clear and correct; somewhat varied; occasional mechanical errors |  |