**~ ENG 1PI Independent Study ~**

***Skellig* Essay**

The following assignment is worth **THIRTY PERCENT (30%)** of your final mark.

**ESSAY TOPIC**

For this part of your Independent Study, you will be writing a **FORMAL FIVE (5) PARAGRAPH ESSAY** about **ONE (1)** of the following topics concerning the novel *Skellig*

1. When asked by Michael what he is, Skellig responds that he is “something like you, something like a beast, something like a bird, something like an angel.” In your essay, use **THREE (3)** examples from the novel to support what you believe Skellig to be.--THESIS (What is Skellig)
2. In the novel, *Skellig*, the characters must have hope in order to succeed. (Thesis) Prove this by presenting how **THREE (3)** different characters learn this lesson by describing their situations and explaining how they rely on hope to help them succeed.

**ESSAY REQUIREMENTS**

Your essay must meet the following expectations when handed in for marking:

* It must consist of **FIVE (5)** paragraphs.
* It must be written according to **FORMAL ESSAY** requirements (as taught in class).
* It must be **TYPED** and **DOUBLE-SPACED**.
* It must be accompanied by a completed ***SKELLIG* ESSAY OUTLINE**.
* It must be accompanied by the **MARKING RUBRIC** on the reverse side of this sheet.

**DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**~ *Skellig* Essay ~**

**Marking Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Level R**  **(0-49%)** | **Level 1**  **(50-59%)** | **Level 2**  **(60-69%)** | **Level 3**  **(70-79%)** | **Level 4**  **(80-100%)** |
| **Form** | Essay lacks organization.  Proof is missing from essay.  Body paragraphs have no explanation to support proof. | Essay is poorly organized.  Proof is either irrelevant or confusing.  Explanation in body paragraphs is irrelevant or confusing. | Essay is somewhat organized.  Proof is insufficient or inconsistent.  Body paragraphs contain very simple explanations to support proof. | Essay is well organized.  Proof is specific and effective.  Explanations in body paragraphs are clear and well-developed. | Essay is very well organized.  Proof is insightful and substantial.  Explanations in body paragraphs are sophisticated and vivid. |
| **Content** | Content shows no understanding of text or essay requirements.  No use of transitions.  First paragraph is confusing and does not clearly introduce the essay’s purpose.  Last paragraph is confusing and does not clearly conclude the essay. | Content shows poor understanding of essay requirements.  Ineffective use of transitions.  First paragraph contains some but not all of the required elements.  Last paragraph contains some but not all of the required elements. | Content shows some understanding of essay requirements.  Minimal use of transitions.  First paragraph introduces topic and reasons in a simple way.  Last paragraph brings the essay to a simple close. | Content shows good understanding of essay requirements.  Good use of transitions.  First paragraph sufficiently introduces topic and reasons.  Last paragraph brings the essay to a sufficient close. | Content shows strong understanding of essay requirements.  Excellent use of transitions.  First paragraph clearly and accurately introduces topic and reasons.  Last paragraph brings the essay to clear and accurate close. |
| **Style** | Writing presents no understanding of purpose.  Little to no use of formal tone and voice.  Use of language is confusing and unclear. | Writing presents weak understanding of purpose.  Poor use of formal tone and voice.  Use of language is simple and word choice is repetitive. | Writing presents some understanding of purpose.  Some use of formal tone and voice.  Use of language shows some variety and word choice. | Writing presents good understanding of purpose.  Good use of formal tone and voice.  Use of language shows good variety and word choice. | Writing presents strong understanding of purpose.  Excellent use of formal tone and voice.  Use of language shows excellent variety and word choice. |
| **Conven-tions** | 11 or more spelling errors.  Grammar errors make the essay nearly unreadable.  Essay significantly lacks punctuation. | 8-10 spelling errors.  Major grammar errors interfere with communication.  Major punctuation errors interfere with communication. | 4–7 spelling errors.  Grammar errors may interfere with communication.  Punctuation errors may interfere with communication. | 1-3 spelling errors.  Grammar errors do not interfere with communication.  Punctuation errors do not interfere with communication. | No spelling errors.  Few, if any, grammar errors.  Few, if any, punctuation errors. |

**~ *Skellig* Essay ~**

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