

ENGL 100 Essay 2 Debrief

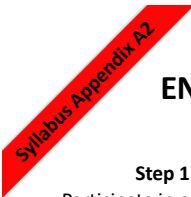


Zoom Meeting Information

- Zoom Meetings are about 60 minutes in length.
- Zoom Meetings are recorded.
- Recordings and PowerPoint presentations are posted on onQ (under “Activities” > “Zoom Meetings”).
- Participate in the discussion by using the “Chat” window or by raising your hand in “Reactions.”
- Your camera may be on or off.

ENGL 100 Zoom Meetings

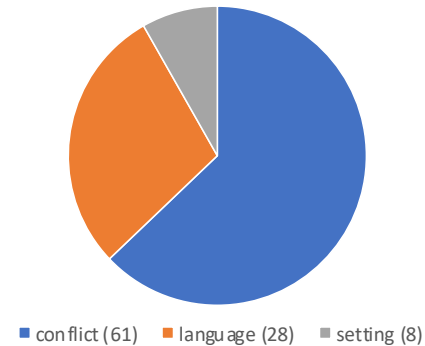
	Writing Seminars	Essay Debriefs	Live Chats
Weeks 1-3	Writing Seminar 1 (Thesis Statements)		Live Chat 1 (Short Fiction)
Weeks 4-6	Writing Seminar 2 (Essay Structure)	Essay 1 Debrief (Thesis Statements)	Live Chat 2 (Drama)
Weeks 7-9	Writing Seminar 3 (Grammar and Style)	Essay 2 Debrief (Essay Structure)	Live Chat 3 (Literary Non-Fiction)
Weeks 10-12	Writing Seminar 4 (MLA and Plagiarism)	Essay 3 Debrief (Grammar and Style)	Live Chat 4 (Poetry)



ENGL 100 Writing Assignment 2

- Step 1**
Participate in or review the recording of Writing Seminar 2 on onQ.
- Step 2**
Compose and refine a draft thesis statement that responds to the topic in Appendix A2 of the Course Syllabus.
- Step 3**
Compose an analytical paragraph based on your thesis statement that adheres to the structure outlined in Writing Seminar 2.
- Step 4**
Submit the following two elements in one (and only one) document on onQ:
1. Thesis Statement (1 sentence)
 2. Analytical Paragraph (300 words)

ENGL 100 Writing Assignment 2 Topics



From Writing Seminar 2

Essay Structure

introductory paragraph	attention-getting remark
	contextualizing information
	thesis statement
analytical paragraphs	claim
	evidence
	analysis
concluding paragraph	thesis statement
	contextualizing information
	attention-getting remark

- the heart of the analytical essay, sometimes called the *body*
- develops a *claim*, a single idea about part of a literary text
- supports that idea with *evidence*, usually in the form of quotations
- connects the *claim* and the *evidence* with *analysis*
- consists of a sequence of paragraphs that forms the logical argument of the essay, in support of a central argument or *thesis* (Headrick 7)

From Writing Seminar 2

Essay Structure

[claim] The narrator’s reaction to the room suggests that she has been affected by her husband’s attitude towards her, but she resists that attitude.

[evidence] She guesses at the history of the room: “It was nursery first and then playroom ... I should judge; for the windows are barred for little children, and there are rings and things in the walls” (131). **[1]** She also notes that the wallpaper has been stripped from portions of the walls, that the floor has been “scratched” (134), and that the bed, it seems, has been nailed down (134). **[2]** **[analysis]** These descriptions suggest a high degree of security **[1]** and also desperation in the room’s former occupants. **[2]** They hint that the room was likelier to have been an asylum of some sort than a nursery, especially given the narrator’s earlier observation that the house is isolated and its grounds secured (130-31). **[1, 2]** The narrator’s sense that the room was used for children, therefore, shows that she has been affected by her husband’s attitude, and expects that the place she will be assigned will be that of a child. **[1, 2]** **[evidence]** At the same time, however, she says, “I don’t like our room a bit” (131). **[3]** **[analysis]** Her resistance to the room shows that she resists her husband’s effort to reduce her to a child. **[3]** (Headrick 16-17, 133)

ENGL 100 TA Group 1: Katilyn Fralick

Strengths

- **Evidence:** analytical paragraphs skillfully selected appropriate evidence to support points (quality and quantity)
- **Quotation Integration:** quotations were effectively integrated into sentences, using correct grammar
- **Tone:** analytical paragraphs maintained a formal, academic, and argumentative tone

Weaknesses

- **Claims:** claims should be at the beginning of the paragraph, tell the reader what the paragraph will be about, and be argumentative and specific
- **Evidence:** evidence should be broken down and “unpacked”; don’t just assume the reader will make the connections
- **Formatting and Presentation:** some improvement overall, but many formatting and presentation instructions were still not followed

ENGL 100 TA Group 2: Elizabeth Heinrichs

Strengths

- **Formatting:** most submissions had a separate Works Cited page, proper left- and right-hand corners, consistent double-spacing, correct font, etc.
- **Thesis Statements:** thesis statements did a good job of focusing on how something structural, formal, or technical (i.e., an Element of Literature) conveys a specific idea (i.e., something thematic)
- **Structure:** nice adherence to Claim, Evidence, and Analysis model

Weaknesses

- **Topic vs Theme:** “love,” “identity,” “class conflict,” etc., are topics, not themes
- **Claims:** while the thesis statements were strong, the claims tended to be descriptive rather than argumentative
- **Attribution of Lines:** when introducing an excerpt from a play, write “Olivia tells Cesario...” rather than “Shakespeare writes....”



ENGL 100 TA Group 3: Liayana Jondy

Strengths

- **Quotation integration:** seamless or near seamless integration of primary source material into sentences
- **Grammar and Style:** minor departures from the rules of grammar and style that don't impede readability; as a result, the logic of argumentation is easy to follow
- **Textual Knowledge:** great understanding of the primary source

Weaknesses

- **Claim and Argument:** often, the thesis statement would not adequately articulate what the significance is behind a particular aspect of the text as a whole
- **Pacing and Structure:** there should be a balance between quoting material from the primary source and analyzing it
- **Formatting and Presentation:** refer to Appendix A of the Course Syllabus and OWL for more information on how to format the overall document

ENGL 100 TA Group 4: Sabrina Masud

Strengths

- **Specificity:** claim is specific and includes an action or analysis verb such as “reveals”
- **Quotation Integration:** quotation is integrated well with analysis
- **MLA Style:** in-text citations are inserted following correct MLA Style

Weaknesses

- **Excessively Descriptive Claims:** claim is more like a topic sentence and too descriptive
- **Evidence:** evidence is coalesced almost like a list and not seamlessly incorporated as part of the analysis
- **In-Text Citations:** citations were occasionally made without appropriate page references

ENGL 100 TA Group 5: Lourdes Mazlymian

Strengths

- **Elements of Drama:** arguments show an understanding of the Elements of Drama
- **Evidence:** selection of useful quotations as evidence
- **MLA Style:** attentiveness to formatting and requirements of MLA Style

Weaknesses

- **Thesis Statements:** thesis statements are overly broad and not sufficiently argumentative
- **Claims:** Claims that are too broad and observational or descriptive
- **Analysis:** should go beyond observation and plot summary and engage directly with the evidence

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