*Children of Men* Analysis Assignment

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

Using the sub-genre chart, the *Children of Men* Study Guide, and your own notes, write a two-page analysis of how one of the characters exemplifies a theme of the film. Be sure to discuss elements of science fiction and its subgenres.

Format

* Times New Roman 12 point font
* MLA format (double-spaced, 1” margins, heading and header with page number)

Essay Writing Reminders

* Carefully examine the rubric.
* Use analytical elements such as theme, symbolism, setting, internal/external characterization, metaphor, analogy, sound, and camera angles.
* Use a formal register. This is not a text message; it is an academic paper.
* Proofread out loud before turning in.
* This paper does not require citations; use specific scenes as concrete details (CDs).
* Strong, analytical commentary (CMs) discusses HOW elements function and WHY they are important to theme/thesis.   
  i.e.:   
  TS: The recurring symbolism of the animals reinforces Theo as a responsible and empathetic person.   
  CD/CM: The kitten crawling up his leg at the safe house is showing Theo’s intrinsic nurturing personality; the kitten trusts him just like Kee will.  
  CD/CM: Animals surround Theo for the entire film. This shows that even in the most traumatic times, human beings are capable of kindness.

GRADING RUBRIC FOR WRITING

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| **CATEGORY** | **A** | **B** | **C** | **D** |
| **Introduction/**  **Thesis**  **\_\_\_\_** | \***exceptional introduction** that grabs interest of reader and states topic.  \*\***thesis is exceptionally clear**, arguable, well-developed, and a definitive statement. | \***proficient introduction** that is interesting and states topic.  \*\***thesis is clear** and arguable statement of position. | \***basic** introduction that states topic but lacks interest.  \*\***thesis is somewhat** clear and arguable. | \***weak** or no introduction of topic.  \*\***paper’s purpose is unclear**/thesis is weak or missing. |
| **Quality of Information/**  **Evidence**  **\_\_\_\_** | \***paper is exceptionally** researched, extremely detailed, and historically accurate.  \*\*information clearly relates to the thesis. | \*information **relates** to the main topic.  \*\*paper is well-researched in detail and from a variety of sources. | \*information **relates to the main topic, few details and/or examples** are given.  \*\*shows a limited variety of sources. | \***information has little or nothing** to do with the thesis.  \*\*information has weak or no connection to the thesis. |
| **Support of Thesis/Analysis**  **\_\_\_\_** | \***exceptionally critical, relevant and consistent** connections made between evidence and thesis.  \*\*excellent analysis. | \***consistent connections** made between evidence and thesis  \*\*good analysis. | \***some connections** made between evidence and thesis.  \*\*some analysis. | \***limited or no connections** made between evidence and thesis.  \*\*lack of analysis. |
| **Organization/**  **Development of Thesis**  **\_\_\_\_** | \***exceptionally clear, logical**, **mature, and thorough development of thesis** with excellent transitions between and within paragraphs. | \***clear and logical order that supports thesis** with good transitions between and within paragraphs. | \***somewhat clear and logical development** with basic transitions between and within paragraphs. | \***lacks development of ideas** with weak or no transitions between and within paragraphs. |
| **Conclusion**  **\_\_\_\_** | \***excellent summary of topic** with concluding ideas that impact reader.  \*\*introduces no new information. | \***good summary** of topic with clear concluding ideas.  \*\*introduces no new information. | \***basic summary** of topic with some final concluding ideas.  \*\*introduces no new information. | \***lack of summary** of topic. |
| **Style/Voice**  **\_\_\_\_** | \***style and voice are not only appropriate** to the given audience and purpose, but also show originality and creativity.  \*\***word choice is specific, purposeful, dynamic and varied.**  \*\*\*sentences are clear, active (subject-verb-object), and to the point. | **\*style and voice appropriate** to the given audience and purpose.  \*\***word choice is specific and purposeful, and somewhat varied throughout.**  \*\*\*sentences are mostly clear, active (SVO), and to the point. | \***style and voice somewhat appropriate** to given audience and purpose.  \*\***word choice is often unspecific**, generic, redundant, and clichéd.  \*\*\*sentences are somewhat unclear; excessive use of passive voice. | \***style and voice inappropriate** or do not address given audience, purpose, etc.  \*\***word choice is excessively redundant**, clichéd, and unspecific.  \*\*\*sentences are very unclear. |
| **Grammar/Usage/**  **Mechanics**  **\_\_\_\_** | \***control** of grammar, usage, and mechanics.  \*\*almost entirely free of spelling, punctuation, and grammatical errors. | \*may contain **few** spelling, punctuation, and grammar errors. | \*contains **several** spelling, punctuation, and grammar errors which detract from the paper’s readability. | \*so **many** spelling, punctuation, and grammar errors that the paper cannot be understood. |

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| **Citation Format**  ***\_\_\_\_*** | ***\**conforms to MLA rules** for formatting and citation of sources are perfect***.***  \*entries **entirely correct** as to MLA format. | \***conforms to MLA rules** for formatting and citation of sources with minor exceptions.  \***entries mostly correct** as to MLA format. | \***frequent errors** in MLA format. | \***lack** of MLA format/numerous errors. |