

NAME \_\_\_\_\_ HR. \_\_\_\_\_ DUE DATE \_\_\_\_\_

English 9--Wallenberg (rev. 12-1-2006)

# MULTI-PARAGRAPH ESSAY PACKET

## DUE DATES FOR MULTI-PARAGRAPH ESSAY

date:

### BODY PARAGRAPHS

\_\_\_\_\_ Planning Sheet from page 19 and 1st MAJOR SECTION

\_\_\_\_\_ Planning Sheet from page 21 and 2nd MAJOR SECTION

\_\_\_\_\_ Planning Sheet from page 22 and 3rd MAJOR SECTION

\_\_\_\_\_ 2 INTRODUCTIONS USING 2 DIFFERENT METHODS OF INTROS

\_\_\_\_\_ 1 CONCLUSION

\_\_\_\_\_ OUTLINE

\_\_\_\_\_ ROUGH DRAFT (intro, at least 3 ¶'s, conclusion – DS, lines numbered)

\_\_\_\_\_ CONTENT EDITING PACKET

\_\_\_\_\_ MECHANICS EDITING PACKET

\_\_\_\_\_ FINAL COPY & OUTLINE & GRADING SHEET

## I. WHAT IS THE TASK?

The multi-paragraph essay you will write is an excellent preparation assignment for the tenth grade Graduation Standards Writing Test. It may be the greatest challenge in writing you have done so far. You will be asked to use all of the writing skills you have learned to do this essay. It may seem overwhelming at first. However, you will be given clear steps to follow which will help you organize, revise, and ultimately come out with a product of which you will be proud!

This paper requires you to write a SEMI-FORMAL PERSONAL PAPER about **ONE** of these four topics:

A. **three significant people who have impacted you in your life**

**OR**

B. **three significant activities which have influenced or shaped your life**

**OR**

C. **three significant places which have had some bearing on your growth as a person or which have enriched your life**

**OR**

D. **three significant events which have influenced or shaped your life.**

## II. THIS IS ALSO AN EXERCISE IN FORMAL WRITING

This means you are to familiarize yourself with standard MSF (manuscript form) for a formal writing assignment. You will need to learn the ins and out of the MLA format used by our English department at EPHS. Your teacher will provide you with hand-outs explaining this.

- A. Because this is a personal paper, you are allowed to use the **first person** so-called "**taboo pronouns.**"

**THESE ARE ALLOWED:** I, me, my, mine, myself, we, us, our, ours, ourselves

Except in direct quotations, do **not** use **second person** pronouns:

### THE SECOND PERSON "TABOO PRONOUNS"

•you, your, yours, yourself, yourselves (do not use the "understood you" either)

- B. Except in direct quotations, you need to stay away from using informal expressions of speech such as the following:

### THE "INFORMAL EXPRESSIONS OF SPEECH"--the "3 C's"

- contractions (use "cannot" rather than "can't")
- colloquialisms (such as "guys" and "blown away" and "freaked out" and "ripped off")
- cliches (such as "to make a long story short" and "quick as a wink" and "happily ever after")

- C. Formal style also dictates that you refrain from using any **abbreviations** (except in titles such as "Mr." and "Dr.").
- D. Maintain a consistent tense. Most of the time, use **present tense** rather than past tense. **Above all, do not haphazardly switch from one tense to another.**

## III. OTHER FOCUSES

- A. **AN EFFECTIVE TITLE**

Start off by making up a **unique, original title** which reflects the content of your paper

- B. **STRUCTURE AND ORGANIZATION**

1. **Choose an effective overall METHOD OF ORGANIZATION:**

**METHOD 1: order of importance** = details are arranged by the order of importance; writer begins with the least important or least dramatic reason or example and progresses to the most important or dramatic reason or example **OR** vice versa.

**METHOD 2: chronological organization** = details are arranged by what happened first, next, etc. You will see key words like these: before, first, next, later, soon, then, finally, after.

**METHOD 3: spatial organization** = details are arranged by the way they appear in space.

## 2. There will be five paragraphs (or sections) in this paper.

### i. **THE FIRST ¶ OR SECTION: THE INTRODUCTION**

The introduction will start off the paper with an attention-getting **LEAD**. Introduce your paper's overall topic in an engaging, unique way. You will be given some ideas to use as we proceed.

Very soon after, you need to state your **CONTROLLING PURPOSE**. This is the statement that clearly identifies what the paper will accomplish.

**NOTE:** Stay away from using expressions in the introduction which identify the paper as though it were a living person. Do not say, for example, "The purpose of this paper is to . . ." or "This paper will cover" or anything like these.

### ii. **THE 3 BODY PARAGRAPHS**

The three body paragraphs are to be about either three significant people, three significant activities, three significant places, or three significant events in your life.

- Each paragraph will focus on **one** person, activity, place, or event.
- The topic sentence for each paragraph needs to clearly identify the person, activity, place, or event **AND** give a focus as to why that person, activity, place, or event is **SIGNIFICANT**.

For example, suppose you chose to talk about your sister, Chris, because you admire her. She is one of those people whom you would like to be like and, therefore, is **SIGNIFICANT** because of your admiration.

The rest of the paragraph, then, should give three reasons/examples of what makes her admirable.

### iii. **THE FINAL ¶: THE CONCLUSION**

The conclusion has two purposes:

- give a basic but full summary of what you have discussed.
- leave the reader with one last thought--something not mentioned before but which ties in to your significant people, activities, events, or places and leaves your reader with some closing thoughts to ponder.

**NOTE:** Stay away from using expressions in the conclusion which identify the paper as though it were a living person. Do not say, for example, "The purpose of this paper was to . . ." or "This paper talked about" or anything like this.

### C. **COHERENCE**

Besides the goal of presenting your ideas in a **LOGICAL ORDER**, you must show that your ideas are smoothly woven together. This is called "**COHERENCE**." (For a more complete formal definition of "coherence," see pp. 53-55 in our blue EWS text). To help tie all your ideas together, each time you change to a new part of the paragraph or move to a new paragraph, it is important (and required for this paper) that you

USE TRANSITIONS TO IMPROVE "COHERENCE". Transitions are words and phrases and sentences used to bridge previous material to new material. A goal of this paper is to make your sentences and ideas flow smoothly together using transitions **within** the paragraph and **between** the paragraphs.

<b>BASIC TRANSITION CHART</b>	
<b>Relationship:</b>	<b>Sample Transitions:</b>
<b>To indicate sequence / time</b>	<b>first, second, third, etc., before, finally, in the meantime, later, meanwhile, next, soon</b>
<b>To add a thought</b>	<b>another, besides, similarly, furthermore, in addition, and, likewise, moreover, other, still, in the second place, again, also</b>
<b>To show contrast</b>	<b>but, even if, even so, however, despite, instead, nevertheless, on the contrary, on the other hand, by contrast, otherwise</b>
<b>To show an example of illustrations</b>	<b>for example, that is, for this reason, thus, to illustrate, namely, for instance, in fact</b>
<b>To indicate a result or conclusion</b>	<b>therefore, hence, as a result, consequently, accordingly, in other words, to sum up, then, for this reason, in conclusion, in short</b>

### D. **UNITY**

"Unity" has to do with only including material that is relevant to your purpose. (For a more complete formal definition of "unity," see pp. 50-53 EWS, our blue grammar book). In other words, **DO NOT INCLUDE** "nice to know" and "interesting" character traits and anecdotes that do not directly relate to your main purpose. Any sentence that does not support the topic sentence should be removed from the paragraph.

Read the following paragraph. Cross out anything that breaks the rule of "unity."

*Niagara Falls is one of the most beautiful wonders in North America. The 200,000 tons of water that plummet 160 feet into the bed of the Niagara River each minute provide a continuous visual spectacle for tourists. My brother almost fell out of the boat on the tour that takes tourists near the base of the falls. The greater part of the deluge rushes over a craggy ledge of limestone on the Canadian side creating Horseshoe Falls. It is absolutely breathtaking! The lesser flow sends the sparkling liquid down even farther forming the American Falls. These two falls, commonly known as Niagara Falls, were first observed by European explorers in 1678. At night, white and colored lights dance across the water like millions of tiny diamonds transforming the sight into a color wheel. The Grand Canyon is also another natural wonder. Indeed, the sensational Niagara Falls is a spectacular sight not easily forgotten by tourists all over the world. No wonder so many people go there on their honeymoons!*

## **E. OTHER ITEMS OF INTEREST**

- Your rough draft must be minimum of 5 paragraphs (or sections). It will be approximately 2-3 pages typed.
- Double-space all rough drafts. You must also number each line!
- Your rough draft will be evaluated on adherence to the requirements. Draft carefully!
- You may receive 1 extra credit point for typing the assignment OR using 5 of our class vocabulary words correctly. (Put boxes around them in the final copy.) You may not receive up to two extra credit points - one for typing the final copy and one for correctly using at least 5 vocabulary words.
- You will be able to "buyback" some of your mechanics errors for points added back in your score, but this can be a painstaking process. **PROOFREAD**, then, very carefully **BEFORE** you turn in the final.
- Later in this packet, there is an attached GRADING SHEET outlining exactly how the points are distributed.

## **•ABOUT INCLUDING DIRECT QUOTATIONS**

Perhaps you would like to include a famous quote in your paper. If you decide to use direct quotations which you have borrowed from other sources, make sure you adhere to the manuscript form requirements for including direct quotations. See the hand-outs your teacher has provided to explain this. Follow them carefully.

IF YOU DO USE DIRECT QUOTATIONS, you must use parenthetical documentation. This means to cite the author, source, and the page number in parentheses directly following the quotation..

Here is an example (from a student paper) of how to include a direct quote: *In his book, Today is Mine, Leroy Brownlow says, "If you are a friend, you will stay when others walk out; you will lend a hand when others fold theirs" (Brownlow 139). This quotation so accurately describes the type of friend Char Loving is to me.*

IF YOU DO USE DIRECT QUOTATIONS, you will also need to attach a properly formatted works cited page to your paper. This is a page which lists any sources you used other than your own ideas to

write a paper. The format of this list is very particular, and you will need to consult any hand-outs your teacher has provided to explain this. Follow them carefully.

NAME \_\_\_\_\_ HR. \_\_\_\_\_ DUE DATE \_\_\_\_\_

**MULTI-STEP ESSAY PREWRITING BRAINSTORMING SHEETS**

**PREWRITING TOPIC #1: 3 SIGNIFICANT PEOPLE IN MY LIFE**

Write down the names of three to 5 people who have had a great impact on your life. The impact may be positive or negative. Perhaps the person was your first friend, your first boyfriend or girlfriend, someone you always got into trouble with, your favorite (or least favorite) relative, a parent, a sibling, your boss, your locker partner. These may not be people whom you have never met or pets. A person may or may not be in your life right now. After you have chosen the people, write down as many words as possible to both describe them AND something they did that stands out in your memory.

NAMES	DESCRIPTION and MEMORABLE DEED / EVENT
1.	
2.	
3.	
4.	
5.	

**PREWRITING TOPIC #2: 3 SIGNIFICANT EVENTS IN MY LIFE**

Now think of the top 5 significant events or experiences that have happened to you in your life. They may have been positive or negative--it doesn't matter as long as they were SIGNIFICANT. Perhaps an seemed the worst thing that could ever happen to you at the time, but with hindsight, you understand now that it was actually a good thing. Here are some examples: your first day of high school, a trip to Europe, getting your braces off, moving to Eden Prairie, getting your license, your grandfather's death, your first job, breaking up with a boyfriend, skiing Vail, serving food at a shelter, a canoe trip in the Boundary Waters, seeing a Cubs game at Wrigley Field, etc.

List each event below (in any order), describe what you remember about the event and HOW IT IMPACTED YOU.

EVENT	DESCRIPTION and HOW IT IMPACTED YOU
1.	
2.	
3.	
4.	
5.	

### **PREWRITING ASSIGNMENT #3: 3 SIGNIFICANT PLACES IN MY LIFE**

Now, rather than events, think of 5 significant places which have all kinds of memories attached to them. They may be places that you have frequently visited or a place that you have only been to once in your life. They should be places that give you a strong recollection--sights, sounds, smells from the places are still very vivid in your mind. Ideas for places might be a beach in Hawaii, your room at home, your kindergarten classroom, Valley Fair, the State Fair, a specific cabin inside an airplane on your way to Mexico, a motocross track, your backyard, the inside of your dad's car, the inside of a limosine, the Minnesota Zoo aquarium, the Target Center at a concert, Camp Snoopy, Epcot, up in the air parasailing in Cancun, etc.

List each place below (in any order), describe it as vividly as you can using as many sights, sounds, and smells as possible and then tell why it had such a strong impression on you

<b>PLACES</b>	<b>VIVID DESCRIPTION and WHY YOU RECALL IT SO STRONGLY</b>
1.	
2.	
3.	
4.	
5.	

## PREWRITING TOPIC #4: SIGNIFICANT ACTIVITIES IN MY LIFE

Think of 3-5 activities (or hobbies or interests) that have been a big part of your life. These activities may or may not be part of your life right now. Some may have been positive and some negative. The bottom line is that you were (or are) very involved in them. They may have been activities that you didn't choose for yourself and hated or loved. Regardless, they have been a big part of what you have done and have influenced you greatly. They must be activities YOU have actually done--not those you admire others for doing (and wish you could do). Some examples might be collecting baseball cards, bantam hockey, summer softball, teaching church school, singing in a choir, being in the musical, working at Burger King, playing racquetball, reading, fishing, writing to a penpal, babysitting, weightlifting, pitching, snowboarding, building models, collecting Happy Meal toys, gardening, designing clothes, mountain biking, danceline, Marching Band, being on the Quiz Bowl team, etc.

List each activity below (in any order), describe it, and then tell HOW IT IMPACTED YOU.

ACTIVITY	DESCRIPTION and HOW IT IMPACTED YOU
1.	
2.	
3.	
4.	
5.	

NAME \_\_\_\_\_ HR. \_\_\_\_ DATE \_\_\_\_\_

Eng 9--Multi-¶ Essay

Wallenberg

**QUIZ on pp. 50-63 in EWS (blue text)**

- \_\_\_\_\_ 1. T (true) or O (false)? The sentence which states the main idea of the paragraph is called the “supporting sentence”.
- \_\_\_\_\_ 2. T or O? When there are no extra sentences included in the paragraph which do not support or develop the central idea, we say that paragraph is UNIFIED.
- \_\_\_\_\_ 3. T or O? It is less desirable to place the topic sentence at the end of the paragraph than at the beginning.
- \_\_\_\_\_ 4. T or O? If you write a paragraph about EPHS starting with a description of the grounds, exterior of the building, then the front lobby, the library, all the classrooms on the second floor, then the commons, etc., you are using the spatial method of organization.
- \_\_\_\_\_ 5. T or O? Details, examples, and reasons are all used in supporting sentences to develop the main idea of the paragraph.
- \_\_\_\_\_ 6. T or O? The main purposes for expository paragraphs are to explore thoughts, explain ideas, and present information.
- \_\_\_\_\_ 7. T or O? In persuasive writing requiring reasons, the reasons should always be arranged with your most important reason last because that is what the reader will remember.

Read the following paragraph first before answering question #8.

***Newspapers provide valuable information. Writing for a newspaper is demanding but interesting work. Some of the newspapers in our city have gone out of business in the past few years. Today people often watch television for news rather than read a newspaper. A good newspaper has a variety of sections and provides something of interest for everyone.***

- \_\_\_\_\_ 8. T or O? According to the definition provided in the EWS book, the paragraph above contains a restricted topic sentence.
- \_\_\_\_\_ 9. T or O? When the editors of the EWS book suggests you use a number of illustrations following the restricted topic sentence, they are referring to pictorial illustrations.

10. Read the following paragraph. As you read, think about the concept of **UNITY**. This paragraph has some problems with adhering to this concept. Now, do each of the following using the paragraph:
- Mark a "TS" in the left margin next to the TOPIC SENTENCE.
  - Circle all the transitions. How many total did you find? \_\_\_\_\_
  - Put a number "1" in the left margin next to the first main detail / example / reason, a number "2" in the left margin next to the second main detail / example / reason, and a number "3" in the left margin next to the third main detail / example / reason.
  - Put a "CS" in the left margin next to the CONCLUDING STATEMENT.
  - Circle at least two sentences that do NOT contribute to making this paragraph **UNIFIED**.

*How difficult it is really to become a competitive gymnast? Is it as easy as Olympic gymnasts make it look on television? Can just anyone become a high-level gymnast given the right conditions of training? Gymnastics is a very difficult sport. The difficulty lies in the time commitment gymnastics requires, the challenge of the skills, and the fact that some people are naturally-built for gymnastics than other. Before making competitive gymnastics a personal goal, the time it requires train and condition the body must be considered. Many gymnastics clubs today spend a lot of money on providing the safest equipment available. It takes anywhere from ten to fifteen years for a gymnast to be ready for high-level competition. Even at the high school competitive level, gymnasts need to be in the gym training five to six days a week for approximately three to four hours each day. Furthermore, gymnasts need to train year-round to maintain the skills they have mastered during the competitive season. Secondly, gymnastics skills are very technical and demand precision and repetition and perfection in order to do well in competition. If not done as perfectly as a competitor, meets can be won or lost by one-hundredths of a point. In addition, a slip of a hand on an apparatus can result in mild or serious injury. There are also so many different events. Because women, for example, compete in four different events, it is almost as if they have to learn skills in four different sports. In the floor exercise event, not all people who are right-handed can do a right-handed cartwheel. Finally, even if gymnasts are willing to dedicate the time and do the repetitions, this doesn't guarantee success. Some people are more naturally gifted gymnasts than others. Smaller bodies rotate faster in the air. Some people aren't flexible enough to perform required skills. Some gymnasts seem to be born stronger than others, too. Even having bigger feet can help gymnasts stay on the beam more easily. Some gymnasts, called specialists, do better on certain events, but the best gymnasts are usually the all-arounders who have to divide their time wisely between their strong and weak events to make them all equal. It doesn't seem fair that in private club gymnastics, in contrast to high school gymnastics, gymnasts cannot specialize in only one event but must compete in the all-around. In conclusion, it is very difficult to become a competitive gymnast at the highest level because of the time commitment required, the technical precision and repetition needed, and the natural ability some people have over others.*

NAME \_\_\_\_\_ HR. \_\_\_\_\_ DATE \_\_\_\_\_

Eng 9--Multi-¶ Essay

Wallenberg

**QUIZ on pp. 128-140 in EWS text**

- \_\_\_\_\_ 1. T or O? Because the purpose and nature of **expository writing** is to **explain** and **reform** others' ideas, you should **not** include your personal experiences and ideas. (see p. 128)
- \_\_\_\_\_ 2. T or O? A **thesis or controlling purpose statement** declares the purpose of a paper and gives the paper focus, direction, and sharpness.
- \_\_\_\_\_ 3. T or O? A thesis or controlling purpose statement identifies the topic of the paper in **as general** terms as possible so that everyone can relate to it.
- \_\_\_\_\_ 4. T or O? The purpose of an **introduction** is two-fold. You must engage the interest of the reader **AND** clearly state what your paper will be about.

**Read the following introduction. Questions 5-8 deal with this paragraph.**

*Places can evoke strong emotions. Some places give us a sense of peace--Grandma's kitchen or the bench under the oak tree in the backyard or the duck pond at the park, for example. Some places assault our senses and make us feel excited and alive--the subway at rush hour, the carousel on the midway at the State Fair, the Mall of America during the holiday season. Others make us feel anxious or uncomfortable or depressed. And still others leave a lasting imprint on our lives. One such place which profoundly affected my life was the "Perch of the Eagles," the Eden Prairie High School gymnastics gym. The tumult and passion of the sound of fire-up music that could be heard coming from the gym all the way down in the commons, the inspirational walls clad with colorful charts and posters of bygone gymnastics heroes, and the tension and excitement of meet night, stands filled with anxious fans all made the gymnastics gym a place I will never forget.*

- \_\_\_\_\_ 5. T or O? Which method of introduction is used for this paragraph?
- A. specific, sensory details
  - B. interesting anecdote
  - C. question(s)
  - D. opposite point of view

Did it work? Did it engage your attention? \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_ SORT OF

Explain your answer here:

\_\_\_\_\_

- \_\_\_\_\_ 6. T or O? If, instead, the author had chosen to tell you a story of her last meet night in this gymnastics gym and what that felt like, what method of Introduction would that have been? (choose from A, B, C, D listed above)
- \_\_\_\_\_ 7. **Go back to the paragraph and circle** the thesis statement (or controlling purpose) of this paragraph.
- \_\_\_\_\_ 8. Name the three sections you predict that this multi-paragraph essay will include:
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- \_\_\_\_\_ 9. . As with all good paragraphs, the body (or three sections) of a good composition must be
- u\_\_\_\_\_ and
- c\_\_\_\_\_.
- \_\_\_\_\_ 10. Words or expressions like these: **in fact, for example, another, hence, furthermore,** etc. are called \_\_\_\_\_.
- \_\_\_\_\_ 11. T or O? An effective conclusion must restate the most important ideas or feelings brought out in the body of the essay in an interesting way.

**EXTRA CREDIT**

The last state of the writing process asks you to do two things. Proofreading or editing takes care of the mechanics, grammar, and spelling error. What is the process called which takes care of the **content changes**?

The term for this is:

**HINT:** the word comes from French and literally means "to see again."

**EACH MAJOR PARAGRAPH (OR SECTION) WILL HAVE 3 PARTS:**

- a. **the TOPIC SENTENCE** which clearly identifies the focus or "theme" of the paragraph/section
  
- b. **SPECIFIC SUPPORT** in the form of
  - **DETAILS** (see p. 56 in EWS)  
Details help readers visualize what you describe or understand the information you explain.
  - or**
  - **EXAMPLES** (see pp. 58-59 in EWS)  
Examples give specific information about a general topic.
  - or**
  - **REASONS** (see pp. 60-61 in EWS)  
Reasons are given to support or explain your opinion. There should be enough of them to support/explain your opinion. They should be specific!
  
- c. **CLOSING (or summarizing) SENTENCE**  
**This sentence states in different words the topic sentence used at the beginning.**

**EXAMPLE**

Let's say I have decided to write about the significance of my sister, Chris. First, I need to decide why she is significant to me so I will know on what I want to focus her paragraph/section. After thinking about it, I have come up with 5 reasons Chris is significant to me. She is significant to me because

- a.) she has inspired me.
- b.) we help each other through rough times.
- c.) we grew up together.
- d.) she is someone I greatly admire.
- e.) she taught me the meaning of motherhood.

My first BODY paragraph should focus on ONE of those reasons--it will become the focus or "theme" of my first BODY paragraph. I decide on the theme of (d.) ADMIRATION. I must now think of **THREE SUPPORTING** details or examples or reasons I admire her. After more thought, I decided that I admire Chris because of her talents, her dedication, and how caring she is. I am now ready to complete my **PLANNING SHEET** (see next page) and then write my rough draft of my first BODY paragraph based on the theme of admiration--showing how Chris' talents, dedication, and caring ways have made me **admire** her (and that is what makes her a significant person in my life!).

**YOUR TURN!** Do the same type of brainstorming I did above for your first BODY paragraph.

1. What is your essay's topic? (please circle)

PEOPLE or EVENTS or ACTIVITIES or PLACES

2. What is the overall topic of your first BODY paragraph? In other words, which significant person, event, activity, or place will you discuss first?

\_\_\_\_\_

3. List 5 reasons why this person/activity/event/place is significant to you:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. Circle the one above that you would like to focus on in your first BODY paragraph/section. This will be the "theme" of your first BODY ¶/section.

5. Now briefly list three SUPPORTING details/examples/reasons to support this "theme":

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**WHAT IS THE NEXT STEP?**

You will now complete "planning sheets" for each of the BODY paragraphs/sections. You will use the planning sheets to write a rough draft of each of the three paragraphs.

## **SAMPLE PLANNING SHEET**

### **WALLENBERG'S PLANNING SHEET for First Body Paragraph or Section**

**Topic:** Chris Moran

**Topic Sentence:** Chris Moran, my sister, is one of the people I **admire** most.

**Detail/Example/Reason #1:** First, I admire her because she is so **talented**.

**Supporting detail #1:** She's an awesome flute-player.

**Supporting detail #2:** She has an incredible voice.

**Supporting detail #3:** She makes her own clothes.

**Detail/Example/Reason #2:** Secondly, I admire her because she is **dedicated**.

**Supporting detail #1:** She is dedicated to helping children by volunteering at schools.

**Supporting detail #2:** She is dedicated to her job and spends endless hours preparing her radio shows.

**Supporting detail #3:** She leads chat room discussions for cancer survivors.

**Detail/Example/Reason #3:** Finally, I admire her because Chris is such a **caring person**.

**Supporting detail #1:** Chris is caring to animals.

**Supporting detail #2:** She shows she cares for friends by being such a good listener.

**Supporting detail #3:** She cares about me by spending time with me.

**Concluding Sentence:** To sum up, Chris Moran is someone I admire because of her talents, her dedication, and because she is so caring.

**SAMPLE ROUGH DRAFT OF FIRST BODY PARAGRAPH/SECTION**

**Chris Moran, my sister, is significant to me because she is one of the people I admire most. First, she is a person I admire because of her many talents. Not only is she a virtuoso when it comes to playing the flute; she is a remarkable singer, too, who can sing soprano as well as alto. Chris is also quite a seamstress and makes her own clothes. Although sometimes people snicker at the types of outfits she designs, she wears clothes that express her own uniqueness and creativity. Secondly, Chris is dedicated. A gifted teacher, Chris spends a lot of her free time volunteering at her daughter's school. Children love to do the many projects she designs for them. She is also dedicated to her profession. She is a disc-jockey who not only teaches broadcasting classes at a local college but also manages the campus radio station and has a jazz show of her own. Another example of her dedication is evident in her leading a chat room where cancer survivors can share their anxieties and fears. Being a breast cancer survivor herself, Chris clearly cares about using her own experiences to help others. Finally, Chris is one of the most caring people I have ever met. She loves animals and often takes in a wounded stray and tries to nurse it back to health. A patient listener, Chris is someone who genuinely cares about her friends. They can call at a minute's notice and tell her about problems they are having. She is one of those special people who listens intently without passing judgment. She has always had many friends, but when I'm with her, I feel like there is no one else she cares about more. To sum up, Chris Moran is someone I have always admired for her talents, her dedication, and her caring ways.**

**YOUR TURN!**

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_

**My Overall Essay Topic:** \_\_\_\_\_

**PLANNING SHEET for First Body Paragraph or Section**

**Topic:** \_\_\_\_\_

**Topic sentence:** \_\_\_\_\_

**Detail/Example/Reason #1:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #2:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #3:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Concluding sentence:** \_\_\_\_\_

Jot down any questions you have about your first body paragraph/section or about the Multi-paragraph essay. (I'll answer them!):

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Teacher's Comments on First Body Paragraph**

Positives	Suggestions

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_

My Overall Essay Topic: \_\_\_\_\_

**PLANNING SHEET for Second Body Paragraph**

**Topic:** \_\_\_\_\_

**Topic sentence:** \_\_\_\_\_

**Detail/Example/Reason #1:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #2:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #3:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Concluding sentence:** \_\_\_\_\_

Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_

My Overall Essay Topic: \_\_\_\_\_

**PLANNING SHEET for THIRD Body Paragraph**

**Topic:** \_\_\_\_\_

**Topic sentence:** \_\_\_\_\_

**Detail/Example/Reason #1:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #2:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Detail/Example/Reason #3:** \_\_\_\_\_

**Supporting detail #1:** \_\_\_\_\_

**Supporting detail #2:** \_\_\_\_\_

**Supporting detail #3:** \_\_\_\_\_

**Concluding sentence:** \_\_\_\_\_

## WRITING THE INTRODUCTION (pp. 131-133 EWS)

What is the purpose of the introduction?

- \_\_\_\_\_ your reader (by using an **attention-getting method**)
- to give the reader a clear idea of what your paper is about (by including a controlling purpose statement (or CP))

## WRITING THE CONTROLLING PURPOSE

Just as a \_\_\_\_\_ states the main idea of a paragraph, the **controlling purpose statement** (or CP) specifically spells out the topic of a multi-paragraph essay.

The CP gives the paper FOCUS, DIRECTION, and SHARPNESS.

The CP (which may be one or two sentences) must include 2 parts:

- the overall purpose of the essay
- a list of the major divisions (or topics) of the essay.

**NOTE:** ALMOST ALWAYS, DO **NOT** USE THE CP AS THE FIRST SENTENCE IN YOUR INTRODUCTION. START WITH AN ATTENTION-GETTING "METHOD OF INTRODUCTION" (see the next few pages). THEN, PUT YOUR CP AFTER THAT.

### PRACTICE TIME! YOUR TURN!

Write two **different** controlling purpose statements for this essay in the boxes below:

CP attempt #1:

CP attempt #2:

## **The 8 Methods of Introduction:**

### **1. Specific sensory details**

It has been said that the greatest gift we can give one another is rapt attention; additionally, living life fully attentive to the breezes, the colors, the sorrows, and the thrills as well, is the best response any one of us can make in this life. The idea is to slow down long enough to "smell the roses." This means showing appreciation for the special "roses" in our life--the people who have given us their attention. They have listened to us, laughed heartily with us, carried us in times of heartache, and celebrated our joys. I am so lucky to have had three such significant people in my life: my sister, Chris, my father, and my best friend, Bev.

### **2. Interesting anecdote**

It was two o'clock in the morning. Oddly, I had finally fallen into a deep slumber--unusual for me since the string of restless nights had seemingly gone on for months, perhaps years. The stillness of the night was harshly interrupted by the ring of the telephone. I was scared to answer it, paralyzed with fear that it must be someone with yet another tidings of the proverbial "bad news." I was shocked to find it was Bev, the best friend whom I had not seen in over three years, at the other end of the line.

"Linda," she said. "I'm sorry to wake you, but I had a dream. There was a voice. It told me to contact you right away. Oh, this is crazy. I have no idea what it all means. It's been so long since we've talked. I don't even know if you've even got any problems. Oh, well. I just had to tell you anyway. The voice told me to tell you two things. One--you can still have children. And two--you can take a sabbatical."

I'll never forget that night. Little did Bev know that my life was in shambles. Her two messages became prophetic. I was about to embark on making the biggest decision in my life. I thought I was alone. Special people like Bev work in mysterious ways in your life. How lucky I am to have had three significant people impact my life: Bev, my sister Chris, and my father.

**3. Question(s) – include at least three questions (they can be rhetorical)!**

What it would be like to be the last survivor on this earth? What would it be like to have all the wealth in the world and no one to share it with? Could the beauty of a sunset or a trip to another country be enjoyed as much alone as with someone else? For me, life is twice as good just because we can share it with someone else. I feel so fortunate to have had three significant people in my life who have shared the highs and lows, the good and the bad, even the boring and the stressful times. The most significant people in my life are my father, my sister, Chris, and my best friend, Bev.

**4. Opposite Point of View**

There is so much emphasis these days on being independent. We aren't supposed to worry about what other people think. Expressions abound in our society such as "Take care of number one" and "Just do it" and "Do your own thing!" I have found that more than ever this advice to focus solely yourself, not caring about what other people think is the worst advice in the world for me. In these troubled times of the '90s, I think that now, more than ever, we need to turn to others, learn from others, walk together, and do all we can to celebrate the diversity of the multitude of voices in our lives. There have been three significant voices in my life, without whom I would never be the same person I am today. They are my sister, Chris, my best friend, Bev, and my father.

**5. Background Information**

When I was growing up in Evanston, Illinois, there were many opportunities I might have missed had I not had three significant people as mentors. Without a doubt, I was a nervous, fearful child. I might have looked confident on the surface because I seemed to involve myself in everything from cheerleading to theatre to gymnastics to choir and more. But being busy with all these activities was also a good place to hide! From what? From people! I had very little self-confidence, and people, especially in large groups, scared me. Thank goodness, these three significant people cared about me, helped me gain confidence, and made life so much more fun! They are my sister, Chris, my best friend, Bev, and my father.

## 6. Definition

**NOTE:** *You need to use parenthetical documentation and include a works cited page if you "borrow" a definition from another source.)*

"Mentor" is a word many people do not learn until they're older. I'm so glad I had mentors in my life even before I knew what the word meant. Webster's New World Dictionary defines "mentor" as "a wise, loyal adviser; a teacher or coach" ("Mentor" 399). The three mentors whom I most admire and whose teachings remain the most significant in my life are my father, my best friend, Bev, and my sister, Chris.

## 7. Quotation

**NOTE:** *You need to use parenthetical documentation and include a works cited page if you "borrow" a quotation from another source.)*

In her autobiography, Always in Concert, Alison Wyrley Birch said, "There are sounds to places, and there are sounds to every time in one's life" (Birch 56). As Ms. Birch suggests, we can see life as a concert of sounds in progress when we transcend our own narrow scope and appreciate the variety of people in our life. They are all helping direct us to the same finale. The more we're in tune with the special part they play in our lives, the more harmoniously we will be able to perform our parts. Three people have been very significant in my life. My sister, Chris, my father, and my best friend, Bev, are people who have been there to help me find the instruments I need to contribute to life's concert.

## 8. Facts and statistics

**NOTE:** *You need to use parenthetical documentation and include a works cited page if you "borrow" a some facts or statistics from another source.)*

People come in and go out of each other's lives everyday. Some are seen for less than a fraction of a second while others will grip onto one's soul and be there forever. What makes some people more significant than others? A study done by Professor Ali Bracken at the University of Illinois in 1998 found that that typically for every hundred strangers a person meets, only three of their names will be remembered, and the names and faces of the other ninety-seven will be forever forgotten (Bracken 23). I feel so fortunate that three significant people who have impacted my life did not fall into that group of ninety-seven. Without my best friend, Bev, my father, and my sister, Chris, I would be a very different person today.



QUESTIONS / COMMENTS	INTRODUCTION #1	INTRODUCTION #2
7. Were any 2 <sup>nd</sup> person “taboo words” used (forms of “you”)? If you find any, cross them out in the draft.	yes            no  unsure	yes            no  unsure
8. Were any colloquialisms, contractions, or clichés used? If you find any, underline them in the draft and write “revise” next to any you find.	yes            no  unsure	yes            no  unsure
9. Jot down positives you saw in the introduction:	Positives:	Positives:
10. Jot down problems you saw in the introduction:	Problems:	Problems:
11. Would you say the introduction is effective, attention-catching, inviting, interesting?	yes            no	yes            no
12. Which introduction do you like best? Circle your answer.	# 1 is best.	#2 is best.

Explain here why you preferred on introduction over the other and WHY:

Name \_\_\_\_\_ Hr. \_\_\_\_ Date \_\_\_\_\_

## CONCLUSION FEEDBACK SHEET

Peer editor \_\_\_\_\_

Exchange conclusions and comment on each other's answering these questions on this sheet or at the bottom of the author's paper:

1. Is the review of the CP crystal clear? YES NO UNSURE

If not, what needs to be done? Comment.

2. Look at the effectiveness of the summary of the main points of the essay.

Is there at least one sentence of summary or review for each of the 3¶s?

YES NO UNSURE

Is the review of each paragraph effective?

YES NO UNSURE

Give suggestions and or comments on this below:

Review of the first body paragraph:

Review of the second body paragraph:

Review of the third body paragraph:

3. Is the conclusion **COHERENT**? (CIRCLE) YES NO UNSURE

Does a transition begin the conclusion? YES NO UNSURE

Are there any other transitions? YES NO UNSURE

Are the transitions effective? YES NO UNSURE

**Make any suggestions on coherence / transitions:**

4. Examine how **UNIFIED** the conclusion is.

Is every sentence "on topic"? YES NO UNSURE

Is there anything there that just doesn't seem to belong in the conclusion?

YES NO UNSURE

**If you answered "NO" above, explain the problems you see:**

5. Were any 2nd person "taboo words" used? (forms of "you") \_\_\_YES \_\_\_NO \_\_\_UNSURE  
If you find any, cross them out in the draft.

6. Were any colloquialisms, contractions, or cliches used? \_\_\_YES \_\_\_NO \_\_\_UNSURE  
If you find any, underline them in the draft and write "revise" next to them.

7. Is there a final **closing comment or statement** which really seems to "bring it all together"?  
YES NO UNSURE

If there is such a statement, is this sentence as effective as it can be?

YES NO UNSURE

8. Based on all of the above answers, how would you grade the current conclusion based on how well it meets the criteria for a good conclusion?

(circle) A B C D F

Explain your answer. (Should more be added? What should be revised?)

9. Now, read the statement and sign below if the statement is true.

\_\_\_ I have evaluated this conclusion to the best of my ability.

Signature of peer editor \_\_\_\_\_

## **WRITING THE CONCLUSION (see pp 138-140 EWS)**

There are 2 main components of a good conclusion:

- a. restate your CP and summarize your 3 sections
- b. an interesting closing statement

### **EXAMPLE OF A GOOD CONCLUSION:**

Interaction with others is something everyone needs. We have many gifts to offer those who cross our paths, and we need the many gifts they have to offer us. I am especially grateful for the gift of three special people in my life, without whom I would not be the same person I am today. My sister, Chris, has taught me how to laugh and enjoy life more through letting go more often. My father, by both his life and his death, showed me how precious life is--how it is fragile with nothing guaranteed. And there is also my mentor and best friend, Bev. She taught me that sometimes you have to lose everything to find what is really important in life. Three very different people with three very different approaches to living their own lives have, by example, shown me some of the ways I would like to live mine. That is why I would call them the most significant people in my life.

**Give your comments below on how well this conclusion works:**

Name \_\_\_\_\_ Hr. \_\_\_\_\_ DUE DATE \_\_\_\_\_

rev. term 2 '07

**TEACHER'S GRADING SHEET**

Wallenberg

English 9

**MULTI-PARAGRAPH ESSAY**

**STUDENT(S) COMMENTS ON DOING THIS PAPER:** What worked? What didn't? What challenged you? Of what are you proud? What might you have done differently? What have you learned? Share what you'd like!

**•RESPOND TO SOME OR ALL OF THESE QUESTIONS RIGHT HERE:**

**\_\_\_ / 40 CONTENT**

**\_\_\_ / 2 1. TITLE**

•original title which creatively reflects the content

**\_\_\_ / 5 2. INTRODUCTION**

**ATTENTION GETTING METHOD OF INTRODUCTION**

-1 to -3 *Writer, please circle the method(s) you used BELOW:*

- a. specific, sensory details
- b. interesting anecdote(s)
- c. questions (at least 3)
- d. opposite point of view
- e. background information
- f. definition
- g. quotation
- h. facts/statistics

**CIRCLE ANY OF THESE THAT ARE PROBLEMATIC:**

- effective and clear; method of intro is easy to identify
- attention-catching, inviting, engaging
- unified
- coherent (uses transitions)
- parenthetical documentation used if needed

**CONTROLLING PURPOSE STATEMENT**

-1 to -2 **CIRCLE PROBLEMS:**

- effective and very clear
- identifies the 3 significant people, places, events, or activities
- the CP follows the same order of discussion in the body paragraphs

\_\_\_\_\_ **MAINTAINS ACADEMIC FORMAL VOICE**

-1

**CIRCLE PROBLEMS:**

- maintains effective use of academic voice: no colloquialism and contractions and clichés (except in DQ's), no abbreviations
- no use of second person "taboo words" (except in DQ's):
  - you, your, yours, yourself, yourselves
  - the "understood you"

**\_\_\_/ 30 3. THE THREE BODY PARAGRAPHS**

\_\_\_\_\_ **BODY PARAGRAPH #1:** \_\_\_\_\_

10

*Student, please name the person, place, event, or activity above.*

\_\_\_\_\_ **TOPIC SENTENCE (TS)** clearly identifies the topic of this first body

-1 to -2

\_\_\_\_\_ **"THEME OF TS"** is developed throughout the entire paragraph

-1 to -2

\_\_\_\_\_ **DETAILS or EXAMPLES or REASONS**

-1 to -3

*Student, please list them here :*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

- 3 details or examples or reasons are clear
- ample evidence is given for each detail or example or reason
- the details or examples or reasons illuminate clearly the **significance** of the person/event/place/activity

\_\_\_\_\_ **ORGANIZATION / COHERENCE / TRANSITIONS**

-1 to -3

- Organization is undeniably present, naturally complementing and enhancing the content.
- Transitions are used effectively between **and** within paragraphs to promote coherence.

\_\_\_\_\_ **UNITY**

-1 to -3

- Each of the supporting sentences supports or develops the TS.
- no **irrelevant material** is present (material which is off-topic or does little to enhance or **support** the focus of discussion).

\_\_\_\_\_ **MAINTAINS ACADEMIC FORMAL VOICE**

-1 to -2

- maintains effective use of academic voice: literary present tense, no colloquialism and contractions and clichés (except in DQ's), no abbreviations
- no use of second person "taboo words" (except in DQ's):
  - you, your, yours, yourself, yourselves
  - the "understood you"

\_\_\_\_\_ **CONCLUDING SENTENCE(S)**

-1 to -2

- clearly gives the paragraph a feeling of closure.

**BODY PARAGRAPH #2:**

10 *Student, please name the person, place, event, or activity above.*

**TOPIC SENTENCE (TS)** clearly identifies the topic of this first body

-1 to -2

**“THEME OF TS** is developed throughout the entire paragraph

-1 to -2

**DETAILS or EXAMPLES or REASONS**

-1 to -3 *Student, please list them here :*

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

- 3 details or examples or reasons are clear
- ample evidence is given for each detail or example or reason
- the details or examples or reasons illuminate clearly the **significance** of the person/event/place/activity

**ORGANIZATION / COHERENCE / TRANSITIONS**

- 1 to -3
- Organization is undeniably present, naturally complementing and enhancing the content.
  - Transitions are used effectively between **and** within paragraphs to promote coherence.

**UNITY**

- 1 to -3
- Each of the supporting sentences supports or develops the TS.
  - no **irrelevant material** is present (material which is off-topic or does little to enhance or **support** the focus of discussion).

**MAINTAINS ACADEMIC FORMAL VOICE**

- 1 to -2
- maintains effective use of academic voice: literary present tense, no colloquialism and contractions and clichés (except in DQ's), no abbreviations
  - no use of second person “taboo words” (except in DQ's):
    - you, your, yours, yourself, yourselves
    - the “understood you”

**CONCLUDING SENTENCE(S)**

- 1 to -2
- clearly gives the paragraph a feeling of closure.

**BODY PARAGRAPH #3:**

10 *Student, please name the person, place, event, or activity above.*

**TOPIC SENTENCE (TS)** clearly identifies the topic of this first body

-1 to -2

**“THEME OF TS** is developed throughout the entire paragraph

-1 to -2

**DETAILS or EXAMPLES or REASONS**

-1 to -3 *Student, please list them here :*

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

- 3 details or examples or reasons are clear
- ample evidence is given for each detail or example or reason
- the details or examples or reasons illuminate clearly the **significance** of the person/event/place/activity

**ORGANIZATION / COHERENCE / TRANSITIONS**

- 1 to -3
- Organization is undeniably present, naturally complementing and enhancing the content.
  - Transitions are used effectively between **and** within paragraphs to promote coherence.

**UNITY**

- 1 to -3
- Each of the supporting sentences supports or develops the TS.
  - no **irrelevant material** is present (material which is off-topic or does little to enhance or **support** the focus of discussion).

**MAINTAINS ACADEMIC FORMAL VOICE**

- 1 to -2
- maintains effective use of academic voice: literary present tense, no colloquialism and contractions and clichés (except in DQ's), no abbreviations
  - no use of second person "taboo words" (except in DQ's):
    - you, your, yours, yourself, yourselves
    - the "understood you"

**CONCLUDING SENTENCE(S)**

- 1 to -2
- clearly gives the paragraph a feeling of closure.

/ 3    **4. CONCLUSION**

        **STRONG AND COMPLETE SUMMARY**  
-1 to -2

        **ONE EFFECTIVE LAST THOUGHT**  
-1 to -2

- Leave the reader with a sense of closure.
- Ties in to paper's main focus.

        **MAINTAINS ACADEMIC FORMAL VOICE**  
-1 to -2

- maintains effective use of academic voice: literary present tense, no colloquialism and contractions and clichés (except in DQ's), no abbreviations
- no use of second person "taboo words" (except in DQ's):
  - you, your, yours, yourself, yourselves
  - the "understood you"

     / 40    **TOTAL CONTENT POINTS**

     / 20    **WRITING CONVENTION**

**NOTE:** You can buy back up to      /20 technical pts. by making corrections! (see next page)

- CAPITALIZATION    cap / 1c (-1)
- EXACT WORD    word chosen is not precise or correct to convey clear meaning    ew (-1)
- FRAGMENTS    frag (-1)
- HOMONYM ERRORS    H (-1)    AND    H no excuse (-2)
- PUNCTUATION—APOSTROPHES    pa (-1)
- PUNCTUATION--OTHER    pend    AND    pund    AND    pq    AND    pco    AND    psc    ---ALL ARE (-1)
- RUN-ONS    ro (-1)
- SPELLING    sp (-1)
- NO-EXCUSE SPELLING    sp no excuse (-2)
- COMMAS    pc (-1)
- AGREEMENT    agr (-1)
- PRONOUN CASE    pro case (-1)
- MISPLACED MODIFIER    mm (-1)

        **MANUSCRIPT FORM    MSF (-1)**

- \_\_\_/3

**NO OUTLINE**

+ \_\_\_/2

**EXTRA CREDIT**

You may earn up to two extra credit points:

- for typing the final copy
- for using 5 extra-credit vocabulary words correctly. **BOX**, bold, or highlight them in the paper.

\_\_\_/\_\_\_60

**TOTAL =** \_\_\_ **PRELIM. GRADE**

**NOTE: You can buy back mech/msf points by making \_\_\_ corrections by \_\_\_\_.**  
 # (20 max) # date

**If all buybacks are credited back to you, your new grade could be \_\_\_/60 = \_\_\_\_ (grade)**

**TEACHER COMMENTS:**

+ positives

- suggestions

Writer's Name \_\_\_\_\_ Hr. \_\_\_\_ Due date \_\_\_\_\_ (rev. term 4 '00-01)

**MULTI-PARAGRAPH ESSAY CONTENT EDITING PART 1**

pages 1-7 = \_\_\_\_\_/21

**A note to the editor from the teacher:**

First of all, thanks! Your time is certainly appreciated! This is a detailed, time-consuming task! The writer was told this in advance  and to plan a time with you for this  and not to do this late at night  and to sit beside you as you complete the packet. In addition, an adult was requested as an editor for this paper. This process works best when you sit with the student while giving him or her the feedback requested on this editing packet. It is usually expected that you (or the student) write down the feedback requested on these sheets and in the draft. If this procedure is too cumbersome or uncomfortable for you, the student may elect to take the draft and these editing sheets to another editor or to a teacher in ACE.

\*\*\*\*\*

**WHEN YOU ARE ALL DONE, WRITE DOWN YOUR FINAL COMMENTS BELOW REGARDING THIS  CONTENT EDITING SESSION**

**X** \_\_\_\_\_  
*I verify that we discussed all the information requested here*

phone number: \_\_\_\_\_

How long did this content editing (part 1) actually take? \_\_\_\_\_

Did the writer give you adequate time to complete this packet?  
\_\_\_\_yes      \_\_\_\_no

Did the writer inform you ahead of time that this packet could be very time consuming and not to start this late at night?  
\_\_\_\_yes      \_\_\_\_no

Did the writer sit alongside you (as he or she was instructed in class) and assist you (pulling out handouts if needed, explaining terms and requirements, etc.) to make this process go smoother?  
\_\_\_\_yes      \_\_\_\_no      \_\_\_\_some of the time

Comment on how productive **both of you** felt this was.

1.  Editor's comments:  
Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother next time):

2.  Writer's comments:  
Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother next time):

**page 1 = \_\_\_\_\_/3**

**IMPORTANT NOTE BEFORE YOU BEGIN:** If you would like to review the sheets which formally explained the entire assignment before you begin actually reading the draft, ask the writer to share those with you NOW. This is not entirely necessary, but it will give you an idea as to why the student drafted as he or she did.

Begin by reading the entire draft for content only. The first two editing parts deal only with CONTENT and ADHERING TO CONTENT REQUIREMENTS. Pay no attention to mechanics (spelling, punctuation, etc.) at this time. By the way, the draft should be double-spaced with the lines numbered (for your convenience).

**Please check off each part in the “done” column as you complete it.**

### **FIRST REACTION TO THE DRAFT**

Begin by asking the writer to explain the assignment to you. There is a purple hand-out explaining the assignment in detail if you need more explanation.

\_\_\_\_\_ done 1. Read the draft over one complete time first. After reading the draft over once, tell the student your immediate reaction to the draft.

The best/my favorite part is where you talk about \_\_\_\_\_. What line numbers? \_\_\_\_\_

\_\_\_\_\_ done 2. Which parts of the draft strike you immediately as needing help--confusing, done incomplete, awkward, etc.?

The weak part(s) is/are where you talk about \_\_\_\_\_.  
\_\_\_\_\_ What line numbers? \_\_\_\_\_ (In the actual draft, put a ? by these lines.)

\_\_\_\_\_ done 3. Evaluate the title.

Is it original? YES NO Is it effective? YES NO

Write any comments/suggestions on what the writer might do to improve the title \_\_\_\_\_  
\_\_\_\_\_

### **A MORE IN-DEPTH LOOK AT THE DRAFT**

\_\_\_\_\_ done 4. Read over the paper's **INTRODUCTION**.

The introduction needed to include **two** required areas:

1. **an attention-getting “METHOD OF INTRODUCTION”**

Students had a choice of using one of eight different methods of introduction.

a. Before asking the writer which one he/she actually chose, circle (from the list below) which method you think was used:

- |                              |                           |
|------------------------------|---------------------------|
| 1. specific, sensory details | 2. interesting anecdote   |
| 3. question(s)               | 4. opposite point of view |
| 5. background information    | 6. definition             |
| 7. quotation                 | 8. facts/statistics       |

I couldn't figure it out.

page 2 = /3

- b. Ask the writer for his/her method. Were you right? YES\_\_\_\_ NO\_\_\_\_
- c. Was the method the writer used to get your attention very effective (did it engage your interest and make you want to read on) ? YES\_\_\_\_ NO\_\_\_\_
- d. Any suggestions?\_\_\_\_\_
- e. Does this attention-getting method need revision? YES\_\_\_ NO\_\_\_ UNSURE\_\_\_

2. **CONTROLLING PURPOSE STATEMENT (CP)**

The purpose of this paper was to introduce the reader to three significant people or events or activities or places in the writer's life. The paper's intent was not only to share interesting details about these three but to clearly indicate why these three are SIGNIFICANT to the writer.

- a. The controlling purpose statement (or CP) should be a very clear statement of what the paper intends to do. Can you find the writer's "controlling purpose statement"?  
→ Mark **CP** beside it in the left margin of the draft.
- b. Was the controlling purpose sufficiently clear so that you know the writer's intent?  
YES\_\_\_\_ NO\_\_\_\_ UNSURE\_\_\_\_
- c. Based on reading the CP, list the topics of the three paragraphs/sections that you think the paper will discuss:
  - Section 1 topic \_\_\_\_\_
  - Section 2 topic \_\_\_\_\_
  - Section 3 topic \_\_\_\_\_
  - I can't figure them out.
- d. Are three people, events, activities, or places clearly identified?  
YES\_\_\_\_ NO\_\_\_\_ UNSURE\_\_\_\_
- e. In your opinion, does the CP need revision?  
YES\_\_\_\_ NO\_\_\_\_ UNSURE\_\_\_\_
- f. Does the order of the three listed topics follow the same order of discussion in the actual body of the paper?  
YES\_\_\_\_ NO\_\_\_\_ UNSURE\_\_\_\_

page 3 = /3

Now, you will check the three paragraphs in the **BODY** of the paper.

## **BODY PARAGRAPH #1**

Now you will check each of the required three paragraphs, one at a time.

- \_\_\_\_\_ done 5. Each paragraph should start with a clear **topic sentence (TS)**.  
As a reader, you should VERY QUICKLY be able to identify the TS. Right in the draft, UNDERLINE what you think is the TOPIC SENTENCE for each paragraph.  
Put a **TS** beside it in the margin.  
Does the **TS** clearly identify the topic of the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 6. Now look down at the end of the paragraph for the **concluding sentence(s)**.  
That last sentence should give the paragraph a feeling of closure. Right in the draft, UNDERLINE what you think is the concluding sentence for the paragraph.  
Put a **CS** beside it in the margin.  
Does the **CS** work well for the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 7. **THREE DETAILS or EXAMPLES or REASONS for SIGNIFICANCE IN FIRST ¶**  
Turn to the draft and look in between the topic sentence and the concluding sentence. The writer was to fully explore one aspect or "theme" of why that person/event/activity/place was SIGNIFICANT to him or her.  
  
For example, the writer might say that her sister is significant to her because she is someone she greatly **admires**. The focus, then, on the first body paragraph should be on the "theme" of ADMIRATION. The writer should not be discussing other aspects of her sister's personality or what her sister has done with her life, etc., if these have nothing to do with why the writer ADMIRES her sister. Therefore, the paragraph should now continue sharing at least **three details or examples or reasons** she admires her sister. Let's say she admires her sister because of her **talents**, her **dedication**, and how **caring** she is. The paragraph should then take these one at a time providing **SUPPORTING EVIDENCE** of each of these three. The evidence will come in the form of more **DETAILS or EXAMPLES or REASONS**.  
  
**Now turn to the draft to see how well the writer followed the expectations:**  
a. What is the **aspect of significance** (like ADMIRATION in the example above the writer seems to be exploring in this paragraph?)  
→

- b. Are there at least **THREE DETAILS or EXAMPLES or REASONS** of supporting evidence for this “theme” or “aspect of significance”?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- c. Are the **DETAILS or EXAMPLES or REASONS** convincing and effective? That is, are the examples clear and sufficient enough to make you believe that this "theme" or "aspect of significance" of the person/event/place/activity clearly shows its significance in the writer's life?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_

**NOTE:** If you think the writer needs to revise this ¶, tell him or her now and suggest what needs to be added or changed.

---



---



---



---

## BODY PARAGRAPH #2

- \_\_\_\_\_ done 8. Now you will check the second paragraph of the body.  
 Right in the draft, UNDERLINE what you think is the TOPIC SENTENCE for each paragraph.  
 Put a TS beside it in the margin.  
 Does the TS clearly identify the topic of the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 9. Now look down at the end of the paragraph for the concluding sentence(s).  
 That last sentence should give the paragraph a feeling of closure. Right in the draft, UNDERLINE what you think is the concluding sentence for the paragraph.  
 Put a CS beside it in the margin.  
 Does the CS work well for the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 10. **THREE DETAILS or EXAMPLES or REASONS for SIGNIFICANCE IN FIRST ¶**
- a. What is the aspect of significance (like ADMIRATION in the example above the writer seems to be exploring in this paragraph?

- b. Are there at least **THREE DETAILS or EXAMPLES or REASONS** of supporting evidence for this “theme” or “aspect of significance”?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- c. Are the **DETAILS or EXAMPLES or REASONS** convincing and effective? That is, are the examples clear and sufficient enough to make you believe that this "theme" or "aspect of significance" of the person/event/place/activity clearly shows its significance in the writer's life?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_

**NOTE:** If you think the writer needs to revise this ¶, tell him or her now and suggest what needs to be added or changed.

---



---



---



---

### **BODY PARAGRAPH #3**

- \_\_\_\_\_ done 11. Now you will check the **second paragraph** of the body.  
 Right in the draft, UNDERLINE what you think is the TOPIC SENTENCE for each paragraph.  
 Put a **TS** beside it in the margin.  
 Does the **TS** clearly identify the topic of the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 12. Now look down at the end of the paragraph for the **concluding sentence(s)**.  
 That last sentence should give the paragraph a feeling of closure. Right in the draft, UNDERLINE what you think is the concluding sentence for the paragraph.  
 Put a **CS** beside it in the margin.  
 Does the **CS** work well for the paragraph? YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- \_\_\_\_\_ done 13. **THREE DETAILS or EXAMPLES or REASONS for SIGNIFICANCE IN FIRST ¶**
- a. What is the **aspect of significance** (like ADMIRATION in the example above the writer seems to be exploring in this paragraph?)

- b. Are there at least **THREE DETAILS or EXAMPLES or REASONS** of supporting evidence for this “theme” or “aspect of significance”?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_
- c. Are the **DETAILS or EXAMPLES or REASONS** convincing and effective? That is, are the examples clear and sufficient enough to make you believe that this "theme" or "aspect of significance" of the person/event/place/activity clearly shows its significance in the writer's life?  
 YES \_\_\_ NO \_\_\_ UNSURE \_\_\_

**NOTE:** If you think the writer needs to revise this ¶, tell him or her now and suggest what needs to be added or changed.

---



---



---



---

## CONCLUSION

\_\_\_\_\_ 14. The conclusion has two purposes:

done

- a. give a full summary of the dilemma and characters

**AND**

- b. leave the reader with one last thought--something not mentioned before but which ties in to your paper/characters/the dilemma. In your opinion, does the conclusion give a **strong** summary of what the paper has discussed?

YES \_\_\_ NO \_\_\_ UNSURE \_\_\_

In your opinion, does the "one last thought" close the paper effectively?

YES \_\_\_ NO \_\_\_ UNSURE \_\_\_

NOW, **GO BACK TO PAGE 1 of this EDITING PACKET** AND FILL OUT THE COMMENTS SECTION.

**REMINDER:** DON'T FORGET TO SIGN YOUR NAME ON PAGE ONE!

**MULTI-PARAGRAPH ESSAY CONTENT EDITING PART 2**

pages 8-12 = /12

**A note to the editor from the teacher:**

First of all, thanks! Your time is certainly appreciated! This is a detailed, time-consuming task! The writer was told this in advance  and  to plan a time with you for this  and  not to do this late at night  and  to sit beside you as you complete the packet. In addition, an adult was requested as an editor for this paper. This process works best when you sit with the student while giving him or her the feedback requested on this editing packet. It is usually expected that you (or the student) write down the feedback requested on these sheets and in the draft. If this procedure is too cumbersome or uncomfortable for you, the student may elect to take the draft and these editing sheets to another editor or to a teacher in ACE.

\*\*\*\*\*

**WHEN YOU ARE ALL DONE, WRITE DOWN YOUR FINAL COMMENTS BELOW REGARDING THIS  CONTENT EDITING SESSION**

**X** \_\_\_\_\_  
*I verify that we discussed all the information requested here*

phone number: \_\_\_\_\_

How long did this content editing (part 2) actually take? \_\_\_\_\_

Did the writer give you adequate time to complete this packet (at least 30 minutes)?  
yes no

Did the writer inform you ahead of time that this packet could be very time consuming and not to start this late at night?  
yes no

Did the writer sit alongside you (as he or she was instructed in class) and assist you (pulling out handouts if needed, explaining terms and requirements, etc.) to make this process go smoother?  
yes no some of the time

Would you be willing to complete such a task for this writer again?  
yes no perhaps

Comment on how productive **both of you** felt this was.

1.  Editor's comments:  Did you think this editing process was productive?  YES  NO

Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother next time): \_\_\_\_\_  
\_\_\_\_\_

2.  Writer's comments:  Did you think this editing process was productive?  YES  NO

Please jot down any comments/suggestions you have: \_\_\_\_\_  
\_\_\_\_\_

**page 8 = /3**

**Please check off each part in the “done” column as you complete it.**

\_\_\_\_\_ done

15. **UNITY**

Each of the supporting sentences needs to support or develop the topic sentence in each paragraph. All supporting sentences need to have a purpose and, thus, be relevant to the paper's purpose. This gives the paper a sense of what is called **unity**.

Look back at each of the 3 body paragraphs and check whether there is any information or discussion you would consider irrelevant. This material would be considered off-topic or is material that does little to enhance or support the focus of the given area of discussion.

**IF YOU SEE ANYTHING LIKE THIS, SUGGEST TO THE WRITER THAT IT SHOULD BE ELIMINATED OR "CUT."**

In the left hand margin of the actual draft, write **CUT?** beside any irrelevant material. If needed, **EXPLAIN ANY SUGGESTED CUTS HERE:**

---

---

---

(See pp. 50-53 EWS--our blue writing text--if you need further explanation on the concept of "unity.")

done 16.

**COHERENCE – USE OF TRANSITIONS**

Transitional words and phrases improve **coherence**. By showing relationships among ideas, these words act as bridges between parts of paragraphs and sections of the papers. Here is a list of some of these and the relationships that each type shows:

**TRANSITIONAL WORDS AND PHRASES CHART**

RELATIONSHIP	TRANSITIONAL WORDS AND PHRASES
SEQUENCE OR TIME:	<i>after, afterward, as soon as, at first, at last, before, before long, finally, first (second, secondly, third, thirdly, etc.), in the first place (second, etc.), in the meantime, next, soon, then</i>
ADDITION:	<i>also, and, another, besides, furthermore, in addition, likewise, moreover, other</i>
CONTRAST:	<i>but, even if, even so, however, despite, instead, nevertheless, on the contrary, in contrast to</i>
EXAMPLE:	<i>for example, for this reason, that is</i>
RESULT:	<i>accordingly, as a result, consequently, for this reason, hence, therefore</i>

**NOTE:** It is important that the writer has used these transitional expressions correctly. They should weave the material together but not draw special attention to the transitional phrases themselves. Inexperienced writers have a tendency to use transitional words and phrase incorrectly so that they sound "thrown in" and then stick out like a sore thumb! We want to help them avoid this.

Make sure that when each new area is discussed, a transition is used to clearly identify to the reader that the paper is now moving in to a new part. Look for these transitions first.

**IN THE DRAFT, CIRCLE ALL THE TRANSITIONAL WORDS/EXPRESSIONS you find.**

**THEN ANSWER THESE QUESTIONS:**

Were you able to easily find transitions in the INTRO, the 3 BODY PARAGRAPHS, and the CONCLUSION?

\_\_\_yes                      \_\_\_no                      \_\_\_unsure

If you answered "no" or "unsure," check the paragraph(s) which need added transitions:

INTRO     BODY ¶1     BODY ¶2     BODY ¶3     CONCLUSION

Are there any misused transitions  or transitions that do not make sense? \_\_\_ \_\_\_ \_\_\_  
\_\_\_yes \_\_\_no \_\_\_unsure

If yes, list the line numbers from the actual draft where these were found. line(s) \_\_\_\_\_

Overall, does the writer effectively use transitions to smoothly move from one new area of discussion to another  within each paragraph?  
\_\_\_yes \_\_\_no \_\_\_unsure

Overall, does the writer effectively use transitions to smoothly move from one new area of discussion to another  between the paragraphs?  
\_\_\_yes \_\_\_no \_\_\_unsure

In general, what do you think of the writer's use of transitions in this paper?  
Check one →  excellent  good  fair  needs work

(If further explanation of the concept of "coherence" and "transitions" is needed, see pp. 53-55 in our blue writing text, EWS)

\_\_\_\_\_  
done

17. **FORMAL TONE**

This paper is also an exercise to familiarize the reader with what is needed to maintain a formal tone (often referred to as "formal academic voice.")

- a. Except in direct quotations, the student should not have used first second person pronouns such as the following:

**THE "TABOO" SECOND PERSON PRONOUNS**

- you, your, yours, yourself, yourselves (do not use the "understood you" either)

- b. Except in direct quotations, the student needed to stay away from using informal expressions of speech such as the following:

**THE "INFORMAL EXPRESSIONS OF SPEECH"--the "3 C's"**

- •contractions (use "cannot" rather than "can't")
- •colloquialisms (such as "guys" and "blown away" and "freaked out" and "ripped off")
- •clichés (such as "to make a long story short" and "quick as a wink" and "happily ever after")

- c. The student should also have refrained from using any **abbreviations** (except in titles such as "Mr." and "Dr.").
- d. The writer should stay primarily in the same tense and should not have haphazardly switched from one tense to another.

page 11 = \_\_\_\_/3

Go to the draft and look very carefully for adherence to these (a-d). If you see any examples of these, please tell the writer immediately and suggest revisions.

Jot down the line numbers where any appear here: line(s) \_\_\_\_\_

Overall, does the writer maintain a **FORMAL TONE** in the paper?

\_\_\_\_yes

\_\_\_\_no

\_\_\_\_unsure

## **WHAT'S AHEAD FOR TOMORROW NIGHT?**

**Read this carefully!**

**IN YOUR NEXT EDITING SESSION, YOU WILL FOCUS ON MECHANICS OR TECHNICAL "CLEAN-UP" OF THE PAPER.**

The technical or mechanics editor should be someone who sincerely wants to help the writer do well and is willing to offer constructive criticism **AND** should be comfortable with giving feedback on technical aspects (punctuation, spelling, grammar, etc.) for this part of the editing process. There are teachers available in ACE if, as an editor, you feel this is too much to complete.

The student was also told that the two of you would be given one night to complete this task **and** to allot about 30 minutes for the session.

In addition, the writer was warned not to do this late at night and that he or she must sit beside you as the two of you complete the technical editing.

**Warning!** This may cause you to "brush-up" your grammar skills!

Be sure to tell the student if you would rather he/she find someone else to do the mechanics editing part of this process tomorrow night. Thanks!

NOW, **GO BACK TO PAGE SEVEN** AND FILL OUT THE COMMENTS SECTION.

DON'T FORGET TO SIGN YOUR NAME, TOO!

**MULTI-PARAGRAPH ESSAY TECHNICAL/MECHANICS EDITING**

pages 13-18 = \_\_\_\_\_/21

**A note to the editor from the teacher:**

First of all, thanks! The technical editing is usually a bit less time-consuming than the content editing process. Your time is certainly appreciated! The writer was told in advance to ask an adult to be an editor for this paper. The editor should be someone who sincerely wants to help the writer do well and is willing to offer constructive criticism. The editor should be comfortable with giving feedback on technical aspects for this part of the editing process. There are teachers available in ACE if you feel this is too much for you to complete. Also, the student was told that the two of you would be given one night to complete this task **and** to allot about 30 minutes for the session. In addition, the writer was warned not to do this late at night and that he or she must sit beside you as the **two of you** complete the technical editing. This process works best when you sit with the student while giving him or her the feedback requested.

\*\*\*\*\*

**WHEN YOU ARE ALL DONE, WRITE DOWN YOUR FINAL COMMENTS BELOW REGARDING THIS TECHNICAL EDITING SESSION:**

**X** \_\_\_\_\_ phone number \_\_\_\_\_  
*I verify that we discussed all the information requested here (even if the student himself or herself does the actual filling in of the packet).*

How long did this technical editing actually take? \_\_\_\_\_

Did the writer give you adequate time to complete this packet (at least 30 minutes)?  
\_\_\_\_yes \_\_\_\_no

Did the writer inform you ahead of time that this packet could be very time consuming and not to start this late at night?  
\_\_\_\_yes \_\_\_\_no

Did the writer sit alongside you (as he or she was instructed in class) and assist you (pulling out handouts if needed, explaining terms and requirements, etc.) to make this process go smoother?  
\_\_\_\_yes \_\_\_\_no \_\_\_\_some of the time

Would you be willing to complete such a task for this writer again?  
\_\_\_\_yes \_\_\_\_no \_\_\_\_perhaps

Comment on how productive **both of you** felt this was.

1. Editor's comments: \_Did you think this editing process was productive? \_\_\_\_YES \_\_\_\_NO

Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother next time): \_\_\_\_\_

2. Writer's comments: Did you think this editing process was productive? \_\_\_\_YES \_\_\_\_NO

Please jot down any comments/suggestions you have: \_\_\_\_\_

HERE WE GO!

**MULTI-PARAGRAPH ESSAY TECHNICAL EDITING PACKET**

**NOTE:**

- a. **IF POSSIBLE, USE A COLORED PEN FOR THIS EDITING TO DISTINGUISH YOUR EDITING FROM THE ORIGINAL WRITING OF THE WRITER.**
- b. **If you think there is an error somewhere** in the draft but are not sure, put an abbreviation indicating the possible problem and a **?** above the place where you think there might be an error.
- c. **Please check off each part in the left-hand "DONE" column as you complete it .**

- done 1. **There are no "no-excuse spelling" (circled sp -2) or other spelling mistakes (sp -1)**  
**No-excuse spelling:**  
*You misspelled a word on the English 9 NO-EXCUSE SPELLING LIST (lists A-\_\_\_ (student fills in) apply for this assignment).*  
**Ex. That movie had a strange affect (rather than "effect") on me.**
- done 2. **All endmarks are correct (pend -1)**  
*You need to correctly use periods, question marks, and exclamation marks at the end of sentences.*
- done 3. **All capitalization is done correctly (cap -1 or lc -1)**  
*You forgot to capitalize or should not have capitalized a word.*  
**Ex. I really like studying english (rather than English) with my best Friend (rather than friend).**
- done 4. **There are no fragments (frag -1)**  
*A **fragment** occurs when you write a group of words as a complete sentence (starting with a capital letter and ending with an endmark). In reality, this group of words was not a complete sentence. It was missing either a subject or a verb or both or the expression of a complete thought. Oftentimes, a group of words fragment may only look complete because they are dependent on either the sentences that come before or after them. Remember, to be a complete sentence, a group of words must have a subject and a verb and make complete sense all by itself.*  
**Example of a fragment: When I left home.**

**page 14 = \_\_\_\_\_/3**

- \_\_\_\_\_ done 5. **There are no run-ons (ro -1)**  
*A run-on is when the writer "runs" together or connectstwo independent clauses. In effect, these "clauses" should have been two separate sentences OR if the two clauses were closely related, they may have been written as one sentence with a semi-colon connecting them.)*  
**Ex. of a run-on: David Letterman is a riot his show is popular.**
- Another type of run-on is a comma splice. This means that two independent clauses have been spliced (or put) together in one sentence with a comma when they should have been either two separate sentences or if the sentences were closely related, they might have been connected with a semi-colon in place of a comma.*  
**Ex. of a comma splice type of run-on: The fog lifted, the plane took off.**
- \_\_\_\_\_ done 6. **All homonyms are used correctly correct use of homonyms (H -1)**  
*A homonym is a word that sounds the same as another word, but it is spelled differently.*  
**Ex. of a homonym problem: He is to tired two do any homework. (rather than He is too tired to do any homework.)**
- \_\_\_\_\_ done 7. **Apostrophes used correctly to show possession (pa -1)**  
**Ex. of an apostrophe to show possession: The anger of Grover Dill was the children's greatest fear.**  
**NOTE: Remember! Do not use contractions in formal papers except in direct quotations!**
- \_\_\_\_\_ done 8. **Proper manuscript form (msf) must be used. (msf -1)**
  - The student should have msf hand-outs in the SURVIVAL PACKET in his/her 3-ring notebook .
  - The manuscript form for English assignments should be accurate.*The writer should locate this sheet. Read through this MSF SHEET carefully. Now, look back at the paper to see if you can find any errors. IF YOU FIND msf ERRORS, CIRCLE THE ERROR AND PUT "msf" AT THE POINT OF THE ERROR.*
- \_\_\_\_\_ done 9. **All titles must be punctuated correctly. (pund -1 and pq -1)**
  - If there are any titles included (movie titles, book titles, etc.), they must be underlined. (pund -)
  - Shorter works (short story titles, song titles, articles in magazines, etc.) are placed in quotation marks. (pq -1)*For a complete listing of title rules, see EWS (our blue grammar text, pp. 577-579) or the orange section of the SURVIVAL PACKET.*
- \_\_\_\_\_ done 10. **No use of abbreviations in formal academic writing. (abb -1)**  
*If there are any words that can be abbreviated informally, write them out completely in this paper. This included the use of contractions. However, you may abbreviate Mr., Ms., and Mrs., and Dr.*
- \_\_\_\_\_ done 11. **Correct subject-verb agreement and pronoun-antecedent agreement. (agr)**
  - An agreement error means that your subjects, pronouns, or verbs do NOT agree in number or gender.**Ex. You wrote "An athlete must watch their diet" (incorrect) instead of:**  
**"An athlete must watch his or her diet" or**  
**"Athletes must watch their diets."**

\_\_\_\_\_ done

12. **Correct use of comma rules (pc)**

*You either put a comma in for no reason or forgot one.*

**Ex. He took her to see the Bulls, and never asked her out again.**

*Corrected sentence: He took her to see the Bulls, and he never asked her out again.*

\_\_\_\_\_ done

13. **Correct use of semi-colons and colons (psc, pco)**

\_\_\_\_\_ done

14. **No misuse of confusing verbs: lie/to lay, sit/set, rise/raise (ew)**

\_\_\_\_\_ done

15. **Correct choice between the adjective and adverb forms such as these:**

**bad/badly, good/well, easy/easily, sure/surely, real/really, safe/safely, etc. (ew)**

\_\_\_\_\_ done

16. **Correct use of pronoun case (subject pronoun vs. object pronoun) (pro case)**

*You have chosen the wrong case of the pronoun--either a subject pronoun when you needed an object pronoun or vice versa.*

<b>RULE CODE</b>	<b>EXPLANATION</b>
<i>Ex. S1</i>	<i>Use a subject pronoun when the pronoun is the subject in the sentence. ex. Sam and <u>I</u> (not Sam and <u>me</u>) went to the game together.</i>
<i>Ex. S2</i>	<i>Use the subject form of the pronoun when the pronoun follows a form of the verb "to be."</i>
<i>Ex. S3</i>	<i>Use the subject form of the verb when the sentence ends in an incomplete construction--the verb is technically missing. This situation most often follows the words "than" or "as." ex. She can swim faster than <u>he</u> (not <u>him</u>).</i>
<i>Ex. O1</i>	<i>Use the object form of the pronoun when the pronoun is acting as the object of the verb in the sentence. ex. The teacher gave Sally and <u>me</u> (not <u>I</u>) the test</i>
<i>Ex. O2</i>	<i>Use the object form of the pronoun when the pronoun is the object in a prepositional phrase. ex. Between you and <u>me</u> (not <u>I</u>), this worksheet is getting long</i>

done 17.

**MANUSCRIPT FORM (msf)**

Students were told that they were to format their papers according to the EPHS English department's specifications. These are adopted from the MLA Handbook, vol. 5, which is what most colleges require today.

Students were given a YELLOW **MSF** SHEET entitled "EPHS English Department Rules for Manuscript Form," which located in the front of their "SURVIVAL PACKET" (which should be in each student's three-ring notebook).

**MSF** includes adherence to format or typing rules (for example: 1" margins, specifications for their heading, title, pagination, spacing after periods, etc.). Because you are looking at a ROUGH DRAFT and unless the student typed his/her rough draft, adherence to these rules cannot be checked carefully now. However, if you do see something you know is wrong format-wise, please tell the student!

**AFTER YOU HAVE CHECKED WHAT YOU CAN "MSF-WISE,"**

**ANSWER THESE ADDITIONAL MSF QUESTIONS:**

- a. Is there a last name and page number in every top right hand corner?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure
- b. Is the heading (student name, teacher, course title, date) double-spaced in the top left-hand corner of the first page?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure
- c. Is the title centered, in upper and lower case letters, in the same font as the rest of the paper, and NOT underlined or in quotation marks?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure
- d. Between paragraphs, there should be no additional space other than the regular double spacing. Did the writer do this correctly?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure
- e. Are the left and right-hand margins 1"?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure
- f. The right hand margin should NOT be justified (flush like a newspaper column. Did the writer remember to do this correctly?  
\_\_\_yes      \_\_\_no      \_\_\_sometimes      \_\_\_not sure

- g. If there are any numbers used (not dates), are all the numbers done correctly? (all numbers that can be said in ONE or TWO words MUST be written out)  
yes    no    sometimes    not sure
- h. Are all titles done correctly? (underlining or in quotation marks of books, magazines, movies, plays, articles, chapters, pamphlets, paintings, etc.)  
yes    no    sometimes    not sure

**NOTE:** You need answer questions i - l only **if** the writer included any **DIRECT QUOTATIONS!**

Here is an example (from a student paper) of how to include a direct quote:

*Della must have loved Jim unconditionally; she was even willing to sell her hair, clearly her most prized possession. After Jim expresses shock over her new look, she states, "Be good to me, for it [her hair] went for you. Maybe the hairs on my head were numbered [. . .] but nobody could ever count my love for you" ("The Gift of the Magi" 94).*

- i. Are all direct quotations given a parenthetical citation following them?  
yes    no    sometimes    not sure
- j. If there are any parenthetical citations, they must be done correctly. The title of the short story (in quotation marks) and the page number should be included within the parentheses directly following the end quotation mark. The sentence period goes AFTER the final parenthesis. Is this done correctly?  
yes    no    sometimes    not sure
- k. If the direct quotation had anything taken out of the original (which was not needed to further the writer's purpose), square brackets with 3 ellipsis points should have been used. Is this done correctly?  
yes    no    sometimes    not sure
- l. If anything was added for clarification within a direct quotation, was that explanatory information enclosed in square brackets?  
yes    no    sometimes    not sure

**Finally, you're done! THANK YOU!!!!**

**RETURN TO PAGE 13 TO RECORD YOUR COMMENTS!**

**page 18 = \_\_\_\_/3**

