**ENG4C - Class Essay on Coach Carter /10,000 Hours and The Outliers**



Outline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rough Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Good Copy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now that you have listened to **Macklemore’s *10,000 Hours*** and watched the movie **Coach Carter**, **compare the use of each** **component of Malcom Gladwell’s Success formula (Talent/Interest + Practice + Opportunity = Success/Expertise) in one media text** and **The Outliers** excerpt.

* You will write a 5 paragraph Comparative Essay. **You must hand in all the steps.**
  + Any rough work, brainstorming.
  + The teacher will model writing an effective introduction with the class then you will write your own introduction
  + The teacher will model writing a topic sentence then you will write your body paragraph 1 including your own topic sentence
  + You will write body paragraph 2
  + You will write body paragraph 3
  + The teacher will model writing an effective conclusion. You will write your own conclusion
* Each body paragraph must address one of the Success Formula components and must have **one example from each media text and the comparison highlighting the similarity or difference between the texts.**
* Please refer to the rubric on the reverse. This will be marked in the **Writing and Media strand.**
* You will always cite your evidence with the director’s name. In this case (Carter) – the method of citation will be modeled for you.
* You will provide a works cited page that uses MLA format:

List films by their title. Include the name of the director, the distributor, and the release year. If relevant, list performer names after the director’s name. Use the abbreviation perf. to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc).

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

Name:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0-49 | 50-59 | 60-69 | 70-79 | 80-100 |  |
| **Knowledge of content:**  characters, plot, theme, and deep viewing terms: symbols, sound, camera angles, and lyrics | Errors made when making reference to specifics. Insufficient information provided. | Demonstrates limited knowledge of content. | Demonstrates some knowledge of content. | Demonstrates considerable knowledge of content. | Demonstrates thorough knowledge of content. |  |
| **Inquiry/ Thinking**  Organization. Use of process and the formal essay format. Logical transitions used. Directional statement. | Missing frequent pieces of process and organization skills. | Uses processing and organization skills with a limited degree of effectiveness. | Uses processing and organization skills with some degree of effectiveness. | Uses processing and organization skills with a considerable degree of effectiveness. | Uses processing and organization skills with a high degree of effectiveness. |  |
| **Communication**  Spelling/ grammar/ formal persuasive essay word choice and format | Grammar or spelling interferes with understanding. | Uses conventions, vocabulary and terminology with a limited degree of effectiveness. | Uses conventions, vocabulary and terminology with a some effectiveness. | Uses conventions, vocabulary and terminology with considerable effectiveness. | Uses conventions, vocabulary and terminology with a high degree of effectiveness. |  |
| **Application**  Quality of arguments. Explanations are clear and concise. | Explanation of arguments are neither creative nor clear. | Explanation of arguments are rarely creative and clear. | Explanation of arguments are somewhat creative and clear. | Explanation of arguments are considerably creative and clear. | Explanation of arguments are highly creative and clear. |  |

On time / Late -5% -10%

Final Mark: