

**ENG2D**  
**Essay Unit**

From Wikipedia, the free encyclopedia

The **Bildungsroman** (German pronunciation: [ˈbɪldʊŋs.ʁoːmaːn]; German: "*education novel*") is a term coined in literary criticism, which purportedly defines a genre of the novel which focuses on the psychological and moral growth of the protagonist from youth to adulthood, and in which character change is thus extremely important. The term was coined in 1819 by philologist Karl Morgenstern in his university lectures, and later famously reprised by Wilhelm Dilthey, which legitimized it in 1870 and popularized it in 1905. The genre is further characterized by a number of formal, topical and thematic features. The term coming-of-age novel is sometimes used interchangeably with *Bildungsroman*, but its use is usually wider and less technical.

The birth of the *Bildungsroman* is normally dated to the publication of Goethe's *The Apprenticeship of Wilhelm Meister* in 1795-96. Although the *Bildungsroman* arose in Germany, it has had extensive influence first in Europe and later throughout the world. Thomas Carlyle translated Goethe's novel into English, and after its publication in 1824, many British authors wrote novels inspired by it. In the 20th century, the genre has been particularly popular among women writers, and among minority writers; and it has spread to Germany, Britain and France, and several other countries around the globe. The genre translates fairly directly into cinematic form.

A *Bildungsroman* tells about the growing up or coming of age of a sensitive person who is looking for answers and experience. The genre evolved from folklore tales of a dunce or youngest son going out in the world to seek his fortune. Usually in the beginning of the story there is an emotional loss which makes the protagonist leave on his journey. In a *Bildungsroman*, the goal is maturity, and the protagonist achieves it gradually and with difficulty. The genre often features a main conflict between the main character and society. Typically, the values of society are gradually accepted by the protagonist and he is ultimately accepted into society – the protagonist's mistakes and disappointments are over. In some works, the protagonist is able to reach out and help others after having achieved maturity.

There are many variations and subgenres of *Bildungsroman* that focus on the growth of an individual. An *Entwicklungsroman* ("development novel") is a story of general growth rather than self-cultivation. An *Erziehungsroman* ("education novel") focuses on training and formal schooling, while a *Künstlerroman* ("artist novel") is about the development of an artist and shows a growth of the self.

**Topic:** Coming of Age genre

### Your Task:

You will write a 5 paragraph essay in MLA format. Your teacher will select a short story for you to study. After reading the story, you will brainstorm ideas, write an outline, then draft an essay that examines the protagonist's transition from childhood to adolescence. Use the following statement to guide your analysis:

In (author and "title of short story"), (protagonist's name) experiences a transition from childhood to adolescence OR adolescence to adulthood.

In your essay, you will analyze the character's transition from idealism to realism, ignorance to knowledge, and thinking of self to thinking of others. **Each body paragraph must contain three (3) quotations, and the order of the body paragraphs will be as follows:**

- ☉ **Body Paragraph 1** (1 quotation each for the following):
  - ☉ Ignorance
  - ☉ Epiphany
  - ☉ Knowledge
- ☉ **Body Paragraph 2** (1 quotation each for the following):
  - ☉ Idealism
  - ☉ Epiphany
  - ☉ Realism
- ☉ **Body Paragraph 3** (1 quotation each for the following):
  - ☉ Selfishness
  - ☉ Epiphany
  - ☉ Selflessness

Use an essay outline organizer to structure your ideas, and then write a rough draft. Edit your rough draft, and switch with a partner and peer edit. Now you are ready to write your good copy. Use the following website to help you write the essay and Works Cited Page in proper MLA format: <http://owl.english.purdue.edu/>

### 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

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.

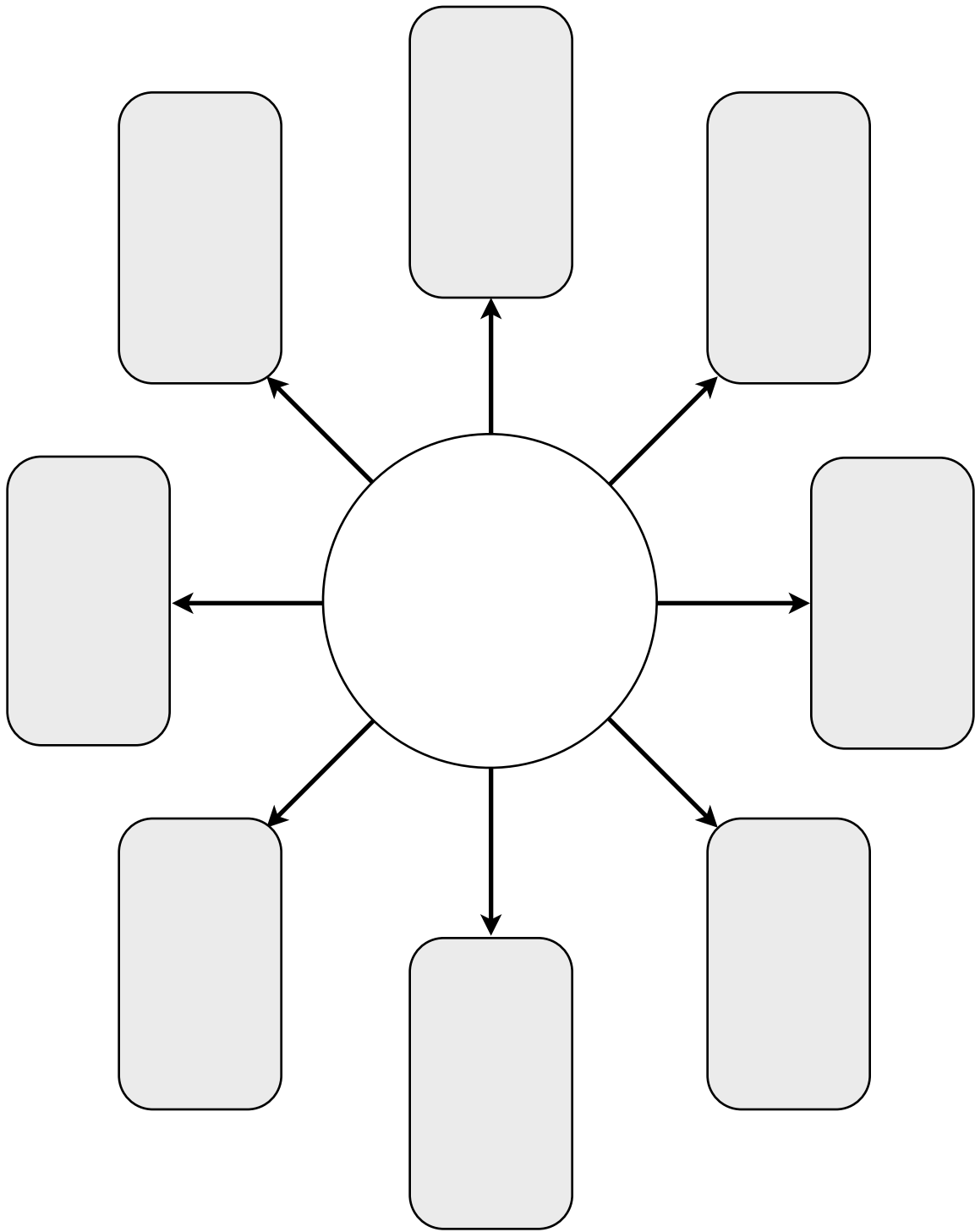
### **Closing**

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.

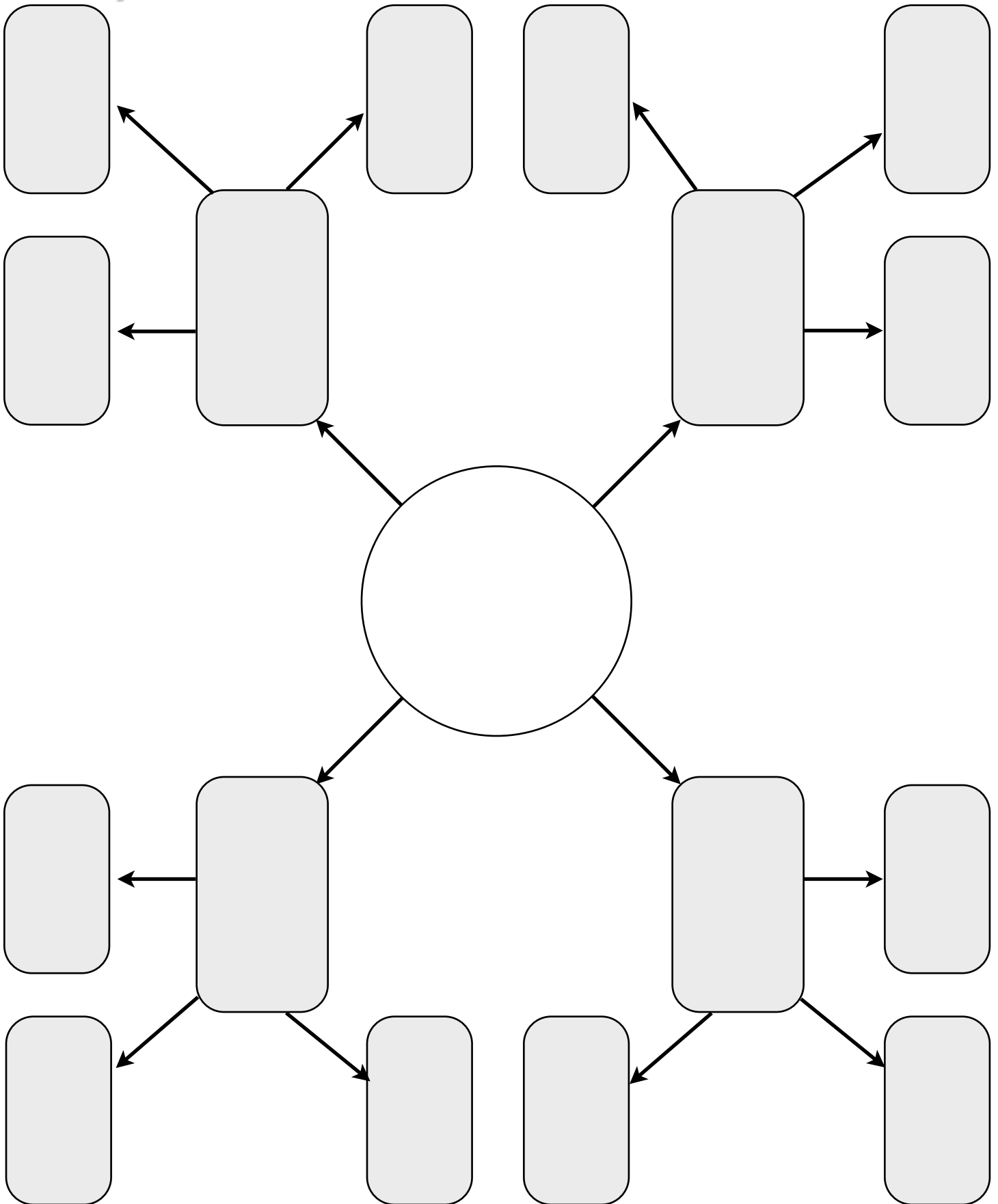
Remember, once you've begun the paper, you can stop and try another brainstorming technique whenever you feel stuck. Keep the energy moving and try several techniques to find what suits you or the particular project you are working on.





# 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.

Source: Writing Tutorial Services, Indiana University, Bloomington, IN

As the central point or argument of an essay, a good thesis statement is **NOT a statement of fact**, and **NOT a statement of intent**. See the examples below of bad theses:

**Fact: X** "Canada is a constitutional monarchy with a federal system of parliamentary government."

**Intent: X** "This essay will examine the setting in *Jane Eyre* in order to discuss the theme of orphanhood."

## Thesis Structure: Topic – Position – Area of Investigation

**Topic** = what (subject matter) the thesis is about • **Position** = your position (on a topic/issue) that makes the thesis arguable • **Area of Investigation** = what gives the essay specificity of scope (who/what your statement affects or applies to)

### 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**).

# Essays

## How Do I Know If My Thesis Is Strong?

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.

# Table

Short Story Topic • Coming of Age • Name: \_\_\_\_\_

Story Title	Transition from idealism to realism	Transition from ignorance to knowledge	Transition from thinking of self to thinking of others
"Through the Tunnel"			
"Initiation"			

# Table

Short Story Topic • Coming of Age • Name: \_\_\_\_\_

Story Title	Transition from idealism to realism	Transition from ignorance to knowledge	Transition from thinking of self to thinking of others
"Breaking Up"			
"On the Sidewalk Bleeding"			

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			

# Essays Concise Outline for a Literary Essay

## 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.

### 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:

### INTRODUCTION

Hook:

Specific statement (thesis):

### Body

#### 1<sup>st</sup> main point (as a statement)

Example 1:

Example 2:

Example 3:

#### 2<sup>nd</sup> main point (as a statement)

Example 1:

Example 2:

Example 3:

#### 3<sup>rd</sup> main point (as a statement)

Example 1:

Example 2:

Example 3:

**CONCLUSION:** Restate thesis in different words and add a thought-provoking idea.

### 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

## Introductory Techniques • Hook Strategies

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?

# Essays

## Effective Conclusion Strategies

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.

# Essays Embedding Quotations

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.**

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**Embed the quotation in the middle of the sentence.**

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**Embed the quotation at the end of the sentence.**

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**Embed snippets from the quotation throughout a sentence.**

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In typesetting, **widows** and **orphans** are words or short lines at the beginning or end of a paragraph, which are left dangling at the top or bottom of a column, separated from the rest of the paragraph. There is some disagreement about the definitions of widow and orphan; what one source calls a widow another calls an orphan. *The Chicago Manual of Style* uses these definitions:

### Widow

- A paragraph-ending line that falls at the beginning of the following page or column, thus separated from the rest of the text.

### Orphan

- A paragraph-opening line that appears by itself at the bottom of a page or column.
- A word, part of a word, or very short line that appears by itself at the end of a paragraph. Orphans result in too much white space between paragraphs or at the bottom of a page.

### Remembering the Terms

A common mnemonic is “An orphan has no past; a widow has no future” or “An orphan is left behind, whereas a widow must go on alone” (Bringham, *The Elements of Typographic Style*. 3<sup>rd</sup> ed).

Another way to think is that orphaned lines appear at the “birth” (start) of paragraphs; widowed lines appear at the “death” (end) of paragraphs.

Alternately, here’s one more mnemonic device: “An orphan is alone from the beginning; a widow is alone at the end.”

### Guidelines

Some techniques for eliminating widows include:

- Forcing a page break early, producing a shorter page;
- Adjusting the leading, the space between lines of text (although such carding or feathering is usually frowned upon);
- Adjusting the spacing between words to produce ‘tighter’ or ‘looser’ paragraphs;
- Adjusting the hyphenation of words or characters within the paragraph;
- Adjusting the page’s margins;
- Subtle scaling of the page, though too much non-uniform scaling can visibly distort the letters;
- Rewriting a portion of the paragraph;
- Reduce the tracking of the words;
- Adding a pull quote to the text (more common for magazines); and
- Adding a figure to the text, or resizing an existing figure.

**Example of a highlighted widowed line:** last line of a paragraph, all alone on the other side of a page break.

<p>&gt;Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus in elit. Praesent tempus, visi ac pharetra sodales, metus justo auctor massa, id faucibus urna felis id augue. Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Curabitur orci lacus, commodo vitae, pretium sit amet, rutrum eget, urna. Praesent tempor rhoncus enim. Duis malesuada. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos hymenaeos. Sed dui sem, condimentum quis, scelerisque a, tempor id, est. Vivamus quis quam sed risus gravida venenatis. In eget neque a ligula rhoncus pellentesque. Nam vestibulum varius nibh. Aliquam lacus. Aliquam eleifend nulla ut lorem.</p> <p>Sed ut augue ut est ultricies rhoncus. In hac habitasse platea dictumst. Phasellus libero. Etiam tortor velit, varius in, bibendum in, ornare nec, diam. Aliquam tellus. Etiam vitae nibh. Fusce scelerisque pulvinar nisi. Curabitur tristique erat. Maecenas in visi</p> <p style="text-align: right;">1</p>	<p>quisque suscipit justo quis orci.</p> <p>Phasellus luctus aliquet leo. In vitae ante nonummy leo vulputate pharetra. Fusce dolor dui, aliquam a, imperdiet et, consequat vitae, diam. In metus est, vehicula eget, vulputate et, accumsan eu, justo. Fusce wisi eros, pellentesque faucibus, viverra vitae, posuere eget, lorem. Sed vitae justo. Morbi erat justo, condimentum</p> <p>Aliquam erat volutpat. Pellentesque leo. Donec tristique adipiscing at, pulvinar vel, felis. Nunc eget felis a est accumsan imperdiet. Proin eget nibh id ipsum vehicula aliquet. Class aptent taciti sociosqu ad litora torquent. Inceptos hymenaeos. Phasellus tincidunt cursus pede</p> <p style="text-align: right;">2</p>
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An orphan is cured more easily, by inserting a blank line or forcing a page break to push the orphan line onto the next page to be with the rest of its paragraph. Such a cure may have to be undone if editing the text repositions the automatic page or column break.

Similarly, a single orphaned word at the end of a paragraph can be cured by forcing one or more words from the preceding line into the orphan’s line. Most full-featured word processors and page layout applications include a paragraph setting (or option) to automatically prevent widows and orphans. When the option is turned on, an orphan is forced to the top of the next page or column; and the line preceding a widow is forced to the next page or column with the last line.

Source: *Wikipedia*

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.

<b>Addition</b>	<b>Comparison</b>	<b>Contrast</b>	<b>Emphasis</b>	<b>Example</b>	<b>Exception</b>
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
also	in the same way			in this manner	granted
besides that					
additionally					
<b>Opening/General</b>	<b>Place</b>	<b>Proof</b>	<b>Result</b>	<b>Sequence</b>	<b>Time</b>
admittedly	near	for the same reason	accordingly	first/second/third	at once
assuredly	beyond	evidently	thus	preceding this	immediately
certainly	opposite to	furthermore	consequently	concurrently	meanwhile
granted	adjacent to	moreover	hence	following	at length
no doubt	at the same place	besides	therefore	at this time/point	in the meantime
nobody denies	here/there	indeed	wherefore	subsequently	at the same time
obviously		in fact	thereupon	afterward	simultaneously
of course		in addition	truly then	after/before this	in the end
to be sure		because	in final consideration	previously	then
truly		clearly then	in final analysis	soon/as soon as	at last
undoubtedly		in light of this	indeed	finally	at first
unquestionably		it is easy to see that	in conclusion	before/before long	in the first place
generally speaking			finally	next	later
in general			lastly		
at this level					
in this situation					



# Essays Peer Edit Sheet • Editor: \_\_\_\_\_

Draft Writer: \_\_\_\_\_

*Please check the appropriate response and make corrections and comments on the essay.*

<b>Essay Structure</b>	<b>YES</b>	<b>NO</b>
Title Page follows MLA guidelines	_____	_____
Page numbers are in the top right corner	_____	_____
Introduction is engaging	_____	_____
Thesis is the last sentence in the introductory paragraph	_____	_____
Topic sentences are the first sentences in the body paragraphs	_____	_____
Order of information is logical	_____	_____
In-text citations have author's name and page number	_____	_____
Quotations are embedded	_____	_____
Works Cited pages is double spaced and its own page	_____	_____
Quotations are not chained	_____	_____
Effective transitions are used between paragraphs	_____	_____
Conclusion ties up ideas and is also thought-provoking	_____	_____
<b>Style</b>		
Spelling is accurate	_____	_____
Contractions are not used	_____	_____
Personal pronouns are not used	_____	_____
No slang and no clichés	_____	_____
Subject-verb agreement	_____	_____
Correct pronoun form	_____	_____
Present tense is used	_____	_____
Variety of sentences (simple, compound, and compound-complex)	_____	_____
No repetition	_____	_____
Titles of long works are italicized	_____	_____
Punctuation is accurate	_____	_____
Run-on sentences are avoided	_____	_____
<b>Content</b>		
No plot summary	_____	_____
Arguments support thesis	_____	_____
Content is appropriate for audience	_____	_____
Controlling idea is clear	_____	_____
Controlling idea is well-developed	_____	_____
Connections among ideas are logical	_____	_____
Information is accurate and complete	_____	_____
Details are specific and vivid	_____	_____
Research is smoothly integrated	_____	_____
Research is used efficiently and effectively	_____	_____

# Essays Peer Edit Sheet • Editor: \_\_\_\_\_

1. What is the controlling idea of this draft?

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2. Who is the intended audience? How can you tell?

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3. What does the writer want the reader to learn, think, or believe?

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4. Identify two strengths of this draft.

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5. Make two suggestions to the writer about how to improve this draft. Explain these suggestions to the writer and give specific examples.

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Name: \_\_\_\_\_

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

	<b>1 Topic Development</b> Overall effect of paper	<b>2 Support</b> Degree to which the response includes examples that develop the main points	<b>3 Organization</b> Degree to which the response is focused, clear, and in a logical order	<b>4 Communication</b> Vocabulary, word choice, usage	<b>5 Mechanics</b> Spelling and capitalization, punctuation, paragraphing
<b>5</b>	<ul style="list-style-type: none"> <li>Clear and complex focus in introduction</li> <li>Original/insightful thesis</li> <li>Thorough development of ideas</li> <li>Shows a high degree of understanding of themes, concepts, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are rich, analyzed and well-developed</li> <li>Details are relevant, enhance the argument, and are appropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>Details are effectively and carefully organized</li> <li>Organizational devices are incorporated effectively</li> <li>Embedded quotations enhance flow</li> <li>MLA format is exemplary</li> <li>Essay shows thorough evidence of revision</li> </ul>	<ul style="list-style-type: none"> <li>Uses a formal tone and appropriate style, with a high degree of effectiveness</li> <li>Syntax communicates ideas with a high degree of clarity</li> <li>Rich, effective use of academic diction</li> </ul>	<ul style="list-style-type: none"> <li>Complex use of grammar and sentence structure, with minimal mechanical errors</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Clear focus and thesis</li> <li>Clear development of ideas</li> <li>Shows an understanding of themes, concepts, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are effectively analyzed and well-developed</li> <li>Details are relevant and appropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>Details are organized effectively</li> <li>Organizational devices are incorporated</li> <li>Embedded quotations are used correctly</li> <li>MLA format is generally correct</li> <li>Essay shows evidence of revision</li> </ul>	<ul style="list-style-type: none"> <li>Uses formal tone and appropriate style</li> <li>Syntax communicates information with clarity</li> <li>Effective and correct usage of academic diction</li> </ul>	<ul style="list-style-type: none"> <li>Few errors that do not interfere with communication</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Basic focus and/or thesis</li> <li>Some development of ideas</li> <li>Shows some understanding of themes, concepts, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some clear supporting details are included</li> <li>Some details are relevant and appropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>Some details are organized</li> <li>Some organizational devices are incorporated</li> <li>Embedded quotations are used</li> <li>MLA format is somewhat correct</li> <li>Essay shows some evidence of revision</li> </ul>	<ul style="list-style-type: none"> <li>Uses some informality in tone and style</li> <li>Syntax communicates some information with clarity</li> <li>Acceptable, generally correct usage of academic diction</li> </ul>	<ul style="list-style-type: none"> <li>Errors that sometimes interfere with communication</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Vague focus and thesis</li> <li>Limited development of ideas</li> <li>Shows limited understanding of themes, concepts, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Basic, undeveloped arguments</li> <li>Limited details are often inappropriate for the focus</li> </ul>	<ul style="list-style-type: none"> <li>Limited organization of details. Often resembles free-writing</li> <li>Few organizational devices are incorporated</li> <li>Errors with embedded quotations</li> <li>Improper MLA formatting</li> <li>Essay shows minimal evidence of revision</li> </ul>	<ul style="list-style-type: none"> <li>Often uses informal tone and style</li> <li>Syntax communicates information with limited clarity</li> <li>Simplistic vocabulary, with inappropriate/incorrect usage of academic diction</li> </ul>	<ul style="list-style-type: none"> <li>Noticeable errors that interfere with communication</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Thesis is missing and/or focus is very unclear</li> <li>Shows a lack of understanding of themes, concepts, and ideas</li> <li>Too brief to evaluate accurately</li> </ul>	<ul style="list-style-type: none"> <li>Arguments/evidence/quotations are missing</li> <li>Supporting details are irrelevant, missing, or unclear</li> <li>Too few or weak arguments</li> </ul>	<ul style="list-style-type: none"> <li>Very limited organization of details. Resembles free-writing</li> <li>Lack of length and clarity, which results in poor organization</li> <li>No embedded quotations</li> <li>Little or no MLA formatting</li> <li>Essay shows no evidence of revision. No rough copies submitted</li> </ul>	<ul style="list-style-type: none"> <li>Rarely uses formal tone or style</li> <li>Communication of information lacks clarity due to poor syntax</li> <li>Inadequate academic diction, with numerous errors in usage</li> </ul>	<ul style="list-style-type: none"> <li>Errors seriously interfere with communication</li> <li>Too brief to evaluate accurately</li> </ul>
<b>Total</b>	<b>T= /5</b>	<b>S= /5</b>	<b>O= /5</b>	<b>C= /5</b>	<b>M= /5</b>

**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:**

Name: \_\_\_\_\_

### Your Task:

You will resubmit your essay, **thoroughly** completing all revisions throughout the entire **evaluated copy of the essay**. Additionally, you will write a **one-page** response that outlines **one** strength and **three** weaknesses in the essay.

**Resubmit in the following order:** Revision Metacognition rubric, journal, evaluated essay with corrections.

### Journal

**/10**

When you receive your evaluated essay, look over the rubric and the teacher's feedback. Write a one page, double spaced journal that includes the following:

- Three specific areas of weakness **and** strategies to improve each
- One area of strength

Student demonstrates an understanding of three specific <b>areas for improvement</b>	0	1	2	3
--	---	---	---	---

Student demonstrates an understanding of three specific <b>strategies for improvement</b>	0	1	2	3
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Student outlines one area of <b>strength</b>	0	1		
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<b>Journal</b> is organized and free from mechanical/ grammatical errors	0	1	2	3
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### Revision

**/10**

Using the strategies you identified in the journal, revise your essay with a focus on improving your three identified weaknesses. You will complete all revisions on the evaluated copy of your essay.

Essay shows <b>accurate</b> revision of three identified areas	0	1	2	3
--	---	---	---	---

Revision shows significant <b>improvement</b> in comparison with first draft	0	1	2	3	4	5	6
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Revisions are <b>legible</b>	0	1		
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**Total: /20**