

Frankenstein Formal Literary Essay:

Repetition and Doubling

Essential Questions

What makes us human? What makes us monstrous?

How do we define ourselves through and against others?

How can language be both liberating and limiting?



TOPIC

For this essay you will generate your own thesis related to some important or interesting aspect of Shelley's *Frankenstein*. Although this is a fairly "open" assignment (your thesis may cover nearly any topic we have discussed in class), your essay must meet the following criteria:

- It must have something to do with repetition or doubling;
- It must include a response to/discussion of an idea presented in Diane Johnson's Introduction;
- It must involve a close reading of the language of the novel.
- It must raise and address counterarguments.

DO NOT GO SEARCHING FOR IDEAS ONLINE. This is a sure-fire way to produce a non-original thesis that puts you at risk of plagiarism. Instead, use your class notes, handouts and homework assignments for thesis ideas. Choose a topic that you think is interesting and important. Choose a topic that you can support using the text of Shelley's novel and Johnson's Introduction.

Remember that a strong thesis needs to be argumentative, supportable, insightful, and specific. In order to make the strongest possible case, you will necessarily be raising counterarguments and refuting them.

FORMAT

- Four pages, double-spaced Times New Roman 12 point font, one-inch margins
- Complete heading on top of first page (name, date, assignment, and class/section)
- Relevant and interesting title of essay (not "*Frankenstein* Essay") listed at the top of the first page
- MLA (Modern Language Association) format used for all in-text citations

BRAINSTORMING, DRAFTING & REVISION

As you work to brainstorm a thesis and draft your essay, remember that this assignment requires a close reading of the novel. Outside research or reading beyond the scope of the novel and Introduction is off-limits. Be sure to complete all assignments on time, as we will be discussing and peer editing them in class.

LATE PAPERS & CONFERENCES

Papers will lose an entire letter grade for every day (not class meeting) they are late. If you know you will have problems getting a paper in on time, ask for an extension in advance and with an acceptable reason.

DUE DATES

Thesis: Tues, 3/18 Revised thesis + outline: Weds, 3/19 First draft: Fri, 3/21 Final draft: Tues, 3/25

Category	5 Exceptional	4 Skilled	3 Proficient	2 Developing	1 Inadequate
THESIS & ARGUMENT	The essay addresses the assigned topic and introduces an insightful thesis that is specific, argumentative, supportable and clearly expressed. The writer maintains a consistent focus on the thesis and effectively addresses all major counterarguments.	The essay addresses the assigned topic and introduces a compelling thesis that is specific, argumentative, supportable and clearly expressed. The writer maintains focus on the thesis and effectively addresses major counterarguments.	The essay addresses the assigned topic and introduces a thesis that is specific, argumentative, supportable and clearly expressed. The writer maintains focus on the thesis and addresses counterarguments.	The essay partially addresses the assigned topic. The essay contains an unclear or emerging thesis that suggests a vague position and/or focus. Some of the thesis is supportable, but may not be clearly expressed. The writer maintains partial focus on the thesis and unclearly addresses counterarguments.	The essay does not address the assigned topic. The essay contains an unidentifiable, vague, or completely unsupportable thesis. The writing is unfocused. Most or all counterarguments are not addressed.
EVIDENCE & ATTENTION TO LANGUAGE	The writer provides convincing and relevant textual evidence to back up the thesis and address all counterarguments comprehensively. The analysis of each piece of evidence is thorough, convincing, and relevant to the thesis. The essay displays a strong awareness of the language of each piece of evidence.	The writer provides sufficient and relevant textual evidence to back up the thesis and address all counterarguments. The analysis of each piece of evidence is thorough, convincing, and relevant to the thesis. The essay displays an awareness of the language of each piece of evidence.	The writer provides textual evidence to back up the thesis and address most counterarguments. The analysis of each piece of evidence is relevant to the thesis. The essay displays some awareness of the language of each piece of evidence.	The writer provides textual evidence in an attempt to back up the thesis and unclearly addresses counterarguments. Most analysis of evidence is relevant to the thesis. The essay displays little awareness of the language of the evidence provided.	The writer provides little or no textual evidence related to the thesis and does not address counterarguments. Analysis of evidence is lacking or largely unrelated to the thesis. The essay displays little or no awareness of the language of the evidence provided.
STRUCTURE & COHESION	The essay's introduction, body paragraphs, and conclusion are carefully structured to support the thesis. The writer strategically links the major sections of the essay and shows the relationships between the thesis, reasons, evidence and counterarguments.	The essay's introduction, body paragraphs, and conclusion have a structure that strongly supports the thesis. The writer links the major sections of the essay and identifies the relationships between the thesis, reasons, evidence and counterarguments.	The essay's introduction, body paragraphs, and conclusion have a structure that is aligned with the thesis. The writer links the major sections of the essay and implies the relationships between the thesis, reasons, evidence and counterarguments.	The essay's introduction, body paragraphs, and conclusion have a structure that partially supports the thesis. The writer attempts to link the major sections of the essay.	The essay's introduction, body paragraphs, and conclusion have a limited or unclear structure. The major sections of the essay are unclearly connected.
FORMAT, STYLE, CONVENTIONS & PROCESS	The writer uses an engaging and formal tone that is appropriate to the audience. The essay demonstrates an intentional use of standard English conventions of usage and mechanics, and an adherence to MLA formatting requirements. The writer demonstrates a thoughtful and effective use of the writing process.	The writer uses a formal tone that is appropriate to the audience. The essay demonstrates a use of standard English conventions of usage and mechanics, and an adherence to MLA formatting requirements. The writer demonstrates an effective use of the writing process.	The writer uses a formal tone. The essay demonstrates a use of standard English conventions of usage and mechanics, and an adherence to MLA formatting requirements. The writer demonstrates a use of the writing process.	The writer displays a limited awareness of formal or appropriate tone. The essay demonstrates some accuracy in standard English conventions of usage and mechanics, and an adherence to MLA formatting requirements. The writer demonstrates some use of the writing process.	The writer displays little awareness of formal or appropriate tone. The essay demonstrates some accuracy in standard English conventions of usage and mechanics, and an adherence to MLA formatting requirements. The writer demonstrates little use of the writing process.