

Top 10 Survival Tips for Writing Essays in Mr. Fannon's Class

- 1) **Make/Prove points**-The biggest problem with most students is that they forget that writing essays is all about making points, and then proving those points with concrete details. For Example:
 - a. John Donne's perception of death is impacted negatively and positively by his faith.
 - This is the point that you want to prove. The next sentence will probably be a quote in order to support your claim that Donne's faith impacted his perception of death in a negative way... Then you would comment or make a connection to the unifying element of the paper. Then you will move on to your next point... See the Fannon writing format for more specific details about this process.
- 2) **Don't Summarize!!!**-Another major problem with students is that they tend to summarize the material too much. This takes away from the whole making/proving points format. Some indicators that you may be summarizing:
 - a. If you find yourself typing things like: As the play continues, goes on, progresses... At this point in the play... So then... Meanwhile... Next He/She/They...
 - b. You are not contributing anything to a discussion of the material.
- 3) **'A,B,C' ideas don't mean anything if you have 'F' mechanics**- Many students have some pretty intelligent things to say, the problem with many is that they lack the mechanics to put together a **cohesive** discussion of the material. What you end up with is an exercise in rambling.
 - a. See Mr. Fannon's writing format to eliminate this type of wasted energy.
- 4) **Relate/Cohesion**- When a teacher gives you an essay prompt that is specific, they are asking you to be very specific in your discussion of the material. This means that every thought that you put on to paper needs to **relate** to the main idea/unifying element of the paper. This will give your essay **cohesion**.

- 5) Leave Out the 'I'**- In a 'typical' paper at the high school and college level, there is no room for the pronoun 'I' anywhere in your paper. Stay away from terms like:
- a. I believe... I think that... In my opinion... etc.
This is redundant and uncalled for. It is your paper. Unless you are plagiarizing, it is assumed that the ideas stated in your paper are your own.
 - b. Instead of saying "In my opinion Gerard Manley Hopkin's view of death is impacted by his faith." Just make a statement like, "Gerard Manley Hopkin's view of death is impacted by his faith." You do not have to use the I. It is redundant. I know that it is your opinion because this is your paper I am reading. There is no need to use the I in this case.
- 6) Don't Make Silly Mistakes**- Show a teacher that you actually proofread a paper. Some common mistakes that really bother a teacher are:
- a. Failing to capitalize the names of characters, plays, stories, poems, etc...
 - b. Failing to punctuate properly where names of literary works are concerned, i.e. *Movies, Plays, Novels* are *italicized*. "Poem Titles, Short Stories," appear in "quotes." Etc...
 - c. This shows a teacher that you really don't care about your grade.
- 7) Know the Material**- I realize that this is a very novel idea, but you must know the material. Show the teacher that you put some thought and effort into researching and reading the material. What ends up happening is that you sound really stupid and you will get a bad grade if you don't.
- 8) Textual Evidence/Concrete Details**-No matter what you call it, you must have it. I will not even read a paper for more than about a page if a student fails to include concrete details in his or her discussion. There are only two acceptable types of concrete details accepted in my class:
- a. "Quotes"- The author, or some other smart person's words. This is the best and most recommended method of support.
 - b. Specific examples- Picking a specific example from the text to share in support of your assumptions. Not really recommended especially since in most cases you can pull a quote from the portion of the text that shares the example you were going to use any ways.

- This is number 3 on the 3 most important things that your paper needs list.

9) Topic Sentences- #2 on the short list. Each paragraph must have a topic sentence. This is the glue, or **cohesive**, that holds your paragraph together. Every topic sentence will address the main point/unifying element of the paper. Everything in your paragraph will support or relate to the point that your topic sentence is trying to make.

a. See example paragraph #1

10) Thesis Statement- #1 on the short list. This is, without a doubt, the most important part of your paper. It has to be perfect or nothing else matters. Your thesis can go one of two ways:

- b. Closed- “Faith plays an important role in how John Donne views death and love, and faith also creates tension in Gerard Manley Hopkins’ life and has an impact on his perception of death.”
- This tells me that you will have 4 body paragraphs, what order they will be in, and how each paragraph will deal with how Donne and Hopkins are impacted by faith.
- c. Open- “Faith plays an important role in the lives of John Donne and Gerard Manley Hopkins.”
- This tells me that you will discuss different ways that the lives of these two poets are impacted by each man’s faith, but does not give a specific order. The great thing about this type of thesis is that it is not convoluted and gives you more freedom in how your essay unfolds. Find out what type of thesis a teacher prefers.
 - **In this class I prefer an OPEN thesis**

Fannon Writing Process

Nothing here is original. Good writing has not changed over the years. Making points and supporting your points with evidence, and then having something to say has been good writing since humankind started putting pen to paper. Every teacher is different. We all have our vision of what good writing looks like. This is my vision. I am telling you exactly what I want from you and the order you should proceed in when writing. All teachers use different language for the different parts of an essay. Some call the first sentence or two of an introduction a hook; some call it an attention getter. Here is what I call each part. I am very tough when it comes to writing. You should leave my class with more tools to become a very good writer. These tools will work for my class. They might also work for other classes, but the best thing to do is ask a teacher exactly what they want. If you follow my packet, you will do well in my class. If you do not, well...

This is a basic blueprint that you should use when putting together your discussion. This is as simple as fill in the blanks, or paint by numbers. I call it writing “stereo instructions.” Each part is followed by an abbreviation. I use this abbreviation when grading your paper. If the abbreviation is written in the margin on your paper it means either that you did not have this element in your paper, or there was a problem with your ‘attempt’ at inserting this element into your paper.

Introduction-

- 1) **Attention Getter (ATT)** - This is one of the most important elements in your introduction, just behind the thesis. The attention getter is just that, it is supposed to grab my attention. This can be done any number of ways depending on what type of paper you are writing. Here are a couple of ways:
 - a. **Quote-** Either choose a quote from the work, or works, that you are discussing in your paper that might address the topic. Even more impressive is to choose a quote from some other noteworthy figure that addresses the topic you might be writing about. For example, if you were writing a paper about the role of religion in the life of an individual, you might choose something from The Bible, or a famous theologian.
 - b. **Startling statement-** This really depends on the type of paper. It is usually a number like, 5 billion people smoke in this city. It is supposed to jump out at you. If you were back to writing that paper about the role of religion in someone’s life maybe, you might write something like... “In the holy war that has been going on in Ireland the last 100 years between the Catholics and the Protestants, over 3 million people have lost their lives.”
 - c. **Scenario Opening-** This is what I like to call it. This is the “Imagine you’re walking down the street and some strange man pulls you into an alley and rapes you. Two months later, you find out that you are pregnant. Should you have the right to have an abortion?” Then your paper would be about how you support a woman’s right to choose.

2) Background Information (BKG) - This is the part of the introduction where you introduce the topic of your paper. It should only be information about the topic of your paper. You should never use this to give us the life story of the writer that may have written the literary work that you might be writing about. You should also give the context of the paper. Talk about time and place. For example if you are writing about King's "Letter from Birmingham Jail" you should probably spend a couple of sentences on MLK and the Civil Rights Movement. For an example of what this should look like, and what it should not, see the sample introductions.

a. **The three parts of background information are:**

- i. Start Broad- be sure to discuss your topic on a broad scale. If you are writing a paper about religion in the lives of two poets, discuss on a broad scale how religion affects people. **(Should be 2-4 sentences)**
- ii. Give Contextual Information- Context is time and place. Here is where you might spend a sentence or two introducing the writers you will be writing about, or the historical background of the topic for a few sentences. **(Should be 4-6 sentences)**
- iii. Introduce your topic- this is where you get more specific to the topic for your paper. Spend some time clearly stating the focus of your paper. **(Should be 2-3 sentences)**

3) Thesis Statement (THESIS) - This is the most important part of your paper. It should be a **statement** of fact that you intend to prove in your paper. If you are writing a paper, in which you are going to argue for a woman's right to choose, your thesis might look like this... "While pro-life advocates have some good arguments, ultimately a woman should have the right to choose." As a reader, I know your position and what your paper will be about. This is not a good thesis for the same topic... "So who has the best argument, people who believe in pro-life, or people who believe in pro-choice?" As I stated before, there are two types: closed and open. You want to move towards using open thesis statements. Most papers you write moving forward in school will be too long for a closed thesis.

Here are a few rules for thesis statements:

- a. **It should be the last sentence of your introduction.**
- b. **It consists of two parts:**
 1. **Unifying Element** **See the Organization**
 2. **Subtopics** **) handout for more info.**
- c. **It will not be in metaphorical or question form.**
- d. **It should be one sentence- not a fragment, or two sentences.**

Body Paragraphs-

A body paragraph can consist of anywhere from 4-10 parts depending on how you want to approach the topic. There is a structure here. I should see your evidence very early in your paragraph. It does not necessarily have to come in the second sentence, but you

should not engage me in a conversation about the material without showing me your evidence. My basic body paragraph will look something like this:

- | | |
|--------------------------|---|
| 1) Topic Sentence | You could add another chunk |
| 2) Concrete Detail | Point |
| 3) Connection/Commentary | Concrete Detail |
| 4) Point | Connection/Commentary |
| 5) Concrete Detail | In between #'s 6-7 which would give you |
| 6) Connection/Commentary | 10 parts. Or you could eliminate a chunk |
| 7) Transition Sentence | which would give you only 4 parts. |

Here is a brief explanation of each part.

- 1) Topic Sentence (TS)** - This is the “thesis statement” of each body paragraph. If your thesis for your paper is...

“Faith plays an important role in the lives of John Donne and Gerard Manley Hopkins.”

Your topic sentence for your first body paragraph may look something like this...

“John Donne has a negative and positive perception of death because of his religious belief system.”

This topic sentence includes the unifying element (the claim that faith has an impact on the poet John Donne), and a sub-topic (John Donne’s perception of death). Even if your thesis statement is very clear like the one above, it is not sufficient to write something like... “So first there is how he views death.”

- 2) Concrete Detail (CD)** - There are several types of concrete details; however, you should usually use one type exclusively.

- a. Quote
- b. Specific Example

You can use a specific example, but why would you use this when you could pick a quote from the part of the work where you were going to pull your example from. For example, Rather than say, “Donne is afraid of death because he has faith” just pull a quote from the poem that illustrates the same point...

In Donne’s poem “Holy Sonnet 1” his fear of death is evident when the poet says “Death before doth cast/Such terror, and my feeble flesh doth waste/By sin in it, which it towards hell doth weigh.” (6-8)

It is always more effective to use the writer’s words as opposed to your own; thus, a quote is always more effective than a specific example. You must have concrete details to support the points that you are trying to make. They should be chosen very

carefully and relate precisely to the point that you want to prove. As always, it should relate to the unifying element of your paper, and the topic sentence.

3) Connection/Commentary (COM)- This is the part of the paragraph where you get to not only put in your ‘two cents’, but you also get to connect your quote to the subject that you are writing about. Let us use the topic sentence above to illustrate our point...

TS- At First John Donne’s faith led him to perceive death as something to be feared, but he realizes because of his faith towards the end of his life that we kill death when we go to heaven and death is not something to fear.

CD-“In Donne’s poem “Holy Sonnet 1” his fear of death is evident when the poet says “Death before doth cast/Such terror, and my feeble flesh doth waste/By sin in it, which it towards hell doth weigh.” (6-8)

Com- “In John Donne’s “Holy Sonnet 1” the speaker explains that death is something to fear. In this part of the poem the speaker explains that the life of sin led by an individual will lead to an eternity in hell. As the flesh wastes away towards death the fear of death grows. The belief that when we pass away we live in hell if we have lived a life of sin is an example of how John Donne’s life may have been impacted by his faith. It is his religious beliefs that tell him that sin is something that will lead to an afterlife spent in hell. People who do not have faith may still fear death. But death for the non-believer is not something to be feared because of what may happen after we die, the non-believer does not believe in heaven or hell. The non-believer fears death because it is the end of life. Donne’s convictions were influenced by his faith and death was something to be feared because of what awaits the sinner.”

In order for you to have good commentary, you should do three things:

- 1) First, you need to spend **2-4 sentences** explaining your quote.
- 2) Second, you need to spend a **3-5 sentences** connecting the quote that you chose to support your topic sentence to the unifying element of the paper. Be sure to do this or you will just be summarizing.
- 3) Finally, you should spend **3-5 sentences** bringing it all together and adding your own two cents to the discussion. This is your opinion. Please do not use ‘I’ when you do this. Look at the last sentence or two of the example above. This is the writer’s opinion. The writer states that Donne’s views may be different if he did not have faith. Notice how the statement works fine without using the I.

4) Point (PT) - Ok, this is where you will state another point that was a part of your topic sentence... For example, using the same topic sentence above, the next sentence following the above commentary might look like this

“...Donne’s convictions were influenced by his faith and death was something to be feared because of what awaits the sinner.” **Looking at Holy Sonnet 10, it is clear that John Donne’s perception of death is impacted positively by his faith.**

-Then you would find another quote to support this statement and that would be #5.

-Then you would have another connection/commentary and that would be # 6.

You might also cover the counterargument in the second half of each paragraph. In this case, your (PT) would be a sentence transitioning into the counterargument.

- 7) Transition (TRANS)** - A transition sentence is a sentence that lets the reader know that you are moving on from one discussion to the next. It signifies the end of your body paragraph. A transition for the same body paragraph that we have been dealing with might look like this...
- a. **“There are other areas of John Donne’s life that are impacted by his belief system.”**
 - b. You just let me know that you are finished talking about death and now you are moving on to another area of his life impacted by his faith. Notice how this follows the progression that you showed in your thesis statement and it gives cohesion to your paper.

The chunk system allows for a lot of freedom while giving you a very organized format to hold everything together. Moving on to something that most students have the biggest problem with CONCLUSIONS!

Conclusions-

There are 4 things that you should do in a good conclusion:

- 1) Revisit Your Thesis (RVT)**
 - a. You do not need to copy and paste your thesis here, but you want to revisit it.
 - b. For the essay prompt, that we have been writing the beginning of your conclusion might sound like this...
 - i. Gerard Manley Hopkins and John Donne were profoundly impacted by their faith.**
 - c. You remind the reader of the thesis from the beginning of the essay without repeating it word for word.
- 2) Sum up your main points (SUM)**
 - a. This should be a general summary of your points. You do not have to list all of your main points; just give the reader the “jist” of your points.

- 3) Relate to the Bigger Picture (REL) -** Basically, you want to make a last ditch attempt to connect what you have been writing about for the last 3 or 4 pages to the reader. The idea is that if they have not identified with what you have been writing about so far, they will now. **This is the most important part of your conclusion and should be 4-6 sentences.**

If you were writing the Donne/Hopkins essay, you would move to a general discussion of faith and how it impacts people all over the world. This will allow the reader to see the forest as well as the trees. The forest is the discussion of faith in general. The tree is how faith impacted John Donne and Gerard Manley Hopkins. For example,

Faith had an impact on many facets of the lives of John Donne and Gerard Manley Hopkins. Faith impacts people all over the world each day, and has for thousands of years. People often marry someone in the name of faith, and faith often keeps couples together through very tough times in their relationships. Wars have been fought in the name of faith, and terrorists do horrible things each and every day in the name of faith...

I took my very specific discussion of faith in the lives of two poets we studied in class, and related it to the big picture of how faith impacts people all over the world. I may even bring in some specific comparisons from history.

- 4) Strong Closing Statement (CS) -** This is really important because it is supposed to leave me thinking. As a reader, it is supposed to cement what you have been writing about. It is what you want to be lingering in my mind when I put your paper down. Using the same conclusion above your strong closing statement might look like this...

- **Faith is something so powerful that often times it compels us without our knowing it. It is in the marrow and there is nothing that a person with faith can do otherwise.**

Sounds pretty cheesy right? It should sound somewhat cheesy. It should be really obvious and dramatic. This is what will linger with the reader.

So, in a nutshell...

Introduction

- 1) **Attention Getter (ATT)**
- 2) **Background Information on the Topic (BKG)**
- 3) **Thesis Statement (THESIS)**

Body Paragraphs

- 1) **Topic Sentence (TS)**
- 2) **Concrete Detail (CD)**
- 3) **Connection/Commentary (COM)**
- 4) **Point (PT)**
- 5) **Concrete Detail (CD)**
- 6) **Connection/Commentary (COM)**
- 7) **Transition (TRANS)**

Conclusion

- 1) **Revisit Your Thesis**
- 2) **Sum up and Relate to the Bigger Picture**
- 3) **Strong Closing Statement**

Good Introduction

Martin Luther, a significant leader in the Protestant Reformation founded upon the ideal of true faith, once said: “Faith is a living, daring confidence in God’s graces, so sure and certain that a man could stake his life on it a thousand times.” Like Luther, many people have for centuries staked their entire lives’ missions on their faith in God. Wars have been waged and conflicts created over what different sects of humanity believe to be true. Faith is an idea so deeply rooted into mankind that it continuously dominates the center of muse for millions of artists, authors, musicians, and poets who have over time brought to life the triumphs, failures, doubts, epiphanies, joys, and depressions illustrated in their countless masterpieces. English poets John Donne and Gerard Manley Hopkins manifest their journey of unwavering faith in God throughout the many periods of their lives in their poems. John Donne was born and raised in the Catholic church during the Protestant Reformation, but eventually his circumstances and beliefs led him to become an Anglican minister, greatly shifting the subjects of his pieces into more mature themes appropriate for his career and lifestyle. Gerard Manley Hopkins was born into the Anglican faith and became a Catholic priest with a passion for praising God’s creation. Both men would undergo spiritual journeys during their lifetimes. The influence of faith in the lives of these two men is evident in every line of their poems. Impacted immensely by their deeply rooted faith in God, both John Donne and Gerald Manley Hopkins wrote a plethora of works that reflected the intricate connection between their lives and their beliefs.

Bad Introduction

In the renaissance era most people were influenced by different things but mostly by the impacting of faith in their lives. Artists often based the views of religion on everyday concepts. Based off of the religious backgrounds that Hopkins and Donne had from Jesuit priests, they were forced to place religion at the basis of their life. Which often showed through in the pieces that they would write on topics like death and love. Hopkins often wrote about death and Donne wrote about love. Throughout the era many meaning came through in the writing style that was impact by faith and inspired by two great authors

Good Body Paragraph

John Donne's faith encouraged both negative and positive feelings about death. In the poem Holy Sonnet 1 John Donne says, "Despair behind, and death before doth cast/Such terror, and my feeble flesh doth waste/By sin in it, which it t'wards hell doth weigh." In this part of the poem Donne is sharing that he knows that his flesh is wasting away and he is near death. The speaker shares a fear of death that is motivated by how he has led his life. The speaker feels "despair" because he knows that the sinful life he has led will send him to hell. In this poem we see how John Donne's faith gives him a negative perception of death. The belief that when we pass away we live in hell if we have lived a life of sin is an example of how John Donne's life may have been impacted by his faith. It is his religious beliefs that tell him that sin is something that will lead to an afterlife spent in hell. People who do not have faith may still fear death. But death for the non-believer is not something to be feared because of what may happen after we die, the non-believer does not believe in heaven or hell. The non-believer fears death because it is the end of life. Donne's convictions were influenced by his faith and death was something to be feared because of what awaits the sinner. However, in Sonnet 10 John Donne's faith gives him a positive perception of death. In this sonnet he discusses death and says, "Death be not proud, though some have called thee/Mighty and dreadful, for thou art not so...One short sleep past, we wake eternally, /And death shall be no more; death, thou shalt die." In this part of the poem Donne is saying that he is not afraid of death. He thought death was a big thing but now knows it is something that happens to everyone and it is not something to fear. He in fact mocks death claiming that is just a "short sleep" and that people who die actually "wake eternally," or go to heaven. In this poem Donne's faith gives Donne a positive perception of death. He knows he will go to heaven after he dies for living a good life because his faith tells him that people who have not sinned need not fear death. His faith tells him that we in fact have the power over death because if a person has faith, they share the belief with Donne that heaven awaits. Again, this is a belief that only the true believer can hold. People without faith do not have a belief in heaven and will only fear death. The non-believer can never see death as a positive thing because they do not see eternity in heaven as an option after death. If Donne did not have faith he might see death as just the end of life. He wouldn't have a belief in heaven. He has this because he has faith. There are other areas of Donne's life impacted by his faith.

Bad Body Paragraph

Faith had a huge impact on John Donne's perception of death. Holy Sonnets 10 states "Death, be not proud, though some have called thee mighty and dreadful, for thou art not so." He is convinced that death is not truthful in the way it portrays itself to the world. It is not strong and powerful. Donne is also effected in how he felt about god itself. In Holy Sonnets 1 he asks "Thou hast made me, and shall thy work decay?" He feels betrayed by god's treatment of him. He takes it personally. Not only was Donne's perception of death and god impacted by his faith, but his perception of love was influenced as well.

Good Conclusion

The impact faith had on both Donne's and Hopkins' lives varied greatly in some respects, but was very similar in others; they were both impacted by their faith in positive and negative ways. Their faiths dictated what kind of poetry they would write, their attitudes toward nature and death, in addition to their outlooks on life in general. Faith is a finicky thing and causes many different responses, which is why everyone has such varying views on faith and what it means to them. Today, there are many different religions and options for faith--giving all kinds of people the sense of safety associated with believing in a higher power. This feeling of safety might even be needed now more than ever, with the world growing more daunting by the day--what with the increased violence, war, and weaponry technology. People are looking to their faith to give them a sense of hope in a society that feels increasingly hopeless. Faith continues to influence how people see the world around them. Without faith, some people might just give up. With it, hope springs eternal.

Bad Conclusion

In conclusion, these two artists have the same views that are influenced some much by the grace of god and all of his mighty on the world. They see the evil and hatred of sin, but know they can overcome it by seeing the beauty of god. Both know the teachings of Jesuits and see that no matter what happens life will overcome in a positive way by the grace of god. Overall both artists share similar ideas and express them in a new and unique way.

Mr. Fannon's Rubric

6- Student work:(95-100%) **(0-2 writing process errors)**

- Consistently pursues a strong, central purpose, engages the reader, And shows exceptional insight into the subject.
- Includes main ideas that relate to the unifying element of the essay. Each idea is supported by concrete details, with insightful commentary/connections to follow each point.
- Follows the writing process discussed in class exactly.
- Shows distinctive style through skillful and expressive use of vocabulary, phrasing, sentence structure, and paragraphing.

5- Student work:(85-94%) **(3-4 writing process errors)**

- Consistently pursues a central purpose, holds interest of reader, shows insight into the subject.
- Includes main ideas that relate to the unifying element of the essay. Ideas are almost always supported by concrete details, with good commentary/connections to follow almost every point.
- Follows the writing process discussed in class with very few errors.
- Shows emerging style through effective use of vocabulary, sentence structure, and paragraphing

4-Student work:(75-84%) **(5-6 writing process errors)**

- Shows a consistent purpose, communicates to the reader and connects the writer's knowledge to the subject
- Includes main ideas that may or may not relate to the unifying element of the essay. Ideas are sometimes supported by concrete details, with commentary/connections to follow some points.
- Follows the writing process discussed in class with some errors.
- Shows suitable vocabulary, sentence structure, and paragraphing.

3-Student work:(65-74%) **(7-8 writing process errors)**

- Shows a purpose, but may be inconsistent in communicating to the reader or connecting the writer's knowledge to the subject.
- Includes main ideas that may be unorganized or partially developed. Ideas may or may not relate to the unifying element. Concrete details and commentary/connection do not always follow points being discussed. Writing process is loosely followed with many errors.
- In many cases is not organized, and often does not show suitable use of vocabulary, sentence structure, and paragraphing.

2-Student work:(60-64%) **(9-10 writing process errors)**

- Attempts to connect the writer's knowledge to the subject and may not show a purpose.
- Is brief, unorganized, and underdeveloped. Ideas do not relate to the unifying element. Concrete details and commentary/connection rarely follow points being made. Writing process almost never followed.
- May include frequent errors in the use of vocabulary, sentence structure, and paragraphing.

1-Student work:(Below 60%) **(11 or more writing process errors)**

- Is too brief and disorganized to communicate to the reader on any level.
 - May not connect the writer's knowledge to the subject. The writing process discussed in class has basically been thrown out the window.
 - Typically includes many errors in the use of vocabulary, sentence structure, and paragraphing.
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Grade Mark Key for Mr. Fannon's Essays

Introduction

- **ATTN**- If you have this mark next to the first part of your introduction then it means that you did not have an adequate attention getter/hook. Refer to my packet for the appropriate ways to start an essay.
- **BKG**-
 - **BKG 1**- This means that you did not start broad and narrow your focus. You probably started with a quote but then you did nothing with the quote. Remember that you need to start with a broad discussion of the topic before you narrow your focus to a specific discussion of the material.
 - **BKG 2**- You did not give me the contextual information that the essay requires. You need to place your discussion in a place in time. For example: "King wrote this letter during the 1960's when African-Americans did not have the civil rights that whites enjoyed in this country..."
 - **BKG 3**- You did not do a good enough job introducing me to the topic of your essay. For example: "In order to create a good argument a writer needs to employ rhetorical strategies. Some feel King's essay is a great argument while others feel that it is flawed..."
- **THESIS**- Remember that your thesis needs to be a statement/claim that you will prove. You must include the unifying element/topic of the essay and the subtopics. It can be an open or closed (ABC thesis) but you should be leaning towards open thesis statements.

Body Paragraphs

- **TS**
 - **TS 1**- Your topic sentence does not have the unifying element of the paper in the sentence.
 - **TS 2**- Your topic sentence does not have a subtopic in the sentence,
 - **TS**- If you have this then you don't have either the unifying element or the sub topic. This mark means basically that your topic sentence is way off. You never make a claim that your paragraph will prove.
- **CD**
 - **CD 1**- You do not have a quote/specific example to support the point you are trying to prove from your topic sentence.
 - **CD2**- You may have a quote or specific example that attempts to support the claim in your topic sentence; however, the evidence you have chosen is not relevant to the point you are trying to make.

- **COM**
 - o **COM 1-** This mark means that you did not adequately explain your evidence. You may not have explained the quote you used to support your claim
 - o **COM 2-** This mark means that you did not spend a sentence or two re-connecting with the unifying element of the paper. For example: “This use of pathos makes Kings argument more credible because...” The unifying element is whether or not King is able to make a good argument in his letter.
 - o **COM 3-** If you received this mark on your paper then you did not adequately tie everything together with your own opinion/voice.
- **PT-** Your topic sentence suggests that you will have a second chunk in your paragraph, but you don’t have a transitional sentence that leads into the second part of your discussion.
- **TRANS-** You do not have a transition sentence at the end of your body paragraph. You need to let me know that you are moving from the discussion in this paragraph to the next. (You do not need a transition sentence at the end of the paragraph leading into your conclusion)

Conclusion

- **RVT-** You did not revisit your thesis statement. Remember that you don’t need to copy and paste your thesis here, but you do need to revisit it. For example: If your thesis statement is “King uses ethos, pathos, and logos to create a strong argument for civil rights.” Your revisit might look like this: “So King uses rhetorical strategies to create one of the most compelling arguments in the history of the civil rights movement.”
- **SUM-** You didn’t summarize your main points. You don’t need to give great detail here but the reader should be reminded of where your discussion has been.
- **REL-** You received this mark because you failed to relate what you were writing about to the big picture. See the forest as well as the trees. For Example: you might take King’s discussion of civil rights in America and expand it to a discussion of universal civil rights.
- **CS-** Your essay did not have a strong closing statement. Remember this should sound dramatic. It is the last impression you leave with your reader.