

ENG1D

Essay Unit



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Essay

Types of Writing

There are many different forms of writing, but most of them can be classified under the DANE-CCC acronym:

- D**escriptive
- A**rgumentative and Persuasive
- N**arrative
- E**xpository
- C**ompare and Contrast
- C**ause and Effect
- C**ritical Analysis

Descriptive Writing

Descriptive writing generally uses a lot of sensory details that appeal to the five senses. It can also describe what something is, how it works, or how something happened. A literary device that is directly associated with this form of writing is imagery.

Argumentative and Persuasive Writing

Argumentative and persuasive writing both try to convince the reader to accept the writer's point of view. This writing can either be serious or funny, but is always focused on convincing the reader of the validity of an opinion.

Although both argumentative and persuasive writing aim to convince someone of something, they are different in how they approach this goal. Argumentative writing relies solely on facts and logic to convince the reader, while persuasive writing, which also uses facts and logic, employ rhetorical devices/persuasive strategies to convince the reader. While rhetorical devices/persuasive strategies enhance a persuasive essay, they are considered fallacies in an argumentative essay.

Narrative Writing

Narrative writing tells a story. Generally, narrative writing is conversational in style, and tells of a personal experience. It uses action verbs, and is most commonly written in the first person, present tense to communicate a feeling of immediacy and currency in the story.

Expository Writing

Expository writing is informative, and explains how something is done. It generally explains actions that should be performed in a series. This form of writing is considered "how-to" writing, and is found in most instruction manuals. It may be in the form of step-by-step instructions or in a story form with the instructions/explanations subtly given along the way.

Compare and Contrast Writing

Compare and contrast writing discusses the similarities and differences between two concepts, issues, people, places, things, etc. This type of writing can be an unbiased discussion, which merely discusses a subject with no argumentation, or it may be an attempt to convince the reader of the writer's opinion.

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Cause and Effect Writing

Cause and effect writing explains how and/or why some event happened, and what resulted from the event. This is a study of the relationship between two or more events or experiences. It can discuss both causes and effects, or it can address one or the other. A cause essay usually discusses the reasons how and/or why something happened. An effect essay discusses what happened after a specific event or circumstance.

Critical Analysis Writing

A critical essay analyses the strengths, weaknesses, and methods of someone else's work. Generally, these essays begin with a brief overview of the main points of the text, movie, or piece of art, followed by an analysis of the work's meaning. It should then discuss how well the author/creator accomplishes his/her goals and makes his/her points. A critical essay can be written about another essay, story, book, poem, movie, or work of art.

Key Words	Questions and Strategies
Analyse	<p><i>Analyse the drawing in the Models section.</i></p> <p>Analyse literally means "to take apart." In order to analyse something, one must examine and discuss it one part at a time, and be able to say how each part contributes to the whole.</p>
Compare	<p><i>Compare Darwin's theory of natural selection with Lamarck's theory of the inheritance of acquired characteristics.</i></p> <p>When one compares, one should look for qualities and characteristics that resemble each other. The term <i>compare</i> is usually accompanied by <i>with</i>, implying that one is to emphasize similarities. However, one can also mention differences.</p>
Contrast	<p><i>Contrast the laws pertaining to consumer protection fifty years ago with those in effect today.</i></p> <p>When one is asked to contrast, one should present differences, although one may also mention similarities. Focus, however, on those things, qualities, events, or problems that one can contrast.</p>
Criticize	<p><i>Criticize the federal government's policy on Canadian ownership of Canadian resources.</i></p> <p>When one is asked to criticize, one should not merely find fault but give <i>one's</i> opinions about both the merits and demerits of something. Take a strong stand, but do present all the facts; in other words, for the above question, one should discuss the reasons why the government did what it did.</p>
Discuss	<p><i>Discuss C.D. Howe's role in the pipeline debate of the 1950s.</i></p> <p>The term <i>discuss</i> appears often in exam questions. One should analyse, examine, and present the pros and cons regarding the problems involved in the question. One will receive a good mark if one's details are complete and thorough.</p>
Explain	<p><i>Explain the phlogiston theory in no more than 100 words.</i></p> <p>One is expected to write an expository paragraph when asked to explain. This will require some description of the person or topic involved. Consider interesting and distinguishing features. It is important that one explain clearly and concisely. One should appear to one's marker as an authority on the subject; therefore, write with conviction.</p>
Illustrate	<p><i>In "Granite Point," how is it made obvious that Mathew murdered Kloski? Use specific evidence to illustrate your proof.</i></p> <p>A question on an English or history exam that asks one to illustrate with specific, concrete examples usually requires that one explain or clarify one's answer by presenting quotations from the text (seldom, if ever, diagrams). One's opinion by itself is not what is required. If one is not able to bring a primary source (in this case, a copy of the story) into the exam room, one will have to paraphrase rather than give direct quotations to support one's claims.</p> <p>Note: Begin the essay by rephrasing the question; for example, "In 'Granite Point' Valgardson makes it obvious that Mathew killed Kloski; here is the proof." Then follow basic essay structure. By rephrasing the question in this way, one will find that all one has to do is provide illustrations to prove one's claim.</p>

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Key Words	Questions and Strategies
Justify	<i>Justify the internment of Japanese Canadians during the Second World War.</i> One must prove a point or statement when one is asked to justify it. Show evidence for one's decisions. One must convince one's reader that one is right.
List	<i>List five symptoms of diabetes mellitus.</i> The term <i>list</i> is confusing. Is one to write an essay, or is one to present a list? If one is asked to write an essay, obviously one must enumerate in paragraph form; but if one is not, one should present a brief, itemized series. Indicate that one is presenting a list because that is what is asked for in the question.
Relate	<i>Relate the discovery of the Athabasca tar sands to future development in northern Alberta.</i> When one is asked to relate one thing to another, one should emphasize the relationships, connections, or associations between them.
Review	<i>Review Laurence Olivier's film of Hamlet.</i> A review demands critical examination. Do not necessarily mention only the bad points, but what one likes as well. Jot down what one wishes to discuss: the acting, the scenery, the costumes, the sound, and so forth. Then organize your points in a satisfying sequence and briefly analyse or comment on each.
Summarize	<i>Summarize the causes of Québec's dispute with Ottawa over the constitution.</i> To summarize means that one is to condense. One may, at times, be given a longer passage to summarize; however, if one is given a question like the one above, one should present only the main facts, without illustrations and elaborations.
Trace	<i>Trace the route of Samuel Hearne across Canada.</i> Obviously a map or diagram would help to answer this question, but if one is asked to write an essay, one should give a description of Hearne's progress, from the point of origin to his final destination, and explain the historical significance of his journey. Consider how it has changed over time. State significant events that influence the person or topic involved. Use chronological order.

Do not be afraid to tell your reader in what way you are interpreting a question. Terms are always open to interpretation. If you have misinterpreted the term but you have explained what you are doing and you answer with conviction, you will receive more credit than if your reader has to figure out what you are trying to do.

As you continue to study and write assignments and exams, add to this list of key words. Do not be afraid to ask an instructor "What exactly does this term mean?" Then add the term and explanation to your list.

Brainstorming can help you choose a topic, develop an approach to a topic, or deepen your understanding of the topic's potential.

If you consciously take advantage of your natural thinking processes by gathering your brain's energies into a "storm," you can transform these energies into written words or diagrams that will lead to lively, vibrant writing.

Whether you are starting with too much information or not enough, brainstorming can help you to put a new writing task in motion or revive a project that hasn't reached completion. Let's take a look at each case:

When you've got nothing: You might need a storm to approach when you feel "blank" about the topic, devoid of inspiration, full of anxiety about the topic, or just too tired to craft an orderly outline. In this case, brainstorming stirs up the dust, whips some air into our stilled pools of thought, and gets the breeze of inspiration moving again.

When you've got too much: There are times when you have too much chaos in your brain and need to bring in some conscious order. In this case, brainstorming forces the mental chaos and random thoughts to rain out onto the page, giving you some concrete words or schemas that you can then arrange according to their logical relations.

What follows are great ideas on how to brainstorm—ideas from professional writers, novice writers, people who would rather avoid writing, and people who spend a lot of time brainstorming about...well, how to brainstorm.

Try out several of these options and challenge yourself to vary the techniques you rely on; some techniques might suit a particular writer, academic discipline, or assignment better than others. If the technique you try first doesn't seem to help you, move right along and try some others.

Listing/Bulleting:

In this technique you jot down lists of words or phrases under a particular topic. Try this one by basing your list either

- on the general topic
- on one or more words from your particular thesis claim, or
- on a word or idea that is the complete opposite of your original word or idea.

For example, if your general assignment is to write about the changes in inventions over time, and your specific thesis claims that "the 20th century presented a large number of inventions to advance US society by improving upon the status of 19th-century society," you could brainstorm two different lists to ensure you are covering the topic thoroughly and that your thesis will be easy to prove.

The first list might be based on your thesis; you would jot down as many 20th-century inventions as you could, as long as you know of their positive effects on society. The second list might be based on the opposite claim and you would instead jot down inventions that you associate with a decline in that society's quality. You could do the same two lists for 19th-century inventions and then compare the evidence from all four lists.

Using multiple lists will help you to gather more perspective on the topic and ensure that, sure enough, your thesis is solid as a rock, or, ...uh oh, your thesis is full of holes and you'd better alter your claim to one you can prove.

Cubing:

Cubing enables you to consider your topic from six different directions; just as a cube is six-sided, your cubing brainstorming will result in six "sides" or approaches to the topic. Take a sheet of paper, consider your topic, and respond to these six commands.

1. Describe it.
2. Compare it.
3. Associate it.
4. Analyze it.
5. Apply it.
6. Argue for and against it.

Look over what you've written. Do any of the responses suggest anything new about your topic? What interactions do you notice among the "sides"? That is, do you see patterns repeating, or a theme emerging that you could use to approach the topic or draft a thesis? Does one side seem particularly fruitful in getting your brain moving? Could that one side help you draft your thesis statement? Use this technique in a way that serves your topic. It should, at least, give you a broader awareness of the topic's complexities, if not a sharper focus on what you will do with it.

Similes:

In this technique, complete the following sentence:

_____ is/was/are/were like _____.

In the first blank put one of the terms or concepts your paper centers on. Then try to brainstorm as many answers as possible for the second blank, writing them down as you come up with them.

After you have produced a list of options, look over your ideas. What kinds of ideas come forward? What patterns or associations do you find?

Clustering/ Mapping/ Webbing:

The general idea:

This technique has three (or more) different names, according to how you describe the activity itself or what the end product looks like. In short, you will write a lot of different terms and phrases onto a sheet of paper in a random fashion and later go back to link the words together into a sort of "map" or "web" that forms groups from the separate parts. Allow yourself to start with chaos. After the chaos subsides, you will be able to create some order out of it.

How to do it:

1. Take your sheet(s) of paper and write your main topic in the center, using a word or two or three.

2. Moving out from the center and filling in the open space any way you are driven to fill it, start to write down, fast, as many related concepts or terms as you can associate with the central topic. Jot them quickly, move into another space, jot some more down, move to another blank, and just keep moving around and jotting. If you run out of similar concepts, jot down opposites, jot down things that are only slightly related, or jot down your grandpa's name, but try to keep moving and associating. Don't worry about the (lack of) sense of what you write, for you can choose to keep or toss out these ideas when the activity is over.
3. Once the storm has subsided and you are faced with a hail of terms and phrases, you can start to cluster. Circle terms that seem related and then draw a line connecting the circles. Find some more and circle them and draw more lines to connect them with what you think is closely related. When you run out of terms that associate, start with another term. Look for concepts and terms that might relate to that term. Circle them and then link them with a connecting line. Continue this process until you have found all the associated terms. Some of the terms might end up uncircled, but these "loners" can also be useful to you. (Note: You can use different colored pens/pencils/chalk for this part, if you like. If that's not possible, try to vary the kind of line you use to encircle the topics; use a wavy line, a straight line, a dashed line, a dotted line, a zig-zagging line, etc. in order to see what goes with what).
4. There! When you stand back and survey your work, you should see a set of clusters, or a big web, or a sort of map: hence the names for this activity. At this point you can start to form conclusions about how to approach your topic. There are about as many possible results to this activity as there are stars in the night sky, so what you do from here will depend on your particular results. Let's take an example or two in order to illustrate how you might form some logical relationships between the clusters and loners you've decided to keep. At the end of the day, what you do with the particular "map" or "cluster set" or "web" that you produce depends on what you need. What does this map or web tell you to do? Explore an option or two and get your draft going!

Journalistic Questions:

In this technique you would use the "big six" questions that journalists rely on to thoroughly research a story. The six are: Who?, What?, When?, Where?, Why?, and How?. Write each question word on a sheet of paper, leaving space between them. Then, write out some sentences or phrases in answer, as they fit your particular topic. You might also answer into a tape recorder if you'd rather talk out your ideas.

Now look over your batch of responses. Do you see that you have more to say about one or two of the questions? Or, are your answers for each question pretty well balanced in depth and content? Was there one question that you had absolutely no answer for? How might this awareness help you to decide how to frame your thesis claim or to organize your paper? Or, how might it reveal what you must work on further, doing library research or interviews or further note-taking?

For example, if your answers reveal that you know a lot more about "where" and "why" something happened than you know about "what" and "when," how could you use this lack of balance to direct your research or to shape your paper? How might you organize your paper so that it emphasizes the known versus the unknown aspects of evidence in the field of study? What else might you do with your results?

Relationship Between the Parts:

In this technique, begin by writing the following pairs of terms on opposite margins of one sheet of paper:

Whole	Parts
Part	Parts of Parts
Part	Parts of Parts
Part	Parts of Parts

Looking over these four groups of pairs, start to fill in your ideas below each heading. Keep going down through as many levels as you can. Now, look at the various parts that comprise the parts of your whole concept. What sorts of conclusions can you draw according to the patterns, or lack of patterns, that you see?

Thinking Outside the Box:

Even when you are writing within a particular academic discipline, you can take advantage of your semesters of experience in other courses from other departments. Let's say you are writing a paper for an English course. You could ask yourself, "Hmmm, if I were writing about this very same topic in a biology course or using this term in a history course, how might I see or understand it differently? Are there varying definitions for this concept within, say, philosophy or physics, that might encourage me to think about this term from a new, richer point of view?"

For example, when discussing "culture" in your English 11, communications, or cultural studies course, you could incorporate the definition of "culture" that is frequently used in the biological sciences. Remember those little Petri dishes from your lab experiments in high school? Those dishes are used to "culture" substances for bacterial growth and analysis, right? How might it help you write your paper if you thought of "culture" as a medium upon which certain things will grow, will develop in new ways or will even flourish beyond expectations, but upon which the growth of other things might be retarded, significantly altered, or stopped altogether?

Using Charts or Shapes:

This is where graphic organizers can come into play. If you are more visually inclined, you might create charts, graphs, or tables in lieu of word lists or phrases as you try to shape or explore an idea. You could use the same phrases or words that are central to your topic and try different ways to arrange them spatially, say in a graph, on a grid, or in a table or chart. You might even try the trusty old flow chart. The important thing here is to get out of the realm of words alone and see how different spatial representations might help you see the relationships among your ideas. If you can't imagine the shape of a chart at first, just put down the words on the page and then draw lines between or around them. Or think of a shape. Do your ideas most easily form a triangle? square? umbrella? Can you put some ideas in parallel formation? In a line?

Consider Purpose and Audience:

Think about the parts of communication involved in any act of writing or speaking event: purpose and audience. What is your purpose? What are you trying to do? What verb captures your intent? Are you trying to inform? Convince? Describe? Each purpose will lead you to a different set of information and help you shape material to include and exclude in a draft. Write about why you are writing this draft in this form.

Who is your audience? Who are you communicating with beyond the grader? What does that audience need to know? What do they already know? What information does that audience need first, second, third? Write about who you are writing to and what they need.

Dictionaries, Thesauruses, Encyclopedias:

When all else fails...this is a tried and true method, loved for centuries by writers of all stripe. Visit the library reference areas or stop by the Writing Center to browse various dictionaries, thesauruses (or other guide books and reference texts), encyclopedias or surf their online counterparts. Sometimes these basic steps are the best ones. It is almost guaranteed that you'll learn several things you did not know.

If you're looking at a hard copy reference, turn to your most important terms and see what sort of variety you find in the definitions. The obscure or archaic definition might help you to appreciate the term's breadth or realize how much its meaning has changed as the language changed. Could that realization be built into your paper somehow?

If you go to online sources, use their own search functions to find your key terms and see what suggestions they offer. For example, if you plug "good" into a thesaurus search, you will be given 14 different entries. Whew! If you were analyzing the film *Good Will Hunting*, imagine how you could enrich your paper by addressed the six or seven ways that "good" could be interpreted according to how the scenes, lighting, editing, music, etc., emphasized various aspects of "good."

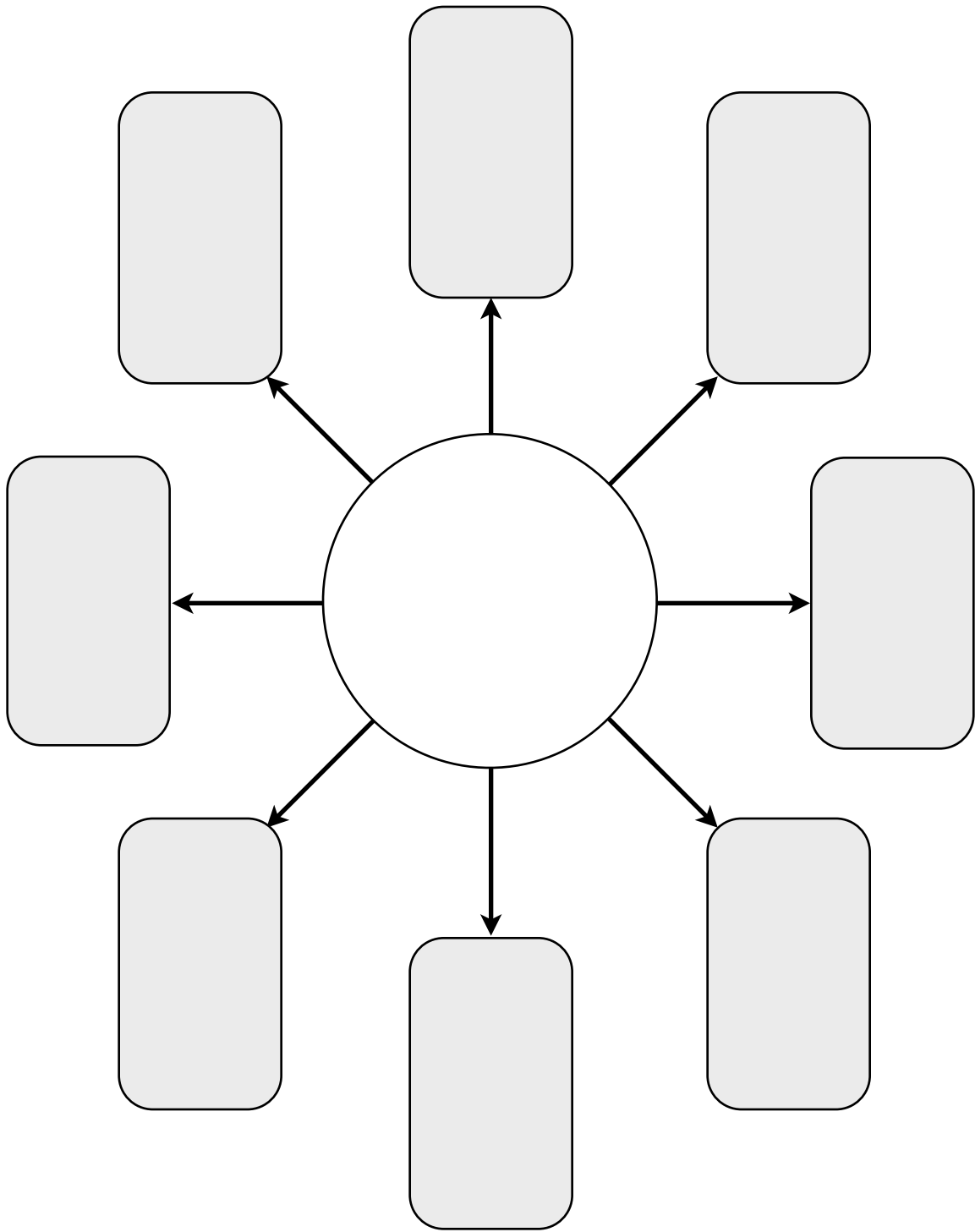
An encyclopedia is sometimes a valuable resource if you need to clarify facts, get quick background, or get a broader context for an event or item. If you are stuck because you have a vague sense of a seemingly important issue, do a quick check with this reference and you may be able to move forward with your ideas.

Closing

Take the next step and start to write your first draft, or fill in those gaps you've been brainstorming about to complete your "almost ready" paper.

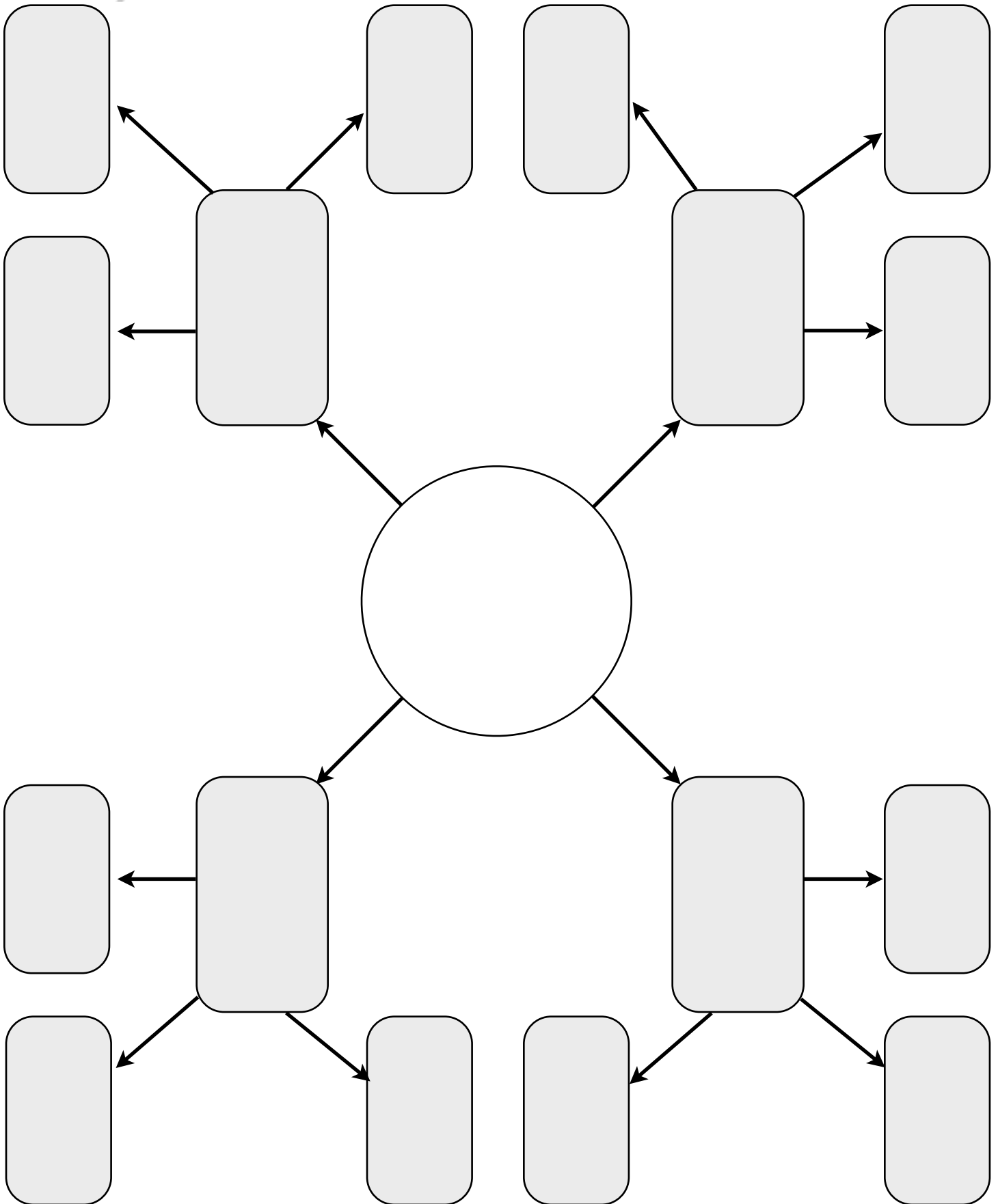
Start to write out some larger chunks (large groups of sentences or full paragraphs) to expand upon your smaller clusters and phrases. Keep building from there into larger sections of your paper. You don't have to start at the beginning of the draft. Start writing the section that comes together most easily. You can always go back to write the introduction later.

Remember, once you've begun the paper, you can stop and try another brainstorming technique whenever you feel stuck. Keep the energy moving and try several techniques to find what suits you or the particular project you are working on.



Essay

Brainstorming • Mind Map/Web



What is a Thesis Statement?

Almost all of us—even if we don’t do it consciously—look early in an essay for a one- or two-sentence condensation of the argument or analysis that is to follow. We refer to that condensation as a thesis statement.

Why Should Your Essay Contain a Thesis Statement?

- to test your ideas by distilling them into a sentence or two
- to better organize and develop your argument
- to provide your reader with a “guide” to your argument

In general, your thesis statement will accomplish these goals if you think of the thesis as the answer to the question your paper explores.

How to Generate a Thesis Statement if the Topic is Assigned

Almost all assignments, no matter how complicated, can be reduced to a single question. Your first step, then, is to distill the assignment into a specific question. For example, if your assignment is, “Write a report to the local school board explaining the potential benefits of using computers in a fourth-grade class,” turn the request into a question like, “What are the potential benefits of using computers in a fourth-grade class?” After you’ve chosen the question your essay will answer, compose one or two complete sentences answering that question.

Q: “What are the potential benefits of using computers in a fourth-grade class?”

A: “The potential benefits of using computers in a fourth-grade class are . . .”

OR

A: “Using computers in a fourth-grade class promises to improve . . .”

The answer to the question is the thesis statement for the essay.

How to Tell a Strong Thesis Statement from a Weak One

1. A strong thesis statement takes some sort of stand.

Remember that your thesis needs to show your conclusions about a subject. For example, if you are writing a paper for a class on fitness, you might be asked to choose a popular weight-loss product to evaluate. Here are two thesis statements:

There are some negative and positive aspects to the Banana Herb Tea Supplement.

This is a weak thesis statement. First, it fails to take a stand. Second, the phrase *negative and positive aspects* is vague.

Because Banana Herb Tea Supplement promotes rapid weight loss that results in the loss of muscle and lean body mass, it poses a potential danger to customers.

This is a strong thesis because it takes a stand, and because it's specific.

2. A strong thesis statement justifies discussion.

Your thesis should indicate the point of the discussion. If your assignment is to write a paper on kinship systems, using your own family as an example, you might come up with either of these two thesis statements:

My family is an extended family.

This is a weak thesis because it merely states an observation. Your reader won’t be able to tell the point of the statement, and will probably stop reading.

While most American families would view consanguineal marriage as a threat to the nuclear family structure, many Iranian families, like my own, believe that these marriages help reinforce kinship ties in an extended family.

This is a strong thesis because it shows how your experience contradicts a widely-accepted view. A good strategy for creating a strong thesis is to show that the topic is controversial. Readers will be interested in reading the rest of the essay to see how you support your point.

3. A strong thesis statement expresses one main idea.

Readers need to be able to see that your paper has one main point. If your thesis statement expresses more than one idea, then you might confuse your readers about the subject of your paper. For example:

Companies need to exploit the marketing potential of the Internet, and Web pages can provide both advertising and customer support.

This is a weak thesis statement because the reader can't decide whether the paper is about marketing on the Internet or Web pages. To revise the thesis, the relationship between the two ideas needs to become more clear. One way to revise the thesis would be to write:

Because the Internet is filled with tremendous marketing potential, companies should exploit this potential by using Web pages that offer both advertising and customer support.

This is a strong thesis because it shows that the two ideas are related. Hint: a great many clear and engaging thesis statements contain words like *because*, *since*, *so*, *although*, *unless*, and *however*.

4. A strong thesis statement is specific.

A thesis statement should show exactly what your paper will be about, and will help you keep your paper to a manageable topic. For example, if you're writing a seven-to-ten page paper on hunger, you might say:

World hunger has many causes and effects.

This is a weak thesis statement for two major reasons. First, *world hunger* can't be discussed thoroughly in seven to ten pages. Second, *many causes and effects* is vague. You should be able to identify specific causes and effects. A revised thesis might look like this:

Hunger persists in Glandelinia because jobs are scarce and farming in the infertile soil is rarely profitable.

This is a strong thesis statement because it narrows the subject to a more specific and manageable topic, and it also identifies the specific causes for the existence of hunger.

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Thesis Structure: Topic – Position – Area of Investigation

Examples:

Inadequate early childhood parenting (**topic**) produces irreparable damage (**position**) in adults' psychological health (**area of investigation**).

Minority government (**topic**) provides the best form of government (**position**) in the Canadian federal system (**area of investigation**).

When reviewing your first draft and its working thesis, ask yourself the following:

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like “good” or “successful”, see if you can be more specific: *why* is something “good”; *what specifically* makes something “successful”?
- **Does my thesis pass the “So what?” test?** If a reader’s first response is, “So what?” then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It’s okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always assess and revise your writing as necessary.
- **Does my thesis pass the “how and why?” test?** If a reader’s first response is “how?” or “why?” your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Examples of Theses

1. Mark Twain’s *The Adventures of Huckleberry Finn* is a great American novel.

Why is this thesis weak? Your teacher is probably not interested in your opinion of the novel; instead, he/she wants you to think about *why* it’s such a great novel—what do Huck’s adventures tell us about life, about America, about coming of age, about race relations, etc.?

2. In *The Adventures of Huckleberry Finn*, Mark Twain develops a contrast between life on the river and life on the shore.

Here’s a working thesis with potential: you have highlighted an important aspect of the novel for investigation; however, it’s still not clear what your analysis will reveal. Your reader is intrigued, but is still thinking, “So what? What’s the point of this contrast? What does it signify?”

3. Through its contrasting river and shore scenes, Twain’s *The Adventures of Huckleberry Finn* suggest that to find the true expression of American democratic ideals, one must leave “civilized” society and go back to nature.

This final thesis statement presents an interpretation of a literary work based on an analysis of its content. Of course, for the essay itself to be successful, you must now present evidence from the novel that will convince the reader of your interpretation.

A good introductory paragraph is between 4-7 sentences in length, begins with a hook strategy, and ends with a clear thesis statement. Not only should your hook serve to immediately grab the reader's interest, but it should be a natural lead-in to your thesis, and a meaningful opportunity for the reader to relate to the topic of your essay, but not directly to the text.

A hook is named for its ability to catch the reader's attention and make the reader want to read on. It is essential that stories, news articles, and especially essays begin with good hooks because a writer is often judged within the first few sentences. Just as the news tries to stimulate our fears by announcing a "danger in our water supply," a writer must try to bring the reader from his or her world into the world of the essay. This is done with a few choice words at the beginning of the essay: the infamous hook.

It is not easy to think of how to make someone want to read an essay about a novel. It's not even easy to make them want to read some novels. The key is to say something that the reader can relate to by bringing the **theme** of the novel you are discussing to the forefront, without directly mentioning the novel, and applying it to current "fascinating" topics of discussion.

1. **Anecdote/Scenario/Analogy:** Use an anecdote or scenario that relates to your topic to relate to the reader.

Example (courage topic): This man was in the Vietnam War, and he admitted that he was terrified every time he had to go into battle. Even so, people consider him one of the most courageous men they have ever known. It is not the absence of fear that defines courage, but the ability of one to force oneself to take action in spite of fear.

Example (superficiality topic): The models that grace the pages of magazines seem to be better than anyone one might ever meet; they seem elegant, untouchable, and perfect. But, just as magazine covers are manipulated to hide imperfections, people, also, sometimes fool themselves into ignoring the flaws of individuals whom they have built up to be perfect beings.

Note: Yes, it would be natural to use "I" for this strategy, but there are ways to do this effectively without using personal pronouns.

2. **Shocking Information:** Use a statistic, fact, or statement that is unusual, bizarre, interesting, or shocking that is related to your topic to catch the reader's attention.

Example (good and evil topic): All human beings are capable of the most gruesome crimes imaginable. It is only because of the customs and controls of civilization that we do not become brute savages.

Example (depression topic): On a recent anonymous survey, over ninety percent of high school males admitted to secretly enjoying the music of 'N Sync and to practicing their "hot dance moves."

Note: Again, the fact or statistic would have to relate to the topic you are discussing. It could be a modern-day fact or statistic, or perhaps an interesting fact from Shakespeare's time.

3. **Quotation:** Use a quotation, song lyric, or short poem related to your topic to relate to the reader.

Example (leadership or insecurity topic): "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, which most frightens us." Nelson Mandela

Example (Utopia topic): "But I like the inconveniences."

"We don't," said the Controller. "We prefer to do things comfortably."

"But I don't want comfort. I want God, I want poetry, I want real danger, I want freedom, I want goodness. I want sin." *BNW*

Note: This does not necessarily mean a quote from the text. In fact, it is recommended that you save textual evidence for your body paragraphs. Can you think of a famous quote that relates to your topic? How?

One or more of the following strategies may help you write an effective conclusion.

1. Play the “So What” Game. If you’re stuck and feel like your conclusion isn’t saying anything new or interesting. Whenever you make a statement from your conclusion, say “So what?” or “Why should anybody care?” Then ponder that question and answer it.
2. Return to the theme or themes in the introduction. This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same scenario as proof that your essay is helpful in creating a new understanding.
3. Synthesize, don’t summarize: include a brief summary of the paper’s main points, but don’t simply repeat things that were in your paper. Instead, show your reader how the points you made, and the support and examples you used, fit together. Pull it all together.
4. Include a provocative insight or quotation from the research or reading you did for your paper.
5. Propose a course of action, a solution to an issue, or questions for further study. This can redirect your reader’s thought process and help him/her to apply your info and ideas to his/her own life or to see the broader implications.
6. Point to broader implications. For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

Strategies to Avoid in Conclusions

1. Beginning with an unnecessary, overused phrase such as “in conclusion,” “in summary,” or “in closing”. Although these phrases can work in speeches, they come across as wooden and trite in writing.
2. Introducing a new idea or subtopic in your conclusion.
3. Making sentimental, emotional appeals that are out of character with the rest of an analytical paper.
4. Including evidence (quotations, statistics, etc.) that should be in the body of the paper.

Embedding snippets of quotes is a more effective and sophisticated way to use quotations in your paper. They are often shorter than the original quote, allowing you to use your own words to paraphrase, summarize, or introduce the quote or idea. In addition, they improve sentence fluency. What is a snippet? It is a portion of the original quote. To embed a quotation, take part of your sentence and fuse it with the quotation you want to use in a way that makes sense grammatically and stylistically.

Example: According to scholars, Sandra Gilbert and Susan Gubar, biographical information presents Gilman as “a rebellious feminist besides being a medical iconoclast” (1467).

The following excerpts come from the novel *Of Mice and Men* by John Steinbeck:

Original Quote: “I ought to have shot that dog myself, George. I shouldn’t ought to have let no stranger shoot my dog.”

Snippet of quote: “I ought to have shot that dog myself” (Steinbeck 27).

Embedding a quotation at the beginning of a sentence using a snippet of the quote:

“I ought to have shot that dog myself” laments Candy, as he reflects on how he should have performed this task (Steinbeck 27).

Embedding a quotation in the middle of a sentence:

Candy confesses to George and Lennie that he “ought to have shot that dog” himself, and further notes that he regrets allowing a stranger to do it (Steinbeck 27).

Embedding a quotation at the end of a sentence (also referred to as using a lead-in phrase):

Candy reveals to George his deep regret when he states, “I ought to have shot that dog myself” (Steinbeck 27).

Embedding a quotation throughout a sentence (embedding more than one snippet):

Candy exclaims that he “ought to have shot that dog [himself]” and regrets letting a “stranger shoot [his] dog” (Steinbeck 27).

Using Brackets and Ellipses

Brackets [] allow you to do two things: **1.** Change the author’s original wording (i.e., conjugating, changing tense, changing upper or lowercase, pronouns to nouns). **2.** Add words for fluency and clarity.

Ellipsis (...) allows you to delete a word or words from the middle of the original longer quote. **Note:** You do not need them at the beginning or end of a quote, even if you eliminate words. This is considered a snippet.

Example 1: Changing the author’s original wording for better fluency.

Candy realizes that he “ought to have shot that dog [himself]” (Steinbeck 27). What is the change from the original quote? _____

Example 2: Adding words to the author’s original wording.

Candy states to George, “I ought to have shot that dog myself, George. I shouldn’t ought to have let no stranger [Carlson] shoot my dog” (Steinbeck 27).

What has been changed? _____

Practice

Examine the following sentences and quotations. Fuse the two together in a way that makes sense.

My Sentence: Dunstan felt very guilty about the snowball incident.

Quotation: “I was contrite and guilty, for I knew the snowball had been meant for me, but the Dempsters did not seem to think of that” (Davies 11).

Answer: _____

My Sentence: Marcus Antony believed that Brutus was indeed a noble Roman.

Quotation: “This was the noblest Roman of them all” (5.5.68).

Answer: _____

Directions: Practice the skill of embedding quotations into your own sentences. Use each of the four methods: **beginning, middle, end,** and **throughout** a sentence.

Use the following quote and commentary and embed the quotation as directed:

In “The Landlady,” when Billy Weaver first encounters the landlady, her physical appearance and demeanour are misleading. He is drawn into her establishment by her kind and gentle nature.

Quotation: She was about forty-five or fifty years old, and the moment she saw him, she gave him a warm welcoming smile. “Please come in,” she said pleasantly. She stepped aside, holding the door wide open, and Billy found himself automatically starting forward into the house. The compulsion or, more accurately, the

desire to follow after her into that house was extraordinarily strong. “I saw the notice in the window,” he said, holding himself back. “Yes, I know.” “I was wondering about a room.” “It’s all ready for you, my dear,” she said. She had a round pink face and very gentle blue eyes. (Dahl)

Embed the quotation in the beginning of the sentence.

Embed the quotation in the middle of the sentence.

Embed the quotation at the end of the sentence.

Embed snippets from the quotation throughout a sentence.

Transitional expressions show relationships between thoughts and give a sense of direction and continuity. Consequently, they assist the reader in moving from detail to detail within a single sentence, from sentence to sentence, and lastly, from paragraph to paragraph. They are a necessary factor in coherence, especially regarding essays. Hoping these tables assist you with your future writing successes.

Addition	Comparison	Contrast	Emphasis	Example	Exception
in addition	similarly	however	certainly	for example	yet
moreover	likewise	nevertheless	in any event	for instance	still
further	in like manner	on the other hand	in fact	in this case	however
furthermore	whereas	but	indeed	in another case	nevertheless
finally	except	yet	extremely	on this occasion	naturally
first	by comparison	after all	perennially	in this situation	despite/in spite of
second	compared to	on the contrary	eternally	evidence of this	of course
in the third place	balanced against	notwithstanding	empathetically	proof of this	once in a while
once again	where	in contrast		thus	sometime
				in this manner	granted

Place	Proof	Result	Sequence	Time
near	for the same reason	accordingly	first/second/third	at once
beyond	evidently	thus	preceding this	immediately
opposite to	furthermore	consequently	concurrently	meanwhile
adjacent to	moreover	hence	following	at length
at the same place	besides	therefore	at this time/point	in the meantime
here/there	indeed	wherefore	subsequently	at the same time
	in fact	thereupon	afterward	simultaneously
	in addition	truly then	after/before this	in the end
			previously	then
			soon	
			finally	

Your Task:

Each student is responsible for writing a formal five-paragraph essay, following MLA formatting guidelines. The essay should incorporate the detail taught in class during the essay unit. Some class time will be allotted to writing and peer editing. **Each body paragraph must contain three (3) quotations, and the order of the body paragraphs will be as follows:**

- ☉ **Introduction Paragraph:**
 - ☉ Hook
 - ☉ 3 Arguments
 - ☉ Thesis
- ☉ **Body Paragraph 1** (3 quotations as examples):
 - ☉ Argument 1
 - ☉ 3 Examples
 - ☉ Link to next paragraph
- ☉ **Body Paragraph 2** (3 quotations as examples):
 - ☉ Argument 2
 - ☉ 3 Examples
 - ☉ Link to next paragraph
- ☉ **Body Paragraph 3** (3 quotations as examples):
 - ☉ Argument 3
 - ☉ 3 Examples
- ☉ **Conclusion Paragraph:**
 - ☉ Reworded thesis
 - ☉ Reworded 3 arguments
 - ☉ Thought-provoking statement

Essay Topic:

Show how three elements of literature (setting, character, conflicts, literary devices, etc.) develop a **theme** in *Lord of the Flies*. Ensure that you produce a theme statement for your thesis.

The Stages

The key stages we will be focusing on in writing the essay are:

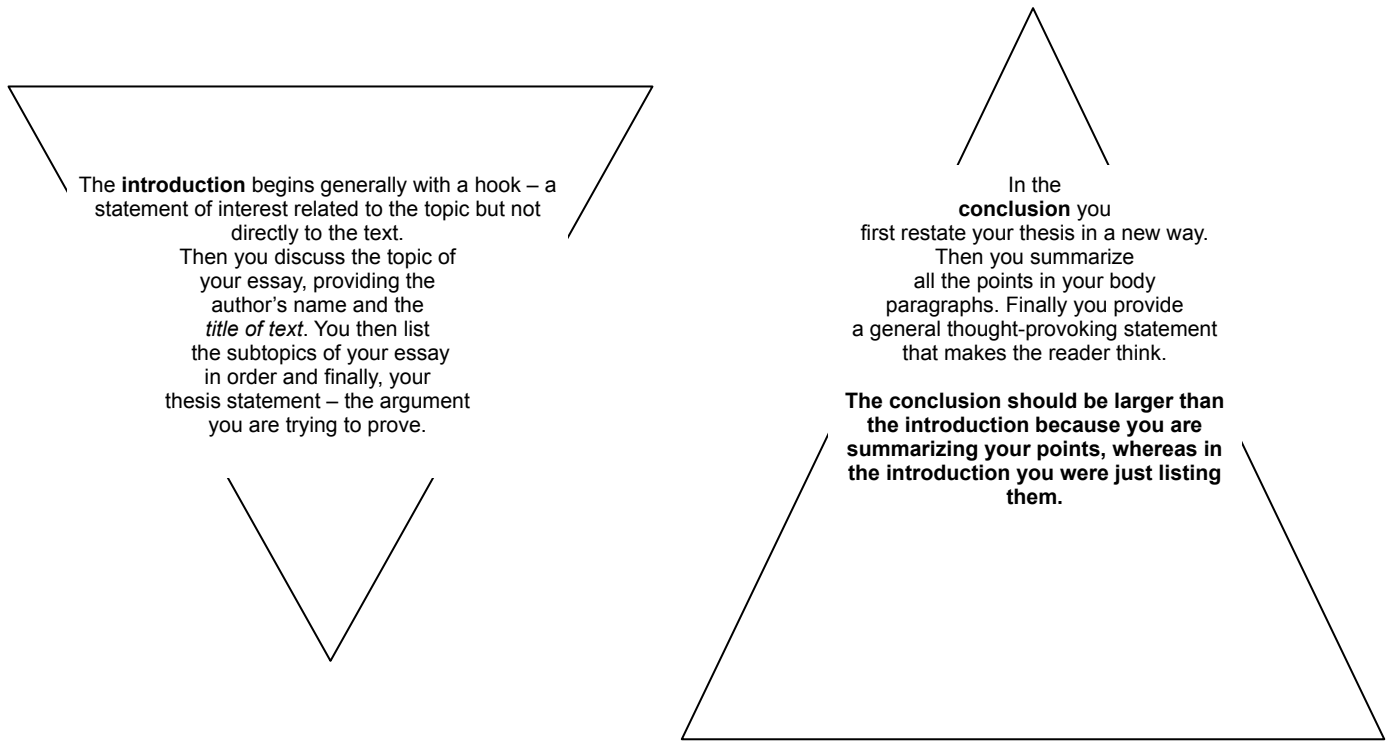
- ☉ Brainstorming (topics, working thesis)
- ☉ Research (avoid plagiarism, use in-text citations, and works cited)
- ☉ Outlines (the proper structure for a well-developed essay outline)
- ☉ Writing Drafts (use a variety of sentence structures and word choice)
- ☉ Self Edit then Revise
- ☉ Peer Edit the Revise
- ☉ Writing the Final Draft

What do I submit?

Be sure to submit **ALL** of the following items on the due date, **in this order**:

- ☉ Rubric
- ☉ Final Draft of Essay (3 page maximum), plus Works Cited
- ☉ Two edited rough drafts
- ☉ Peer Edit sheet
- ☉ Outline
- ☉ Brainstorming

The introduction and conclusion are similar in content but vary in organization. Visually, they differ as such:



Remember:

- The essay is formal!
- No first or second person.
- No contractions!
- Always use present tense when writing literary essays.
- No clichés.
- Use academic language.
- Use proper MLA format for citing references, formatting, and numbering pages.
- Essay must include a Works Cited page.
- Be sure to use transitional words and phrases throughout the essay.
- Always embed quotations.

Remember, to embed a quotation, take part of your sentence and fuse it with the quotation you want to use in a way that makes sense stylistically and grammatically.

Example: According to scholars Sandra Gilbert and Susan Gubar, biographical information presents Gilman as “a rebellious feminist besides being a medical iconoclast” (1467).

Practice: Complete the charts on the following pages on each subtopic of your essay, then transfer your information into sentences. Remember to embed your quotations naturally into your sentences.

First Subtopic: _____

	Context (point)	Quotation (proof)	Explanation
1			
2			
3			

Second Subtopic: _____

	Context (point)	Quotation (proof)	Explanation
1			
2			
3			

Third Subtopic: _____

	Context (point)	Quotation (proof)	Explanation
1			
2			
3			

Reminders for Academic Writing:

- Formal Language, No Contractions, Third Person, Present Tense
- Use logical arguments, not emotional or plot-based arguments

Outline is to be a maximum of two (2) typed pages. Use the MLA heading and page number format. Follow the exact formatting, headings, and spacing, as demonstrated in the template below.

Topic: the subject matter dealt with in the essay (e.g., conflict developing character); You may be able to develop this into a creative title for the essay.

Novel & Author: use proper MLA title format

Introduction

Hook: general statements on the topic (see “Introductory Techniques • The Hook”); no questions!

Thesis: specific statement; must be a clear, arguable, relevant statement (c.a.r.s.) based on your topic.

Body Paragraphs (BP)

Argument 1: topic sentence is based on an aspect or subtopic; must also be c.a.r.s., support the thesis, and be worded differently than in introduction paragraph.

Example 1: as an embedded quotation. Embedding provides the context for the quotation and necessitates using a snippet of text from another source. Include MLA citation.

Explanation: explaining how this example relates to the topic sentence and why it is significant to the thesis.

Example 2: as an embedded quotation. Embedding provides the context. Include MLA citation.

Explanation: explaining how this example relates to the topic sentence and why it is significant to the thesis.

Example 3: as an embedded quotation. Embedding provides the context. Include MLA citation.

Explanation: explaining how this example relates to the topic sentence and why it is significant to the thesis.

BP2

Argument 2: Repeat format, headings, and spacing as demonstrated above in Body Paragraph 1.

BP3

Argument 3: Repeat format, headings, and spacing as demonstrated above in Body Paragraph 1.

Conclusion

Thesis: restate in different words

Argument 1: restate in different words

Argument 2: restate in different words

Argument 3: restate in different words

Synthesis: Explain how and why the topic sentences support your thesis

Commentary: End with an insightful, thought-provoking comment that links your thesis with a broader issue.

Organizing Your Introductory Paragraph

1. Opens with a General Statement on the Topic (a.k.a. Your "Hook")

2. Introduce the Context of Essay (usually name of author and novel)

3. State Argument #1 (reword Topic Sentence for BP1)

4. State Argument #2 (reword Topic Sentence for BP2)

5. State Argument #3 (reword Topic Sentence for BP3)

6. Present Thesis (must be a specific, arguable statement)

Your thesis and all your topic sentences must be clear, arguable, relevant statements (C.A.R.S.).

Organizing Your Body Paragraphs

Body Paragraph #1

1. Topic Sentence (for Argument #1)

2. Introduce/Provide Context for Example 1 (this can be combined with Give Example so as to embed it)

3. Give Example 1 (Usually a quotation or direct paraphrase from text)

4. Analyse Example 1 (Explain HOW / WHY this example proves your topic sentence)

5. Introduce/Provide Context for Example 2 (this can be combined with Give Example so as to embed it)

6. Give Example 2 (Usually a quotation or direct paraphrase from text)

7. Analyse Example 2 (Explain HOW / WHY this example proves your topic sentence)

8. Conclude, making sure to summarize why the information in this paragraph supports the thesis.

9. Link to Next Paragraph

Body Paragraph #2

1. Topic Sentence (for Argument #1)

2. Introduce/Provide Context for Example 1 (this can be combined with Give Example so as to embed it)

3. Give Example 1 (Usually a quotation or direct paraphrase from text)

4. Analyse Example 1 (Explain HOW / WHY this example proves your topic sentence)

5. Introduce/Provide Context for Example 2 (this can be combined with Give Example so as to embed it)

6. Give Example 2 (Usually a quotation or direct paraphrase from text)

7. Analyse Example 2 (Explain HOW / WHY this example proves your topic sentence)

8. Conclude, making sure to summarize why the information in this paragraph supports the thesis.

9. Link to Next Paragraph

Body Paragraph #3

1. Topic Sentence (for Argument #1)

2. Introduce/Provide Context for Example 1 (this can be combined with Give Example so as to embed it)

3. Give Example 1 (Usually a quotation or direct paraphrase from text)

4. Analyse Example 1 (Explain HOW / WHY this example proves your topic sentence)

5. Introduce/Provide Context for Example 2 (this can be combined with Give Example so as to embed it)

6. Give Example 2 (Usually a quotation or direct paraphrase from text)

7. Analyse Example 2 (Explain HOW / WHY this example proves your topic sentence)

8. Conclude, making sure to summarize why the information in this paragraph supports the thesis.

NO LINK

Organizing Your Conclusion Paragraph

1. Opens with a Restatement of the Thesis

2. Re-State Argument #1 (reword Topic Sentence for BP1)

3. Re-State Argument #2 (reword Topic Sentence for BP2)

4. Re-State Argument #3 (reword Topic Sentence for BP3)

5. Make any Additional Conclusions

6. End with a General Thought-Provoking or Insightful Comment or Question on the Topic That Links Your Thesis With a Broader Issue

Essays Peer Edit Sheet • Editor: _____

Essay Author: _____

Essay Title: _____

1. Checklist

MLA FORMAT CRITERIA	Yes or No
Is the student name, teacher name, course code and date of submission listed on the top left-hand corner?	
Is there a creative title on the next line?	
Are the pages numbered in the top right-hand corner i.e. last name page number?	
Is the entire essay double-spaced?	
Is there a work cited page?	
Are all in-text citations at the end of sentence?	
Is there a period after the in-text citation?	
ESSAY ORGANIZATION	
INTRODUCTION	
Is the hook the first sentence of the essay?	
Did the student mention the author's name and the <i>title of the book</i> in the intro?	
Is the hook connected to the text?	
Are the three arguments listed in order as they are presented in the body paragraphs?	
Are there transition words?	
Is the thesis the last sentence of the introduction?	
BODY PARAGRAPH #1	
Is there a topic sentence?	
Is there a first point?	
Is there context to introduce the quote?	
Is there a quotation to support the first point?	
Is there an explanation that is longer than the point and proof together?	
Is there a second point?	
Is there context to introduce the second quote?	
Is there a quotation to support the second point?	
Is there an explanation longer than the point and proof together?	
Are there transition words?	
Is there a concluding sentence and a linking clause?	

BODY PARAGRAPH #2	
Is there a topic sentence?	
Is there a first point?	
Is there context to introduce the quote?	
Is there a quotation to support the first point?	
Is there an explanation that is longer than the point and proof together?	
Is there a second point?	
Is there context to introduce the second quote?	
Is there a quotation to support the second point?	
Is there an explanation longer than the point and proof together?	
Are there transition words?	
Is there a concluding sentence and a linking clause?	
BODY PARAGRAPH #3	
Is there a topic sentence?	
Is there a first point?	
Is there context to introduce the quote?	
Is there a quotation to support the first point?	
Is there an explanation that is longer than the point and proof together?	
Is there a second point?	
Is there context to introduce the second quote?	
Is there a quotation to support the second point?	
Is there an explanation longer than the point and proof together?	
Are there transition words?	
CONCLUSION	
Is the thesis, restated in a new way, the first sentence of the concluding paragraph?	
Are the three arguments reworded and listed in the same order as they appear in the essay?	
Are there transition words?	
Is the last sentence a thought-provoking statement?	

2. Highlight

STYLE

- Circle or highlight any contractions (can't, don't) in the essay.
- Circle or highlight any personal pronouns (I, you, me, my, us, we, our, your) in the essay.
- Circle or highlight any references to the student's own writing (this shows, this proves, this quote).
- Circle or highlight any quotations that are NOT EMBEDDED.

MLA

- Circle or highlight any quotations missing in-text citations.

3. Content

A. What is the thesis of the essay?

B. Identify the **first** point.

C. Does the point provide enough background information or context to introduce the quotation?
YES or NO

D. Identify the explanation.

E. Does the explanation describe how the quotation proves the point and why it is significant to the thesis? **YES** or **NO**

F. In the explanation, identify **where** the student explains the **how** and **why** (Use a coloured pen or highlighter).

G. Provide one strength.

H. Provide one weakness.

I. Provide a next step.

J. Identify the **second** point.

K. Does the point provide enough background information or context to introduce the quotation?
YES or **NO**

L. Identify the explanation.

M. Does the explanation describe how the quotation proves the point and why it is significant to the thesis? **YES** or **NO**

N. In the explanation, identify **where** the student explains the **how** and **why** (Use a coloured pen or highlighter).

O. Provide one strength.

P. Provide one weakness.

Q. Provide a next step.

R. Identify the **third** point.

S. Does the point provide enough background information or context to introduce the quotation?
YES or **NO**

T. Identify the explanation.

U. Does the explanation describe how the quotation proves the point and why it is significant to the thesis? **YES** or **NO**

V. In the explanation, identify **where** the student explains the **how** and **why** (Use a coloured pen or highlighter).

W. Provide one strength.

X. Provide one weakness.

Y. Provide a next step.

Name: _____

****Staple and submit this sheet with your completed assignment.****

	1 Topic Development Overall effect of paper	2 Support Degree to which the response includes examples that develop the main points	3 Organization Degree to which the response is focused, clear, and in a logical order	4 Communication Vocabulary Word choice Usage	5 Mechanics Spelling and capitalization Punctuation
5	<ul style="list-style-type: none"> Hook creatively and effectively introduces topic. Thesis is explicitly evident throughout entire essay. Essay shows a high degree of understanding of themes, concepts or ideas. 	<ul style="list-style-type: none"> Arguments creatively and effectively answer "because," "how" or "why?" Provides 3 highly effective statements, examples and explanations per body paragraph. 	<ul style="list-style-type: none"> Highly effective paragraph structure: topic sentence, (SEE), concluding sentence. Effective use of transitions. Highly structured essay format. 	<ul style="list-style-type: none"> Uses a formal tone and appropriate diction with a high degree of effectiveness. Communicates ideas with a high degree of clarity. 	<ul style="list-style-type: none"> Complex use of grammar and sentence structure, with minimal mechanical errors.
4	<ul style="list-style-type: none"> Hook effectively introduces topic. Thesis is evident throughout entire essay. Essay shows an understanding of themes, concepts or ideas. 	<ul style="list-style-type: none"> Arguments effectively answer "because," "how" or "why". Provides 3 effective statements, examples and explanations per body paragraph. 	<ul style="list-style-type: none"> Proper paragraph structure: topic sentence, (SEE), concluding sentence. Transitional words and sentences attempted. Proper essay format. 	<ul style="list-style-type: none"> Uses formal tone and appropriate diction. Communicates information with clarity. 	<ul style="list-style-type: none"> Few errors that do not interfere with communication.
3	<ul style="list-style-type: none"> Hook introduces topic. Thesis argument is missing in one or more paragraphs. Essay shows some understanding of themes, concepts or ideas. 	<ul style="list-style-type: none"> Arguments answer "because," "how" or "why" somewhat effectively. Provides 3 statements, examples and/or explanations per body paragraph. One or two elements may be missing overall. 	<ul style="list-style-type: none"> Some elements of paragraph structure: topic sentence, (SEE), concluding sentence. Some elements of proper essay format. 	<ul style="list-style-type: none"> Uses some informality in tone, diction. Communicates some information with clarity. 	<ul style="list-style-type: none"> Some errors that interfere with communication.
2	<ul style="list-style-type: none"> Hook is ineffective. Thesis argument is missing in most paragraphs. Essay shows a basic understanding of themes, concepts or ideas. 	<ul style="list-style-type: none"> Arguments ineffectively address "because," "how" or "why". Some supporting elements are missing, irrelevant or unclear. 	<ul style="list-style-type: none"> Limited development of paragraph structure: topic sentence, (SEE), concluding sentence. Missing some elements of proper essay format. 	<ul style="list-style-type: none"> Often uses informal tone and ineffective diction. Communicates information with limited clarity. 	<ul style="list-style-type: none"> Noticeable errors that interfere with communication.
1	<ul style="list-style-type: none"> Hook is missing. Thesis argument is missing or focus is very unclear. Essay shows a lack of understanding of themes, concepts or ideas. Too brief to evaluate accurately. 	<ul style="list-style-type: none"> Arguments do not answer "because," "how" or "why". Many supporting elements are missing, irrelevant or unclear. Too brief to evaluate accurately. 	<ul style="list-style-type: none"> Poor development of paragraph structure: topic sentence, (SEE), concluding sentence. Resembles free writing. Too brief to evaluate accurately. 	<ul style="list-style-type: none"> Rarely uses formal tone and appropriate diction. Communication of information lacks clarity. Too brief to evaluate accurately. 	<ul style="list-style-type: none"> Errors seriously interfere with communication. Too brief to evaluate accurately.
Total	T= /5	S= /5	O= /5	C= /5	M= /5

Overall Expectations: *Developing and Organizing Content:* generate, gather, and organize ideas and information to write for an intended purpose and audience; *Using Knowledge of Form and Style:* draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience; *Applying Knowledge of Conventions:* use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Comments:

Essays

Metacognition • Name: _____

List what you did well on your essay

1. _____
2. _____
3. _____

List the areas that you need to work on in the essay.

1. _____
2. _____
3. _____

Find three sentences that contain error(s) in your essay. Write the sentences down, identify the error and correct the sentence error.

Erroneous Sentence #1

Error:

Corrected Sentence:

Erroneous Sentence #2

Error:

Corrected Sentence:

Erroneous Sentence #3

Error:

Corrected Sentence:
