Feedback Slide

Common Module
Creative Writing Suggestions

- Show – don’t tell: For Example:

  **Telling**: He sits on the couch holding his guitar.
  There’s nothing wrong with that sentence. It gives the reader some basic information, but it doesn’t create an image. Compare that sentence with this:
  **Showing**: His eyes are closed, and he’s cradling the guitar in his arms like a lover. It’s as if he’s trying to hold on to something that wants to let go.

- Avoid suicide endings or it was all a dream – even if that dream is virtual.
- Avoid overly didactic story lines as no one likes to be hit over the head with an overtly preachy message – be more symbolic!
- Use sophisticated vocabulary
- Only use dialogue that is meaningful and drives the story
- Be unique - avoid stories that are mainstream
Essay Reflection Feedback

Use the format provided (consult the checklist and exemplars):

Introduce the essay by stating a thesis (that follows the 4S rule) and a plan of development.

Body paragraphs: topic sentence, point, proof, comment (many people left out the comment)

Conclusion: not assessed in this timed write, but will be expected in future assignments
Proofs and Comments

- Make critical choices when citing proof - don’t use the same proof to support two different points.
- Make sure the comments are specific and that they dissect the proof.
The quote, “Their uproar shook their snow covered arms, shaking a cloud of snow on the Ivy that sat below them” (author, 1) creates a power structure using imagery which shows the misogyny present in the forest’s society.

In this comment, the reader is left to make inferences: the reader has to determine how exactly the quote juxtaposes Ivy and Oak and why this supports the theme. Your job, when writing a literary essay, is to walk your reader through a clear argument where he/she does not have to make inferences.
Specific

The quote, “Their uproar shook their snow covered arms dropping a cloud of snow on to the Ivy that sat below” (Connell, 1) contains images of misogyny. In this quote, “Their” refers to the group of trees, who represent males in society. The fact the male trees are placed above the Ivy puts the trees in a dominant position. The “uproar” is in reaction to a sarcastic comment Oak makes to criticise Ivy, which is followed by the trees carelessly “dropping a cloud of snow” on her. Ivy being buried in snow reveals that she is not respected or valued within the circle of men, which clearly characterises the male trees as misogynistic.
AVOID NVA statements! “Show Don’t Tell”

**NVA Statement:** Visible and auditory imagery allows the readers to make clear connections while reading to compare different aspects of the story.

**Why should your reader care?** Does this support the theme or develop a character etc? Is it connected to the thesis in some specific way?

**Alternative:**

Samuel Eaton states, “The bright red sky triggered the fight and flight instinct and the birds erupted in an unnerving chorus as they scattered through the air” (2). The use of the colour red delivers a connotative warning to the reader because red is often associated with danger in Western countries. Additionally, the auditory imagery in the birds “unnerving chorus” increases tension and...