

Name:
 Subject:
 Instructor: Navdeep Singh Dhillon

COVER SHEET: CANDIDE

200 POINTS

Submit your paper in a 2 pocket folder as s follows:

1. Legibly write your name and course number (including section) on the front of the folder.
2. Place any peer editing (if applicable), pre-writing, or (working) rough drafts on the left side of the folder.
3. Place your FINAL DRAFT ONLY on the right side of the folder.

Category	3 Excellent Performance	2 Competent Performance	1 Poor Performance	Score
Grammar, Mechanics and Usage (30) sentence construction sentence boundaries verbs (tense and agreement), pronouns (number/agreement) spelling, punctuation, and capitalization	The essay consistently follows the grammatical conventions of Standard Written English.	The essay follows the grammatical conventions of Standard Written English with occasional lapses that do not interfere with meaning.	The essay repeatedly violates the grammatical conventions of Standard Written English resulting in numerous errors that may distract from and/or obscure meaning.	
Introduction and Thesis (20 points)	The essay provides a well developed introduction that situates the topic and contains a clear and focused thesis.	The essay provides an introduction that situates the topic only partially but contains a clear and focused thesis.	The essay lacks an introduction or thesis, and/or the introduction and the slack cohesive.	
Body (100) Direct and consistent link with thesis, and 4 credible sources in support of argument.	The essay offers a unique interpretation and directly analyzes a major theme, accurately and thoughtfully integrates passages, direct/indirect quotations from 4 sources, and makes references to the primary text in support of the argument.	The essay offers a unique interpretation and directly analyzes a major theme, but some of the support may be irrelevant, unspecific, or imprecise; support is not seamlessly integrated and only 3 sources are used; makes references to the primary text in support of the argument.	The essay does not offer any unique interpretation; primarily it is a rehashing of the plot; very little analysis is taking place and much of the support is irrelevant, unspecific, or imprecise; support is not seamlessly integrated and less than 3 sources are used; makes plot related references to the primary text with no real argument to support.	
Conclusion (20)	Conclusion is cogent, thoughtful and logically wraps up the main points of the overall essay.	Conclusion merely restates thesis, summarizes support, and/or introduces new concepts with or without new support.	Conclusion lacks coherence.	

Category	3 Excellent Performance	2 Competent Performance	1 Poor Performance	Score
Development (10) paragraphing transitions	Paragraphs are fully developed and include topic sentences and transitions.	Paragraphs include topic sentences but may lack transitions or full development.	Paragraphs lack development, topic sentences, and/or transitions.	
Style (10) voice perspective creativity	The essay exhibits a distinctive voice, fresh perspective and/or creative approach; essay contains sentence variety; diction is precise and diverse.	The essay exhibits a clear, consistent voice with occasional lapses into colloquialism or casualness; essay contains some sentence variety; diction is generally effective.	Sentence structure is simplistic or convoluted and/or diction is highly repetitive or consistently inaccurate, and/or voice is colloquial or casual throughout.	
MLA Formatting (10)	Consistent with MLA formatting, including 12pt standard font, 1 inch margins, a properly formatted works cited page, and in-text citations.	Generally consistent with MLA formatting conventions, with slight lapses in any of the following: using 12pt standard font, 1 inch margins, a properly formatted works cited page, and in-text citations.	Not following the conventions of MLA formatting; not using 12pt standard font, 1 inch margins; improper formatting/ missing the works cited page and/or in-text citations.	
			Total Score	

****Notes**

1. Not including the works cited page, the highest grade possible if you submit less than 4 pages is a “D” regardless of how well it scores on the above criterion; between 4 ½ and 5 is a “C” ; a modest 10 point penalty will be assessed if a paper is roughly 5 ½ pages .
2. Please review the late policy in the class syllabus for assessment of penalties.

Candide Essay

Length: 6 pages double spaced (not including works cited page)

Date Assigned:

Final Due Date:

Points: 200

Working Rough Draft Due Date:

***due dates for working rough drafts are for the purposes of peer editing. To receive full credit, you must come to class on time with _____ pages and bring _____ hardcopies of your essay (___ for peer editing and ___ for copyediting).

MLA Formatting:

MLA in-text citation, separate works cited page, 1 inch margins all around, 12pt font, Times New Roman, Double Spaced.

Description of Assignment:

Through our readings, discussion, and writing about Voltaire's "Candide," major themes and motifs have been brought up. Listed on the next page are some of those themes; if you find yourself interested in themes not listed here which you have interpreted on your own or found through your own research, I encourage you to explore them; just run it by me (chat with me or send me an email) and once I approve it, feel free to start your analysis.

Tone:

This is an academic essay and therefore the language to be used must be academic/formal regardless of your theme. The use of "I," "my" or their variants should be used very sparingly (if at all) and eliminate all instances of passive phrases such as "I think that . . ." or "in my opinion . . ."

Audience:

Your audience are people who have read the text and are therefore familiar with its plot and characters.

Purpose:

This is a persuasion essay and as such you are presenting your interpretation with support for your ideas; don't simply rehash the plot or things you find through a cursory google search.

Research Element:

Don't let the term, "research" scare you. Research is simply some form of support to validate your interpretation of a theme. Three sources (including your primary text) should be used to support your thesis. All research must be documented in-text as well as in a separate works cited page. Remember to use reliable and CREDIBLE sources. Sparknotes and Google are also my friends, but they are not my best friends. My best friend is the primary text; it should be yours too.

Candide: Major Themes, Motifs, and Symbols

(taken from my “friend,” Sparknotes.com)

Theme

Themes are the fundamental and often universal ideas explored in a literary work.

The Folly of Optimism

Pangloss and his student Candide maintain that “everything is for the best in this best of all possible worlds.” This idea is a reductively simplified version of the philosophies of a number of Enlightenment thinkers, most notably Gottfried Wilhelm von Leibniz. To these thinkers, the existence of any evil in the world would have to be a sign that God is either not entirely good or not all-powerful, and the idea of an imperfect God is nonsensical. These philosophers took for granted that God exists, and concluded that since God must be perfect, the world he created must be perfect also. According to these philosophers, people perceive imperfections in the world only because they do not understand God’s grand plan. Because Voltaire does not accept that a perfect God (or any God) has to exist, he can afford to mock the idea that the world must be completely good, and he heaps merciless satire on this idea throughout the novel. The optimists, Pangloss and Candide, suffer and witness a wide variety of horrors—floggings, rapes, robberies, unjust executions, disease, an earthquake, betrayals, and crushing ennui. These horrors do not serve any apparent greater good, but point only to the cruelty and folly of humanity and the indifference of the natural world. Pangloss struggles to find justification for the terrible things in the world, but his arguments are simply absurd, as, for example, when he claims that syphilis needed to be transmitted from the Americas to Europe so that Europeans could enjoy New World delicacies such as chocolate. More intelligent and experienced characters, such as the old woman, Martin, and Cacambo, have all reached pessimistic conclusions about humanity and the world. By the novel’s end, even Pangloss is forced to admit that he doesn’t “believe a word of” his own previous optimistic conclusions.

The Uselessness of Philosophical Speculation

One of the most glaring flaws of Pangloss’s optimism is that it is based on abstract philosophical argument rather than real-world evidence. In the chaotic world of the novel, philosophical speculation repeatedly proves to be useless and even destructive. Time and time again, it prevents characters from making realistic assessments of the world around them and from taking positive action to change adverse situations. Pangloss is the character most susceptible to this sort of folly. While Jacques drowns, Pangloss stops Candide from saving him “by proving that the bay of Lisbon had been formed expressly for this Anabaptist to drown in.” While Candide lies under rubble after the Lisbon earthquake, Pangloss ignores his requests for oil and wine and instead struggles to prove the causes of the earthquake. At the novel’s conclusion, Candide rejects Pangloss’s philosophies for an ethic of hard, practical work. With no time or leisure for idle speculation, he and the other characters find the happiness that has so long eluded them. This judgment against philosophy that pervades *Candide* is all the more surprising and dramatic given Voltaire’s status as a respected philosopher of the Enlightenment.

The Hypocrisy of Religion

Voltaire satirizes organized religion by means of a series of corrupt, hypocritical religious leaders who appear throughout the novel. The reader encounters the daughter of a Pope, a man who as a Catholic priest should have been celibate; a hard-line Catholic Inquisitor who hypocritically keeps a mistress; and a Franciscan friar who operates as a jewel thief, despite the vow of poverty taken by members of the Franciscan order. Finally, Voltaire introduces a Jesuit colonel with marked homosexual tendencies. Religious leaders in the novel also carry out inhumane campaigns of religious oppression against those who disagree with them on even the smallest of theological matters. For example, the Inquisition persecutes Pangloss for expressing his ideas, and Candide for merely listening to them. Though Voltaire provides these numerous examples of hypocrisy and immorality in religious leaders, he does not condemn the everyday religious believer. For example, Jacques, a member of a radical Protestant sect called the Anabaptists, is arguably the most generous and humane character in the novel.

The Corrupting Power of Money

When Candide acquires a fortune in Eldorado, it looks as if the worst of his problems might be over. Arrest and bodily injury are no longer threats, since he can bribe his way out of most situations. Yet, if anything, Candide is *more* unhappy as a wealthy man. The experience of watching his money trickle away into the hands of unscrupulous merchants and officials tests his optimism in a way that no amount of flogging could. In fact, Candide's optimism seems to hit an all-time low after Vanderdendur cheats him; it is at this point that he chooses to make the pessimist Martin his traveling companion. Candide's money constantly attracts false friends. Count Pococurante's money drives him to such world-weary boredom that he cannot appreciate great art. The cash gift that Candide gives Brother Giroflée and Paquette drives them quickly to "the last stages of misery." As terrible as the oppression and poverty that plague the poor and powerless may be, it is clear that money—and the power that goes with it—creates at least as many problems as it solves.

Motifs

Motifs are recurring structures, contrasts, or literary devices that can help to develop and inform the text's major themes.

Resurrection

Rape and Sexual Exploitation

Political and Religious Oppression

Symbols

Symbols are objects, characters, figures, or colors used to represent abstract ideas or concepts.

Pangloss

The Garden

The Lisbon Earthquake