**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The Catcher in the Rye**

**Essay**

**Instructions**

In Catcher in the Rye, J. D. Saligner portrays the life of a teenager getting through some rough life experiences. Among the themes favoured by the authors are depression, isolation, youth, identity and knowledge, to name only a few.

In this essay, you will have to discuss how **ONE** of these themes is promoted by Saligner.

* You have two classes (January 22nd and 23rd) to write the essay.
* BRING YOUR DICTIONARY + LINED PAPER IN CLASS.
* This is a 400 to 500-word essay. Meaningful words only.
* You will write three paragraphs, in addition to an intro and a conclusion.
* You will use the essay format previously posted (black image with colored dots).
* You will write a **good** thesis statement.
* You will NOT write long sentences: S + V + R.
* You will organize your ideas:
  + Avoid repetition
  + Maximize your chances to convince your audience
* Present your paragraphs in a logical order
* No subtitles. Only a title. Review MLA format on OWL Purdue.
* Indent first line of each paragraph.
* Double-spaced.
* You will use Simple Present only. Yes! Even though the story happens in the past! You are describing the story, not retelling the story.
* You will avoid making your text sound like it is a personal judgement (I, We, You vs Objectivity).
* Do not let emotions get in your explanations. By this, I mean your text should remain evidence-driven (= quotes).
* You will use 3 SHORT quotes, one per paragraph, to explain how your theme is portrayed.
* You can include simple quotes or speech figures, the later obviously making your argumentation stronger.
* All in all, you need to convince me that your theme is a major issue in the novel.

Before writing in class…

1. Choose a theme.
2. Find meaningful and related quotes or figures of speech. If you do not find interesting ones, you may still change your theme at that point.
3. Write your thesis. I can help you: office hours.
4. Complete the essay planner provided. On it, List your ideas, examples, explanations, and quotes. Organize all of this so it is powerful. Write keywords only, except for your thesis, which can be a full sentence.

In class…

1. Write your paragraphs.
2. Write your introduction and your conclusion.
3. Edit your text. Use a dictionary.
4. Using ink, write a final copy I WILL BE ABLE TO READ. No rough work will be graded.

**Figurative Language**

|  |  |  |
| --- | --- | --- |
| Alliteration | The repetition of usually initial consonant sounds in two or more neighboring words or syllables. | Peter Piper picked some peppers. |
| Cliche | A word or phrase that has become very familiar | No pain, no gain |
| Hyperbole | A humorous exaggeration | My house is so large I need a map to find my room. |
| Idiom | A phrase that has, altogether, a different figurative meaning compared to the addition of the literal sense of each word it is make of. | Break a leg! |
| Metaphor | Comparison of two elements without explicitly using the words “like” or “as” | Sophie is an angel. |
| Personification | Giving an object or a concept human qualities. | The wind started to dance, outside. |

Evaluation Grid

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A | B | C | D | E |
| C2 |  |  |  |  |  |
| Use of knowledge from texts appropriate to the task | Student used very relevant quotes to support the thesis statement. | Student used relevant quotes to support the thesis statement. | Student used somewhat relevant quotes to support the thesis statement. | Student used only one relevant quote to support the thesis statement. | Student didn’t use relevant quotes to support the thesis statement. |
| Understanding of text. | Discussion of theme shows student has well understood and read the book. | Discussion of theme shows student has understood and read the book. | Discussion of theme shows student has somewhat understood the book. | Discussion of theme shows student has not understood the issues of the book. | The essay lets the teacher think that student has not read the book. |
| c3 |  |  |  |  |  |
| Student can use simple present. | 0-2 | 3-5 | 6-10 | 11-16 | 17+ |
| Sentences are built with a correct structure. | s+v+r  Never too long.  Easy to understand.  Markers all make sense. | s+v+r  Never too long.  Quite easy to understand.  Most markers make sense. | s+v+r  Sometimes too long.  Difficult to understand.  Some markers do not make sense. | Structures are wrong and it makes the text too difficult to read, even after 2 times.  Many markers do not make sense. | Text would never be understood by and native speaker of English. |
| Basic mistakes such as punctuation, plurals, spelling and pronouns have been avoided. | 0-2  Mistakes do not hinder comprehension. | 3-5  Mistakes do not hinder comprehension. | 6-10  Mistakes do not hinder comprehension. | 11-16  Mistakes make the text confusing. | 17+  Mistakes make the text very confusing. |
| Student respected the prescribed format and style for an essay. | All requirements | All requirements, but one or two. | All requirements, but 3 or 4. | Many items are missing.  Text is not as prescribed. | Off-topic.  Wrong type of text. |
| Student ends the introduction paragraph with a thesis statement. | Yes, ad it’s excellent. | Yes | Yes, but it is somehow confusing. | No. | No. |