

WELCOME!

# MULTICULTURAL ESSAY

# ESSAY GRADING

- TISAS paragraphs are worth fewer points and are in a lower weighted category
- This essay grade will go into your “summative assessment” category, worth 40% of your grade
- This essay will have a large impact on your grade in this class
- Please use the following as a guide for your best possible piece of writing:
  - Previous TISAS paragraphs and their feedback
  - Rubrics
  - The peer editing/feedback sheet completed by a peer
  - The peer editing/feedback sheet as a guide for yourself

<p><b><i>A Day: Wed. Dec. 11</i></b></p> <p><b><i>B Day: Thurs. Dec. 12</i></b></p>	<p><b><i>A Day: Fri. Dec. 13</i></b></p> <p><b><i>B day: Mon. Dec. 16</i></b></p>	<p><b><i>A Day: Tues. Dec. 17</i></b></p> <p><b><i>B Day: Wed. Dec. 18</i></b></p>	<p><b><i>A Day: Thurs. Dec. 19</i></b></p> <p><b><i>B Day: Fri. Dec. 20</i></b></p>
<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>-Introduce essay</li> <li>-Complete the brainstorming guide. Please bring computers/devices.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Brainstorm guide</li> </ul>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>-Essay work session</li> <li>-Writing workshop</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Intro and a body paragraph typed</li> </ul>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>-Essay work session</li> <li>-Writing workshop</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>- Body paragraph and conclusion</li> </ul>	<p><b>In class:</b></p> <ul style="list-style-type: none"> <li>-Peer editing and feedback</li> <li>-Final edits in class</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>-Submit the final draft</li> </ul>

# WRITING WORKSHOP

# GENERAL FORMATTING:

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English 1/2

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## Taking a Chance on High School

Everyone knows change is hard, and for many people, scary as well. The move from middle school to high school is one of the biggest changes in life that most teens will experience, so it's not surprising that quite a few of us new freshmen are more than a little worried about what the next four

# INTRODUCTION:

1. Begin with a hook
2. Provide some background on the two texts that will be useful to what you are writing about
3. Bridge the background of the texts to your thesis statement
4. End the introduction with your thesis statement. **This should be the very last sentence of your introduction paragraph.**

# INTRODUCTION

- Thesis statement: a well-written thesis statement at the **END** of your introduction. This should be the last sentence before beginning your first body paragraph.

# BODY PARAGRAPHS

- Each body paragraph should begin with a **topic sentence**
  - A topic sentence is like a mini-thesis statement, but specific to that particular paragraph
  - It should NOT be the exact same as your thesis statement
- Both body paragraphs must follow the TISAISAS format
  - Introduction to evidence
  - Two quotes per body paragraph
  - Analysis of both quotes
  - Brief summary/conclusion
- Transition:
  - You need to transition between each body paragraph smoothly. Connect the ideas that are being presented. Ultimately, you are proving the same theme. This should be clear, no matter how different the two texts are.

# BODY PARAGRAPHS:

Option 1: Back and forth, one quote from one text, one quote from the other

Option 2: one text per paragraph

# TOPIC SENTENCES:

An effective topic sentence introduces focused argument for the paragraph aka “mini thesis”. They set up the progression of analysis, allowing each paragraph to build upon the last. Specificity is key.

- Avoid summary; make an argument about the text.
- Drop in a reference to the literary device(s) and/or patterns that you’ll be exploring in the paragraph.
- Ask yourself: What is it that I’m going to prove about my thesis in this paragraph, and what will I use from the text to do so?

## **Remember:**

- Titles of poems, short stories, and essays are in quotation marks
- The first time you reference an author, use his or her first and last name. After that first reference, you can use just his or her last name.

# TOPIC SENTENCES:

## Examples

**Weak:** Espaillat talks about culture and conflicts with parents.

**Stronger:** Espaillat writes about how conflict with parents is often about cultural expectations and parents' fears.

### **Strongest:**

Espaillat uses the metaphor of writing poetry to acknowledge that an individual of mixed culture might feel caught or trapped by parental expectations, even when these expectations are born out of love.

# WORK PERIOD EXPECTATIONS:

Things to complete by the end of class, in this order:

1. Multicultural essay brainstorm guide
2. Begin typing your rough draft

I will be available for conferencing during this time. In order to conference, you must sign up. Bring a **specific question/thing** you want me to look at. I will not be able to read your entire essay or brainstorm guide.

# HOMEWORK:

Due on Friday:

- Your **essay brainstorm guide** will be due on **Friday**. This is an incredibly important assignment.
- Please remember to bring a computer or device, if possible, to class on Friday.