

# Essay Feedback

ENG1D: Hunger Games

# Four S Rule: The Thesis

**Specific** – If you can ask how/why and the answer is not in the thesis, you are not specific enough.



**Example:** Suzanne Collins explores the theme of power in her her novel, *The Hunger Games*. X

**ADD SPECIFICITY (WHAT'S THE HOW?WHY?) =**

Suzanne Collins **uses characterization** in *The Hunger Games* to explore how **individuals must sacrifice personal wellbeing in order to become powerful.**



**Singular** – make sure that you have one focus.

*AVOID: Suzanne Collins uses characterization in The Hunger Games to explore how individuals must sacrifice personal wellbeing and abandon morals in order to become powerful.*

These are two separate foci. Either term could be its own thesis statement.

# Four S Rule: The Thesis

**Supportable** – there is enough evidence in the text to provide two examples for three different subtopics.

**Significant** – ensure that you address the central lesson/message that the author is trying to impart on the reader. The statement should be plausible in the real world and a meaningful insight. For example, DO NOT write: *Suzanne Collins uses character development to demonstrate that Katniss sacrifices her morals to gain power.* What does this teach me about society and humanity?

# Summary VS Analysis VS Identify

- **Avoid simply retelling the context** as your comment in the PPC. You can do this if needed to understand the argument, but do not make it the main focus. **The retelling can not replace the analysis.**
- Avoid simply identifying
- **Make sure your comment is focused on analyzing (dissect the proof** you provide to help your reader understand the connotative message then don't forget to **connect** this message back to your thesis in the final comment. This last part was overlooked in some essays)

# Do Not Summarize

Scout's innocence is destroyed when Aunt Alexandra expects her to conform to feminine ideals. When Scout's family visits Finch Landing for Christmas, she sees Aunt Alexandra, who hates how she wears overalls and behaves like a boy. Alexandra expects Scout to be more ladylike and suggests that she wear a dress. Scout recalls, "when I said I could do nothing in a dress, she said I wasn't supposed to be doing things that required pants". Here Scout admits that Aunt Alexandra doesn't want her to do things that boys do. Scout responds by having her feelings hurt: "she hurt my feelings and set my teeth permanently on edge" (81).

***NOTICE: this paragraph retells the events and adds quotes that simply show the events in action - there is no analysis***

# Do not just identify

Scout's innocence is destroyed when Aunt Alexandra expects her to conform to feminine ideals. For example, when Scout's family visits Finch Landing for Christmas, she sees Aunt Alexandra, who hates how she wears overalls and behaves like a boy. Alexandra expects Scout to be more ladylike and suggests that she wear a dress. Scout recalls, "when I said I could do nothing in a dress, she said I wasn't supposed to be doing things that required pants". Here, Scout's thoughts reveal her effect on Aunt Alexandra. These thoughts demonstrate that Aunt Alexandra wishes to conform Scout. Scout responds by having her feelings hurt: "she hurt my feelings and set my teeth permanently on edge" (81)...

***NOTE: this student identifies the characterization techniques and identifies part of the connotative message, but does not explicitly explain the significance to the argument.***

# Sample Analysis

When Aunt Alexandra attempts to force Scout into conforming to feminine ideals, Scout's innocence is destroyed. This pressure to conform is first demonstrated when Scout's family visits Finch's Landing for Christmas and Aunt Alexandra shows her distaste for Scout's wardrobe choice. Scout recalls, "when I said I could do nothing in a dress, she said I wasn't supposed to be doing things that required pants" (81). Here, Scout's thoughts reveal the oppression she feels to conform to something she is not. Lee uses diction with the word "nothing" stresses the fact that she envisions her daily activities as revolving around the physical play of boys. This makes sense since she identifies with Jem and Atticus, her male role models. The lack of a female role model leaves her with no understanding of how to behave in ways that do not require pants. Alexandra, however, adheres to the 1930's belief that women must wear dresses. Her instruction that Scout "wasn't supposed to" do activities requiring pants, infers that there are social rules about gender appropriate clothing. These oppressive rules destroy Scout's innocence, which is demonstrated when



# Know MLA Expectations

- title page
- page numbering
- parenthetical citations (Lee, 23).
- formal writing rules
- Literary present
- Punctuating quotes

# On the next essay, this formatting will be expected:

Here is an example of the first page of an essay (note the page below is not to scale):

The diagram illustrates the formatting of an essay page with various annotations:

- Top Right:** The name "Smith 1" is positioned in the top right corner. A vertical double-headed arrow next to it is labeled "1/2\"", indicating a half-inch margin.
- Top Left:** The name "John A. Smith" is on the first line, and "Mrs. Howe" is on the second line. A vertical double-headed arrow between these two lines is labeled "1\"", indicating a one-inch margin.
- Left Side:** The course "ENG 4U-01" and the date "Oct 27/09" are listed on the left. A right-facing arrow points to "ENG 4U-01". A bracket on the right side of "Oct 27/09" is labeled "Indent 1/2\"", indicating a half-inch indent.
- Title:** The title "Friar Lawrence's Role in the Tragedy of Romeo and Juliet" is centered. A bracket on the right side of the title is labeled "Double-space", indicating double spacing.
- Text:** The first sentence of the essay is "Far too often destructive actions are caused by good intentions that cloud one's logic. At times, one can become so obsessed with the desire to correct an injustice that". A left-facing arrow points to the end of this sentence, and a vertical double-headed arrow next to it is labeled "1'", indicating a one-inch margin.

# Page numbering

- number the pages with your last name and page number on the top right hand side of every page.

# Indent every new paragraph; double space full essay

...character's perception of setting to show when something is different there is still beauty underneath, which helps the theme of appearance vs reality. This is shown when it snows in Maycomb, Boo Radley's house, and Calpurnia's church.

The rumors in Maycomb behind fast climate change makes people believe that there is an evil presence in the town when it snows, when in reality the snow is enjoyable. When it snows in Maycomb, the adults blame the kids for it: “ Mr. Avery said it was of the Rosetta stone that when children disobeyed their parents, smoked cigarettes, and made war on each other, the season would change.” ( Harper, 63).

NOTE:Use size 12 font and make sure each paragraph follows the double PPC pattern.

# Remember How To Punctuate Quotes

Tagline = use a comma

When he says, “quote” (Shakespeare 2.3.4).

Statement followed by a quote = use a colon

When it snows in Maycomb, the adults blame the kids for it: “ Mr. Avery said it was of the Rosetta stone that when children disobeyed their parents, smoked cigarettes, and made war on each other, the season would change” ( Harper, 63).

Notice the period goes after the citation. Only special punctuation that gives meaning to the quote goes inside (! ?). NEVER have a quote stand as its own sentence.

# Short Quote vs Long Quote

- Direct quotations - are the exact words said by someone or the exact words you saw in print and are recopying. Use a set of quotation marks around a word(s), phrase(s), line(s) or passage(s) to enclose direct quotations in your essay. A quote must be introduced and provided with the reference at the end of the sentence.

For example: At the end of the novel, “Ralph wept for the end of innocence, the darkness of man’s heart” (Golding 202).

- It is only necessary to write the last name of the author the first time you reference a quote, if your following quotes are from the same author, just reference the page number.

For example: Piggy is “so full of pride in his contribution to the good of society” (118).

# Long Quote: More than 4 lines.

- Longer quotes (although used sparingly) need to be introduced and indented.

For example: At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horrors of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. (186)

\*Note that the quote is set up through the use of a colon, and the page number reference is after the period, not before.

# Quoting Shakespeare

- When quoting Shakespeare, use a slash to indicate the start of a new line in the play and include the act, scene, and lines in the in text citation.

For example: Mercutio realizes his fate when he responds to Romeo that his cut is “not so deep as well, nor so wide as a / church-door; but ‘tis enough, ‘twill serve. Ask for me / tomorrow, and you shall find me a grave man” (3.1.95-97).



# Avoid quoting dialogue unless it's a play

- When using longer quotations while quoting Shakespeare, or when using a quotation that switches speakers, be sure to introduce, indent, and copy it out as it is written in the book.

For example: A foreboding note of tragedy hangs in the air as Romeo and Juliet exchange bittersweet farewells:

JULIET. O, think'st thou we shall ever meet again?

ROMEO. I doubt it not; and all these woes shall serve  
For sweet discourses in our time to come.

JULIET. O God, I have an ill-divining soul!  
Methinks I see thee, now thou are below,  
As one dead in the bottom of a tomb. (3.5.51-56)

# Formal Writing Rules and Other Tips

## DO NOT:

- Use contractions (it's, don't, haven't, etc.)
- Use personal pronouns (“I”, “you”, “us”, “we” “me”, “our”)
- Use the same word to start two sentences in a row or the same word twice in a sentence
- Refer to the author by his/her first name (authors aren't your friends)
- Begin your essay with vague statements like “Throughout the history of humankind” (unless you have a PhD in the History of Humankind); instead, you could say, “According to and give a measurable statement. Feel free to include research.
- Use clichés or slang (“kill two birds with one stone” “that really bugged him”)
- Use quotes as arguments: use quotes to support your argument/insight

# Grammar Concerns

- Subject Agreements
- passive voice vs active voice (“The hat of Tommy” vs. “Tommy’s hat”)
- Literary Present
- Transitions
- Sentence Fragments
- Awkward Sentence Structure