Macbeth Argumentative Essay



FIRST, Choose ONE prompt from the list below:

* 1. Discuss the relevance of the symbols of the play, blood, sleep or birds. Your last body paragraph should be the analysis of the universal message these symbols represent and how it supports the universal message (theme) of Macbeth.

**or**

* 1. Discuss the role of insanity and paranoia in the unfolding events of Macbeth. Your last body paragraph should be analysis of the universal message of insanity and paranoia (perhaps in conjunction with unbridled ambition?) and how it supports the universal message (theme) of Macbeth.

**or**

* 1. Discuss the role of equivocation in the play. Think Lady Macbeth, the witches (and by extension the apparitions), Malcolm testing MacDuff, Ross assuring Lady MacDuff that her husband is worthy, the thinly veiled sarcasm of Lennox, etc. Your last paragraph should be the universal message conveyed by equivocation and how it supports the universal message (theme) of Macbeth.

**or**

* 1. Discuss the assigning of blame and responsibility for the pernicious occurrences in Macbeth. Your last paragraph should be how these insights connect to the universal message (theme) of Macbeth.

THEN, complete an outline using the following document *as a guide*: <https://depts.washington.edu/owrc/Handouts/Argumentative%20Paper%20Format.pdf>

* 1. This can also be located on the website! ☺
	2. Be mindful: Each prompt requires you to consider the universal message (theme) of the text. Be sure to include that in your essay. It will not be explicitly stated on the outline above.

DON’T FORGET C.E.I- Be sure that EVERY body paragraph follows the C.E.I paragraph format. This will ensure that you are making a claim, that you are using specific evidence from the text to support your claim, and (**MOST IMPORTANTLY**) that you are explaining (in your own words) how that evidence supports your claim. Each body paragraph should have at least 2 pieces of evidence. For example, your body paragraph should look like this:

* 1. Claim (1-2 sentences)
	2. Evidence (specific from the text)
	3. Explanation of how this piece of evidence supports your claim (2-3 sentences in your own words)
	4. Another piece of evidence (specific from the text)
	5. Another explanation of how this piece of evidence supports your claim (2-3 sentences in your own words)

**MINIMUM WORD COUNT**: 750 words (please include the word count at the bottom of the last page of your essay)

**SUBMIT**: to turnitin.com on **February 1st. 2019.** \*\*\*I will not accept any essays that are not submitted through turnitin.com.

**RUBRIC:**

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| --- | --- | --- | --- | --- |
|  | **Aspirational**  | **Acceptable** | **Marginal** | **Unacceptable** |
| Intro ParagraphThesisPreview of argument | Thesis clearly states a relevant position. Argument preview complete, in same order as body of essay, not simple recitation of class material. Contains nothing other than thesis and preview. | Thesis states a relevant position, but is somewhat vague or unclear. Preview is incomplete, not in correct order; some recitation of class material. Nothing other than thesis and preview. | Thesis is largely unclear or is not directly relevant to assignment. Little identifiable preview, or preview is largely class material. Contains sentences that are neither preview nor thesis. | Thesis is completely unclear, not relevant, or missing entirely. No preview of argument. Paragraph consists largely of opinion, filler, or "contextualizing" material. |
| Body paragraphs andConcluding paragraph | Main points directly develop preview and explicitly link to thesis. No extraneous material is included. Accurate account of material from readings, restated in own words; any quotations are few, short, seamlessly integrated, and correctly referenced. Conclusion effectively restates argument.  | Main points develop preview, but not all are explicitly linked to thesis. Little to no extraneous material is included. Most information from readings is restated in own words, with errors being few and small; one quotation is somewhat too long, not well-integrated, or incorrectly referenced. Conclusion restates thesis but not full argument. | One or more points not clearly related to either preview or thesis. Extraneous material is included. Significant errors in material from readings; most information is quoted; two quotations are long, inaccurate, not well-integrated, or incorrectly referenced. Conclusion doesn't effectively capture thesis and/or argument. | Ideas have little or nothing to do with the assignment, and/or are poorly developed. Evident that reading material has not been understood. Body is largely stitched-together quotes, many of which may also be inaccurate. More than two references for quotations are missing. No conclusion, or mere repetition of intro.  |
| StructureTransitions | Logical progression of ideas with a clear argumentative structure. Transitions are graceful. | Logical progression of ideas; argumentative structure can be followed although it is not clearly developed. All transitions are present. | Some level of disorganization/lacunae disrupts progression of ideas. Argumentative structure not easy to follow. A transition is missing.  | High level of disorganization or large lacunae. More than one transition is missing. |
| SentencesDictionMechanicsFormat | Writing is clear, concise, and coherent.  Sentences are strong and expressive, with varied structure. There are no questions. Diction is consistently appropriate to formal writing. All language is accurate and used correctly. No errors in punctuation, spelling, capitalization. Essay has a title, author's name on each page, all pages numbered, 12 point font, easily legible print. | Writing is clear and coherent, but sometimes wordy. Sentences have varied structure.  There are no questions. Diction is usually appropriate to formal writing. No more than one philosophical or other word is inaccurate or used incorrectly. There are no more than two errors in punctuation, spelling, or capitalization. One format error. | Writing is clear, but sometimes lacks coherence or is often wordy. Sentences lack variety. One question appears. Diction is often inappropriate. Two philosophical or other words are inaccurate or used incorrectly. There are three to five errors in punctuation, spelling, or capitalization. Two format errors. | Writing is unclear, confusing, incoherent, or verbose. Contains fragments and/or run-on sentences. Two or more questions are included. Inappropriate diction. Three or more philosophical or other words are inaccurate or used incorrectly. Six or more errors in punctuation, spelling, or capitalization. More than two format errors. |

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