

Hi

Confederative

7/12

Ice Rubric

|                                                             | Excellent (4)                                                                                                                                                                                                                                                                       | Good (3)                                                                                                                                                                                                                                                                   | Needs Improvement (2)                                                                                                                                                                                                                                                                                                                                             | Unacceptable (1)                                                                                                                                                                                                                                                                                                                                                                                                            | Not Scored (0)                                                                                              |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Strength of Argument and Understanding of the Prompt</b> | <p>The writer clearly demonstrates an understanding of the prompt.</p> <p>- Thesis presents an argument that is clear, nuanced, and can be found in the introduction.</p> <p>- The thesis is supported with concrete, substantial and relevant evidence or examples throughout.</p> | <p>- Thesis presents an argument that is clear, but could be more nuanced.</p> <p>- It is found in the introduction or another clearly identifiable place.</p> <p>- The writer demonstrates understanding of the prompt but sometimes provides irrelevant information.</p> | <p>- Writer has a controlling idea present in analysis, but that idea is never explicitly stated in a thesis statement.</p> <p>- The thesis is supported with evidence, but that evidence is weak, unclear, or repetitive.</p>                                                                                                                                    | <p>- No thesis is present.</p> <p>- Support for thesis is off-topic or non-existent.</p> <p>- Text is copied straight from the text or shows no evidence that student has read the prompt/article and is off topic.</p>                                                                                                                                                                                                     | <p>- Essay is incomprehensible.</p> <p>- Essay is in a language other than standard English or is blank</p> |
| <b>Development of Ideas and Organizational Structure</b>    | <p>- Writing has a compelling opening, an informative middle, and satisfying conclusion.</p> <p>- Transitions move reader seamlessly. Contains a progression of ideas with clear connections.</p>                                                                                   | <p>- Writing has a beginning, middle and end.</p> <p>- It is generally organized, but could be more focused.</p> <p>- Transitions are present and mostly contain a progression of ideas.</p>                                                                               | <p>- Ideas rely heavily on text (essay is mainly summary, quotes, paraphrase); minimal display of integration of writer's responses and limited original support</p> <p>- Writing is organized but sometimes gets off topic.</p> <p>- Transitions are clumsy and unhelpful; transitions do not contribute to the flow of ideas.</p>                               | <p>- Writing is aimless and disorganized.</p> <p>- No transitions are present.</p> <p>- Text is copied straight from the text or shows no evidence that student has read the prompt/article and is off topic.</p>                                                                                                                                                                                                           | <p>- Essay is incomprehensible.</p> <p>- Essay is in a language other than standard English or is blank</p> |
| <b>Clarity and Command of English Conventions</b>           | <p>- Sentences are clear, purposeful, and vary in length.</p> <p>- Writer uses correct grammar, spelling, and punctuation.</p> <p>- Word choice is striking, natural, varied and vivid.</p> <p>- Overall, standard usage is appropriate for on-demand draft writing.</p>            | <p>- Word choice is adequate, but occasionally is too casual.</p> <p>- May contain some errors in mechanics, but they do not interfere with comprehension.</p> <p>- Overall, standard usage is on-level for on-demand draft writing.</p>                                   | <p>- Writer's sentences are sometimes awkward.</p> <p>- Enough grammar, spelling and punctuation errors are present to distract the reader. Several fragments, run-ons, and subject-verb agreement errors are present.</p> <p>- Word choice or usage is often inappropriate.</p> <p>- Overall, standard usage is not appropriate for on-demand draft writing.</p> | <p>- Many run-ons, fragments and awkward phrasing make the writer's essay hard to read.</p> <p>- Word choice is limited by using the same words over and over, and some words are confusing to the reader.</p> <p>- Text is copied straight from the text or shows no evidence that student has read the prompt/article and is off topic.</p> <p>- Overall, standard usage is unacceptable for on-demand draft writing.</p> | <p>- Essay is incomprehensible.</p> <p>- Essay is in a language other than standard English or is blank</p> |



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ESOL 0054-1002

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## Frankenstein

Frankenstein is a novel written by English author Mary Shelley. This novel is popular among readers. It is difficult to accept that "The Curse of Frankenstein" depends on Mary Shelly's epic, since they contrast from various perspectives. The most significant change occurs toward the start of the novel. It starts with the flashback to Victor Frankenstein's life, and one of the primary things he says is that his dad passed on when he was just ten years of age; that he is the remainder of the Frankenstein family. He has no siblings, no Elizabeth (until some other time, and in an alternate way), and no guardians. The nonappearance of family majorly affects his ethics. In the novel, Frankenstein's loved ones keep him upbeat and at any rate a tad grounded, yet in addition makes him insane. Without them, he can all the more effectively center around his interests and be relentless about the outcomes of his exploration.

Toward the start of Mary Shelly's "Frankenstein", when Victor recounts his youth, he discusses two things: his family and his affection for science. On science, "Interest, sincere research to become familiar with the shrouded laws of nature, joy much the same as joy, as they were unfurled to me, are among the soonest sensations I can recall" (Shelly 28). This shows his enthusiasm for science began early and strongly. Then again, he burns through the greater part of these early on sections discussing his family, Clerval, and their inclinations. He talks incredibly affectionately of his youth, "No human could have passed a more joyful adolescence than myself" (Shelly 28). All through the novel, he generally discovers comfort when he is

This is more of a summary.  
 You need to write about the alternate ideas, how you know they exist, why they're important to be aware of

no thesis.  
 you need to explain the alternate ideas

encompassed by one of his family, for example, when Clerval goes along with him at Ingolstadt or when he resigns home during and after Justine's preliminary. When with Clerval, Frankenstein's discouraged state of mind and insanity are briefly lifted. Furthermore, his musings of wedding Elizabeth comfort him and will him to proceed with whatever his commitment, "For myself, there was one reward I guaranteed myself for my hated works – one reassurance for my unmatched sufferings; it was the possibility of that day when, emancipated from my hopeless servitude, I may guarantee Elizabeth, and overlook the past in my association with her" (Shelly 173). Frankenstein's family keeps his logical interests and feelings within proper limits.

While seeking after his interests, Frankenstein returns back to contemplations of his family. Their help and general presence make Victor think about the outcomes of his activities. Frankenstein would have never kept or even made the beast in his home because of a paranoid fear of the consequences for his family. In "The Curse of Frankenstein", Krempe cautions of the conceivable malevolence of the beast, yet Victor endures on the grounds that his examinations are a higher priority than all else. In Mary Shelly's epic, Frankenstein's family is his top need, and he could never fantasy about placing them in peril. The danger to his family is a piece of the explanation that Frankenstein is made distraught by the beast. He is stressed over what his beast is equipped for after its creation, yet just becomes immersed by his feelings towards it after it murders his sibling William. Upon his revelation that the beast was the killer, he thinks, "I considered the being whom I had thrown among humankind, and blessed with the will and capacity to impact reasons for ghastliness, for example, the deed which he had now done, and compelled to pulverize such was of high repute to me" (Shelly 77). This is just the beginning of the blame and dread that Frankenstein feels about his beast. In light of the danger to his family,

the creation on the beast makes Victor frantic. Without a family to stress over, the malice of the beast can spin out of control without having any negative consequences for the researcher.

Victor Frankenstein's family has both a positive and negative effect on his life. Their essence makes happiness and some interruption from the strife that is his psyche, yet the possibility of them likewise adds to his stresses. In the motion picture, and thusly without family, Victor concentrates just on his investigations and makes something far and away more terrible. He couldn't care less the impacts that the beast will have on anybody, since he has nobody, he thinks about more than himself and his examinations. Frankenstein's family makes him a progressively passionate and minding character.

Work cited

Shelley, Mary. *frankenstein*. Broadview Press, 2012.

