**ENG 2P/D8 – *Little Brother* Essay Writing Assignment**

**The goal of this assignment is to have you work with your understandings of the themes found Cory Doctorow’s *Little Brother* and to develop a LITERARY ESSAY.**

**The Basics:**

* Work with the planning and outline sheets attached to help develop your ideas.
* Focus on developing a CLEAR and CONCISE thesis (academic) and then working to effectively prove the thesis in your paper (applied and academic).
* Use quotations from the text to support your argument.
* Focus on developing a logical and detailed argument that demonstrates skills in essay writing and an understanding of the text.
* *Applied students will be selecting their thesis from those provided by the teacher.*

**The Specifics:**

1. Use the ESSAY TOPICS SHEET to help guide in the development of a thesis (academic only).
2. Have your thesis approved by your teacher – this may take several edits (academic only).
3. Complete the ESSAY PLANNING SHEET to help focus in your ideas based on the thesis.
4. Complete the ESSAY OUTLINE SHEET to organize your ideas.
5. Write a rough copy of the essay and have it edited by a peer.
6. REPEAT STEP FIVE AT LEAST ONCE MORE.
7. Complete a PRELIMINAY DRAFT and submit it AND the two rough edits that led to this preliminary draft to your teacher for a FIRST ASSESSMENT.
8. Use the feedback from the FIRST ASSESSMENT to improve the writing and submit a FINAL DRAFT (accompanied by the roughs/edits/preliminary draft already assessed and returned to you) for final evaluation.

**The Checklist: *for what to hand in***

* Have I had my THESIS APPROVED by the teacher?
* Have I completed the ESSAY PLANNING SHEET?
* Have I completed the ESSAY OUTLINE SHEET?
* Have I completed TWO ROUGH DRAFTS with edits by peers?
* Have I completed the PRELIMINARY DRAFT and submitted it for teacher feedback?
* Have I completed the FINAL DRAFT using the suggestions/edits from the preliminary draft that the teacher gave me?
* Have I submitted the FINAL DRAFT along with all previous edits, including the preliminary draft the teacher gave me feedback for?

**The Marks:**

Students will be evaluated on the various steps of the creative process of essay development and on the final draft of the paper.

* Thesis development, essay planning and essay outline 15 marks
* Final submitted draft (including all rough edits) 100 marks

*See the attached LITERARY ESSAY RUBRIC for specific evaluation criteria and details.*

**STEP ONE – The Thesis:**

**ESSAY THESIS STATEMENTS (for Applied stream use):**

***Use one of the following thesis statements for your essay. {IF you would like to write on something different or alter the thesis statement options, please see your teacher for help and approval.}***

1. *The novel Little Brother by Cory Doctorow works to remind us of the importance of moral responsibility.*
2. *The character Marcus in the novel Little Brother by Cory Doctorow, is a young man who is a role model for youth today.*
3. *Although it is a piece of Science Fiction, Cory Doctorow’s Little Brother serves to remind us of the dangers of power in our own lives.*

**ESSAY TOPICS (for Academic stream use):**

***Use one of the following topics and develop a clear, concise thesis statement.***

1. *Doctorow’s exploration of the theme of human morality.*
2. *Doctorow’s use of the motif of beauty versus ugly as a method of exploring the theme of truth.*
3. *Doctorow’s use of the story as an exploration of the interplay of power, security and freedom.*

**­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STEP TWO – The Early Planning Steps:**

***Answer the following questions about the topic/thesis that you are exploring.***

1. What are TEN different quotations that you think actually address the ideas in the thesis? *They may not PROVE the thesis, but at least they relate to, or explore the ideas.*

*This is an important step as it allows you to come up with some initial ideas.*

|  |  |  |
| --- | --- | --- |
| *Page Reference* | *Full quotation (and basic context to help you remember where it occurs in the novel, and if it is a character’s thoughts or speech).* | *Why you have included it – how it relates to the topic you are writing about in the essay.* |
| *1* |  |  |
| *2* |  |  |
| *3* |  |  |
| *4* |  |  |
| *5* |  |  |
| *6* |  |  |
| *7* |  |  |
| *8* |  |  |
| *9* |  |  |
| *10* |  |  |

**Step Three: *Essay Outline Sheet***

***Use the ESSAY OUTLINE SHEET (supplied separately) to organize your ideas. Some important things to remember (and to check off to know you’ve met the requirements):***

* Do I fill in every section of the outline sheet?
* Do I include specific quotations (probably from my list above, but perhaps not if you find more after the initial prep work)?
* Do I have proper references in the outline so I don’t have to go back and find them during the actual writing process?
* Do I CONNECT EACH EXAMPLE back to the thesis by including a “what does this prove?” statement (as per the outline sheet instructions)?

**STEP FOUR – Writing the ROUGH DRAFTS and having them edited:**

***Complete all the steps of the draft-writing and editing process.***

* Do I use proper paragraph form?
* Do I ensure the argument is clear?
* Do I ensure my examples and quotations are linked back to the topic sentence of the paragraph?
* Do I ensure my examples and arguments actually prove my thesis?
* Do I integrate my quotations into the essay correctly?
* Have I also used the ESSAY ERRORS CHECKLIST to make sure I am not making avoidable errors?
* Have I had someone go over my essay and then explain to me what they think I’m proving? (This is a GREAT step, because IF my editor can’t explain back to me what I’m writing then I know I’ve messed up somewhere along the way.)
* Have I kept all my draft copies (minimum of two)?
* Do I use these draft copies as I prepare the PRELIMIARY DRAFT THAT MY TEACHER WILL READ?

**STEP FIVE – Writing the PRELIMINARY DRAFT that will be submitted to the teacher for feedback:**

***At this point, you need to WRITE A GOOD COPY THAT WILL BE CONSIDERED A PRELIMINARY DRAFT for your teacher to assess and use to give you feedback.***

* This draft MUST BE TYPED AND DOUBLE SPACED (do not simply hit return at the end of each page).
* This draft MUST be nearly perfect … there should not be avoidable errors, typos.
* This draft MUST be the result of previous drafts (not a totally new essay).
* This draft MUST reflect careful writing, analysis and thought about the topic.
* This draft MUST come in on time so that you can get the required feedback.
* This draft MUST come in accompanied by the thesis, planning and outline sheets completed prior to the rough drafts
* This draft MUST come in accompanied by the rough drafts that have been edited by your peers.

**STEP SIX – Creating the FINAL DRAFT that will be submitted to the teacher for final evaluation:**

***This is the final, “good copy” of the essay. It will need to be submitted in the following order:***

* Good copy on the top (include a title page with the ESSAY TITLE {not the novel title}, your name, your teacher’s name and the course code).
* Preliminary draft copy next
* Rough edits next
* Essay outline next
* Essay planning next
* Thesis planning next (academic)