

Writer's Workshop Notebook

Latta High School

2020-2021



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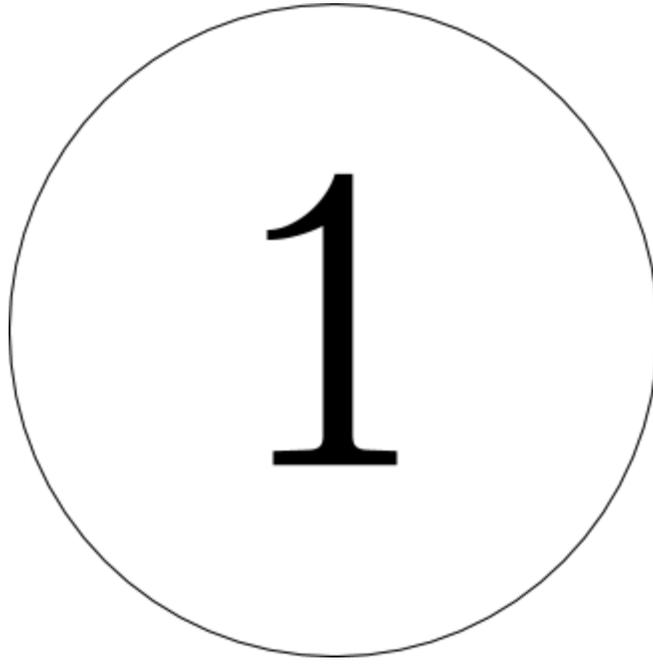
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Document Formatting: MLA and APA

Two of the most popular formatting styles, typically used when writing an essay, include MLA and APA format. Most college institutions expect students to have at least a basic understanding of both of these formatting styles. These styles relate to the format of the essay itself and the way sources are cited. These two formatting styles are not the only acceptable formats; however, they are the most widely used.

MLA stands for Modern Language Association, which is a specific formatting style used in producing writing. Typically, MLA is used to write in the Humanities subject areas, including English, history, philosophy, law, politics, etc. You can access an MLA formatted essay example by going to the following link: [Report](#) . You can also access an example of an additional MLA document by going to [MLA Sample Paper](#).

APA stands for American Psychological Association, which is another specific formatting style used in producing writing. Typically, APA is used to write in the Science and Education subject areas, including psychology, biology, math, etc. You can access an MLA formatted essay example by going to the following link: [Report](#) . You can also access an example of an additional MLA document by going to [APA Sample Paper](#).

Quoting, Paraphrasing, and Summarizing

- Quote: A quote is a word-for-word portion of source material. A rule of thumb is to keep quoted material short. When a quote goes beyond four lines, you need to use Block Formatting ([MLA Formatting Quotations](#)). When a quote is interrupted, you need to use an ellipsis (. . .) to show that a quote is being interrupted or unfinished.
- Paraphrase: A paraphrase is putting source material in your own words.
- Summary: A summary is taking a longer passage or multiple pages of source material and giving a brief overview of it. Typically, a summary is in paragraph format.

In-Text Citations (MLA Format)

In-text citations are located at the end of cited material, including a quote, paraphrase, or summary. **In other words, if the information did not originate in your brain, you need to cite it.** The typical format of an in-text citation includes the last name of an author and a page number in parenthesis. The end sentence punctuation follows the parenthesis.

- Common In-Text Citation: If an author's last name is Jones and the quote came from page 22 of a book, the citation would be the following: (Jones 22).
- If you have already mentioned the author's last name in your writing, you can just include the page number in the citation, such as the following: (22).
- If your source does not have a clear page number, such as a passage on a website, you should cite a certain paragraph number where your source information is located. The citation may look like the following: (Jones par. 3) or (par. 3).
- If your source does not have a clear author, you should cite the title of the source. If the title is quite lengthy, you should only include the first few words of the title in your citation. The citation may look like the following: ("How to Write an Essay" par. 4).

Works Cited Page (MLA Format)

A Work(s) Cited page is the last page of an essay. It has its very own page, meaning that it should not start on the same page the essay ends. The page should be titled Work Cited if you only have one source or Works Cited if you have multiple sources. This title should be centered at the top of the page. Underneath the title, you should put your source(s) in alphabetical order by the last name of the author using a hanging indent format. If you do not know the author, you should still put the sources in alphabetical order by the title of the source.

The information included in the Work Cited citation varies based on the type of source. A credible website to check for correct citations is [MLA Formatting and Style Guide](#).

In-Text Citations (APA Format)

In-text citations are located at the end of cited material, including a quote, paraphrase, or summary. The typical format of an APA in-text citation can differ based on the information you have included in your essay from that source. However, please note that the end sentence punctuation follows the parenthesis.

- If you have only referred to the information included in a source, but have not directly quoted it, you should include the author's last name, a comma, and the year the source was published in parentheses. For example, your in-text citation should look like the following: (Jackson, 2002).
- If you have directly quoted the source, you need to include the author's last name, a comma, the year the source was published, another comma, and the pages where you found the quote. If your quote only comes from one page in the source, you will place a p. before the actual page number. If your quote comes from multiple pages, you will place a pp. before the actual page numbers. For example, your in-text citation should look like the following: (Jackson, 2002, p. 2) or (Jackson, 2002, pp. 2-5).

References List (APA Format)

A Reference List page is the last page of an essay. It has its very own page, meaning that it should not start on the same page the essay ends. The page should be titled Reference if you only have one source or References if you have multiple sources. This title should be centered at the top of the page. Underneath the title, you should put your source(s) in alphabetical order by the last name of the author. If you do not know the author, you should still put the sources in alphabetical order by the title of the source. However, APA discourages the use of sources that do not have an obvious author.

The information included in the Reference citations can vary based on the type of source. A credible website to check for correct citations is [Reference List: Basic Rules](#).

(Note: Be cautious of using citation generators. Sometimes, they are incorrect. Always double check on your own.)



Analysis Questioning

A text is anything that can be visually consumed. When you are asked to analyze a text, a solid place to start is by asking questions. Questions force us to analyze and be inquirers about what the author is actually saying. At this point in your education, you are constantly being asked to think beyond what is literally in front of you. These questions can easily help you develop your thinking and response.

Say, Mean, Matter

Questions to Consider:

1). **What does the text say?**

This question requires you to only look at the literal. Do not try to interpret yet. Only identify what is literally present in the text?

2). **How does the text say it?**

This question is asking you to examine the language used in the text. If the text has no words, what is included in the picture or object?

At this point, you should examine the following:

- Positive or negative connotation
- Purposeful word choice
- Figurative language
- Parallelism
- Word order
- Rhetorical appeals or strategies
- Color
- Placement of objects
- Specific objects included
- Perceptions, etc.

3). **What does it mean?**

This question is asking you to begin interpreting the meaning behind what is said and how it is said.

4). **Why does it matter?**

This question is asking you to consider how the information you found in the previous questions connects to the purpose and context of the text. Relevance of the information you have found is important here.

Using Analysis Questioning Effectively



Keeping in mind that a text is anything that can be visually consumed, a picture would qualify.

1). What does the text say?

The picture includes a red flower on a gray background, surrounded by red petals. Leaves are next to the flower.

2). How does the text say it?

- Specific color choice
- Broken rose
- Intact rose
- Dried and green leaves

3). What does it mean?

Typically, a red rose is symbolic of love. Gray is typical of the mundane; the fact that the background appears to be gray concrete further emphasizes this point. Rose petals around the flower indicate that something is broken. The dried leaf next to the color of the rose and the green leaves may indicate a stark contrast between death and life.

4). **Why does it matter?**

When all of the parts of the picture are connected, the creator of this picture seems to be communicating that love can sometimes encounter difficulty or be broken, as indicated by the rose petals surrounding the rose itself. The background may also communicate that love may turn out differently than expected. Often, love is viewed as exciting and long-lasting; however, sometimes, love ends abruptly (rose petals) or those involved lose interest (gray background).



Quote Analysis Response

A quote analysis is a written response to a word-for-word portion of a text. The length of such a response can vary, but typically must at least be a paragraph long. You will either be provided with a quote that is significant to an overall text, or you should pick a quote that is significant within a text, depending upon the assignment. You should be able to explain your reasoning for choosing this quote and why it matters. Within your quote analysis, you should answer the questions given in Chapter 2.

Example of a Quote Analysis

Text: *Farewell to Manzanar* (memoir) by Jeanne Wakatsuki Houston and James D. Houston

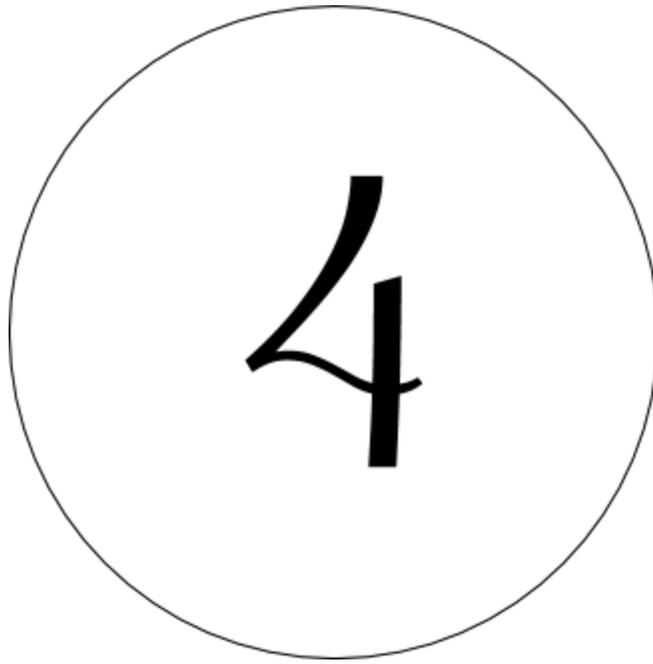
Quote: “But this time they didn’t disappear. They kept floating out there, suspended, as if the horizon had finally become what it always seemed to be from shore: the sea’s limit, beyond which no man could sail. They floated awhile, then they began to grow, tiny gulls becoming boats again, a white armada cruising toward us” (Houston and Houston 5).

Significance: This quote occurs early in the book as the author is setting the stage for her world to change forever. She draws a clear line in this quote between her normal world and her realization that life would never be the same. This idea is then further developed throughout the book as she discusses how this moment led to the development of her identity.

Justification: This quote has been chosen to demonstrate a reflective tone from the author as she can still find herself caught in this moment. Although she describes literal events that she saw, one could also argue that Houston uses this quote to foreshadow the life for Japanese-Americans during internment.

Response: In *Farewell to Manzanar*, Jeanne Wakatsuki Houston reflects upon her childhood as a Japanese American, forced to live in an internment camp after the Japanese bombing of Pearl Harbor. Not only does she consider her life before and after the bombing, but she also remembers the moment when her family knew something was wrong. Because her father was a fisherman, her family, along with many other wives and children of Japanese American fisherman, gathered along the shoreline to tell them goodbye before their potentially long journey to find and gather fish. She communicates realizing the moment the boats stopped and floated on the water. She describes that moment with the word “suspended.” Although she intends this word to explain the way the boats sat on the water, readers can also connect this imagery to the way the Japanese Americans lived while forced to survive in an anti-Japanese America and be held in internment camps. She continues using ocean imagery to describe how the ocean represented a limit or boundary for the fisherman. They were being forced to stop and turn around, much like they would be limited from living their lives as normal. They were restrained from going back home and moving on during the times of the internment camp. Therefore, Houston provides commentary both on a literal description of the moment her family’s lives changed and notes how this image reflects the restrictions imposed on them because of their Japanese origins.

Note: Quote analysis paragraphs can easily be shifted into body paragraphs of an essay.



Annotating a Text & Color-Marking

Annotating a text can look different based on the individual and/or the assignment being completed. It often involves a combination of symbols, using colors, and making notes in the margins of texts (also called showing your thinking).

Color-marking often involves just using colors to identify different parts of a text and developing a key to explain the colors you used. Please note that symbols such as underlines, boxes, circles, etc., may definitely be used in place of color if a student is coloreblind.

After annotating and/or color-marking a text, you may be asked to create a written response explaining what you discovered while reading. You should follow the Say, Mean, Matter questioning format outlined in Chapter 2 to help you think through your annotating/color-mark and ensure you have analyzed the text.

Annotating and Color-Marking Example

(Note: For the purposes of this workbook, here is a combination of both strategies. They really work well together.)

<p style="text-align: center;">Extract from “Blood, Toil, Tears, & Sweat”</p> <p>“[We have before us] an <u>ordeal</u> of the most grievous kind. [We have before us] many, many long months of <u>struggle</u> and of <u>suffering</u>. [You ask], what is <u>our</u> policy? I can say: It is [to <u>wage war</u>,] by sea, land and air, with all <u>our</u> might and with all the strength that God can give <u>us</u>; [to <u>wage war</u>] against a <u>monstrous tyranny</u>, never surpassed in the <u>dark</u>, <u>lamentable</u> catalogue of <u>human</u> <u>crime</u>. That is <u>our</u> policy. [You ask], what is <u>our</u> aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all <u>terror</u>, victory, however long and <u>hard</u> the road may be; for without victory, there is <u>no survival</u>. Let that be realized; <u>no survival</u> for the <u>British Empire</u>, <u>no survival</u> for all that the <u>British Empire</u> has stood for, <u>no survival</u> for the urge and impulse of the ages, that <u>mankind</u> will move forward towards its goal. But I take up my task with buoyancy and hope. I feel sure that <u>our</u> cause will not be <u>suffered to fail</u> among men. At this time I feel entitled to claim the aid of all, and I say, ‘Come then, let <u>us</u> go forward <u>together</u> with <u>our</u> <u>united</u> strength.’”</p>	<ul style="list-style-type: none"> • 1st person pronouns (us, we, our) • Repetition • Positive connotation • <u>Negative connotation</u> • Language of unity (connected to pronouns of unity (us, we, our)) • <u>Rhetorical questions</u> • [Parallel structure] <p>Showing Thinking:</p> <p>Winston Churchill seems to be giving the people of the British Empire two options. They can either fight or they will be defeated.</p> <p>His use of personal pronouns seems to point to Churchill’s own optimistic viewpoint about this issue.</p> <p>His use of positive and negative connotation seems to provide juxtaposition for the audience. It further emphasizes the need for the British Empire to make an intentional choice.</p>
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[Blood, Toil, Tears and Sweat](#) (Full text)

Example of Creating a Response to a Color-Mark

Death of a Naturalist By: Seamus Heaney

All year the flax-dam **festered** in the heart
 Of the townland; green and **heavy headed**
 Flax had **rotted** there, **weighted down** by huge sods.
 Daily it **sweltered** in the **punishing** sun.
 Bubbles **gargled** delicately, bluebottles
 Wove a strong gauze of **sound** around the smell.
 There were dragonflies, spotted butterflies,
 But best of all was the warm thick slobber
Of frogspawn that grew like clotted water
 In the shade of the banks. Here, every spring
 I would fill **jampotfuls of the jellied**
 Specks to range on window sills at home,
 On shelves at school, and **wait and watch** until
 The fattening dots burst, into **nimble**
 Swimming tadpoles. Miss Walls would tell us how
 The daddy frog was called a bullfrog
 And how he croaked and how the mammy frog
 Laid hundreds of little eggs and this was
 Frogspawn. You could tell the weather by frogs too
 For they were yellow in the sun and brown
 In rain.

Then one hot day when fields were **rank**
 With **cowdung** in the grass the angry frogs
Invaded the flax-dam; I ducked through hedges
 To a **coarse croaking** that I had not heard
 Before. The air was thick with a bass chorus.
 Right down the dam **gross** bellied frogs were cocked
 On sods; their loose necks pulsed like sails. Some hopped:
 The **slap** and **plop** were **obscene** threats. Some sat
 Poised like mud **grenades**, their blunt heads **farting**.
 I sickened, turned, and ran. The great **slime** kings
 Were gathered there for **vengeance** and I knew
 That if I dipped my hand the spawn would **clutch it**.

Seamus Heaney, "Death of a Naturalist" from *Opened Ground: Selected poems 1966-1996*. Copyright © 1999 by Seamus Heaney Used by permission of Farrar, Straus & Giroux, LLC, <http://us.macmillan.com/fsg>. All rights reserved.

[Death of a Naturalist by Seamus Heaney](#)

Color Key:

Negative connotation

Alliteration

Onomatopoeia

Words of the senses

Simile

Language describing invading or infecting

1. What does it say?

It describes the cycle of frogs, the action of capturing frogs and bringing them home, and the overtaking and harassing of frogs.

2. How does it say it?

- 2 stanzas (one long, one short)
- Simile
- Onomatopoeia
- Sensory imagery
- Alliteration
- Language describing invading or infecting
- Negative connotation
- Shifting from natural appreciation and curiosity to terror, disgust, and fear

(Note: The bulleted points highlighted above indicate the areas discussed in the response below. By going back and choosing a few points to focus upon, you will be able to better plan and maintain focus when writing.)

3. What does it mean?

This poem seems to be describing a young male who experiences a physical change, representing a change in season. However, the author emotionally implies a change in understanding of the natural world. His feelings and actions seem to shift from innocence and childlike curiosity to that of innocence being ruined or corrupted as he sees the true nature of frogs once they completely take over. They go from being playthings to warriors protecting their land. Thus, he is filled with fear and becomes sick and runs away. The audience can assume that this change indicates an internal understanding or removal of naivety from the child.

4. Why does it matter?

By including this title, indicating the end of a belief, presumably Naturalism, Heaney indicates the end of one's previous understanding about life and its cycle.

Paragraph Response:

In "Death of a Naturalist," Seamus Heaney describes the cycle of frogs, the action of capturing frogs and bringing them home, and the overtaking of frogs in the flax dam he once loved. He purposefully includes words of negative connotation, language related to invasion, and a two stanza structure to provide a clear contrast between his viewpoints. He shows a sharp juxtaposition as he describes, "Here, every spring I would fill jam-potfuls of the jellied Specks to range on window sills at home . . . The great slime kings Were gathered there for vengeance" (lines 10-13 and 33-34). This poem seems to be describing a young male who experiences a physical change, representing a change in season; however, the author emotionally implies a change in his understanding of the natural world. His feelings and actions seem to shift from innocence and childlike curiosity to that of innocence being ruined or corrupted as he sees the true nature of frogs once they completely take over. They go from being playthings to warriors protecting their land. Thus, he is filled with fear and becomes sick and runs away. The audience can assume that this change indicates an internal understanding or removal of naivety from the child. By including this title, indicating the end of a belief, presumably Naturalism, Heaney indicates the end of one's previous understanding about life and its cycle.



Rhetorical Précis

Rhetoric is the art of persuasion. A rhetorical précis is a four sentence response, analyzing the rhetorical writing used to convince someone to believe or do something. Often, you will be asked to consider the following information as you plan your rhetorical précis: rhetorical appeals and rhetorical strategies.

Rhetorical Appeals:

- Ethos: credibility (trustworthy information, sources, and testimonials)
- Logos: logical thoughts, facts, and statistics
- Pathos: emotional connection to audience

Rhetorical Strategies:

- Positive and negative connotation
- Repetition
- Purposeful word choice
- Figurative language (alliteration, metaphor, simile, etc.)
- Word order, etc.

Additional examples and information about writing a Rhetorical Précis can be found at [RHETORICAL PRÉCIS](#).

Rhetorical Précis Format

Sentence 1: Include the author's name, the genre, the name of the text, the year the text was written in parenthesis, a rhetorically accurate verb (argues, claims, implies, etc.), a that clause, and the thesis of the text.

Sentence 2: Include how the author communicates his thesis, including the strategies used. You can also include an example or multiple examples of these strategies in this sentence.

Sentence 3: Include the author's purpose for writing the text and include an in order to phrase.

Sentence 4: Include the audience of the text and the way the author tries to relate to this audience.

Rhetorical Précis Examples

#1: Based on Wrigley's 1929 Halloween Gum Advertisement

In Wrigley's Gum advertisement (1929), the company argues that their mint leaf gum is the best candy option for the Halloween season. They support this claim through repetition of images within the advertisement, as well as the context of Halloween, to help their consumers see the logic of buying their product and cause them to connect to a possible reason for buying it. Wrigley's purpose is to persuade their consumers to purchase their gum for trick-or-treaters in order to make a larger profit. Their audience appears to be the adults seeking to buy quality candy for their trick-or-treaters, seen by the company's playful tone and their focus on the gum's long-lasting flavor.

#2: Based on Coca Cola's 2017 Consumer Names Advertisement

In the Coca Cola advertisement (2017), the company suggests that the names included on their new coke bottle design make their product more appealing to consumers. Coca Cola supported this idea through their use of repetition of individual's names, as well as providing credibility through the company logo, the hashtag available to track the names on the bottles, and the classic glass bottle being used. Their design was created to attract both their loyal customers and people who typically do not drink this brand in order to increase their consumer base. Clearly, their audience is all individuals, noted through their use of different names; therefore, they have communicated that Coke products are for everyone.



Essay Writing

(Based on Extendable 5-Paragraph Essay)

As you continue in your education, you will be asked to write more and more essays. We want to help prepare you for this expectation. As a high school student, you are expected to be able to plan, organize, and write a clear, effective essay. Most essays are based on the 5-paragraph essay structure; although, they may grow to be longer.

Introduction Recommendations

Most introductions can follow the rhetorical precis format from Chapter 5. However, a student's thesis should be added to the end. If a rhetorical precis is not the desired format for the introduction, students should be sure to include the following information, background, context (situation occurring around the text, time period, issue, etc.), purpose, and audience. Some introductions may need different or additional information, so students should pay close attention to assignment guidelines provided by a teacher for specific assignments.

Creating a Solid Thesis

A thesis statement is the last sentence of your introduction. It is the most important sentence of your essay. It provides your readers a preview of what your essay will explore and discuss. Most often, teachers expect you to develop a three point thesis statement that shows the three points discussed in your essay's body paragraphs.

Thesis Statement Formulas (Variations of these formulas are also encouraged.)

- In (text name), (author's name) (verb) (point 1), (point 2), and (point 3).
- (Author's name)'s (text) (verb) (point 1), (point 2), and (point 3).

Thesis Statement Examples:

- Essay Topic-Jane Austen's books
 - Thesis: In her novel, *Pride and Prejudice*, Jane Austen examines themes of pride, prejudice, and love.
- Essay Topic-Branches of the U.S. Government
 - Thesis: The branches of the U.S. Government include the legislative, executive, and judicial branches, created to provide equatibility, freedom, and protection for all people.

Example of Adding a Thesis to a Rhetorical Precis to Make Introduction

In the Wrigley's Gum advertisement (1929), the company argues that their mint leaf gum is the best candy option for the Halloween season. They support this claim through repetition of images within the advertisement, as well as the context of Halloween, to help their consumers see the logic of buying their product and cause them to connect to a possible reason for buying it. Wrigley's purpose was to persuade their consumers to purchase their gum for trick-or-treaters in order to make a larger profit. Their audience appears to be the adults seeking to buy quality candy for their trick-or-treaters, seen by the company's playful tone and their focus on the gum's long-lasting flavor. Wrigley's Gum Company includes repetition, purposeful word choice, and pathos to influence their audience to purchase their products.

Creating Topic Sentences

A topic sentence is the first sentence of your essay body paragraphs (middle paragraphs of your essay where you actually discuss and argue your points). It should be directly related to your thesis. If you have a three-point thesis, each of these points should have their own topic sentence. The topic sentence provides a focus for what the paragraph will discuss. This sentence allows the reader to have a hint about what is to come or be argued in this paragraph. If a topic sentence is absent or unfocused, your body paragraph will most likely cause confusion within your essay.

Incorporating Textual Evidence

When writing a response, most likely you will be expected to provide appropriate, credible textual evidence (source support) to support your claims. To use textual evidence correctly, you should introduce your quote and provide appropriate in-text citations. Never just drop a quote in a paragraph. You need to introduce it by explaining where you found it and the relation between it and your point. For example, you can start the sentence that includes the quote you would like to include one of the following ways:

- Poe writes, “ ” (Poe 3).
- According to Kelly Galaghar, researcher of effective writing curriculum, “ ” (43).
- In his article about school attendance, Matthew Bradley, a high school resource officer, reports that “ ” (par. 3).

These are just a few examples you can use to help your paragraph flow and provide context for your readers. You should also **explain** the textual evidence (quote, paraphrase, summary) you have chosen to use. It must clearly support and tie back to the topic sentence of the paragraph in which it was used. You should **never** end or begin a paragraph with a quote. You should weave it into your response.

Conclusion Recommendations

A conclusion is the last paragraph of an essay. This paragraph should review the thesis of your essay, your main points, and anything else you want your readers to know. In addition, you may receive additional guidance from your teacher/instructor about what else should be included in this paragraph. You could offer a solution to the problem you have discussed, challenge your audience to do something about what they have read, connect your argument to something occurring in society today, or show how the topic you are discussing has developed change today, etc.

Essay Writing Flow Map

This Flow Map can be used to help plan your essay and develop a strong connection and flow from paragraph to paragraph.

Introduction: (Should follow the format of a rhetorical precis (4 sentences) + the thesis statement.

Thesis:

Body Paragraph 1

Topic Sentence:

Body Paragraph 2

Topic Sentence:

Body Paragraph 3

Topic Sentence:

Quote Support:

Quote Support:

Quote Support:

Points to Include:

Points to Include:

Points to Include:

Conclusion: Goal--Re-emphasize the thesis of your essay. Review the strongest points you discussed, and offer a solution to the problem you have discussed, challenge your audience to do something about what they have read, connect your argument to something occurring in society today, or show how the topic you are discussing has developed change today, etc. You should have about 5 sentences in this paragraph to show development and discussion.

Example 5-Paragraph Essay
(Note: This essay is in MLA format.)

Last Name 1

Student Name

Mrs. Reynolds

English 11, Block 1

16 September 2019

Rhetorical Analysis of Thoreau's "Civil Disobedience"

In the essay, "Civil Disobedience" (1849), Henry David Thoreau claims that American citizens have the right to break the law if it is unjust. He supports this argument using his own personal beliefs and experiences, as well as challenging his audience's belief systems and moral values through specific word choice and rhetorical questions. Thoreau argues that each citizen has the responsibility to resist unjust laws in order to persuade them to take an active role in their nations actions and practices. He seems to be speaking to American citizens as a whole as he presents the problems within the nation's government system; however, he targets the Massachusetts state residents primarily through his discussion of the states erroneous practice of slavery. In "Civil Disobedience," Thoreau intentionally uses rhetorical questions, word choice, and ethos to effectively argue his point.

Thoreau uses rhetorical questions to influence his audience to consider their own beliefs about unjust laws enforced by the Massachusetts state government. By including rhetorical questions he not only influences his audience of American citizens to question their beliefs, but he also challenges the government authorities to re-examine their role and function. Thoreau asks, "Why does it [the American government] not encourage its citizens to be on the alert to point out its faults, and do better than it would have them?" (par. 4). Thus, he causes both the government and its citizens to think about their relationship, specifically the trust between these

Last Name 2

two bodies. He goes on to explain the role the citizen can play in holding the government accountable, writing, "Why do they not dissolve it themselves--the union between themselves and the State--and refuse to pay their quota into its treasury?" (par.2). He notes that at any time, the citizens have the power to take their relationship with the government into their own hands by removing their financial support. Therefore, Thoreau challenges his readers to determine the relationship and responsibility they want the government and its citizens to possess.

He includes purposeful word choice to develop a rebellious yet respectful tone throughout his essay. He develops this tone in order to suggest the idea of peaceful revolt for his audience. He identifies the dangerous role the government is taking, writing, "But if it is of such a nature that it requires you to be the agent of injustice to another, then, I say break the law" (par. 6). Thoreau explains that the government is expecting its citizens to follow the law, in other words become "agents of injustice," to help these citizens understand that the government's actions are wrong. He goes on to say that American citizens have the right to "break the law." He gives them ownership and permission to go against a government enforcing laws that are injurious to society. Therefore, he establishes the idea that if the nation's authority is going to support injustice, it is the duty of its citizens to protect one another by rebelling against the law.

Thoreau's inclusion of ethos and first person pronouns gives credence to the legitimacy of his argument related to the context of 19th century American government. He shows the logic of his assertions by taking ownership of the statements he makes. He states, "As for adopting the ways which the State has provided for remedying the evil, I know not of such ways. They take too much time, and a man's life will be gone. I have other affairs to attend to" (par. 7). He acknowledges that the government has created a way to alert authorities of potential problems

Last Name 3

with the law and/or the way in which this institution works; however, he identifies the limitations of this process. Believing this process to be a waste of time and not respected by those who encourage its use, he himself discusses the need to eliminate slavery by explaining the role he can personally take in this process, challenging his audience to take responsibility to influence change in this issue.

Throughout "Civil Disobedience," Thoreau develops an argument that addresses the laws enforced by the American government as a whole, but is inspired by his own Abolitionist viewpoint he saw stifled by society and local state authorities. As a transcendentalist, he believed that all men held value and should be held accountable for their own actions. The tenets of his argument have been applied to other laws and practices throughout American history as revolutionaries have spoken out and peacefully protested unjust laws and practices. Thoreau's essay provides clear directive, a challenge for boldness, and creation of an outspoken voice, established through his use of rhetorical questions, intentional word choice, and appeal to credibility.

Last Name 4

Work Cited

Thoreau, Henry David. "Excerpt from 'Civil Disobedience.'" Common Lit, 2019,
<https://www.commonlit.org/en/texts/excerpt-from-civil-disobedience>

Proofreading

After writing **anything**, you should **always** take time to proofread. Proofreading involves rereading what you have written with a critical eye. You should be looking for obvious errors, but also take the time to look for less obvious mistakes. Specifically, you should scrutinize your writing for grammatical, punctuation, spelling, structural, content, and citation errors. Taking time to proofread your writing may cost you time initially, but the more you do it, the less errors you will have in your writing over time and the clearer you will communicate. In addition, you will earn higher grades.

Proofreading Checklist

Directions: Please check off each of the following requirements as you proofread your essay.

- I have written 5 paragraphs, including an introduction, 3 body paragraphs, and a conclusion.
- I have included a clear thesis statement as the last sentence of my introduction.
- Each of my body paragraphs has a clear topic sentence.
- I have included at least one quote in each of my body paragraphs.
- These quotes support both my topic sentences and my thesis statement.
- I have introduced all quotes and provided correct in-text citations.
- My conclusion reviews the main points of my essay and meets the requirements outlined in the rubric.
- My Work Cited page includes correctly formatted citations of the source(s) used in my essay.
- I have no grammar or punctuation errors.
- I have no spelling errors,
- I have no sentence fragments or run-ons.
- I have not used any contractions, such as don't or it's.
- I have not used any 1st or 2nd person pronouns, such as I, me, we, us, our, mine, my, you, and your.
- I have not used any nonacademic words, such as a lot, good, pretty, great, things, gonna, kinda, like, stuff, very, really, get, big, bad.
- The first sentence of each paragraph is indented.
- I feel satisfied with the content and organization of my essay.

Proofreading Tips

- Read your essay to yourself out loud. You will be more likely to hear errors this way.
- Read your essay out loud backwards. You may sound weird, but by starting with your last sentence instead of your first, you will be more likely to recognize grammatical, punctuation, and sentence structure errors.
- Type your essay and have Google read it back to you. You may hear more errors when someone else reads it to you.
- Ask someone you trust academically to read your essay to help you identify problem areas. Please make sure this person is strong academically.
- Ask teachers about specific areas of your essay **before the due date**. In other words, come to them with a specific question in hand.

Editing and Revising

After you have proofread your essay, you need to make changes to the problem areas you identified. This process is known as editing (making changes) and then actually fixing and rewriting those areas. A good writer is someone who is willing to throw parts of their essays out to rewrite. Remember, writing is a process; sometimes, it takes a couple tries to get it right. Some people use symbols to help them make edits to their essays. These symbols can help you keep this rewriting process more organized and somewhat less messy.

Common Correction Symbols for Writing	
Symbol	Meaning of Symbol
Circled punctuation	Remove it
Added punctuation	Needed for understanding
Red.	Redundancy (unnecessary repetition of information)
RO	Run On Sentence
F	Fragment
SP with a circle around it	Spelling error
WT	Wrong verb tense
WC	Incorrect word choice or wrong word used
^ or upside down ^	Insert whatever word is with it
Squiggly line through a word(s)	Delete word(s)

¶	New paragraph should start here; used in place of word paragraph
Line with an arrow	Move text to appropriate location
??	Not understandable or unclear
Wdy	Wordy; unnecessary words have been used; wording is not concise
Awk.	Wording is awkward and needs to be reworded



Grammar and Mechanics

Grammar refers to the way words are arranged to form communication; whereas, mechanics refers to punctuation and spelling rules. Having a strong understanding of the role grammar and mechanics plays in communicating will help you more easily communicate, which will benefit you after you leave high school.

Commas

Several comma rules exist. Commas are important to help clearly understand the English language, meaning the same combination of words can mean different things based on the punctuation included.

For example: It's time to eat, children. **vs.** It's time to eat children.

One option involves eating a meal with a group of kids, while the other involves cannibalism.

Purdue Owl offers a list of comma rules and practice exercises:

- [OWL:Commas: Quick Rules](#)
- [Extended Rules for Using Commas](#)
- [Commas After Introductions](#)
- [Commas Index](#) (Practice)

Semicolons (;) and Colons (:)

Often, students get these two punctuation marks confused. Semicolons are used to separate two complete thoughts and separate a complex list of words in a series. Colons are used most often to provide additional information to define the word it comes after or to introduce a list.

Purdue Owl offers a list of semicolon and colon rules and practice exercises:

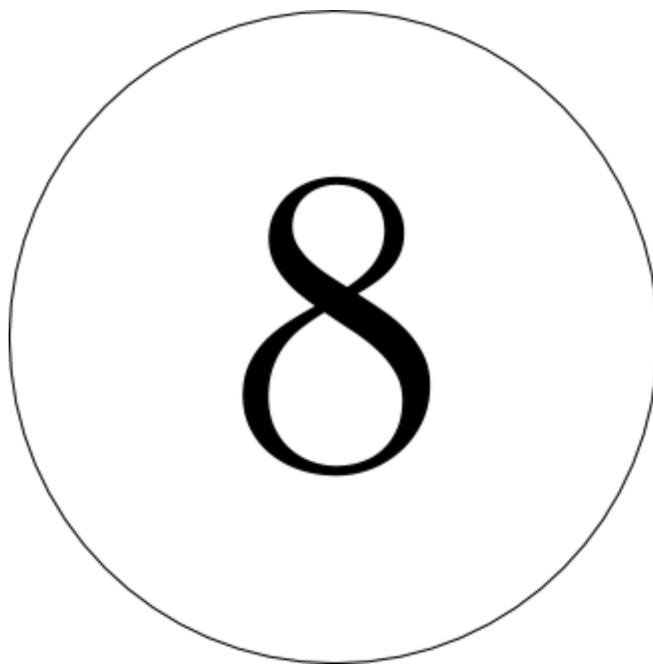
- [Punctuation Overview](#) (Colon and semicolon are located halfway down the page.)
- [Commas vs. Semicolons in Compound Sentences](#)
- [Exercise : Punctuation Exercise](#) (includes colons and semicolons).
- [Exercise : Commas vs. Semicolons - Compound Sentences](#)

Quotation Marks, Underlines, and Italics

These three ways of punctuating are often used incorrectly, especially when students are learning punctuation and formatting rules. Quotation marks are used to indicate the title of a short text or work or the direct words spoken or written by someone. When typing, italics indicate the title of a long text or a large object (museum/ship). However, when you handwrite the name of a long text or large object, you should underline it.

Purdue Owl offers a list of quotation mark, underline, and italic rules and practice exercises:

- [Using Quotation Marks](#)
- [Extended Rules for Using Quotation Marks](#)
- [More Quotation Mark Rules](#)
- [Quotation Marks with Fiction, Poetry, and Titles](#)
- [Exercise : Quotation Marks Exercise](#)
- [Punctuation Overview](#) (Italics are located at the end of the page.)



Other Written Responses

While in high school, you may be asked to write a type of response that you have never written. We will be adding to this list during the year, but please use the information here as a guide.

Annotated Bibliography

An annotated bibliography contains the sources you have found during the research process. These sources should center around a central topic. They should include the correctly formatted citation (whether MLA or APA--dependent on the course and teacher), as well as a summary of the source, meaning important information about the source and the information it provides. It should also explain the type of source it is, such as an educational website or a peer-reviewed, academic journal.

Purdue Owl provides a clear overview and examples of how to create a successful annotated bibliography for both MLA and APA formats.

- [Annotated Bibliographies](#)
- [Annotated Bibliography Breakdown](#)
- [Annotated Bibliography Samples](#)

Discussion Board Format

When you have been given a Discussion Board assignment, teachers expect you to respond to a text, topic, etc., and then, respond to one or more students. This format allows for discussion when not in person and helps students improve their writing style and practices. Your response should follow the guidelines provided by the teacher, but a good rule of thumb is to continue asking yourself the questions provided in Ch. 2. Your response should include clear analysis.

Because other students will most likely be reading your discussion board responses, **please make sure you allow yourself time to proofread**. You want to make sure you clearly communicate and have removed any careless errors in your writing, whether they be punctuation, grammatical, or content-based.

We also caution you as you respond to your fellow students. Always make sure that your responses are kind. If you notice an error in one of your classmates' responses, you can politely mention it to them in your response or you can ask a question, such as "Have you thought about adding . . . ?"