

Oryx and Crake Character Analysis Essay -

Assignment: Your task is to write a three page (five paragraphs – introduction, example from the beginning, middle, and end of the novel, conclusion) character analysis essay about a character in the short story Oryx and Crake. Once you have chosen a character to analyze, choose two adjectives or descriptive phrases which you can apply to the character – these are traits that the character possesses. You will organize the body of your essay around these traits.

Character Options: Snowman, Jimmy, Oryx, Crake

Heading: Standard MLA and a creative title

Introduction: In this first paragraph, you will introduce your character. Use an anecdote, a telling quote or incident from the short, or a summary of how the character changes throughout the short story to engage your reader. Remember: your first line must be interesting. Your intro should be roughly 5-6 good sentences.

Thesis Statement: This sentence is the last sentence of your introductory paragraph. This sentence will inform the reader what he or she will read in your essay.

MODEL THESIS: Ebenezer Scrooge, originally a greedy and selfish character, changes drastically after his ghostly experiences to become a selfless and kind soul. This is a good thesis because the reader knows the first body paragraph will show how Scrooge has changed throughout the novel.

BAD THESIS: In this essay, you will see how Scout is nice, young, and boyish. Remember, never write “in this essay” or “you” in formal compositions. Not to mention, these adjectives are weak – you can do better!

Body Paragraph #1: Your topic sentence includes appositive in your thesis statement to describe your character. You will support that topic sentence with two (2) examples from the book and 1 must be a quote. Your quote must be cited in MLA format. Make sure you explain the connection between the examples and the adjective.

Body Paragraph #2: Your topic sentence includes the change that you see your character making. You will support that topic sentence with two (2) examples from the book and 1 must be a quote. Your quote must be cited in MLA format. Make sure you explain the connection between the examples and the change.

Body Paragraph #3: Your topic sentence includes resolution of an internal conflict. You will support that topic sentence with two (2) examples from the book and 1 must be a quote. Your quote must be cited in MLA format. Make sure you explain the connection between the examples and the resolution.

Conclusion: Restate your thesis statement, but make sure you reword it. Provide some final thoughts about the character. This is the last paragraph I will read, so make it good (5-6 sentences).

Quotation Requirements: You must include the page number of the quotation and introduce or lead in the quotation properly. For example: When discussing Mrs. Dubose’s attitude, Atticus informs Jem,

“She’s an old lady and she’s ill. You just hold your head high and be a gentleman” (Harper 100). (Notice how I introduced the quotation, where I put the quotation marks, and how I noted the page number.)

Character Choices for Analysis: Please note that some characters will be easier to analyze than others in that there will be more situations and examples from the text to incorporate into your essay. If you are interested in choosing an unlisted character, clear it with the teacher first.

Guidelines:

- You need an introduction, three body paragraphs, and a conclusion.
- Your direct quotations should be no more than three lines long each.
- Use an MLA heading and page format
- The paper should be at least 2 typed pages long
- The paper must be typed; 12 point font; Times New Roman; one inch margins; double-spaced.
- You must have a Creative Title. “Scout” or something to that effect does not work.
- Include the planning sheet I gave you for your character along with your typed rough draft, peer edit, and rubric when you turn in your final copy.

Writing Tips You Must Follow (or lose points): Check and double-check your paper.

- Avoid contractions (can’t, won’t, etc) unless in a quotation
- Don’t use slang or common words (thing, stuff, etc), unless in a quotation
- Write only in third person. Don’t use “you” or “I.”
- Do not underline or put your title in quotations
- Use sentence variety (simple, compound, complex)
- Use specific, vivid, and detailed incidents and examples to support your thesis
- Fix all comma splice errors, run-ons, and sentence fragments.
- Run spell check, but remember that it won’t catch the wrong use of words (hear/here)
- Write in all present tense. Books never “end” – they continue on for a new reader.
- Fix all typing errors.
- Make sure all paragraphs are indented a half an inch
- Do not use “get” or “got.” Use stronger verbs!

Character Analysis Essay - Checklist

Heading & Format:

- ___ Standard MLA format.
- ___ Creative Title.
- ___ Do not underline or put own title in quotations, bold or larger size.
- ___ Paper is at least 3 pages long.
- ___ Paper is typed.
- ___ 12 point font.
- ___ Times New Roman.
- ___ One inch margins.
- ___ Double-spaced.
- ___ All paragraphs are indented ½ inch.

Introduction:

- ___ Use an anecdote, a telling quote or incident from the novel, or a summary of how the character changes throughout the novel to engage your reader.
- ___ First line must be interesting!
- ___ Intro should be 5-6 good sentences.
- ___ Novel title is italicized or underlined

Thesis Statement:

- ___ Last sentence of introductory paragraph.
- ___ Includes the character's name change.

Body Paragraph #1:

- ___ Topic sentence includes the appositive in thesis statement.
- ___ 1st example.
- ___ 2 nd example.
- ___ 1 quote (no longer than 3 lines).
- ___ Quote cited in MLA format.
- ___ Connection.

Body Paragraph #2:

- ___ Topic sentence includes the change listed in thesis statement.
- ___ 1st example.
- ___ 2 nd example.
- ___ 1 quote (no longer than 3 lines).
- ___ Quote cited in MLA format.
- ___ Connection.

Body Paragraph #3:

- ___ Topic sentence includes the resolution listed in thesis statement.
- ___ 1st example.
- ___ 2 nd example.
- ___ 1 quote (no longer than 3 lines).
- ___ Quote cited in MLA format.
- ___ Connection

Conclusion:

- ___ Restate (reword) thesis statement.
- ___ Final thoughts about the character.
- ___ 5-6 sentences. Writing Tips You Must Follow
- ___ Avoid contractions unless in a quotation.
- ___ Don't use slang or common words unless in a quotation.
- ___ Write only in third person.
- ___ Use sentence variety (simple, compound, complex).
- ___ Fix all comma splices & run-ons.
- ___ Fix sentence fragments.
- ___ Punctuation is accurate.
- ___ Run spell check.
- ___ Write in all present tense.
- ___ Fix all typing errors.

Rubric:

	Aspirational	Acceptable	Marginal	Unacceptable
Intro Paragraph Thesis Preview 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 and Concluding 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.
Structure Transitions	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.
Sentences Diction Mechanics Format	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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