

WELCOME!

<p>Wednesday, Oct. 9 and Thursday, Oct. 10</p>	<p>Monday, Oct. 14 and Tuesday, Oct. 15</p>	<p>Thursday, Oct. 17 and Friday, Oct. 18</p>	<p>Monday, Oct. 21 and Tuesday, Oct. 22</p>
<ul style="list-style-type: none"> -Brainstorm guide -Writing workshop -Work period -Conferencing <p>HW: Complete brainstorm guide</p>	<ul style="list-style-type: none"> -Peer feedback -Writing workshop -Work period -Conferencing <p>HW: typed rough draft</p>	<ul style="list-style-type: none"> -Peer editing -Writing workshop -Conferencing -Work period -Turnitin.com <p>HW: Final draft of TISAS due next class</p>	<ul style="list-style-type: none"> -Final draft of TISAS due today -Must be submitted to turnitin.com before the start of class

HOMEWORK:

1. Complete the thesis brainstorm sheet

TISAS PARAGRAPH:

"DARK THEY WERE, AND
GOLDEN-EYED"

WHAT IS A TISAS PARAGRAPH?

- A structure for creating effective paragraphs.
- A tool to help organize writing.
- Guidelines for paragraph creation.
- It's **not** a rigid format that inhibits creativity--you need all of these components in an analytical paragraph, but not every paragraph looks exactly alike.

THESIS/TOPIC SENTENCE:

For the purposes of this paragraph, your thesis and topic sentence will be interchangeable.

Usually, a paragraph's topic sentence will be a focused argument derived from the thesis. It's like a "mini-thesis" to set up what you'll discuss in the specific body paragraph. Make sure to name drop the device you'll focus on.

Example:

In Ray Bradbury's short story "Dark They Were and Golden-Eyed," he uses the symbol of yellow eye color to represent the subtle, yet inevitable, changes that occur when we assimilate into new cultures, and push us to weigh the costs and benefits of assimilation.

INTRODUCTION OF EVIDENCE #1

- Move from generalities of topic sentence to specifics—narrows the focus. This might include a bit of summary.

EX: When Mr. Bittering arrives on Mars, he is not prepared to see himself as anything but an Earthling on Mars, yet over time, he cannot stop the gradual process of adapting to a new culture and its norms, a reality that Bradbury introduces through the characters' eyes changing color.

SUPPORTING EVIDENCE:

- Quote that has TLC (Tag, Lead, Citation)

Tag=identifies who is speaking the words/to whom are they speaking

Lead=context of the quote (when, where, how)

Citation=(page #)

Ex: "Quote" (7).

Remember—end punctuation goes *outside* of the citation. The only punctuation that might stay inside is a ? or ! **if** it's in the original quote.

SUPPORTING EVIDENCE WITH EMBEDDED QUOTE

Embedded Quote=Tag Lead Evidence Citation

EX: **Mr. Bittering** first notices others' eyes changing in his community and reacts with fear and shock, telling another man, "You shouldn't have yellow eyes" (5).

*Linking verb is underlined.

ANALYSIS OF EVIDENCE (COMMENTARY)

- This is where you are making your inferences and explaining the effect the quote has on your understanding. You want to **unpack** the significance of your quote.
- This is not summary. Discuss how/why this moment in the story, or the device that the author is using in this moment, is key in proving your claim in the topic sentence.
- At least 2-3 sentence. Remember: My quote means/This quote means=Ms. Virlovet's tears.
- **Ex.: The fact that Mr. Bittering feels that it is blatantly wrong to have yellow eyes reveals that he is unwilling to confront a change to the norm that he understands as true. Bradbury uses the yellow eyes as a symbol, ironically, of his inability to "see" that cultural assimilation and alteration often happens without one's consent or knowledge. By using the physical change in eye color, Bradbury also makes it clear that once Mr. Bittering first notices this change, he cannot "look away" from it, showing how difficult, or impossible, it is to reverse cultural change once it begins.**

SEGUE

REPEAT

- Introduction of 2nd (relevant) quote
 - This quote/commentary should build on your first example. If this quote simply proves the same thing exactly, you don't need it. How can you extend your analysis?
- Supporting evidence
- Analysis

TRANSITION INTO EVIDENCE #2

Transition/Introduction of Second Example of Supporting Evidence: Link the progression of your analysis from first example to second example. Keep name dropping devices.

Ex.: As the story progresses, so does Mr. Bittering's ability to see the potential benefit of his, and others' adaptation to the new culture on Mars.

Introduction to Supporting Evidence:

Ex.: As his initial shock and fear ebbs, Bradbury uses the metaphor of being a child on Mars to show Mr. Bittering begin to embrace the possibilities inherent in the changes he sees in himself and others.

Supporting Evidence:

Ex.: When Mr. Bittering swims with his family in the canal, he and his wife discuss the changes rendered in their family, musing that, "At least to Mars," they are "children too"(7).

ANALYSIS #2

Rather than respond with bitterness in the face of this change, Mr. Bittering now see the potential for rebirth or growth in this new culture. In the past he raged against this change, relying blinding on what he knew to be “true” from his past. Now, his eyes, and his mind, have opened to what it could mean to be a “child of Mars”. By comparing the new inhabitants to children, Bradbury, suggests that, on Mars, they are primed to gain new skills, norms, and ways of thinking much like a child’s developing brain is open to new information.

SUMMARY

- **Concluding Sentence:** This sentence ties the two different levels of analysis in your paragraph together. Each example of evidence and its corresponding analysis should build upon the first to sustain the full argument, so you need to tie them together at the end.

Ex.: Bradbury argues that while the process of assimilation is often gradual, we must open our eyes to look for its signs. He uses the story to help his readers ponder the need to acknowledge and consider the potential benefits and losses that come with change rather than blindly fighting against it.

COMMON ERRORS

- Past vs. Present: verbs in analytical writing about a text always place the action in the present tense. Bittering thinks vs. thought or was thinking
- Title = quotes for a short story.
- Quote's punctuation goes outside the mark *unless the quote has an ! or a ? already.*
- Active voice:
- It is argued that...Bradbury argues that...
- It is stated that...Bittering states that...
- It is shown that...It/this shows that...
- Capitalize proper nouns: Earth, Mars, Martian, Mr. Bittering, etc.

THESIS STATEMENT FRAME:

- In the short story “Dark They Were, and Golden-Eyed” by Ray Bradbury, the author uses _____ **to demonstrate** _____.
- In “Dark They Were, and Golden-Eyed” by Ray Bradbury, the author uses _____ **to show** _____.
- In “Dark They Were, and Golden-Eyed” by Ray Bradbury, the author uses _____ **to prove** _____.

HOMEWORK:

- Complete the TISAS graphic organizer
- Please bring a computer next class, if possible