

Assessment #3: Building a Thematic Anthology

This project will require you to craft a theme or a focused question based on any reading and analysis you have done within or outside of this course, and build an anthology of professional work from three genres that answers or addresses that theme. During the course of this project you will research, select, read and analyze multiple works, write biographies for each contributing writer and introductions for each piece you ultimately select for your anthology.

As the editor, you will introduce your anthology with an "Editor's Statement" which clearly identifies your theme, and explains how this theme is central to the works you have selected. You will need to include adequate examples and argument to persuade readers that you have assembled a broad range of written work which clearly illustrates, focuses on, and/or addresses your theme. Writing an original, researched biography for each author you have included, and a brief analysis for each piece will complete the original writing you are required to produce for this assessment.

Your anthology must be assembled and bound with an eye for aesthetics- it should be pleasing to the eye as well as the mind. Be creative and original in your "binding" of the anthology- cover art and artwork/illustrations that work toward your theme are encouraged.

Minimum requirements for this assessment:

- A minimum of fifteen pieces- three each of poetry, fiction and non-fiction
- No more than two pieces by the same author
- No "unpublished" work
- No personal work
- Introduction ("Editor's Statement") required
- Biographies on all included authors
- Separate introductions for each piece
- Bibliographical information required- bibliography page following MLA guidelines
- Anthology must be bound in some manner- staples and paper clips are not appropriate

Assessment #3: Thematic Anthology Scoring Guide

	Scoring Criteria	Exemplary	Proficient	Emerging
Editor's Statement, Biographies and Analyses	Ideas	The writing effectively combines the sources and the writer's position to argue how a particular lens can be used to interpret a single issue or controversy in multiple texts. The cohesive, sustained argument includes: <ul style="list-style-type: none"> • a thesis that contextualizes the issue and presents the critical lens; • support and commentary that convincingly links the inclusion of a variety of source material to a demonstration of the writer's position; • a conclusion that goes beyond a summary of the thesis by suggesting the larger significance of the writer's position in understanding the issue. 	The writing adequately combines the sources and the writer's position to argue how a particular lens can be used to interpret a single issue or controversy in multiple texts. The sound argument includes: <ul style="list-style-type: none"> • a straightforward thesis that briefly contextualizes the issue and identifies the critical lens; • support and commentary that clearly connects the various source material to the writer's position; • a conclusion that is logical yet may be somewhat repetitive of the thesis. 	The writing tries to combine the sources and the writer's position yet inadequately argues how a particular lens can be used to interpret a single issue or controversy in multiple texts. The attempted argument includes: <ul style="list-style-type: none"> • a weak thesis or one that is lost in a summary of sources; • little connection to the source material with no commentary or analysis linking to the writer's position; sources may be misunderstood; • a conclusion that returns directly to the attempted thesis or is missing.
	Organization	The writing's organization aptly reinforces the ideas of the argument. Ideas move smoothly and logically with successful use of transitions enhancing the essay's coherence.	The writing's clear organization supports the ideas of the argument. Ideas are easy to follow. Transitions are used to move between ideas.	The writing's lack of organization detracts from the argument, making the ideas difficult to follow. It may lack transitions and jump too rapidly between ideas.
	Use of Language	The writing demonstrates a mature style that advances the writer's ideas. Precise diction and skillful use of syntax help to create a convincing voice.	The writing demonstrates a style that adequately supports the writer's ideas. Logical diction and syntax help to create a suitable voice.	The writing demonstrates a limited style that ineffectively supports the writer's ideas. Lapses in diction or syntax may not allow a suitable voice to sustain throughout the essay.
	Conventions	Standard writing conventions (including spelling and accurate citation of sources) are followed.	Standard writing conventions (including spelling and accurate citation of sources) are followed; errors do not seriously impede readability.	Errors in spelling and standard writing conventions impede readability and sources may be inaccurately cited.
	Analysis	Use of specific and well chosen examples yields solid support for the thesis. Thorough and perceptive literary analysis creates a convincing text.	Use of appropriate examples supports the thesis. Solid literary analysis creates a convincing text.	Evidence to support the thesis is lacking. Too few examples are used. Analysis may be oversimplified or replaced by summary.
Binding/Arrangement	Aesthetics/Presentation	The presentation can be characterized as unique, thought provoking, and visually engaging. The presentation demonstrates an extensive effort to include an assortment of symbols from a variety of categories (cover art, illustrations, graphics) and to organize the written pieces in a way that clearly supports and demonstrates the identified theme.	The presentation can be characterized as interesting and visually pleasing. The presentation demonstrates an effort to include symbols from different categories (cover art, illustrations, graphics) and an attempt to organize the written pieces in a way that adequately supports the identified theme.	The presentation is attempted, yet it may be characterized as confusing or visually distracting. The presentation demonstrates little effort to include symbols from different categories (cover art, illustrations, graphics), and the written pieces may appear disorganized, or arranged haphazardly.