

## *Study Guide for Essay Test of Julius Caesar by William Shakespeare*

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1. Understand themes of *Julius Caesar* as explored and discussed in class.
2. Know the definition of *tragic flaw*, and be able to explain it clearly.
3. Be able to trace a given major character's development throughout the course of the play.
4. Have the important speeches and dialogue of the play marked with sticky notes in your issued copy of the text. Bookmark each Act with a sticky note.

Rubric is below:

Essay Rubric:

**At a minimum, essays will be four- or five-paragraphs in length, comprised of an introduction, two (or three) main body paragraphs and a conclusion.** Your introduction should contain a thesis statement and each main body paragraph should contain a strong topic sentence relating to your thesis statement. Your conclusion should restate the thesis statement and review your main points. Do not introduce new ideas in your conclusion. Writing should be IN THIRD PERSON and should be formal, using elevated diction. I WILL SUBTRACT FIVE POINTS IF YOU DO NOT UNDERLINE YOUR THESIS STATEMENT AND TOPIC SENTENCES.

60 points: These essays are exceptionally well written, show unusual insight into the topic, are very well organized, and support assertions with appropriate examples. They remain focused on all aspects of the topic and demonstrate a thorough understanding of the text.

55 points: These essays are well written, show clear understanding of and focus on the topic, are well organized, and usually support assertions with appropriate examples. They focus on all aspects of the topic and demonstrate an understanding of the text.

50 points: These essays are well written, show an understanding of the topic, and remain focused on almost all aspects of it. More than one assertion lacks specific examples, but the student demonstrates an understanding of the text. There may be a few errors in mechanics, but only minor ones.

45 points: These essays are for the most part well written, and usually remain focused on the topic, but they fail to deal with all aspects of the topic. The assertions that are made may be somewhat vague in relation to the topic or a bit superficial in nature. The supporting examples may be missing occasionally

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or not well related to the topic. The student does not use the most logical examples from the text as support. These essays are usually characterized by some minor errors in mechanics.

40 points: These essays have some problems with organization and coherence, tend to wander from the topic in places and deal only with one or two aspects of the topic, or with all aspects in only a superficial manner. The assertions that are made are too general in nature and are often unsupported by relevant examples, or the student makes incorrect statements about the text. The writing demonstrates weak control of mechanics.

20-30 points: These essays fail to focus on the topic clearly, stray repeatedly from the topic, or simply restate the topic or summarize examples without any analysis. There is poor organization and focus in the writing, and the few assertions are generally unsupported. The writing is characterized by errors in mechanics and grammar.

10 points: These essays fail to deal with the topic, lack organization and coherence, and/or contain many distracting mechanical and grammatical errors.