

Glendale Community College

English 102 – Critical Thinking and Literary Analysis
Ticket #2725 ~ MWF ~ 10:45-11:46 a.m. ~ AD243
Fall 2008

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Office Location: AD 245
Office Hours: MTW, 9:40-10:40 and Th 9:40-11:40

Required Texts:

Kirszner, Laurie and Stephen R. Mandel. *Literature: Reading, Reacting, Writing*. Portable Edition. 6th Edition. Fort Worth: Harcourt, 2006. **(REQ)**
Palahniuk, Chuck. *Choke*. New York: Doubleday, 2006. **(REQ)**
Hacker, Diana. *A Writer's Reference*. 6th Edition. New York: Bedford/St. Martin's Press, 2006 (Rec)
A standard college dictionary (Opt)

Course Philosophy:

I promise to bring enthusiasm and energy to class every day. I expect the same from you. I believe learning should be fun, but I also believe that learning does take hard work. We will learn together. We all come to class prepared. You arrive on time, read all the assigned readings, and participate in your own education. I arrive on time, prepare engaging lessons, and return student work promptly.

Course Description:

Literature whispers secrets – secrets of life and death, of love and hate, of happiness and capitalism. You will learn to listen closely to these whispers. You will learn to appreciate prose and poetry and understand the components and terms of each genre while honing your interpretive and analytical skills. Reading literature will *not* be an exercise in memorization: It will expand your horizons and challenge you to think critically about how you interact with ideas, people, governments, society.

Course Rationale:

English 102 helps students to develop their critical thinking and writing skills beyond the level achieved in English 101. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and non-fiction) and literary criticism as subject matter.

Course Prerequisite:

English 101

Course Exit Standards:

A. Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems.

1. Identify thesis or unifying theme
 2. Identify traditional reasoning and logic (including induction and deduction, denotation and connotation)
 3. Identify and evaluate supporting evidence (relevance, accuracy)
 4. Distinguish fact from opinion, recognize assumptions and fallacies
 5. Evaluate text in terms of diction, tone and unity
 6. Analyze literary texts through traditional tools of literary criticism.
 7. Identify the ways in which expository pieces and arguments are shaped by an author's social, historical, moral, and psychological, and philosophical assumptions
- B. Write logical, coherently structured expository and persuasive essays which demonstrate appropriate use of primary and secondary research materials.
1. Select topic and adjust it in terms of breadth and complexity
 2. Clearly establish thesis
 3. Demonstrate conscientious use of supporting evidence in terms accuracy, relevance, and freedom from faulty assumptions and fallacies
 4. Demonstrate ability to refute counter-argument
 5. Write critical analyses of literary works, relating them to current issues
 6. Maintain unity and coherence between paragraphs
 7. Maintain college-level prose standards (mechanics)

Student Learning Outcomes:

Students will be able to demonstrate that they can...

Reading: Critically read and evaluate culturally diverse literary and prose texts which address critical positions and problems. Identify thesis or unifying theme of text and its traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone and unity.

Research: Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions.

Writing: Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.

The Do-List:

- ~ **Respect yourself, your peers, and your instructor.** This means paying attention to your peers and instructor at all times. Please turn off your cell phone and all other electronic devices before class starts, and wait until class is dismissed before turning on your electronic devices or cell phones. Also, please wait until class is dismissed before packing your belongings.
- ~ **Be responsible for all class work, including assignments and discussions. If you are absent, call a friend from the class (get a phone number ASAP) to find out what you missed. Keep track of your absences and your progress. Please do not e-mail me to get this information.**
- ~ Submit all assignments on time. **Late assignments will be penalized. You will receive either half-credit for the assignment or have 10 points deducted per day – whichever deduction is less detrimental.** If you show up without an outline or rough draft, your grade on the essay will drop two points. If you do not show up on a day a rough

draft or an outline is due, your grade on the essay will drop two points. Also, students will not be granted the opportunity to make up quizzes or other in-class assignments. Make-up exams are permitted in emergency situations. For the purposes of this class, an emergency is defined as a serious illness or death of a close family member, a student's illness corroborated by a physician, jury duty, or natural disasters (earthquake, flood, or fire). If a student is allowed to make up an exam, he or she will be asked to complete the exam in the Student Assessment Center (SF 111) at a time convenient for the student and fair to his or her classmates.

- ~ **Put time and thought into each assignment. Type all assignments completed outside of class. PROOFREAD your assignments. Sloppiness is neither appreciated nor rewarded. IF YOUR PRINTER BREAKS DOWN THE DAY BEFORE A PAPER IS DUE, YOU ARE UNFORTUNATE. BUY A BETTER PRINTER. THERE ARE ALTOGETHER TOO MANY PRINTER PROBLEMS. BE PREPARED TO PRINT A COPY ON OR OFF CAMPUS IN CASE OF AN EMERGENCY.**
- ~ Be sure your essay conforms to basic MLA essay format. Your name, my name, the title of the course, and the date should be typed in the top, left-hand corner of the first page. The title should be centered, but it should not be underlined or written in bold or italics. All essays are double-spaced. Maintain reasonable margins (one inch all around), and use an appropriate font size (11-12 point). STAPLE ALL PAGES TOGETHER BEFORE COMING TO CLASS. (See page 371 of *A Writer's Reference* for a sample.)
- ~ **Be here, be ready and be on time. Excessive tardiness will affect your participation grade. If you miss THREE classes, you will probably be dropped from the course. Two tardies count as one absence. Missing more than one class will adversely affect your participation grade. For each absence, your participation score will drop by 10 percent.**
- ~ Use your own words and ideas. It behooves you to cite other sources. When you quote outside material, you are showing your instructor that you have taken the assignment seriously. If you are caught plagiarizing, you WILL fail this course. Plagiarism is the act of "taking someone else's idea or information and passing it off as your own" (Toby Fulwiler, *The College Writer's Reference*, 349). If you violate the college's Academic Honor Policy in any way, you will fail this course, and I will report the incident to the appropriate officials. For a full report of this policy, please visit <http://www.glendale.edu/policies®ulations/BPweb/BP6133.htm> .
- ~ **Participate in class discussions. What constitutes participation? Coming to class and taking up space is not enough. Exhibit enthusiasm. In theory, you are getting a college education because you want to learn. Show me you are interested. Come to class prepared, with comments and questions. You don't need to have all the answers, but asking relevant, probing questions will improve your analytical skills.**
- ~ All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

ASSIGNMENTS, SHORT ESSAYS, ESSAYS, MIDTERM, TESTS, FINAL EXAM, AND QUIZZES

MLA Exercise: Read the handout on page **13** of this syllabus. Answer all of the questions in a typed response. (You do **NOT** have to type the questions in your typed response.) Be thorough in your responses to each question, and read all the questions carefully! Use a recent grammar handbook, or a reliable source for information about MLA style, like the OWL website through Purdue University: <http://owl.english.purdue.edu/> Be sure your answers are **COMPLETE!**

Active Reading Assignment: These are the easiest points you can earn in this course. (Reading actively is not necessarily easy, but you will be earning points simply for doing what you should be doing all the time.) Review the active reading strategies we have discussed in this class. Then, apply these strategies to your reading of "A&P" by John Updike. Photocopy two full pages of the story from your book and submit that photocopy to demonstrate that you have applied active reading strategies to the text. (See pg. **14** of this packet.) Make sure the photocopy picks up all your notes, underlined material, and other commentary. To earn full credit, you must underline one or two sentences per paragraph and have plenty of thoughtful questions and meaningful notes in the margins. (1 or 2 photocopied pages)

Deductive and Inductive Reasoning Exercise: Finish the worksheet on pages **15-16** of this syllabus. You must demonstrate your understanding of deductive and inductive reasoning in this exercise. You may either retype the entire assignment or photocopy the pages and handwrite your responses. Either way, be **thorough and complete** with your answers.

Three Interpretations of a Story: Choose any single story we have discussed this term. Then analyze that story from three different perspectives: Freudian, Marxist, and feminist. You will write one paragraph for each interpretation, but no introductory or concluding paragraphs are necessary. Just label the three paragraphs to indicate which interpretive lens is used in each paragraph. For example, the paragraph that analyzes the story you've chosen through a Freudian lens will be labeled "Freudian Interpretation." This is a fairly complicated assignment. You have to think about the same story from three different perspectives, but the three paragraphs do not need to be the same length. Some paragraphs will be longer than others – but all of them will include insightful, meaningful analyses. To earn full credit for this assignment, you must cite **details** from the story and **details** from the literary theories. For example, you must explain exactly how the "train" is a "phallic symbol" or a symbol of "repression" in Freudian terms. Use quotes from the story and terms from your study of literary theories. (1-2 pages)

Short Story Essay: Show me you can think critically. These essays should contain **original ideas, thoughtful analyses, and textual evidence**. These are not summaries or journal-type entries. These are detailed, insightful essays that dig deep beneath the surface of the literary texts we study. Challenge yourself. This essay will include a formal introduction with a **clear thesis sentence**, organized body paragraphs **with textual evidence**, and an original conclusion. Use MLA style throughout. **(4-5 pages)**

Pick one of the suggested essay topics below:

1) Gabriel Garcia Marquez is a renowned writer, one often cited for his ability to invest seemingly simple narratives with enormous weight. He accomplishes this in his story "A Very Old Man with Enormous Wings." The story has been interpreted in so many ways because the simplicity of his style invites multiple readings – and multiple interpretations.

What is the theme of the story? What is Marquez trying to show us about the human condition, about life, about anything? NOTE: However tempting it may be to argue for several competing interpretations of the story's theme, stick to **ONE** interpretation and develop that interpretation **using textual evidence from the story to support your claim.**

2) "The Rocking Horse Winner" by D.H. Lawrence is a very complex short story. The rocking horse is a powerful symbol with many competing meanings. If you had to pick one meaning, what would it be? What does the rocking horse symbolize? Feel free to pick a single word or a whole sentence when explaining what the rocking horse symbolizes. Use details from the story to prove your position about the symbolic meaning of the rocking horse. NOTE: However tempting it may be to argue for several competing interpretations of the rocking horse's symbolic meaning, stick to **ONE** interpretation and develop that interpretation **using textual evidence from the story to support your claim.**

3) Jim, the "black mass" in Richard Wright's "Big Black Good Man," is a curious character. Olaf avoids using Jim's name, questions the prostitute he provides Jim, pees his pants at the sight of the giant, fantasizes about his destruction by a white shark, and feels impotent in his presence. Interpret this story from one of the following perspectives: Freudian, Marxist, or feminist. **Develop a clear thesis. using textual evidence from the story to support your claims.**

Questions to consider when editing short essays:

- 1) Do I provide a creative introduction, one that clearly indicates my interpretation of this story? Do I have an intriguing title for the essay? Do I mention the title of the story in the intro? In the introduction, do I include a list of the main points I will make to convince the reader of my interpretation?
- 2) Do I unify my paragraphs effectively? Do I use textual evidence in the body paragraphs? Do I have original, intelligent ideas in this essay? **Do I clearly explain how and why the textual evidence supports my point?** Are these ideas expressed clearly?
- 3) Do I use every sentence efficiently? Does each sentence contribute to this essay?
- 4) Does the conclusion simply summarize the points I've already made, or does it genuinely leave the reader with food for thought?

In the Bedroom Group Exercise: The movie *In the Bedroom* is based on a short story. The phrase "in the bedroom" refers to the lobsters Frank Fowler catches with his father, Matt. Matt explains to young Jason Strout that if there are more than two lobsters to a cage, any other lobsters trying to enter the cage will be attacked. This is a play on the idea that, "Two is company, and three is a crowd." Obviously, this metaphor can be applied to Richard's attack on Frank when he feels Frank is moving in on him and his wife: Richard feels that he and his wife are like two lobsters in a cage, and when Frank tries to enter the cage, Richard attacks him. Similarly, Matt attacks Richard when he feels Richard has entered the cage occupied by his wife and himself. These are the obvious connections. In what *other* ways is this metaphor of the lobster cage employed in this story? Do not limit yourself to people or physical bodies only. Think broadly. Working with two other students, list all the other ways in which this metaphor applies to the dynamics of the movie.

Essay Review Sheet: You will analyze your own essay – and my comments on it. Follow the directions for this exercise on the final page (31) of this syllabus. (1-459 pages)

Write-up #1: Using your knowledge of **poetic form, words, imagery, symbolism, metaphor, and meter**, analyze the poem “Blackberry Eating” by Galway Kinnell (564) in a one-page write-up. Analyze the poem’s theme or themes and explain how the **variables listed above** support or detract from the poem’s meaning. You must limit this to one, double-spaced page, so make sure every sentence counts! You do not need an introduction, a conclusion, or any formal body paragraphs. Instead, explore the poem, and see how the poet uses the variables listed above to enhance or modify the meaning of the poem. Cite **details** from the poem!

Midterm Examination: This exam will ask you to explicate a single poem in great depth. You will choose from among three to four essay prompts and respond to one of them. **Sample Question:** In “My Papa’s Waltz,” Roethke portrays an incident from his youth, but how do you interpret this poem? Is the boy happy, abused, respectful, scared – something else? How do the words used in the poem support this position? How do the sounds or structure of the poem reinforce your interpretation? Are the images used throughout consistent with your reading? Are there any other poetic devices employed here?

Write-up #2: In a one-page write-up, provide a brief summary of **THREE** recent criticisms of the Bush Administration. You may discuss torture, terrorism, terrorist conspiracy theories, freedom, the Constitution, biological weapons and testing, religion, control, wiretapping, privacy, media conglomerates, homophobia, the USA Patriot Act, the TIPS program, or any other criticisms you feel are valuable. You must limit this to one, double-spaced page, so make sure every sentence counts!

Research Essay: The movie *V for Vendetta* was rewritten by the Wachowski Brothers to be a searing indictment of the Bush Administration. Were they successful? Does the movie succeed at being an allegory of the current administration and its violations, or does it fail? Does it oversimplify the current administration’s shortfalls? Is the relationship between the movie and reality more complex than this movie seems to imply? Or does the movie function as a hyperbolic yet accurate critique of Bush and his associates? Essentially, this is a binary question: Does the movie succeed or not? BUT, you should feel free to express in your thesis statement exactly how and to what extent it does or does not succeed. The questions posed above are examples of how the thesis could be made more complex. This interpretive essay will have a creative introduction with a clear thesis, organized body paragraphs that contain textual evidence, and an insightful conclusion. Also, you should incorporate **at least four outside sources (one of which may be the movie)**. The sources may cover current events or the movie. This interpretive essay will be graded on form and content. I expect these essays to be polished examples of writing, free of grammatical errors, misspellings, and stylistic inconsistencies (especially MLA). They will also be evaluated for clarity. Above all, I expect to see original ideas and compelling analyses here. Think deeply about the parallels between the movie and the world you inhabit. Think about torture, terrorism, terrorist conspiracy theories, freedom, the Constitution, biological weapons and testing, religion, control, wiretapping, privacy, media conglomerates, homophobia, and **ideally new parallels not covered in class. Be CREATIVE in your analysis, and show how details support your ideas.** (7-8 pages) For an accurate script of the movie, visit the following website:

<http://trueredpill.googlepages.com/VforVendetta.ssa>

Library Workshop: You will be required to attend at least one workshop offered through the Glendale Community College Library.

Final Exam: You will be given two different writing prompts about the novel *Choke*. You will write an in-class essay in response to **ONE** of these two essay prompts. Of course, you may use your book and your notes. Your essay should contain an introduction (with a clear thesis sentence), organized body paragraphs, and a conclusion. Be sure to include original ideas!

QUIZZES ARE COMMON.

Course Grade Breakdown

MLA Exercise	50 points
Active Reading Exercise	50 points
Deductive and Inductive Reasoning	50 points
Three Interpretations of a Story	50 points
Logical Fallacies Test	50 points
Short Story Essay	100 points
<i>In the Bedroom</i> Group Exercise	50 points
Essay Revise Sheet	50 points
Write-up #1	25 points
Midterm	100 points
Write-up #2	25 points
Research Paper	200 points
Final Exam	100 points
Participation	50 points
Library Workshop	50 points
Total Points	1000 Points

1000-900 = A

899 - 800 = B

799 –700 = C

699 – 600 = D

Final Note: All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

Course Schedule

Read all assignments before coming to class.

All assignments are due on the date indicated below.

An asterisk () is placed next to those activities that will be delivered in class.*

Week 1

9/3 –	Introduction to course * Homework * MindTrap 102 *
9/5 –	Literature (pages 53-69) “clackalacking is <i>not</i> a word!” and Text-Messaging Hell “I’ll C U THRU IT” * GITS, Slang, Informal Language, Contractions, 1 st and 2 nd person pronouns * MLA *

Week 2

9/8 –	Active Reading Strategies (page 14 of this packet) Denotation and Connotation * Literature, pages 1-7 and 79-84 DUE: MLA Exercise (page 12 of this syllabus)
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9/10 – Literature (pages 100-103, 125-134)

Terms to understand: plot, conflict, protagonist, antagonist, exposition, climax, resolution, *in media res*, flashback, foreshadowing, character, flat, round, static, dynamic, and motivation

DUE: Active Reading Exercise (page 13)

9/12 – Deduction and Induction *

Week 3

9/15 – Literature (pages 155-157 and 372-384)

Terms to understand: historical setting, geographical setting, physical setting, first-person narrators, unreliable narrators,

DUE: Deductive and Inductive Exercise (page 16 of this syllabus plus two paragraphs, see above)

9/17– Literature (pages 182-208 and 229-230)

Terms to understand: irony, situational irony, dramatic irony, verbal irony, sarcasm, omniscient narrators, limited omniscient narrators, objective narrators

9/19 – Freudian, Marxian, and Feminist Theories ~ Read Handout in this packet

Week 4

9/22 – Literature (pages 267-281, 315-318, 326-338)

Terms to understand: symbol, universal symbols, conventional symbols, literary symbol, allegory, and theme

DUE: Three Interpretations of a Story

9/24 – Literature (pages 339-352 and 367-371)

9/26 – Logical Fallacies (pages 20-21 in this syllabus)

Week 5

9/29 – Common Writing Problems (page 12 of this packet)

Introductory Paragraphs (page 23 of this packet)

Literature (pages 8-45, 412-416)

10/1 – **Logical Fallacies Test**

Body Paragraphs (page 24 of this packet)

Conclusions (page 25-26 of this packet)

10/3 – Writing Workshop *

Body Paragraphs – Supporting Evidence *

DUE: Typed Outline of Short Story Essay

Week 6

10/6 – Writing Workshop *

Peer Edit *

DUE: Typed Rough Draft of Short Story Essay

10/8 – Watch In the Bedroom *

DUE: Typed Final Draft of Short Story Essay (4-5 pages) (Submit materials in the following order: 1) Final Draft (top), Rough Draft w/ Peer Comments (second), and Outline (bottom))

10/10 – Watch *In the Bedroom* *

Week 7

10/13 – *In the Bedroom* Group Exercise *

DUE: *In the Bedroom* Group Exercise (handwritten, submit after meeting with group) (1 page)

10/15 – Introduce Poetry *

10/17 – Poetic Form *

Literature (pages 468-470, 482, 521, 672)

Week 8

10/20 – Words and Imagery *

Literature (pages 491, 500, 504, 507-508)

DUE: Essay Revise Sheet

10/22—Literature (pages 513-514, 520)

Simile, Metaphor, and Personification *

Literature (pages 521-522, 527)

10/24 – Literature (pages 532, 537, and 541)

Week 9

10/27 – Sound and Meter *

Literature (pages 547—561)

10/29—Literature (pages 583-595)

DUE: Write-up #1

10/31 – Pulling It All Together: Theme

Literature (pages 621-625, 631, 641)

Week 10

11/3 – Literature (pages 671-672, 687-690, 703-705)

11/5 – Preparation for Midterm *

11/7 – **Poetry Midterm**

Week 11

11/10 – Veteran's Day – NO CLASSES

11/12 – Watch *V for Vendetta*

11/14 – Watch *V for Vendetta*

Week 12

11/17 – Watch *V for Vendetta*

DUE: Write-up #2

11/19 – Research Paper *

Thinking & Researching & Organizing *

11/21 – Research Paper *

Integrating Sources *

Week 13

11/24 – Research Paper

DUE: Research Clusters

11/26 – Individual Conferences *

DUE: Outline of Research Paper *

11/28 – HAPPY THANKSGIVING – NO CLASSES

Week 14

12/1 – Peer Edit

DUE: Rough Draft of Research Paper *

12/3 – *Choke*, Chapters 1-21

DUE: Final Draft of Research Paper

12/5 – *Choke*, Chapters 22-40

Week 15

12/8 – *Choke*, Chapters 41-49

Final Exams TBA

MindTrap

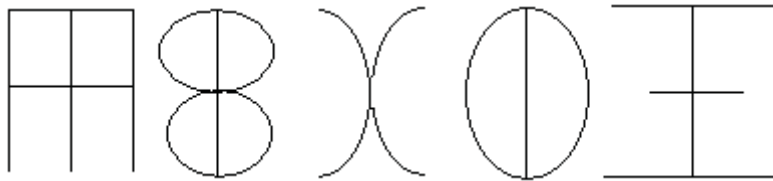
- 1) Often talked of, never seen; ever coming, never been,
Daily looked for, never here; still approaching, coming near.
Thousands for it's visit wait but alas for their fate,
Tho' they expect me to appear, they will never find me here.

What is the poem about?

- 2) Mr. and Mrs. Plum have six daughters and each daughter has one brother. How many people are in the Plum family?
- 3) "Figure this out," said a jail guard to Shadow. "Sid Shady escaped from his jail cell about 11 p.m. last night. We really didn't know why he would want to escape since the island is nothing but rock, and he can't swim a stroke. We figured we would leave him out for the night, and he would be back in the morning. But this morning we realized he *had* actually escaped and without *any* help. As a matter of fact he tied a couple of strings together and was spotted on the mainland a mile away two hours later." How did Shady escape?
- 4) Dee is babysitting ten children. She has a jar with only ten crackers in it. All the children want to have a cracker, but they also want Dee to leave one cracker in the jar. How is Dee able to give each child a cracker and still leave one in the jar?
- 5) This is a most unusual paragraph. How quickly can you find out what is so unusual about it? It looks so ordinary you'd think nothing was wrong with it – and in fact, nothing *is* wrong with it. It is unusual though. Why? Study it, think about it, and you may find out. Try to do it without coaching. If you work at it for a bit,

it will dawn on you. So jump to it and try your skill at figuring it out. Good luck – don't blow your cool!

- 6) Ari Grant turned to Shadow and said, "You must have seen the notice in the elevator that the gas and the power would be turned off from midnight until six this morning. The problem is that burglars also read these notices. Anyway, I woke up at ten to six and thought I heard somebody in my apartment. I lit a candle and checked around but didn't see anything unusual. Just then, the power came on, so I decided to shower and go to the office early. I was in the shower for maybe two minutes when I heard another strange noise. I peered around the shower curtain and saw a man walk past the bathroom door. I couldn't make him out clearly because of the steam, but I think he wore the coveralls of one of the crew who were working in the building. The bottom line is," shouted Ari, "my priceless coin collection is missing." "That story is a lie!" shouted Shadow. Why?
- 7) A famous magician had a water glass that was filled to the top. Holding the glass above his head he let it drop to the carpet without spilling a single drop of water. How could he manage to drop the glass from a height of over six feet and not spill any water?
- 8) Some months have 30 days and some months have 31 days. How many months have 28 days?
- 9) What is the next figure or symbol in the following sequence?



- 10) Khort was on a dig for fossils and other artifacts in the far north. While digging through the layers of snow and frozen tundra he came across a perfectly preserved body of a man. Upon closer examination, Khort leaped for joy at the magnitude of his discovery. The frozen body was none other than that of Adam from the Bible. What was it about this body that convinced Khort that this was Adam?
- 11) If you were to put a coin in an empty bottle and then insert a cork into the neck, how could you remove the coin without taking out the cork or breaking the bottle?
- 12) During a world fair, a group of scientists were exhibiting their advances in genetic engineering. There were crossbreeds of various bulls, cows, and other domestic farm animals. Featured in the exhibit were several over-sized prize turkeys. One afternoon during the show, a woman casually walked up to the exhibit, shot the turkeys, and then ran out of the building. Although she was known to a number of people, nobody made any attempt to stop her. Why?

Common Writing Problems
The Art of Writing to Communicate

Read the following sentences and determine what, if any, problems exist in the original sentences. Then, correct each sentence as you deem necessary.

- 1) He is a man who left in a hasty manner.
- 2) Which is one of the main reasons I need to pull the flesh off the donkey during the Christmas celebration.
- 3) Daniel, at the present time, is employed in a tall skyscraper; working as a marketing assistant due to the fact that he has a negative savings situation.
- 4) In my opinion, I think the most perfect solution is to scurry quickly beneath the fence, we need to avoid being detected by the pigs in blue.
- 5) Running away from the monkey-rapist in the white house.
- 6) A surge of power was responsible for the destruction of the coolant pumps.
- 7) When that nasty slut found her way into my boyfriends truck at the factory on the outskirts of the town we vowed to destroy.
- 8) Qrfsty swore on the bible to uphold the laws of this organization he will not fail us.
- 9) Every one of the students want to join the new club on campus.
- 10) If a student wishes to succeed in this class, they have to work very hard.
- 11) To earn an A, young Thresh needed to do many interesting things.
- 12) I can't, so I won't.
- 13) Tommy attended U.S.C. because his brain was eaten by zombies from Arkansas.
- 14) Ingrid went to the party at midnight, but this guy tells her the party is over. So she came over to my house, and we threw darts at her.
- 15) Walking into the room, the skeleton caught my attention.
- 16) The baby-killers at the abortion clinic are dead wrong.
- 17) Dwayne wanted to find his girlfriend at the factory. Dwayne drove to the factory at 2 am to find her with his best friend. Dwayne reached for his gun. Dwayne aimed it at the gas tank of his friends mustang. Dwayne fired his gun.
- 18) My favorite movie is called "The Notebook." I have crappy taste in movies.
- 19) Ulbert Kugelschreiberlichkeit listened to Justin Timberlake in the dark he was tone deaf.
- 20) From whom did Ulbert acquire this statue of Thor.

MLA EXERCISE

- 1) What does the acronym MLA stand for? What are the other two major citation methods called?

- 2) Why is it important to know MLA style? What **four** purposes does this documentation style serve?
- 3) What is the difference between in-text citation and works cited citation?
- 4) How would you cite a quote from page 123 of *Choke*? Pick a line from that page, and correctly document the quotation as you would in a traditional essay. Imagine you were quoting this for your paper – and imagine further that you were *citing the book for the first time*.
- 5) How would you cite a line from a website in your essay? Choose a line from any website and quote that line here. Then use quotation marks around the borrowed material and use appropriate in-text citation. Besides page numbers, how else can you chronicle accurately and precisely where you located information on a web page?
- 6) How do you know when to italicize a title or place quotation marks around it?
- 7) Examine a Works Cited page in your grammar handbook or the OWL site. How would you describe the spacing on the page? Is the phrase “Works Cited” centered? How are lines indented? Is the Works Cited page numbered as the other pages are, in the top, right-hand corner?
- 8) According to MLA, what is the difference between a Works Cited page and a bibliography?
- 9) Three types of plagiarism or unacceptable borrowing are listed and explained on pages 53-58 of your literature text. Summarize the definition of plagiarism provided on these pages: summarize each of the three types listed here in two sentences. (**Be sure not to plagiarize the authors of your textbook in responding to this question on plagiarism!**)
- 10) Then, complete the chart below. The chart explains what material needs to be cited in a formal essay and what material does not need to be cited. Please provide a single example for each of the ten entries. You do NOT need to retype the entries; just provide an example that lets me know you understand the concept expressed in the entry. For example, you may write down the following for number 5 on “What does not need to be documented”: “A dog is a mammal.” This simple entry is an example of a **generally accepted fact**.

What needs to be cited or documented	What does not need to be documented
<ol style="list-style-type: none"> 1) Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium 2) Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing 3) When you copy the exact words or a unique phrase 4) When you reprint any diagrams, illustrations, charts, pictures, or other visual materials 5) When you reuse or repost any electronically-available media, including images, audio, video, or other media 	<ol style="list-style-type: none"> 1) Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject 2) When you are writing up your own results obtained through lab or field experiments 3) When you use your own artwork, digital photographs, video, audio, etc. 4) When you are using “common knowledge,” things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents) 5) When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, “writing is a process” is a generally-accepted fact.

Active Reading Strategies

Pre-Reading: What do you do when you are given an assignment? First, schedule some time to read the assignment. This sounds basic, but how often do you see “other” students cramming a reading assignment between classes.

- Read any preliminary notes:
- Study the title and subheadings:
- Look at the length of the assignment:
- Research the author:
- Make predictions
 - Turn the title into a question:
 - Study the first paragraph:
 - Study the final paragraph:
 - Subject:
 - Purpose:
 - Audience:
 - Argument:

First Reading: You should read any assignment (particularly those under 50 pages) more than once. What should you do the first time around?

- Read the piece all the way through:
- Underline unknown vocabulary:
- Ask questions:
 - Which predictions were true?
 - What surprised you?
- First impression:
 - Like/Dislike, Good/Bad, Happy/Sad:
- Make a list of vocabulary words and study them:

Second Reading: The second reading should be for real comprehension. Take time to do the following:

- Stylistic Choices:
 - Denotation/connotation:
 - Repeated words:
 - Metaphors, symbols, figurative language:
 - Varied sentence styles:
- Annotate and Highlight:
 - Sentences:
 - Notes in margins:
 - Summaries: Summarize important information
 - Questions: Ask questions, like “who, what, where, when, and WHY”
 - Confusion: What needs to be clarified?
 - Connections:
 - You, family, community, city, state, country, world, life:

Post-Reading Activities: When you’re finished, you’re not finished.

- Summarize the reading:
- Ask questions:
- Identify main themes, arguments, points, ideas:
- Write debatable essay questions:

DEDUCTION: Fill in the following syllogisms so they are deductively correct.

General: If $A = B$
General: And $B = C$
Specific: Then, $A = C$

General: John is an English man.
General: English men must register with the military.
Specific:

General: If Khanto has large feet.
General: And those with large feet wear large shoes.
Specific: Then,

General: Sam is also known as John Kelt.
General: John Kelt is Lithuanian.
General: All Lithuanians speak English.
Specific:

General: Yelda earned an A in this course.
General:
Specific: Yelda is very satisfied with her life.

General:
General: Musicians like to smoke cigarettes.
Specific: Ulde likes to smoke cigarettes.

Now, apply this to a more complicated exercise. Read the following examples and fill in the blank portions or use deductive reasoning to prove how the interpretations provided are accurate.

Quote: "The sheep pushing their carts down the aisle -- the girls were walking against the usual traffic (not that we have one-way signs or anything) -- were pretty hilarious" (Updike 226).
General: Sammy compares the women in town to sheep.
General: Sheep are animals that simply follow others without thinking for themselves.
Specific: Sammy believes the women cannot think independently.
More Commentary: What does this comparison suggest? If the women are sheep, or followers, what is Sammy implying about the girls who "walk against the usual traffic?"

Quote: "All of a sudden I slid right down her voice into her living room. Her father and the other men were standing around in ice-cream coats and bow ties and the women were in sandals picking up herring snacks on toothpicks off a big plate and they were all holding drinks the color of water with olives and sprigs of mint in them. When my parents have somebody over they get lemonade and if it's a real racy affair Schlitz in tall glasses with "They'll Do It Every Time" cartoons stencilled on" (Updike 227).
General: Sammy fantasizes about Queenie's parents holding fancy parties where they eat fancy "Kingfish" (225) herring snacks.
General: The terms "Queenie" and "Kingfish" are often associated with royalty.
General: Members of the royal family generally hold a higher social class.
Specific: Sammy fantasizes about _____.
More Commentary: What does this comparison suggest? How does Sammy describe his own family? How does this comparison reinforce the specific claim you've made above?

INDUCTION: Fill in the following entries so they are inductively correct.

Specific: John sings about maple trees.
Specific: John has a tattoo of a maple tree on his face.
Specific: John draws pictures of maple trees all over his books.
General: John likes maple trees.

Specific: Hermut Kugelschreiberlichkeit always smells like hamburgers.
Specific: Hermut Kugelschreiberlichkeit wears a hamburger T-shirt every day.
Specific: Hermut Kugelschreiberlichkeit eats at In-N-Out 5 times a day.
General:

Specific:
Specific: John has bad teeth and eats flavorless food every day.
Specific: John speaks with an English accent.
General: John is English.

Specific:
Specific: Rango receives VA benefits from the US government.
Specific: Rango's favorite topic of conversation is the Vietnam Conflict.
General: Rango is a Vietnam veteran.

Specific: Yesterday, Haluna built a wooden desk.
Specific: Earlier today, Haluna built a wooden chair.
Specific: Tonight, Haluna sold the wooden desk and the wooden chair.
General:

Specific: My dog licks my shoes.
Specific: My dog protects my wife's shoes from strangers.
Specific: My dog draws shoes with her tongue.
General:

Specific:
Specific:
Specific:
Specific:
General: HeldaFarousi likes horror movies.

Now, apply this to a more complicated exercise. Read the following examples and fill in the blank portions or use inductive reasoning to prove how the interpretations provided are accurate.

Quote: "The sheep pushing their carts down the aisle -- the girls were walking against the usual traffic (not that we have one-way signs or anything) -- were pretty hilarious" (Updike 226).
Specific: Sammy finds women he describes as sheep hilarious.
Specific: He notes how they all follow unwritten rules out of habit.
Specific: Sammy ridicules the women, and probably does not think very highly of them.
Specific: The girls do not follow these unwritten rules.
Specific: Queenie leads the girls without thinking about how the other women act or behave.
General:

Reasoning

Study the following proof from a typical geometry problem:

Steps	Reason
$4x = 8 - 2x$	Given
$2x = 4 - x$	Division property of equality
$3x = 4$	Addition Property of equality
$x = 4/3$	Division property of equality

This is not qualitatively different than what you should do when proving evidence in your writing. Many students claim they are “math people,” but math and English are not wholly different. Thinking is thinking, regardless of the discipline. The basic reasoning skills used in mathematical proofs and even algebraic problems should be implemented in writing.

Therefore, we should avoid quickly asserting our position when using evidence. Instead, we should show – **step by step** – how we arrive to our conclusions when doing a “proof” in interpretation.

Study the following examples:

- 1) “I uncrease the bill, tenderly as you may imagine, it just having come from between the two smoothest scoops of vanilla I had ever known were there” (375). Sammy wants to join her social class because he likes the money. He sees the money and loves it, and he wants to have some of that money too.

*You should not simply **assert** Sammy’s desire for social climbing. You should show **how** and **why** he desires more than sex.*

- 2) “I uncrease the bill, tenderly as you may imagine, it just having come from between the two smoothest scoops of vanilla I had ever known were there” (375). Of course, Sammy is sexually attracted to these girls, particularly Queenie, whose breasts attract his attention. However, the sexualized region of Queenie’s body is also home to her money. To juxtapose Queenie’s breasts with money is suggestive. Sammy describes the breasts as “vanilla” ice cream. Of course, he would like to consume ice cream and, in a sexual sense, her breasts, but the imagery of consumption applies to the money as well, insofar as money allows her to consume other goods. He breasts then are likened to money in that they both revolve around consumption. Consequently, it is not merely the breasts Sammy wants to consume but the money hidden near them.

Here, we show how this evidence supports our position that Sammy is genuinely attracted to the girls on more than one level. If we use this evidence to support the thesis that Sammy desires to join the girls’ social class, we must show – step by step – why this evidence supports that position.

In mathematical terms, the proof would look something like this:

Given: $S = QB$	Sammy = Queenie’s Breasts
If $QB=M$	Queenie’s Breasts = Money
Then $S=M$	Sammy = Money

Interpretive Essay Outline (REQUIRED)

Introduction

Describe the creative lure.

What is the topic of the essay?

List or points / Relevance?

Thesis:

Answer the following questions to test your thesis.

- 1) Is this debatable? Would anyone disagree with this statement? _____ If it is not debatable, stop here. This is not a thesis.
- 2) Is this an opinion or a generally accepted fact? _____ If it is a fact, stop here. This is not a thesis.
- 3) Is this obvious, or do I need to prove this with many examples, facts, expert opinion, textual evidence? _____ If it is obvious, stop here.
- 4) Have I stated the thesis in precise and clear terms, or is this a vague sentence that will allow me to talk about a bunch of different stuff. _____ If it is a vague sentence, stop here.
- 5) Do I need to be a mindreader to prove this, or can I interpret evidence from the text to support this? _____ If you start reading minds, stop here. If not, you *may* have a thesis

Body paragraph – Topic of this paragraph? _____

Include topic sentence

What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Body paragraph – Topic of this paragraph? _____

Include topic sentence

What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Body paragraph – Topic of this paragraph? _____

Include topic sentence

What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Body paragraph – Topic of this paragraph? _____

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What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Body paragraph – Topic of this paragraph? _____

Include topic sentence

What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Body paragraph – Topic of this paragraph? _____

Include topic sentence

What is the textual evidence for this part of the argument? (quotes, evidence, statistics, etc.)

Explain this evidence:

How does this support your interpretation?

Alternate Hypothesis

What might those who disagree with your interpretation posit? (This gives you the opportunity to bring up a possible weakness to your interpretation/argument – and KNOCK IT DOWN.)

(Maybe some detail / quote for this opposition):

Refute this opposing perspective and demonstrate why it is incorrect / negligible:

Use evidence to support your refutation (quotes, evidence, statistics, etc.):

Explain:

Conclusion

Summarize your paper in a sentence or two:

Conclude your essay creatively – jot down notes here:

LOGICAL FALLACIES

Description of Hasty Generalization

This fallacy is committed when a person draws a conclusion about a population based on a sample that is not large enough. It has the following form:

1. Sample S, which is too small, is taken from population P.
2. Conclusion C is drawn about Population P based on S.

The person committing the fallacy is misusing the following type of reasoning, which is known variously as Inductive Generalization, Generalization, and Statistical Generalization:

1. X% of all observed A's are B's.
2. Therefore X% of all A's are Bs.

The fallacy is committed when not enough A's are observed to warrant the conclusion. If enough A's are observed then the reasoning is not fallacious.

Keldar, who is from England, decides to attend graduate school at Ohio State University. He has never been to the US before. The day after he arrives, he is walking back from an orientation session and sees two white (albino) squirrels chasing each other around a tree. In his next letter home, he tells his family that American squirrels are white.

Description of Post Hoc

A Post Hoc is a fallacy with the following form:

1. A occurs before B.
2. Therefore A is the cause of B.

The Post Hoc fallacy derives its name from the Latin phrase "Post hoc, ergo propter hoc." This has been traditionally interpreted as "After this, therefore because of this." This fallacy is committed when it is concluded that one event causes another simply because the proposed cause occurred before the proposed effect. More formally, the fallacy involves concluding that A causes or caused B because A occurs before B and there is not sufficient evidence to actually warrant such a claim. It is evident in many cases that the mere fact that A occurs before B in no way indicates a causal relationship.

Bill purchases a new PowerMac and it works fine for months. He then buys and installs a new piece of software. The next time he starts up his Mac, it freezes. Bill concludes that the software must be the cause of the freeze.

The Republicans pass a new tax reform law that benefits wealthy Americans. Shortly thereafter the economy takes a nose dive. The Democrats claim that the tax reform caused the economic woes and they push to get rid of it.

Description of Ad Hominem

Translated from Latin to English, "Ad Hominem" means "against the man" or "against the person." An *Ad Hominem* is a general category of fallacies in which a claim or argument is rejected on the basis of some irrelevant fact about the author of or the person presenting the claim or argument. Typically, this fallacy involves two steps. First, an attack against the character of person making the claim, her circumstances, or her actions is made (or the character, circumstances, or actions of the person reporting the claim). Second, this attack is taken to be evidence against the claim or argument the person in question is making (or presenting). This type of "argument" has the following form:

3. Person A makes claim X.
4. Person B makes an attack on person A.
5. Therefore A's claim is false.

Bill: "I believe that abortion is morally wrong."

Dave: "Of course you would say that, you're a priest."

Bill: "What about the arguments I gave to support my position?"

Dave: "Those don't count. Like I said, you're a priest, so you have to say that abortion is wrong. Further, you are just a lackey to the Pope, so I can't believe what you say."

Description of False Dilemma

A False Dilemma is a fallacy in which a person uses the following pattern of "reasoning":

6. Either claim X is true or claim Y is true (when X and Y could both be false).
7. Claim Y is false.
8. Therefore claim X is true.

This line of "reasoning" is fallacious because if both claims could be false, then it cannot be inferred that one is true because the other is false. That this is the case is made clear by the following example:

3. Either $1+1=4$ or $1+1=12$.
4. It is not the case that $1+1=4$.
5. Therefore $1+1=12$.

Bill: "Jill and I both support having prayer in public schools."

Jill: "Hey, I never said that!"

Bill: "You're not an atheist are you Jill?"

Either we kill them or they kill us.

Description of Slippery Slope

The Slippery Slope is a fallacy in which a person asserts that some event must inevitably follow from another without any argument for the inevitability of the event in question. In most cases, there are a series of steps or gradations between one event and the one in question and no reason is given as to why the intervening steps or gradations will simply be bypassed. This "argument" has the following form:

9. Event X has occurred (or will or might occur).
10. Therefore event Y will inevitably happen.

This sort of "reasoning" is fallacious because there is no reason to believe that one event must inevitably follow from another without an argument for such a claim. This is especially clear in cases in which there is a significant number of steps or gradations between one event and another.

"We have to stop the tuition increase! The next thing you know, they'll be charging \$40,000 a semester!"

"We've got to stop them from banning pornography. Once they start banning one form of literature, they will never stop. Next thing you know, they will be burning all the books!"

Description of Straw Man

The Straw Man fallacy is committed when a person simply ignores a person's actual position and substitutes a distorted, exaggerated or misrepresented version of that position. This sort of "reasoning" has the following pattern:

11. Person A has position X.
12. Person B presents position Y (which is a distorted version of X).
13. Person B attacks position Y.
14. Therefore X is false/incorrect/flawed

This sort of "reasoning" is fallacious because attacking a distorted version of a position simply does not constitute an attack on the position itself. One might as well expect an attack on a poor drawing of a person to hurt the person.

Bill and Jill are arguing about cleaning out their closets:

Jill: "We should clean out the closets. They are getting a bit messy."

Bill: "Why, we just went through those closets last year. Do we have to clean them out everyday?"

Jill: "I never said anything about cleaning them out every day. You just want to keep all your junk forever, which is just ridiculous."

Description of Two Wrongs Make a Right

Two Wrongs Make a Right is a fallacy in which a person "justifies" an action against a person by asserting that the person would do the same thing to him/her, when the action is not necessary to prevent B from doing X to A. This fallacy has the following pattern of "reasoning":

15. It is claimed that person B would do X to person A.

16. It is acceptable for person A to do X to person B (when A's doing X to B is not necessary to prevent B from doing X to A).

This sort of "reasoning" is fallacious because an action that is wrong is wrong even if another person would also do it.

After leaving a store, Jill notices that she has underpaid by \$10. She decides not to return the money to the store because if she had overpaid, they would not have returned the money.

Jill is horrified by the way the state uses capital punishment. Bill says that capital punishment is fine, since those the state kill don't have any qualms about killing others

Description of Appeal to Popularity (Ad Populum)

The Appeal to Popularity has the following form:

17. Most people approve of X (have favorable emotions towards X).

18. Therefore X is true.

The basic idea is that a claim is accepted as being true simply because most people are favorably inclined towards the claim. More formally, the fact that most people have favorable emotions associated with the claim is substituted in place of actual evidence for the claim. A person falls prey to this fallacy if he accepts a claim as being true simply because most other people approve of the claim.

"My fellow Americans...there has been some talk that the government is overstepping its bounds by allowing police to enter peoples' homes without the warrants traditionally required by the Constitution. However, these are dangerous times and dangerous times require appropriate actions. I have in my office thousands of letters from people who let me know, in no uncertain terms, that they heartily endorse the war against crime in these United States. Because of this overwhelming approval, it is evident that the police are doing the right thing."

Description of Appeal to Tradition

Appeal to Tradition is a fallacy that occurs when it is assumed that something is better or correct simply because it is older, traditional, or "always has been done." This sort of "reasoning" has the following form:

19. X is old or traditional

20. Therefore X is correct or better.

This sort of "reasoning" is fallacious because the age of something does not automatically make it correct or better than something newer. This is made quite obvious by the following example: The theory that witches and demons cause disease is far older than the theory that microorganisms cause diseases. Therefore, the theory about witches and demons must be true.

Sure I believe in God. People have believed in God for thousands of years so it seems clear that God must exist. After all, why else would the belief last so long?

Gunthar is the father of Connan. They live on a small island and in their culture women are treated as property to be exchanged at will by men.

Connan: "You know father, when I was going to school in the United States I saw that American women are not treated as property. In fact, I read a book by this person named Mill in which he argued for women's rights. I think he was right."

Gunthar: "What a strange and new-fangled notion you picked up in America. That country must be even more barbaric than I imagined. Now think about this son. We have been trading women for cattle for as long as our people have lived on this island. It is a tradition that goes back into the mists of time. "

The Introductory Paragraph

The introductory paragraph is a problem. What do we do? What have we been told? If you are like most people, you believe the introductory paragraph is something you have to do because other people say it is important. The introductory paragraph serves a vital role in the writing process. Think of your essay as a set of directions. If the body tells us *how* to get to your destination, your introduction tells us why this trip will be fun (interest), what map we are using (topic), why we are going on this trip (relevance), and where we are headed (thesis). It should accomplish at least four things:

Required

- 1) **CREATE INTEREST IN THE TOPIC** – A creative title should be followed by an engaging lure.
- 2) **EXPLAIN YOUR TOPIC** – Discuss the topic of your essay. This answers the question: What is this essay about?
- 3) **PROVIDE A THESIS SENTENCE** – A *thesis* is a statement that expresses an opinion you intend to prove. This answers the question: What do I intend to prove in this essay?
- 4) **INCLUDE A BRIEF LIST OF YOUR MAIN POINTS** – The main ideas of each body paragraph. This *may* be added onto the thesis sentence.

Optional

- 5) **EXPLAIN THE RELEVANCE OR IMPORTANCE OF YOUR ARGUMENT** – This answers the question: Why should readers want to know about this topic?

You have a great opportunity to lure the reader with a creative introduction. The introduction serves as a first impression. Think about it. Imagine you meet a pleasant person. How would you introduce yourself? “My name is Ishkhuhi Hastanapanian. I think you are interesting in many ways. I think it is interesting to be with you. You interest me, young human.” If so, you are a very lonely person. An introductory paragraph is no different. Make people *want* to read. *How* do you make people interested? Present your topic with some enthusiasm. Here are a few suggestions:

- 1) **Start with a short story or anecdote that explains your topic.** Keep it short, but make it fascinating. Make sure that it is *directly* related to your topic.
- 2) **Use a bizarre statistic.** Americans work one hundred hours a year more than the industrious Japanese. Don’t make these up. Keep it factual.
- 3) **A quote — the stranger the source, the better.** I once used a quote from a song by the Dead Kennedys for a paper on George Orwell’s *1984*. “Now it’s 1984 / Knock, knock at your front door / It’s the suede-denim secret police / They have come for your uncool niece.” This essay was about Orwell’s concept of Newspeak.
- 4) **Shock the reader.** “Dolphins love to be punched in the stomach. They like to experience pain and they will never retaliate with ample rage. Actually, this is not true.”
- 5) **Provide some history on the topic.** “Although we tend to think of Ghenghis Khan as a killer, he was responsible for a variety of social and technological revolutions.” (This one makes it particularly easy to transition into the topic’s relevance.)
- 6) **Start with the opposite argument.** (Difficulty rating: 328,342,235,657,676) “Women experienced many social freedoms during the nineteenth century.”
- 7) **A joke or illustrative example.** When Charley was beaten by his father, he tried to ignore his own feelings. In “My Papa’s Waltz,” Theodore Roethke....

Body Paragraphs

You will write a detailed outline for your essay. Of course, your introductory paragraph will contain a creative title and lure, the topic of the essay, a brief list of the main points you will make in your essay, and a **thesis sentence**. These will be included in your outline. But how do you organize information in your body paragraphs? Each body paragraph should contain the following:

- 1) **A topic sentence** – a sentence that clearly expresses the main topic of this paragraph. This differs from the topic of the essay found in the introduction. The topic of the essay may be therapeutic cloning, but the topic of the body paragraph will be one point about therapeutic cloning (i.e. its ability to fight diseases or advance medical knowledge).
- 2) **Evidence** – detailed proof of the point you wish to make in this paragraph. This may include statistics, facts, case study results, quotations from experts, or some other verifiable information. Remember: Details are important.
- 3) **Support the evidence** – an analysis of the evidence you have provided in this paragraph. What does this evidence mean? How should your audience interpret this evidence? Here are some ways to support evidence:
 - a. **Use an analogy or example** – An example or analogy may help readers understand a complex quote in greater detail.
 - b. **“In other words”** – This phrase could be used to rephrase a quotation filled with jargon or industry-specific terminology.
 - c. **Statistics** – A good statistic will help support your evidence (unless your evidence is already a statistic).
 - d. **Facts** – Unless your evidence is a fact, a few facts to support your position would be a good idea.
 - e. **Questions** – Ask pointed questions to make readers think about the quote
 - f. **Deduction or Induction** – See notes
 - g. **Other quotes** – A great way to support evidence is to show that other experts or studies agree with this position.
 - h. **Explanation** – Exactly what does this evidence mean? Perhaps it is too complicated to be self-explanatory.
 - i. **Interpretation** – If the quote is relatively obscure, you may want to interpret the author’s or study’s findings with a detailed, step-by-step interpretation of the information.

THE IMPORTANT ASPECT OF THIS COMPONENT OF THE BODY PARAGRAPH IS SIMPLE: EVIDENCE, IF LEFT ALONE, CAN BE INTERPRETED IN A MYRIAD OF WAYS. IT IS YOUR JOB TO MAKE CLEAR – IN EXCRUCIATING DETAIL – EXACTLY WHAT THE EVIDENCE MEANS AND HOW IT RELATES TO YOUR ARGUMENT. THIS IS THE TOUGHEST PART OF THE WRITING PROCESS – BUT IT IS BY FAR THE MOST IMPORTANT.

- 4) **An explanation of how the evidence supports the thesis** – supporting sentences that explain how this information supports your thesis. How does this evidence and your explanation of it support your thesis (the opinion you intend to prove)?

The Conclusion

Bring out the Iron Maiden and other torture devices: It's time to write a conclusion! Writing a conclusion may feel like a painful experience and a waste of time if you, like many students, were told to reword the introductory paragraph and shove that revision at the end of your essay. This simply does not serve a purpose. You have stated your position in the introduction, along with a list of supporting points, and you have clarified your position in a number of body paragraphs. Why would you want to repeat your points – once again – in the conclusion, unless you feel your readers are so weak-minded that they will need to be reminded of what they have just read?

Writing a solid conclusion is a bit tricky. In the introductory paragraph and the body paragraphs of your essay, you had to satisfy specific criteria, but the conclusion is less structured. This makes some students nervous. But realize that writing a conclusion is as natural as saying "goodbye." Imagine you were having a conversation. You wouldn't end by restating what you have already discussed. You would try to find a natural way to conclude the conversation gracefully.

The same is true when concluding an essay. At the end of an essay, you should **briefly restate the general argument** of the essay, but you should quickly proceed to **conclude the essay**. Once you have persuaded the reader of your opinion in the introduction and body paragraphs, you should leave them with some food for thought. How do you accomplish these **two objectives**?

The Brief Restatement of the General Argument

This **brief** summary of the essay's argument ranges from the acceptable to the creative. You want to **quickly** recap the point of the essay. Some of the ways this may be accomplished are listed here:

- 1) **A Restatement of the List of Points:** Scores of doctors are beginning to sound the alarm about milk: this hormone-steroid cocktail causes various cancers, depletes the body of calcium, poisons us with extra Vitamin D, and ravages the human reproductive system.
- 2) **A Restatement of the Thesis:** Clearly, non-organic bovine milk is detrimental to the health of children under thirteen.
- 3) **A Dramatic Restatement of the Thesis:** A new silent killer waits for children on the other side of the refrigerator door in a quaint container labeled "Milk."
- 4) **A Comical Restatement of the Thesis:** There is one way to make a killer milkshake. Just add milk

Conclude the Essay

"Let's hurl random comments together and maybe nobody will notice." We will. "Let's just repeat ourselves." Please don't. The conclusion is an excellent opportunity to leave the reader with some food for thought. What use is a **powerful bang** in the introduction and body paragraphs if you end the essay with a whimper? You have just made a powerful argument for your interpretation, now you need to end the essay with a punch. How do I do this? Here are a few suggestions for your conclusion:

- 1) **Rhetorical Question** – You've just summarized your basic points. Now you can end with a rhetorical question (a question for which an answer is not

expected). "If Walt Whitman consistently characterizes women as baby machines or domestic pets, should he be remembered as a feminist?"

- 2) **Call to Action** – You tell the reader to do something about the situation. "Anne Coulter's book, *Liberal Lies About the American Right*, preaches hate and violence. In order to effectively combat her vicious tirade against freedom, Americans should contact organizations like the ACLU and the Jewish Defense League; joining their campaign against her book of lies may help stem the tide of her hateful speech. Book burners of the world, Unite!"
- 3) **Dream World** – Paint a picture with words about what the world would look like if more people agreed with your thesis. "Imagine a world where children were never beaten. People would learn love and tolerance instead of violence and hate. Theodore Roethke's simple poem is an anthem to the chronically abused who, in their efforts to suppress their own rage, are unable to erase completely the memories which haunt them."
- 4) **Speculate** – Guess what would need to happen for your position to be enforced. "Before the mining industry in this country can be abolished, we need to define the leadership of the environmental movement, gain the support of Congress, and campaign against the entire FOX network."
- 5) **Solution:** How can we solve this problem? "Our mayor cannot agree with the board about the gang injunction in this city. The two sides are unwilling or unable to come to a resolution. However, there is a way to solve this problem without discarding the needs of either side..."
- 6) **Alternative:** If we support you in your position, what alternatives can you provide? "If women should not use epidurals, how can they manage their pain during labor? Some new therapies include..."
- 7) **Bring it on home** – Explain how this topic affects you (or your generation). Don DeLillo's *White Noise* is an eerie prediction of the postmodern dilemma faced by today's generation. His description of the mass media seems particularly relevant to my generation, one which has seen the commodification of news and pseudo-news. DeLillo's investigation of how media outlets alter our perception of reality is an apt portrayal of the news media today. We are ready to be fed our daily dose of reality. And they've put rat poison in all of our doses."
- 8) Maybe you can try something different. What about **ending with a short anecdote that explains your point** or **an example that clarifies your position.**

What is Interpretation?

When we interpret a literary text, we try to explain the meaning of the text. This forces us to look beyond surface readings of the text. A mere summary — or even a meandering analysis — of the text is not enough. We state our opinion about a given text in the introduction. This is the thesis. Our thesis must pass the checklist below:

- 6) Is this an opinion or a generally accepted fact? If it is a fact, stop here. This is not a thesis.
- 7) Is this obvious, or do I need to prove this with many examples? If it is obvious, stop here.
- 8) Have I stated the thesis in precise and clear terms, or is this a vague sentence that will allow me to talk about a bunch of different stuff. If it is a vague sentence, stop here.
- 9) Do I need to be a mindreader to prove this, or can I interpret evidence from the text to support this? If you start reading minds, stop here. If not, you *may* have a thesis.

If your thesis is truly interpretive, it will easily pass this checklist. In writing an interpretive essay, we seek to uncover the **meaning behind the text or some aspect of the text**. For example, we may interpret “My Papa’s Waltz” in many ways. The meaning of the poem is unclear. It would not be enough to state that the poem is about a father and his son. This is obvious. However, if we wanted to write an interpretive essay on *John Q.*, you would not want to argue that the story is about how insurance companies treat lower-income patients unfairly. *This is obvious*. Instead, you may want to interpret the meaning of the color red in the movie, or perhaps you feel women are cast in a negative light. Maybe you want to explore some other facet of the movie which is debatable.

How do I utilize evidence from the text?

You want to do more than drop in quotes from the text. Use quotes that will help you convince us of your position. Use as much evidence as you can to build a case – much in the same way lawyers do – for your interpretation. Read the following paragraphs.

The poem ends on a sour note. “You beat time on my head / With a palm caked hard by dirt” (13-14). It is clear the father is abusing the son. He is beating him on the head. Many fathers beat their kids, and they like it. Sometimes, I see commercials about abuse, and I can’t even finish my lunch. And lunch is my favorite meal, especially anything that has raspberry jam in it.

This is simply lame. You have gotten way off topic. Feel free to use examples, but maintain your focus. If you cite an example, make sure its relationship to your point is made clearly and quickly.

After the poor child’s ear is virtually shredded by the father’s belt, the most disturbing evidence for establishing an abusive relationship between father and son is established: “You beat time on my head / With a palm caked hard by dirt” (13-14). Obviously, the father is beating the son. This proves the father is abusing the son. Then, the young boy is “waltzed” to bed, still clinging to his father’s shirt (15-16). He is clinging onto his father’s shirt out of pure fear.

This is better, but notice that none of the sentences really prove anything. The writer has simply quoted the poem and asserted their position: “Obviously, the father is beating the son.” Though it may be obvious to the writer, the reader is not convinced. This quote does not “prove” anything. You need to show us WHY it proves an abusive relationship exists.

The subtle allusions to abuse are restrained in the ear-scraping episode, but these ambiguous lines give way to overt references to violence in the last stanza: “You beat time on my head / With a palm caked hard by dirt” (13-14). If the father were merely “keeping” time on the boy’s head, this line would not seem wholly inappropriate; however, the awkward diction here forces the reader to reevaluate the meaning of the line. That the father “beat[s] time” on the boy’s head suggests abuse, and the harshness of a triple spondee at the beginning of the line reinforces this interpretation of the passage. In a sense, the line itself is abusive in that our ears “scrape” against the words, much in the same way that the boy’s ear scrapes against his father’s buckle in the preceding line. That another triple spondee – “palm caked hard” – occurs in the next line is highly irregular, and such manipulations of meter imbue these lines with tension and hostility. This aural violence clearly influences our interpretation of the passage. Moreover, the discordant “d” sounds throughout the last stanza – “head,” “hard,” “caked,” “dirt,” “bed” – magnify the dissonance of the passage....

This paragraph is headed in the right direction!

STANDARD GRADING CRITERIA

These criteria apply to typical papers in English composition and literature courses. These standards do not consider a student's effort or ability; they apply only to the finished paper itself. A grade of C is considered adequate or satisfactory. Grades of A and B represent significantly higher performances, while D and F are not passing grades. Instructor may consider the context of the paper (type/level of the course, point in the semester, in-class preparation, focus of the assignment) in assigning a grade.

The A paper is an outstanding performance; it may exceed the expectations of the assignment. It is thought-provoking, elegant, passionate, persuasive. It meets and exceeds the requirements for the B paper.

THESIS: clear and cogent; original, significant, insightful; promises in-depth explanation of the topic.

ORGANIZATION: logical, creative organization growing naturally from thesis and content; strong introduction and conclusion.

DEVELOPMENT: paragraphs thoroughly developed and linked by unobtrusive, organic transitions; graceful use of varied rhetorical strategies as necessary (narration, cause & effect, process, etc.); rich variety of convincing reasons, explanations, examples, illustrations; concrete, powerful details.

LANGUAGE: grace and economy of expressions; conscious choice of language; vivid, precise, inventive creative word choice.

TONE/VOICE: authoritative, honest; awareness of audience.

SENTENCES: rich variety and complexity of sentence structure.

MECHANICS: mastery of conventions of edited standard English.

The B paper is a good, better-than-average performance. It is engaging and competent. It meets and exceeds the requirements for the C paper.

THESIS: clear and well-defined; asserts purpose of paper; is directly relevant to and addresses all parts of the assignment.

ORGANIZATION: logical organization; well-developed introduction and conclusion; paragraphs linked to thesis and to each other using effective transitions; conclusion grows out of paper and gives closure.

DEVELOPMENT: rhetorical strategies used as necessary (narration, cause & effect, process, etc.); coherent paragraphs, fully developed with supporting reasons, explanations, examples, illustrations; generalizations supported with relevant, specific details.

LANGUAGE: accurate word choice; concise sentences; some flair.

TONE/VOICE: Engaging, lively; some awareness of audience.

SENTENCES: some variety and complexity of sentence structure; free of basic errors such as fragments, run-ons, subject/verb agreement.

MECHANICS: observes conventions of standard written English.

The C paper represents adequate, readable college-level writing. Choice of topic and thesis is appropriate to the nature of the assignment. It may not respond to all parts of the assignment.

THESIS: focus or controlling idea relevant to assigned topic; may be overly general or not closely linked to content of essay.

ORGANIZATION: some evidence of organization or rhetorical framework; clear beginning, middle, and end.

DEVELOPMENT: uses paragraphs and topic sentences; gives supporting reasons and examples, but may not be logically reasoned or fully developed. May not meet length requirement.

LANGUAGE: clear writing, mostly accurate word choice.

TONE/VOICE: consistent, but little sense of authorial voice.

SENTENCES: complete, mostly correct sentences; grammar, syntax, word choice appropriate to topic.

MECHANICS: free of distracting errors of spelling and punctuation.

The D paper is confusing, difficult to read, unfocused. It does not demonstrate competent college-level writing.

THESIS: lacks a thesis or controlling idea; does not address assigned topic.

ORGANIZATION: unstructured or disordered; lacks clear beginning, middle, and end.

DEVELOPMENT: severely underdeveloped; poor sense of paragraphs: paragraphs overly long or short, arbitrarily or illogically ordered, incoherent or not unified; lack of support for ideas; lack of concrete detail; irrelevancies, redundancies, oversimplifications, filler.

LANGUAGE: unclear or incoherent writing.

TONE/VOICE: little awareness of audience.

SENTENCES: vague, wordy, confusing, or incomplete sentences.

MECHANICS: numerous distracting errors; nonstandard English.

The F paper is weak in several areas. It fails to communicate its ideas effectively. The writer may not understand the assigned question. It may be late without instructor approval. Plagiarized papers merit an automatic F.

THESIS: no attempt to respond to assignment.

ORGANIZATION: lack of organizing principle; lacks paragraphs.

DEVELOPMENT: seriously and consistently illogical and/or predicated on false premises.

LANGUAGE: incomprehensible.

TONE/VOICE: little or no awareness of audience.

SENTENCES: numerous grammatical errors.

MECHANICS: numerous mechanical errors.

Personal Checklist

Many essays are being submitted with silly errors. Please complete the following checklist before you submit your next assignment. Check each item on this list as you verify its existence. Then sign the bottom of this checklist.

Is your essay typed? _____

Does it have one-inch margins? _____

Is it double spaced? _____

Is your name, class information, and the date **printed correctly** in the upper left-hand corner? _____

Have you made all necessary revisions before you printed the essay in order to **avoid making corrections with a pencil or pen**? _____

Do you use MLA documentation throughout? _____ Works cited page? _____

Is the creative title centered and placed above the first paragraph? _____

Is the introduction creative? _____

Does it mention the topic of the essay? _____

Does it mention the areas to be discussed / the points to be made? _____

Does it include a viable thesis statement? _____

Does each body paragraph have a topic sentence? _____

Does each body paragraph have a transition sentence? _____

Does each body paragraph cover one topic, and is it supported by details/evidence from outside sources? _____

Are all paragraphs consistent in tense? _____

Have you proofread for grammatical errors – including run-on sentences and fragments? _____

Spelling (including there/their/they're)? _____

Mechanics (i.e. capitalization, punctuation) _____

Are all of your sentences clear and easy to understand? _____

Do you follow the guidelines set forth in the handout on body paragraphs? _____

Do you explain or provide commentary on every piece of evidence? _____

Do you use formal language throughout? _____

Does the conclusion offer a brief summary of your argument? _____

Is it creative? _____ Does it *conclude* your essay? _____

Have you used the required number of sources? _____

Have you arranged the documents in the required order: 1) Final Draft, 2) Peer Review, 3) Rough Draft, 4) Outline, 5) Notes/Prewriting exercise, and 6) this checklist? _____

Interpretive Essay Checklist

Before you answer **any** of these questions, **actively read** your peer's essay. Make notes in the margins. Correct grammatical errors and help them clarify ambiguous passages. Once you have finished the essay, complete the following checklist.

- 1) Is this essay typed? ___ Does the writer use a reasonable font size? ___ 1 inch margins? ___ Is it stapled? ___ **Is MLA style used throughout?** Does the formatting of the first page adhere to the standards set forth on page 21 in your book? Are there any other stylistic issues you would like to address?
- 2) Is the title creative? Is it just weird, or does it communicate the topic of the essay? Is it capitalized correctly?
- 3) Does this first paragraph make you want to keep reading? Does this introduction include 1) a creative lure; 2) the topic (title and author of work); 3) relevance of topic; 4) a list of points; and 5) **THESIS? Underline the thesis in the introduction. What is this essay trying to prove? Is it stated clearly?** Does the intro move smoothly from one criterion to another (i.e. from the creative lure to the topic of the essay)?
- 4) Does each body paragraph start with a topic sentence? Underline the topic sentence of each paragraph and write the main idea of that paragraph in the margin. Is this idea the focus of the paragraph? Do the paragraphs transition smoothly? Are the paragraphs arranged well to facilitate smooth transitions? **Do we have a topic sentence, textual evidence, an explanation of that textual evidence, and an explanation of how this evidence supports the thesis IN EVERY BODY PARAGRAPH?**
- 5) Is the essay consistent in tense? Does it ever pop into a different tense – present or past or future? If a change does occur, is there a good reason for changing tenses? For interpretive essays, present tense is best.
- 6) Is the textual evidence logical and convincing? Does the writer adequately support the evidence? What would make this interpretation more convincing? Is this more of an analytical essay? Why?
- 7) Does the writer include one or more alternate hypotheses? Does this paragraph mention a viable counter-argument and disprove it? Is the evidence used to disprove the counter-argument convincing? Does the writer avoid logical fallacies in all paragraphs?
- 8) Is formal language used throughout? (No contractions (i.e. can't) or use of "I," "me," or "you.")
- 9) What effect does the conclusion have on you? Is it an effective conclusion?
- 10) Does the writer use the words "interesting," "things," "stuff," or "get"? If so, draw a picture of a bloody skunk near the error. Does the writer use slang or jargon? If so, suggest some alternatives.
- 11) Does the writer use any weak verbs here? If so, suggest alternatives.
- 12) Are there sufficient details used throughout the essay? Where would you add details?
- 13) Does the writer ever commit plagiarism in this essay? If so, FIX IT!!!
- 14) Does the writer commit any of the grammatical errors we have discussed in class: run-ons, fragments, semicolon or colon errors, parallelism problems, misplaced modifiers, apostrophes misuses, capitalization errors?
- 15) Does the writer use different kinds of quote integration methods? Are the quotes integrated correctly? Even the block quotes?
- 16) Does the writer use words with inappropriate denotations or connotations?
- 17) Does the writer include any sexist terms (i.e. actress)?

18) Does the writer vary the style, length, and format of her sentences?

19) Is the writing style here concise, or does the writer use unnecessary words?

Decoding My Comments

Grammar Errors

Abbreviation	Meaning	Definition	Example
CS	Comma Splice	You have joined two complete sentences with a comma. Two complete sentences may be separated by a period, a comma and a conjunction, a semicolon, or, in rare instances, a colon.	The man who stole my spleen is now in Detroit, I hope a wolf eats his thieving hands. (These two complete sentences cannot be separated by a comma only.)
FS	Fused Sentence	You have placed two complete sentences together without any punctuation. Two complete sentences must be separated. Use a period, a comma <i>and</i> a conjunction, a semicolon, or, in rare instances, a colon to separate the two sentences.	The man who stole my spleen is now in Detroit I hope a wolf eats his thieving hands. (These two complete sentences have no punctuation separating them.)
FRAG	Fragment	A complete sentence must contain a subject, a verb, <i>and</i> a complete thought. A fragment is missing one of these elements.	Eating his thieving hands. (Who is eating his thieving hands?)
S/V	Subject-Verb Agreement	The subject of a sentence must agree with the verb.	The man who stole my spleen <u>are</u> now in Detroit. (Replace “are” with “is” to agree with the subject.)
P/A	Pronoun-Antecedent Agreement	If you use a pronoun to refer to an antecedent, the pronoun must agree in number and gender to the antecedent.	The <u>man</u> who stole my spleen is now in Detroit. I hope a wolf eats <u>their</u> thieving hands. (Use “his” instead of “their”)

Punctuation Errors

Abbreviation	Meaning	Definition	Example
/\	Insert Comma	A comma should be used here.	I like dogs, cats,\ and birds.
;/\	Insert Semicolon	A semicolon should be used here.	John F. Kennedy was one of our greatest presidents ;\ he worked hard to establish the Civil Rights Act.
:\	Insert Colon	A colon should be used here.	I like many sports:\ basketball, tengo-hengo, and baseball.
\'/	Insert Apostrophe	An apostrophe should be used here, probably to denote possession.	I found Steve\'s ears in my car.
\"/	Insert Quotation Marks	Quotation marks should be used here.	The word \"/hate\"/ is sad.
MLA IT	Check MLA in-text citation	You have not cited the source you’ve chosen here correctly.	According to Dr. Stevenson, “Ears are fun” (Stevenson 32). (The author’s name does not appear in the citation if the writer has included the name in a signal phrase.

Mechanics

Abbreviation	Meaning	Definition	Example
SP	Spelling Error	Obvious.	I like cheeeeeeese.
CAP	Capitalization Error	Generally speaking, most nouns are not capitalized unless they are specific. The noun “car” is not capitalized, but a specific car, like the Corvette, is capitalized. In titles, the first letters of the first and last words <i>must</i> be capitalized. All the other words should be capitalized as well – except prepositions, conjunctions, and articles.	I like to study english. (English is a proper noun. It must be capitalized.)

AB	Abbreviation Error	There are clear rules regarding abbreviations. Adhere to these rules.	I hope you buy a new tv soon. (T.V.)
IT	Italics Should be used	The titles of long works – such as novels, nonfiction books, and movies – should be in italics.	I like the movie “Titanic” because I have poor taste in movies. (<i>Titanic</i>)
QT	Quotation Marks should be used.	The titles of short works – such as poems, short stories, or magazine articles – should be in quotation marks.	I like the article <i>How to Lose a Guy by Watching Lame Movies</i> in this month’s Vogue. (“How to Lose a Guy by Watching Lame Movies”)

Style

Abbreviation	Meaning	Definition	Example
PARALLEL	Parallelism	Compared items need to be similar in form.	I like to <u>eat</u> cookies or <u>drinking</u> shakes. (“to eat” and “to drink”)
VTC	Verb Tense Consistency	If you choose to start in essay in one verb tense, you should maintain that tense throughout (unless you have a good reason to shift in verb tense).	Amanda wanted to eat her friend’s cake, but when Sylvia comes to the table, Amanda pretends she does not like cake. (“came to the table” to agree with “wanted”)
MOD	Modifier Problem	You have a dangling or misplaced modifier.	Watching the waves from the balcony, the ocean seemed far away. (Who was watching the waves from the balcony? The ocean?)
SSV	Sentence Style Variety	Add some variety to your sentences. Too many start the same way.	He was curious...He likes toHe wants....He is a...He... (Start with different words)
CLARITY	Clarify Passage	This passage lacks clarity.	There are many ways to obfuscate the meandering ways of his dialectical heart. (WHAT?)
PARA	Paragraph Unity	Each paragraph should deal with ONE TOPIC. The topic sentence states what the topic will be. Do NOT deviate from this topic sentence.	“I like cheese. Cheese is great when you want to die. My uncle died when a fork was shot through his face. We used to like fishing. I once caught a fish name Randy Palaki. I like big fish.”
WORKS	Works Cited Page Error	The Works Cited page of a MLA-style paper should conform to the basic format set forth by MLA.	See handbook or MLA.org.
DETAILS	Need More Details	Details are very, very, very important.	“I like it. It’s good. Yeah.” (WHAT is good?)
CT/CL	Creative Title/ Creative Lure	Always have a creative title and lure. Make people want to read.	Essay #1 is a horrible title.
EF	Essay Format	Essays must conform to the format set forth by MLA.	See handbook or MLA.org. You have not used the correct essay format. Your information is either not worded correctly or it is misplaced.
INF	Informal Language	You have used first or second person pronouns; slang; the words “interesting,” “get,” “stuff,” or “things”; or other informal language.	See your notes on informal language or consult a handbook.

Common Problems

O 1	Missing transitional expression	You jump from one idea to another here without a transitional expression to smooth the way.
O 2	Misused transitional expression	The transition expression used here is inappropriate or does not make sense.
O T	Off Topic	You have deviated from the topic of this paragraph, thereby sacrificing paragraph unity.
E 1	Missing Evidence	This paragraph lacks evidence from the text. Which details

		from the text lead you to this conclusion?
E 2	Weak or Inappropriate Evidence	This evidence is not the best evidence for the point you wish to make here. It does not communicate exactly what you hope to prove here.
E 3	Excessive Evidence	You are using more evidence than is wise. Remember, you should use evidence to help you make a point. Do NOT use evidence to make the point for you.
E 4	Contaminated Evidence	Your evidence here contains some ideas not in the original text. Remember, never add your own ideas to the evidence. You will use your own ideas when it comes to supporting the evidence .
E 5	Incorrect Citation	If your evidence is a summary, make sure it has a lead-in phrase. If your evidence is a quotation, make sure that you use quotation marks around the borrowed language. Be sure the evidence has a parenthetical citation at the end with the author's last name only and the page number (or paragraph number, if found on the web).
S 1	Missing Support	You provide evidence, but you do not support this evidence. You did not interpret, analyze, contextualize, or explain the evidence you've chosen. What does this evidence mean?
S 2	Weak or Unclear Support	Your support simply repeats the idea found in the evidence, or your point is not clear. You need to take more time here to develop meaningful commentary on the evidence you have supplied.
S 3	Unconnected Support	Your support is not clearly connected to the evidence here. Look at the evidence closely to determine the idea you wish to explore here. Try to connect your ideas by repeating some of the original language of the quote to show how your commentary/support is related to the quote.
S 4	Insufficient Support	Your support starts to analyze the evidence, but you fall short. Review your notes on deduction and induction.
Th 1	Missing Thesis –OUCH!	You lack a thesis. This is VERY sad. You need to state your opinion on a debatable topic.
Th 2	Unclear Thesis	Your thesis is unclear. Your opinion on this debatable topic is unclear.
Th 3	Incomplete Thesis	You're on the right track, but you need show how this thesis is taking a stand on a debatable position.
TS 1	Missing Topic Sentence	This paragraph lacks a topic sentence. You need one sentence at the beginning of the paragraph that states – CLEARLY –the topic or subject of this paragraph. You must, then, never deviate from the stated subject in the topic sentence. The whole paragraph must deal with this subject.
TS 2	Unclear Topic Sentence	This topic sentence needs to be clarified. The topic is unclear.
TS 3	Inaccurate Topic Sentence	Your topic sentence promises oranges, but the paragraph is about apples. Make sure the topic sentence tells the reader EXACTLY what the topic or subject of the paragraph is. Do not deviate from this topic or subject in this paragraph.

Other Common Problems

B S	Pure Assertion	You simply assert what you believe, but you do not explain why or how your position deserves merit. You cannot simply state your position – you must <i>show</i> us how you arrive at your position, convince us, and persuade us to see your position as valid.
SUM	Summary	You have simply summarized the evidence you have provided, but you do not interpret it.
WC 1	Word Choice	The word you've chosen simply does not make sense in this sentence.
WC 2	Word Choice	The word you've chosen carries connotations that makes its use here awkward.

WORKS	Incorrect formatting on Works Cited page	You have not formatted the Works Cited page correctly. Take a look at a sample of a works cited page from a reliable source.
Essay Revise Sheet		

The purpose of this exercise is to allow you to demonstrate what you have learned about your essay based on my comments. You may have committed errors in regard to grammar, syntax, style, punctuation, or other problems. Your typed chart will still conform to MLA style in terms of formal essay structure (your name, my name, course title, and date – and page numbering). Don't forget to include a catchy title.

You will document EACH of the errors I have indicated and explain how you have remedied the error.

An error may be indicated in the form of an abbreviation, a question, or a comment. If your error was tagged with an abbreviation, your chart will look EXACTLY like the chart here. Here is a sample:

Abbreviation	Meaning	Error in essay	Correction	Explanation of correction
CS	Comma Splice	Steve yearns to be free of his hate in the story, he wants to learn how to love.	Steve yearns to be free of his hate in the story. He wants to learn how to love.	In the original text, I separated two complete sentences with a comma. Two complete sentences may not be separated by a comma. They may be separated by a period, a semicolon, or a comma <i>and</i> a conjunction.

If, on the other hand, the error you committed does not have a corresponding abbreviation but instead is designated by a question or a comment I have written in the margin, you should still fill in the last four columns.

Abbreviation	Meaning	Error in essay	Correction	Explanation of correction
	Is this information accurate?	Milk will kill 3.2 million people this year.	Milk will kill 4.5 million people this year.	In the original text, I did not share accurate information. The death toll of those who suck on the puss-filled milk of steroid and antibiotic-injected cows will surely die of subsequent infections as well as the other potential hazards. Therefore, the number of victims must be higher. The original estimate only accounted for those who would die instantly. But over a million more people will die because of complications caused by

				drinking milk.
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