

Materials to bring to class:

1. **All books must be turned in/paid for before the exam.** Place the three books on the table in front of you (or, if you have lost a book, bring money to pay for it; book prices will be posted on the board on Friday, so you can come prepared with money if you have lost any books.)
2. **A pen with blue or black ink** for writing in the blue book.
3. **Your journal** to turn in before the exam (use the 4th quarter calendar to check that you have everything; however, the entries should start with the questions on poetry and include responses to *Othello*, *the Awakening*, and *A Farewell to Arms*.)

Nature of Exam:

One extended comparison-contrast essay which integrates three works: William Shakespeare's *Othello* (1604), Kate Chopin's *The Awakening* (1899), and Ernest Hemingway's *A Farewell to Arms* (1929). You will be given three questions from which to choose.

Evaluation Criteria

The exam is an opportunity for you to demonstrate critical reading and writing skills that you have developed and refined throughout the year. Evaluation of your exam will be based upon the following criteria:

- understanding of the literary works and appropriate application of the question
- use of relevant, accurate, and sufficient supportive evidence from each of the texts
- demonstrated mastery of essay organizational structure. (While your essay may be longer than five paragraphs, it should have a three-part introduction in the proper sequence, topic sentences which flow from your thesis and which make interpretive assertions, relevant and coherent details within paragraphs, clinchers, and a three-part conclusion in the proper sequence.)
- observation of appropriate stylistic and grammatical conventions (e.g., use of present tense, no use of pronouns "I/you", no contractions, appropriate diction)
- clarity and precision in word choice
- minimum of mechanical errors (Leave a few minutes to proofread your essay before turning it in.)

(over)

Review and Preparation

Since each of the questions will ask you to deal with the three literary works in one essay, consider what might be a basis for comparison. While each work contains numerous themes which are unique to that work, they also have themes in common. (For example, each of the main characters is an outsider in his/her environment which affects how he/she behaves; consider what factors each character has within his/her control and which are outside of his/her control. Each of the works end tragically; what are the factors which lead to the tragic end, and what does the author imply about the human condition?)

You might consider making three lists, one for each literary work, identifying the main characters in each work, their internal and external conflicts, how they are affected by their settings, the reasons for their ultimate fates, the insights each work provides to various aspects of the human condition (i.e., theme). You might also apply the pentad questions to each work (who, where, when, what, how/why) and note similarities and differences. Also, review your journal writings and class notes and consult relevant parts of the literary works to gather ideas and to refresh your recollection of key ideas.

Based on your experience writing formal essays and in-class essays this year, consider what has worked for you and what pitfalls you need to avoid. (e.g., Are there certain mechanical issues, such as maintaining present tense, pronoun agreement, punctuation of titles? How about organization? Do you need to pay attention to topic sentences? Clinchers?). Review the organizational structure of comparison-contrast essays and keep these in mind when you write your essay (handout). You should use either pattern I or pattern II to organize your ideas.

You may not bring any notes to use during the exam, but you may use the texts to look up specific passages/direct quotes. However, beware of taking too much time to look things up; rely more on paraphrase and summary evidence for in-class essay writing. Write a brief outline before you begin to write the essay.

Finally, rest assured: The questions will be questions that I am confident you can answer; in fact, I think you should find the questions interesting, and I expect to find your essays interesting to read! Remember, the quality of your answers depends on the quality of your supportive evidence; you should keep in mind that you are trying to convince your reader--in this case, me--that your interpretation is sound, and I should be convinced that you know what you are talking about.