**Written Task #2**

**ENG 3U9**

**Objectives:**

* Demonstrate knowledge and understanding of a range of texts
* Demonstrate the ways in which the production and reception of texts contribute to their meanings
* Demonstrate an ability to use terminology relevant to the various text types studied
* Demonstrate an ability to evaluate conflicting viewpoints within and about a text
* Demonstrate oral and written forms of the language, in a range of styles, registers and situations
* Reflect in greater depth the values, beliefs, and attitudes that are implied in the texts studied

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| **Topics** | **Prescribed Questions** |
| **Reader, Culture and Context**  - Consider text’s meaning by determining the reader and the cultural context  - Interpretation of a text is dependent on the readers’ and producer’s cultural identity; age, gender, social status, their historical and cultural setting of the text and its production; aspects of language and translation | How could the text be read and interpreted differently by two different readers? |
| If the text had been written in a different time or place or language or for a different audience, how and why might it differ? |
| **Power and Privilege**  - Consider how and why social groups are represented in texts in particular ways  - Consider those excluded from or marginalized in a text or whose voices are silenced  - Social groups include women, adolescents, senior citizens, children, immigrants, ethnic minorities, professions | How and why is a social group represented in a particular way? |
| Which social groups are marginalized excluded or silenced within the text? For what purposes and for what effect? |
| **Text and Genre**  -certain textual features belong to a particular genre and can be identified by a particular reader or audience  -writers make use of, or deviate from, particular conventions of genre in order to achieve particular effects  -explore how texts borrow from other texts and how texts can be re-imagined or restructured  -conventions of genre include structure, storyline, characterization, stylistic devices, tone, mood, atmosphere, register, visual images and layout | How does the text conform to or deviate from the conventions of a particular genre, and for what purpose? |
| How has the text borrowed from other texts, and with what effects? |

**Step 1 – Outline:**

* the prescribed question that has been chosen
* the title of the text(s) for analysis
* the part of the course to which the task refers
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* The part of the course to which the task refers (must be Part 2 Language and Mass Communication)
* Three or four key points that explain the particular focus of the task
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* the part of the course to which the task refers
* three or four key points that explain the particular focus of the task

**Step 2 – Write the paper**

**Formatting Guidelines:**

* Use MLA format for your font, spacing, margins, citations and reference page.
* Reference all sources you use, including the text that you are analyzing
* Formal essay, clearly structured, with an introduction, clearly developed ideas or arguments and a conclusion
* 800-1,000 words

**Written Task #2 Outline**

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| **Question** | **Answer** |
| What is your name? |  |
| What part of the course does your analysis fall under? | Part #2 Language and Mass Communication |
| What topic is the focus of this task? |  |
| What is the title of the text you are using as the basis of your analysis? |  |
| Write the question you are answering. |  |
| Thesis statement |  |
| Key point 1 |  |
| Key point 2 |  |
| Key point 3 |  |

**Written Task #2 Rubric**

**Criterion A - Outline - 2 marks**

For the critical response, students are asked to write a brief outline of the task that includes the following:

* The prescribed question to which the task refers
* The title of the text, or texts, that the student analyzes
* The part of the course to which the task corresponds (Parts 2 Language and Mass Communication)
* Four or more bullet-points that explain the content of the task

Does the outline of the written task clearly highlight the particular focus of the task?

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| 1 | The outline partially highlights the particular focus of the task |
| 2 | The outline clearly highlights the particular focus of the task |

**Criterion B - Response to question - 8 marks**

To achieve top marks for this criterion, students must explore all of the implications of the prescribed question chosen. The critical response must be focused on and relevant to the prescribed question. Furthermore, the response is supported by well-chosen examples from the text(s).

To what extent is an understanding of the expectations of the question shown?

How relevant and focused is the response to the expectations?

Is the response supported by well-chosen references to the text(s)?

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| 1-2 | The student has a superficial understanding of the expectations of the question. Ideas are frequently irrelevant and or repetitive. The response is not supported by references to the text(s). |
| 3-4 | There is mostly adequate understanding of the expectations of the question. Ideas are generally relevant and focused. The response is generally supported by references to the text(s). |
| 5-6 | There is good understanding of the expectations of the question. Ideas are mostly relevant and focused. The response is mostly supported by well-chose references to the text(s). |
| 7-8 | There is thorough understanding of the expectations of the question. Ideas are relevant and focused. The response is fully supported by well-chosen references to the text(s). |

**Criterion C - Organization and argument - 5 marks**The response must be well organized and effectively structured in order to score top marks for this criterion. The response should make a case and develop it thoroughly.

How well organized is the task? How coherent is the structure? How well developed is the argument of the written task? **Remember:** The critical response must be 800 -1,000 words. If this is not the case 2 marks will be deducted for Criterion C.

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| 1 | Little organization is apparent; the task has little structure and the argument is poorly developed. |
| 2 | Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development. |
| 3 | The task is organized, and the structure is generally coherent. There is some development of the argument. |
| 4 | The task is well organized; the structure is mostly coherent and the argument is clearly developed. |
| 5 | The task is effectively organized; the structure is coherent and the argument is effectively developed. |

**Criterion D - Language and style - 5 marks**  
The response must be written effectively and accurately. Students should use an academic register and strong style.

How effective is the use of language and style?

How appropriate to the task is the choice of register and style?

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| 1 | There is little clarity, with many basic errors; little sense of register and style |
| 2 | There is some clarity, though grammar, spelling and sentence structure are often inaccurate; some sense of register, style and appropriate vocabulary |
| 3 | The use of language and style are generally clear and effective, though there are some inaccuracies in grammar, spelling and sentence construction; generally appropriate in register, style and vocabulary. |
| 4 | The use of language and style are clear and effective, with a good degree of accuracy, sentence construction and vocabulary are varied; showing a growing maturity of style; the register is appropriate |
| 5 | The use of language and style are very clear and effective, with a very good degree of accuracy; sentence construction and vocabulary are good; the style is confident and the register effective. |