

# Literary Response for Setting as a Device

## Essay ENG 130: Literary Response for Setting

**Sources:** Choose one of the stories that you read in Unit 2/Setting Unit

- “To Build a Fire” by Jack London
- “The Storm” by Kate Chopin
- “This is What It Means to Say Phoenix, Arizona” by Alexie
- “The Cask of Amontillado” by Edgar Allan Poe

**Prompt (What are you writing about?):**

*How does Setting affect/contribute to the plot of your chosen story?*

Note: Remember that Setting is not only the place in which a story occurs. It is also mood, weather, time, and atmosphere. These things drive other parts of the story.

**How to get started:**

- Choose a story from this unit and discern all the elements of the Setting.
- Decide in what three ways the setting contributes to the plot of your chosen story.
- Formulate a thesis about setting and these three areas.

**Mini lesson on thesis statements:**

- If you were writing about *Star Wars*, a sample thesis might read:  
The setting in the *Star Wars* movies contributes to the desperateness of the Resistance forces, provides a vast space for action and conflicts to occur, focuses on how advances will affect society.

Broken down, this thesis would read:

The Setting in the *Star Wars* movies:

- a. contributes to the desperateness of the Resistance forces (write a supporting section with text examples)
  - b. provides a vast space for action and conflicts to occur, focuses on how advances will affect society (write a supporting section with text examples)
  - c. focuses on how advances will affect society (write a supporting section with text examples)
- Ask yourself, what is the setting of my story and how does it affect the plot in the story?  
For example, it is apparent that in London’s “To Build a Fire,” you would devote a supporting section to how the weather conditions drive both the conflict and the character’s actions.

- After you have made connections to the three areas that setting affects, then form your thesis. Here is a template for your thesis:  
The Setting in author's name and title of the story, contributes to first way in which the setting affects the story, second way in which setting affects the story, third way in which setting affects the story.

### Instructions:

- Read through all of the instructions of this assignment.
- Read all of the unit resources.
- Select **one** of the short stories to write about.
- Your audience for this essay is people who have read the stories.
- Your essay prompt is: *How does Setting affect/contribute to the plot of your chosen story?*
- Your essay will have the following components:
  - A title page
  - An Introduction
  - A thesis at the end of the introduction that clearly states how setting affects the story
  - Supporting sections that defend your thesis/focus of the essay
  - Text support with properly cited in-text citations
  - A concluding paragraph
  - A reference page

### Requirements:

- Length and format: 2-3 pages.
- The title page and reference page are also required, but they should not be factored into the 2-3 page length of the essay.
- It should also be double spaced, written in Times New Roman, in 12 point font and with 1 inch margins. Essay should conform to APA formatting and citation style.
- Use the third-person, objective voice, avoiding personal pronouns such as "I," "you," "we," etc.
- Please use the above sources and any outside sources you need to create a properly-formatted APA reference page.
- Use APA format for in-text citations and references when using outside sources and textual evidence.
- Skills to be assessed with this assignment: creating effective thesis statements, incorporating text, responding to literature.
- **Please be cautious about plagiarism.** Make sure to use in-text citations for direct quotes, paraphrases, and new information.

**Students: Be sure to read before you write, and again after you write, the rubric criteria by which your paper/project will be evaluated,**

### Rubric for Setting Literary Response

	<b>Does Not Meet Expectations 0-11</b>	<b>Below Expectations 12-13</b>	<b>Needs Improvement 14-15</b>	<b>Satisfactory 16-17</b>	<b>Meets Expectations 18-20</b>
<b>Introduction</b>	Introduction is not present.	Background details are a random collection of information, unclear, or not related to the topic.	Introduction is attempted and explains the background, but may lack detail.	Introduction explains the background, including an overview of the essay's main points.	Introduction uses interesting anecdotes, questions, or other information to build interest. Many to all main points are logically related and developed.
<b>Thesis Statement</b>	Thesis statement is not present.	Thesis is unclear and loosely related to the paper or not present. Thesis does not appear in the introductory paragraph.	Thesis is attempted with little relation to the overall topic. Argument is somewhat unclear or confusing. Some supporting points are missing. Thesis may not appear in the introductory paragraph.	Thesis is present and relates to the majority of the paper. Argument takes a mostly clear position and is explained in adequate detail. Thesis appears in the introductory paragraph.	Thesis is organized and focused on the paper. Argument takes a clear position and is explained in full detail. Thesis appears in the introductory paragraph.
<b>Organization</b>	Many details are not in a logical or expected order. The paper does not use paragraphs. Topic and/or transition sentences are not used	Writing may have little discernible organization, but some details are not in a logical or expected order. The paper uses paragraphs ineffectively. Topic and transition sentences are used inadequately.	Writing has adequate discernible organization. Paragraphs are generally used effectively. Topic and Transition sentences are present in some of the sections	Writing is organized and details are placed in a logical order. Paragraphs are mostly used effectively. Topic and Transition sentences are used effectively.	Writing is effective, purposeful, and well-organized. Paragraphs are used effectively. Topic and Transition sentences add to the understanding and flow of the essay.
<b>Persuasiveness</b>	Fails to develop arguments.	Some argument(s) are developed, but may be missing one or need further elaboration.	Develops most argument(s).	Satisfactorily develops arguments.	Expertly and fully develops argument(s).
<b>Evidence and Support</b>	Does not include text support and/or text support is not cited.	Very little evidence is given and used in the essay properly. Evidence may not relate to the thesis statement. Evidence is cited but not with the proper formatting.	Some evidence is used from the story and/or is somewhat related to the thesis statement. Evidence may or may not always be cited properly.	Evidence from the story is mostly tied to the thesis statement and used properly and is cited properly.	Evidence from the story is used effectively and cited properly.
<b>APA Format</b>	APA format is not followed.	Errors evident throughout all of the areas: 1 inch margins, correctly formatted title	Errors evident in three to four of the areas of: 1 inch margins, correctly formatted title	Errors evident in one to two of the areas of: 1 inch margins, correctly formatted title	Free of errors in: 1 inch margins, correctly formatted title page, correctly formatted

		page, correctly formatted reference page, double spacing, Times New Roman, 12 font.	page, correctly formatted reference page, double spacing, Times New Roman, 12 font.	page, correctly formatted reference page, double spacing, Times New Roman, 12 font.	reference page, double spacing, Times New Roman, 12 font.
<b>Grammar and Mechanics</b>	Grammar and mechanics' errors make the essay incomprehensible.	Grammar, spelling, punctuation, and mechanics errors occur throughout document. Word choices are seldom academic. Sentence structure may be illogical or unclear.	Several errors in grammar, punctuation, spelling and mechanics present. Word choice reveals some understanding of academic language requirements. Many sentence structure issues exist.	Some spelling, grammar, punctuation and mechanical errors are evident. Academic language is upheld. The sentence structure is often logical and clear so that relationships among ideas are established.	Free of punctuation, spelling, grammar, and other mechanical errors. Consistent use of academic word choices. Sentence structure is mostly logical and clear.

**\*A zero can be earned if the above criteria are not met.**

**\*Plagiarism will result in a zero.**