

Essay 5 Narrative

Assignment:

This semester we have been reading and writing about many works of narrative fiction and film. The stories we have read and the films we have seen have had interesting characters, unique settings, and different tones and styles.

Taking inspiration from the stories and essays we have read as well as drawing from your own experiences, write a narrative of your own invention. Describe characters and settings, plot out a series of events, and write with your own tone and style.

Content Requirements:

Remember all the qualities of narrative that we have discussed. You will have to work out the details of your characters, setting, and plot; you will have to decide when to quickly summarize non-essential events and when to describe scenes in detail; you will have to decide when to use imagery (metaphors and similes); you will have to choose a tone in which to write; and you will have to choose a point of view from which to write.

Appeal to all the senses as you describe your scenes. Strike a balance between description and dialog that is appropriate to your theme. Make your characters come alive through vivid and unique details. Get inspired by the stories that we have read.

The rule for writing dialog is to start a new indented paragraph each time someone else speaks. Model your dialog on the stories we have read, as follows:

“How do I write dialog?” she asked.

He looked at her for a while and then said, “Like this.”

“So I should write dialog like this?” she asked, demanding more clarification.

“Yes,” he said after a short, thundering silence, “you start a new paragraph every time someone new speaks. You put a comma after signal phrases such as ‘she said.’ You write dialog much like you handle quotes in an essay.”

“I get it!” she exclaimed.

Format Requirements:

- Minimum length 500 words; maximum word limit ∞.
- Format: typed, double-spaced, with 1” margins, 12 pt. Times New Roman font, left justified.
- Include the following in the upper right hand side of the first page: your name; the title of your paper; the number of words in your paper; the name, number, section and time of your class; and your professor’s name.
- Number each page.
- Proofread carefully. Use your spell check function on your word processor.
- Write within the rules of Standard American English. However, since dialog represents how people really speak, you can break every single rule of grammar in your dialog—but only in your dialog.
- **You must upload a properly formatted file of your paper to turnitin.com in order to receive a grade.**

Grading Standards:

- The A paper is rare (90-100 points). It is of outstanding quality in all, or almost all, respects. The paper is free of grammatical errors. It presents a clear, organized, and well-supported thesis. The essay is well focused, and all paragraphs clearly work toward furthering the main point. Examples and ideas are well elaborated and rooted in concrete detail without being redundant. The body of the piece is well organized with smooth transitions. The paragraphs build on each other such that thoughts are developed from the beginning of the essay to the end. The prose is clear, mature and engaging; sentences evince by precise word choice, syntax, and grammar. With few exceptions, there is substantial revision from beginning to end.
- The B paper (80-89 points) is a successful representation of the writer's thoughts. This essay shows readers that the writer knows how to construct an argument (including an introduction, topic sentences that reflect the main idea of the paragraph, and a conclusion). Furthermore, the essay is clearly organized with a well-developed thesis. However, this essay could be improved by further emphasis on revision and editing. Some grammar flaws sneak through, but don't seriously undermine reader comprehension. Language and word choice throughout may be bland and uninspired. The essay may be "choppy," needing smoother transitions or better organization. There may be a flaw in an otherwise coherent, persuasive argument. Part of the argument may be undeveloped.
- The C paper (70-79 points) needs substantial revision. It usually exhibits problems in organization, development, and style, but offers sufficient content to make a single, fairly basic point. Serious grammar flaws may stall the flow of reading. Oftentimes, the paper is underworked, having not been put through the series of vigorous revisions that are necessary components of A and B papers. Revision may be needed on one of these major areas: thesis, focus, organization, topic choice, analysis. The thesis may be obvious, unoriginal, or inadequate to the assignment. The argument may be undeveloped. The focus may be so broad that the essay merely skims the surface of the assignment without going into anything in any depth.
- The D paper (60-69) is almost always profoundly lacking in content and/or evidence of standard American English writing skills. The paper contains five or more serious spelling, grammatical, mechanical, or stylistic errors. Furthermore, ideas and organization may be suggested but are seriously underdeveloped. Sometimes the flaws in this paper are so numerous and compacted that single sources of error are difficult to isolate and analyze. Often, this paper is significantly short of required length or word count. This essay has serious and consistent problems. Such problems may include: little or no sense of writing purpose; lack of logical organization (points lack unity or connection to one main point); inconsistent use/failure to use appropriate evidence; and/or failure to maintain a respectable prose style.
- The F paper (59 and below) is oftentimes a work characterized by a lack of care or effort. It is under-done in every sense of the term. Other times, however, this paper may exhibit characteristics of the higher grade paper, even an A-level paper, but is undermined by grammar and mechanical flaws so numerous and serious that no skilled assessor of college-level writing can give it a pass. This essay is unacceptable because: it may not meet the minimum requirements of the assignment; it may show a complete misunderstanding of the material with which it deals; its prose style may fail to meet the basic communication requirements of standard written English.