Fitzgerald /10 Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Qualities of Good Writing –**

**Paragraph Discussing the Use of Suspense in “The Monkey’s Paw”**

**Structure**

* An introductory or topic sentence starts the paragraph.
  + States main idea
  + States the author and title of the piece of literature being analyzed
  + Responds to the question or prompt - using its wording
    - Discuss the use of suspense in “The Monkey’s Paw.”
  + Topic Sentences developed in class may be used.
  + A topic sentence should be a separate sentence; it should not contain the first supporting idea.
* Supporting ideas are given, proving the main idea stated in the topic sentence.
  + Each supporting idea is introduced in a separate sentence before it is developed.
    - The supporting idea is then well developed by specific evidence from the story.
    - This evidence may be related in three ways.
      * directly quoted – an entire sentence, a clause, a phrase, or individual words
      * paraphrased
      * referred to generally
    - At least one direct quote is used as evidence for each supporting idea.
* Ideas are in a logical order that is obvious to the reader.
  + The order is conveyed to the reader in the introduction of each supporting area.
    - The reader understands why the first supporting area was addressed first.
    - The reader understands how the second supporting area relates to the first.
    - The reader understands how the third supporting area relates to the second.
  + Ideas in each supporting area are introduced in a logical order.
  + Counting (First, Second, Next, Last, Finally, etc.) cannot replace the reader’s understanding of a logically planned order.
* A concluding thought on the use of suspense ends the reflection.
  + Leaves the reader thinking about the story or suspense in general
  + Does not repeat the topic sentence

**Ideas**

* Ideas are accurate.
  + to the story
  + to the techniques used to develop suspense
  + to our study of literary analysis
* Ideas are clearly stated. - Unclear ideas are marked with a “?”
* Strong – The best evidence available to prove the main idea has been chosen.
  + Enough evidence is provided for each supporting idea
* Specific – Ideas and support details are directly tied to specific identifiable uses of suspense in the story.
* Pertinent – On topic
  + Ideas focus on the use of suspense or aspects of the story needed to understand an aspect of suspense in the story.

**Word Choice**

* Student has obviously chosen some words that go beyond a common, general choice to strengthen his or her ideas because they fit the idea very well.
  + Ex. – Mr. White angry about the lack of change in his life. – Mr. White explodes into a rage about the weather revealing his desperate frustration with the lack of change he has experienced over the course of his life.
* The student has circled two such words in the paper that he or she believes shows effort to find strong words.

**Variety of Sentence Structures and Lengths**

* SV.
  + Ex. - Mr. White had invited the Sergeant-Major to the house.
* SV, conjunction SV.
  + Ex. - Mr. White and Herbert play chess, while Mrs. White knits.
* Introductory phrase or clause, SV.
  + Ex. - When he hears Mrs. White trying to open the door, Mr. White searches for the monkey’s paw to use its last wish.
* Short sentences
* Long sentences

**See Conventions on next page.**

**Conventions, or commonly held standards of the culture, are used.**

* Paper layout
  + The student’s full name, class and hour are written in the top right corner
    - Attached find an example.
    - This can be done using the header function, as demonstrated in class.
  + A title appears on the top line
    - The title is a creative title introducing the ideas in your paragraph
      * The .title cannot be the title of the story being analyzed
      * The title cannot be a description of the assignment.
  + A line is skipped after the title
  + Paragraphs are indented.
  + Space is left for comments.
    - 1 inch margins are left on each side of paper: top, bottom, left and right.
    - If handwritten, every other line is skipped.
    - If typed, double-spaced.
  + Writing is very legible.
    - If the paper is typed, size 11 font of a standard style is used and the paper is double spaced.
* Full sentences are used.
  + Sentences start with capital letter.
  + Sentences have end punctuation.
  + A sentence must express a complete thought.
    - no fragments – just a part of another thought
    - no run-ons – two separate thoughts incorrectly joined by a comma, even if they are related
* Spelling is correct.
* Homonyms are used correctly.
  + To/too/two
  + Their/there/they’re
  + Where/were
* Plurals are correctly formed - –y changes to –ies
  + Ex. family changes to families
* ‘s is used for possession, not plural
* Avoid contractions.
  + Ex. ~~Don’t~~ – do not, ~~it’s~~ – it is
* Capital letters are used correctly.
  + Proper nouns are capitalized.
  + Capital letter are used to begin sentences.
  + Capital letter are not randomly used because one doesn’t prefer to write the lower case letter.
* Write in third person. -  ~~I, me, we, you, no “ I think . . .~~”
  + The words “I think” can just be eliminated and the sentence will remain the same.
    - Ex. ~~I think~~ ~~that~~ the characters’ weaknesses are made clear from the beginning. - The characters’ weaknesses are made clear from the beginning.
* Avoid vague pronoun reference – Exs. - They? Who?, It? What?
  + Use specific nouns –
    - Ex. - The street ~~they~~ live on . . . . - The street the Whites live on . . . .
    - Ex. – ~~It~~ twisted in his hand. - The monkey’s paw twisted in his hand.
* Use present tense when writing about literature.
  + Ex. - The monkey’s paw ~~twisted~~ in his hand. – The monkey’s paw twists in his hand.
* Errors concerning the following are marked for feedback only but are not graded –
  + commas, semicolons, colons, quotation marks

Example of typed paper’s format

|  |
| --- |
| Virginia Fitzgerald  Language Arts 8, 6th hour  Suspense is No Accident    W.W. Jacobs purposefully builds suspense in “the Monkey’s Paw” by clearly establishing a perceived danger, creating  characters who seem too weak to handle this danger, and having these weak characters actually purposefully put    themselves in danger. |

Example of handwritten paper’s format

|  |  |  |
| --- | --- | --- |
|  | Virginia Fitzgerald  Language Arts 8, 6th hour  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Suspense is No Accident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  W.W. Jacobs purposefully builds suspense in “the Monkey’s Paw” by clearly establishing a perceived danger, creating\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  characters who seem too weak to handle this danger, and having these weak characters actually purposefully put\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  themselves in danger.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |