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

**Qualities of Good Writing – Reflection of Discussion**

**of “The Moustache” or of “A Crush”**

**Structure**

* An introductory or topic sentence starts the paragraph
  + States main idea
  + Responds to the question or prompt - using its wording
  + Reflect on the discussion of “The Moustache” or “A Crush,” based on the qualities of a great discussion and the group’s analysis of the story.
    - Avoid a fragment by starting with the subject. Example –
    - Topic Sentence – The discussion of “The Lie” was successful both in terms of the qualities of a great discussion and in the quality of the group’s literary analysis.
  + The topic sentences should be a separate sentence; it should not contain the reflection’s first supporting idea – just introduce, give supporting ideas in the sentences that follow
* 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 introduced.
  + The supporting ideas is then well developed by details, explanation, or examples
* Ideas are in a logical order that is obvious to the reader. Examples
  + Least to most important
  + Chronological (Time Order)
  + Most common to least common
  + Transitions are used when needed to make relationship between ideas clear

Examples

* + - To show that though the previous idea was true, the next idea, its opposite, is also true –
      * Never the less, however
    - To show passage of time – In the beginning, later, after
    - DO NOT COUNT ideas – ~~First, Next, Last~~
  + A concluding thought end the reflection, not a repeat of the topic sentence

**Ideas**

* Pertinent – On topic
  + Focuses on the group’s discussion: ideas freely shared; the number of ideas shared was equally balanced between group members, no member dominated, no member failed to participate regularly; ideas were always supported by details from the story or explanation of a literary term; ideas were accurate; ideas were clear.
  + Focuses on the group’s literary analysis: exposition, main character, conflict, setting, steps of rising action, climax, falling action, resolution
* Specific – Ideas and support details with specific examples of behaviors or ideas observed during the discussion
* Accurate – Ideas about the group are true to what actually occurred during the discussion
* Strong - Ideas chosen prove point well
* Clearly stated - Unclear ideas are marked with a “?”

**Word Choice**

* Student has obviously chosen some words that strengthen his or her ideas because they fit the idea very well, are not too general or common
* The student should circle at least two such words in the paper

**Variety of Sentence Structures and Lengths**

* SV
* SV, conjunction SV,
* Introductory phrase or clause, SV.
* Student will be asked to attach a sheet that copies one sentence of each form, one long sentence, and one short sentence.

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

* Paper layout
  + Full name, class and hour are written in the top right corner
  + A title appears on the top line
  + A line is skipped after the title
  + Writing is very legible -
    - If typing – size 11 font, of a standard style, and double spaced
  + Paragraphs are indented.
  + 1 inch margins are left on each side of paper: top, bottom, left and right
* Full sentences are used.
  + sentences start with capital letter
  + sentences have end punctuation
  + no fragments – sentences contain a complete thought, it is not a part of another thought
  + no run-ons – sentences do not incorrectly join two separate thoughts, 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 – for example - family changes to families
* ‘s is used for possession, not plural
* Capital letters are used correctly.
  + for proper nouns and to begin sentences
  + capital letter are not randomly used because one doesn’t prefer to write the lower case letter
* Write in third person.
  + ~~no I, me, we, you, no “ I think . . .~~”
  + the word “you” can usually be replaced with “A person . . . he or she . . .”
  + the words “I think” can just be eliminated and the sentence will remain the same
* Avoid vague pronoun reference – They? Who?, It? What?
* Use specific nouns – not ~~they~~ - The group . . . . John . . . .
* Past tense should be used when writing about the past
* Errors concerning the following are marked for feedback only but is not graded –
  + commas, semicolons, colons, quotation marks