Freshman English

Othello: Written Response, Act 3

For today’s work, I am asking you to develop a response addressing the prompt below. You should begin your response with a topic sentence that functions as a thesis that you can fully address in the paragraph and support with evidence from the play.

* Step 1: **Review.** Break down the question and make sure you understand what it is asking. Annotate or take notes to help with this.
* Step 2: **Brainstorm**. Generate a list of ideas as it relates to the question to develop a thesis and subtopics that explain how and why for your claim. This is a critical part of moving you toward a strong, focused claim—do not skip this part. You might return to your list on what makes a good leader to help you get started here.
* Step 3: **Write**. Craft a response that begins with your thesis statement and that uses textual evidence to support your claim. Be sure that you are carefully integrating and citing your evidence. Your analysis should clearly explain how the quote supports your claim—highlight specific words/phrases in the quote to do this.
* Step 4: **Edit**. Review your work. Check to make sure that you have any errors in terms of spelling, citing and personalization, etc.

**Prompt: Who makes a better leader: Iago or Othello? Why?**

Be sure that your “so what” is a big enough conclusion that you can fully support it (and that it goes beyond plot). *Hint: Your thesis will be that one of the two characters is a better leader with a because clause that gives a bigger reason why. Use your thematic subtopic to address how and why that “so what” makes someone a good leader.*

Scoring Guide

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|  | **Excellent** | **Good** | **Satisfactory** | **Still Getting Started** |
| **Thesis/claim** | Complete with a topic, strong opinion and clear so what/why/because. Polished, sophisticated and uses precise language. | Complete with a topic, an opinion, and a so what clause but one part is more vague. Polished and clear language. | Missing one of the parts of a thesis. Language needs to be clearer. | Does not addressed the assigned question. Does not include a thesis statement. |
| **Selection of evidence** | Chooses evidence of appropriate length that supports claim and is a strong quotation choice. | Chooses evidence of appropriate length that supports the claim somewhat but choice could be stronger. | Uses evidence but it does not support the claim or is too long or too short. | Does not include textual evidence. |
| **Setting up context** | Provides concise (specific, brief, and to the point) context—naming who is speaking to whom and when—to introduce each quotation. | Provides some context to introduce the quotation such as speaker and setting, but may need to add more information. | Does not provide appropriate or relevant context—may include too much information and/or may not include the speaker or setting. | Does not provide context or simply lists the source. |
| **Use of signal phrase** | Transition from the context to the evidence is accurate and precise and makes use of a strong signal phrase. | Transition from context to evidence is present and uses a signal phrase. Phrase could be clearer or more precise. | Transition is awkward or incomplete; signal phrase is present, but may not name who is speaking. | Lacks transition; signal phrase is missing. |
| **Analysis** | Analysis clearly and logically explains how the quotation proves the claim; breaks down quote rather than restating it. | Analysis partially explains how the quotation proves the claim; does not break down quote but does begin to link it to thesis. | Analysis does not logically explain how the quotation proves the claim; does not show a link to the thesis. | No analysis provided. |
| **Citation** | Citation is correct. | Citation has a minor error. | Citation is present but form is not. | Citation is missing. |