

NARRATIVE PAPER:

"TWENTY-FIRST CENTURY TALES PROLOGUE" NARRATIVE (70 pts.)

(rev. term 1 2007)

Brief Description:

For this paper imagine you are, like Chaucer, a member of a group of characters (yourself and three others) who will gather for a specific purpose at a particular modern time and place. As the narrator, you cannot be yourself; create a new name, age, personality, attitude toward life, occupation, etc, etc. In fact, you do not even have to be a human being! You may be an object with a very human-like personality, attitude, outlook on life.

Through your characterization of the other three characters, you, like Chaucer should clearly characterize your narrator. Try to be blatant in your attempt to be "non-judgmental," but by the time the paper ends, you should have given your reader a good picture of what **you** (the narrator) really think about each of the other characters, as well as what you'd like **the reader** to **feel** or **think** about each character. Make sure that your narrator's attitude to the others is evident through your descriptions of the characters based on appearances as well as interpretations plus your narrator's interactions with them individually--all, of course, based on your narrator's own life experiences, biases, attitudes, etc.

Overview of Requirements:

CONTENT

1. The paper must be given an original title which creatively reflects the content.
2. Organization must be undeniably present. A five-paragraph paper works well, with an introduction, a paragraph for each character, and a conclusion. You may, however, choose to develop your own organizational structure which naturally complements and enhances content.
3. Your introduction establishes your narrator's personality, voice and background, describes a setting and a purpose for meeting the characters and serves as a prelude of what's to come.
4. Fully develop three characters representing at least two societal levels. Each character may be given his/her own paragraph; however, organization must be undeniably present and arise naturally from the content. The characters may but need not interact with one another. Narrator's attitude toward characters must be crystal clear. **N-ATT**
5. Varied, precise, and significant details must be used to fully develop the story line, characters and narrator in subtle, sophisticated and memorable ways. Be sure to appeal to the five senses in your descriptive details. As Chaucer did, you must include a variety of "methods of characterization" such as those employed in the "General Prologue" to create the pilgrims' characters.

The minimum requirement is at least five of the following:

methods of characterization

grading abbrev. used

a) physical appearance	APP
b) clothes	CL
c) personal possessions	POSS
d) background (occupation, geographic roots)	BACKG
e) personality (traits, typical actions, beliefs)	PERS
f) actions which establish his/her character	ACT
g) diction (word choices, dialect, slang, etc.)	DICT
h) reactions of others to the character	REACT

6. In closing, sum up the narrator's experiences and thoughts about the characters **AND** include linking/bridging material which serves as a transition to the first tale that might have been told.

STYLE

1. Must be written in the persona of an original narrator whose voice and life story are different from your own (but can be inspired by others and events in your life).
The sentence structure must clearly differentiate narrator voice **from** the other characters' voices **as well as** author voice and style. **VOICE**
2. The narrator voice must be developed with precise, subtle word choice which conveys the complexities of human behavior.
3. Verb tense can be present (as it's happening) or past (as if the meeting and telling of the tales is now history, and you are reflecting on all of it).
4. Imitate Chaucer's way of giving us an attitude toward each character as well as toward your narrator's own self, but do it subtly. **N-ATT**

WRITING CONVENTIONS

1. Three to five double-spaced typed pages
2. Minimum of five paragraphs (sections)
3. The paper must demonstrate control of conventions that is skilled in nuances and enhances the paper's purpose as well as employ varied prose strategies.
4. The paper must be technically accurate, showing clear evidence of editing. Observe all MLA manuscript form requirements. If you use dialogue consult class hand-outs for the proper MSF.

EXTRA-CREDIT CHALLENGES

You may earn up to three extra credit points on this paper.

1. Use five extra-credit vocabulary words (box them in) (+1ec for using 5 correctly)
2. Use Chaucer's poetic form--iambic pentameter in rhyming couplets! (up to +2 ec)
3. Write the first tale one of the three characters might tell!!
The tale must, of course, "suit the teller" and "tell a moral lesson" (+1 to +3 ec).

BRIEF DESCRIPTION OF WHAT AN EXCELLENT CT PAPER CONTAINS

content

- Varied, precise, and significant details fully develop the story line, characters and narrator in subtle, sophisticated and memorable ways.
- Organization is undeniably present, naturally complementing and enhancing content.

style

- Narrator voice is developed with precise, subtle word choice which conveys the complexities of human behavior.
- Sentence structure clearly differentiates narrator voice from author voice and style.

conventions

- The paper demonstrates flawless control of writing conventions that is skilled in nuances and enhances the narrative.

"TWENTY-FIRST CENTURY TALES PROLOGUE" PAPER GRADING SHEET (70 pts.)

STUDENT(S) COMMENTS ON DOING THIS PAPER:

What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like!

•YOU MUST ATTACH A SEPARATE SHEET OF PAPER ADDRESSING SOME OR ALL OF THESE QUESTIONS!!

/40 **CONTENT**

1. **Opening paragraph**
5 •Opening ¶ includes setting description/narrator introduction/purpose for meeting is established/inviting/well-developed/sets the stage for paper

2. **Character #1** name/descrip. = _____

7 1. Chaucer 's METHODS OF CHARACTERIZATION (at least five = 1 pt)

1 **STUDENT-** -circle below the ones you used!

- ___ a) **APP** physical appearance
- ___ b) **CL** clothes , style of dress
- ___ c) **POSS** personal possessions
- ___ d) **BACKG** background (occupation, geographic roots)
- ___ e) **PERS** personality (character traits , typical actions, beliefs)
- ___ f) **ACT** actions which establish his/her character
- ___ g) **DICT** diction (word choices, dialect, slang, etc.)
- ___ h) **REACT** other characters' reactions to him/her

2. **CHARACTER #1 DEVELOPMENT**

5 •the extent and depth to which the character is fully developed (Personality, attitudes towards life and self, etc. are clearly brought out)

3. Narrator's attitude toward the character is obvious. **N-ATT**

1

2. **Character #2** name/descrip. = _____

7 1. Chaucer 's METHODS OF CHARACTERIZATION (at least five = 1 pt)

1 **STUDENT-** -circle below the ones you used!

- ___ a) **APP** physical appearance
- ___ b) **CL** clothes , style of dress
- ___ c) **POSS** personal possessions
- ___ d) **BACKG** background (occupation, geographic roots)
- ___ e) **PERS** personality (character traits , typical actions, beliefs)
- ___ f) **ACT** actions which establish his/her character
- ___ g) **DICT** diction (word choices, dialect, slang, etc.)
- ___ h) **REACT** other characters' reactions to him/her

___ 2. CHARACTER #2 DEVELOPMENT

- 5 •the extent and depth to which the character is fully developed
(Personality, attitudes towards life and self, etc. are clearly brought out)

___ 3. Narrator's attitude toward the character is obvious **N-ATT**

1

___ 2. **Character #3** name/descrip. = _____

7 ___ 1. Chaucer's METHODS OF CHARACTERIZATION (at least five = 1 pt)

1 **STUDENT-** -circle below the ones you used!

- ___ a) **APP** physical appearance
___ b) **CL** clothes , style of dress
___ c) **POSS** personal possessions
___ d) **BACKG** background (occupation, geographic roots)
___ e) **PERS** personality (character traits , typical actions, beliefs)
___ f) **ACT** actions which establish his/her character
___ g) **DICT** diction (word choices, dialect, slang, etc.)
___ h) **REACT** other characters' reactions to him/her

___ 2. CHARACTER #3 DEVELOPMENT

- 5 •the extent and depth to which the character is fully developed
(Personality, attitudes towards life, self, etc. are clearly brought out)

___ 3. Narrator's attitude toward the character is obvious (N-ATT)

1

___ 5. **Characterization of narrator** **NARR**

- 5 •the extent and depth to which the NARRATOR is fully developed
(Personality, attitudes towards life and self, etc. are clearly brought out)

___ 6. **Closing paragraph**

- 5 •Closing ¶ sums up narrator's experiences or thoughts
•Closing ¶ must also clearly serve as a transition to the first tale supposedly told
by the first character (whether or not you choose to write a first tale).

___ 7. **ORGANIZATION**

4

___ Organization is undeniably present, naturally complementing and enhancing
-1 to -3 the content.

___ Transitions are used effectively between and within paragraphs to promote
-1 to -3 coherence.

/10 **STYLE**

_____ 1. **CREATIVITY/ORIGINALITY**

- 4 •the narrative creatively and effectively offers an engaging and refreshing storyline, complete with a narrator and characters who are interesting and original

_____ 2. **VOICE**

- 3 •the extent to which narrator VOICE is developed with precise, subtle word choice which conveys the complexity of human behavior

_____ 3. **SENTENCE STRUCTURE**

- 3 •sentence structure is purposeful, well-crafted and clearly differentiates narrator voice from other characters' voices from author's own personal voice and style

/20 **WRITING CONVENTIONS**

/5 **MANUSCRIPT FORM (MSF)** (all errors are -1)

You can buy back up to /5 msf pts. by making corrections.

/5 **TECHNICAL ASPECTS**

You can buy back up to /15 technical pts. by making corrections.

_____ AWKWARD word choice awk (-1)

_____ AGREEMENT faulty subject-verb agreement or pronoun-antecedent agreement agr (-1)

_____ CAPITALIZATION cap/lc (-1)

_____ EXACT WORD word chosen is not precise or correct to convey clear meaning ew (-1)

_____ FRAGMENTS frag (-2)

_____ HOMONYM ERRORS H (-1) AND H no excuse (-2)

_____ MISPLACED MODIFIER mm (-1)

_____ PUNCTUATION--COMMAS pc (-1)

_____ PUNCTUATION--APOSTROPHES pa (-1)

_____ PUNCTUATION--OTHER pend & psc & pco & pund & pq & pd/h AND syl [ALL (-1)]

_____ PRONOUN CASE pro case (-1)

_____ REFERENCE UNCLEAR ref (-1)

_____ RUN-ONS ro (-2)

_____ SPELLING sp (-1) AND sp no excuse (-2)

_____ TENSE t (-1)

+ ___/3

EXTRA CREDIT (circle below the ones you did!)

- a. use of 5 vocab. words (box them in)---worth up to +1
- b. written in iambic pentameter in rhyming couplets--worth up to +2
- c. tale included for one of the characters which suits him/her AND tells a moral lesson--
worth up to +3

___/70

PRELIM.TOTAL = _____ PRELIM. GRADE

However, if you receive full credit for buybacks your new score would be ___/70 = grade

___/-1 off total

SECURITY COPY NOT ATTACHED

TEACHER COMMENTS:

+ positives

- suggestions

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