

ENGL 100 Writing Seminar 3



Zoom Meeting Information

- Zoom Meetings are about 60 minutes in length.
- Zoom Meetings are recorded.
- Recordings and PowerPoint presentations are posted on onQ (under "Activities" > "Zoom Meetings").
- Participate in the discussion by using the "Chat" window or by raising your hand in "Reactions."
- Your camera may be on or off.

ENGL 100 Zoom Meetings

| | Informational | Writing Seminars | Live Chats |
|-------------|-------------------------|---|---------------------------------------|
| Fall 1-6 | Intro to ENGL 100 | Writing Seminar 1 (Crafting an Effective Thesis Statement) | Live Chat 1 (Short Fiction) |
| | Academic Integrity | | |
| Fall 7-12 | Fall Exam Information | Writing Seminar 2 (Structuring an Analytical Essay) | Live Chat 2 (Drama) |
| Winter 1-6 | TA Check-In | Writing Seminar 3 (Claim, Evidence, and Analysis) | Live Chat 3 (Literary Non-Fiction) |
| Winter 7-12 | Winter Exam Information | Writing Seminar 4 (Some Notes on Grammar and Style) | Live Chat 4 (Poetry) |

ENGL 200 Zoom Meetings

| | Informational | Writing Seminars | Live Chats |
|-------------|-------------------------|---|------------------------------------|
| Fall 1-6 | Intro to ENGL 200 | Writing Seminar 1 (Crafting an Effective Thesis Statement) | Live Chat 1 (16thC/Sonnet) |
| | Academic Integrity | | |
| Fall 7-12 | Fall Exam Information | Writing Seminar 2 (Structuring an Analytical Essay) | Live Chat 2 (18thC/Satire) |
| Winter 1-6 | TA Check-In | Writing Seminar 3 (Claim, Evidence, and Analysis) | Live Chat 3 (19thC/Romanticism) |
| Winter 7-12 | Winter Exam Information | Writing Seminar 4 (Some Notes on Grammar and Style) | Live Chat 4 (20thC/Modernism) |

Essay Structure

| | |
|------------------------|-----------------------------|
| introductory paragraph | attention-getting remark |
| | contextualizing information |
| | thesis statement |
| analytical paragraphs | claim |
| | evidence |
| | analysis |
| concluding paragraph | thesis statement |
| | contextualizing information |
| | attention-getting remark |

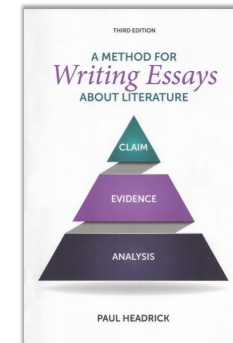
- most analytical essays contain three components, each of which contains its own three components
- analytical essays are thus highly structured rhetorically
 - each component has a specific role to play
- be sure your analytical essays contain all of these components, in this order

Claim, Evidence, and Analysis

| | | |
|------------------------|-----------------------------|--|
| introductory paragraph | attention-getting remark | <ul style="list-style-type: none"> the heart of the analytical essay, sometimes called the <i>body</i> develops a <i>claim</i>, a single idea about part of a literary text |
| | contextualizing information | |
| | thesis statement | |
| analytical paragraphs | claim | <ul style="list-style-type: none"> supports that idea with <i>evidence</i>, usually in the form of quotations connects the <i>claim</i> and the <i>evidence</i> with <i>analysis</i> |
| | evidence | |
| | analysis | |
| concluding paragraph | thesis statement | <ul style="list-style-type: none"> consists of a sequence of paragraphs that forms the logical argument of the essay, in support of a central argument or <i>thesis</i> (Headrick 7) |
| | contextualizing information | |
| | attention-getting remark | |

Claim, Evidence, and Analysis

| | | |
|------------------------|-----------------------------|--|
| introductory paragraph | attention-getting remark | |
| | contextualizing information | |
| | thesis statement | |
| analytical paragraphs | claim | |
| | evidence | |
| | analysis | |
| concluding paragraph | thesis statement | |
| | contextualizing information | |
| | attention-getting remark | |

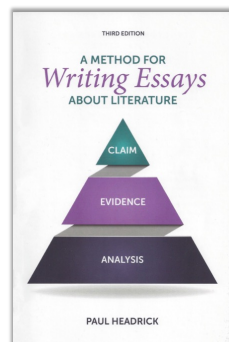


Claim, Evidence, and Analysis

Appendix 2 Sample Essays

- Literary Analysis Essay on a Short Story (Headrick 93-95)
"Freedom and Attachment in 'The Guest' by Albert Camus"

Albert Camus, "The Guest" (1957)
<https://cdn.theatlantic.com/media/archives/1957/12/200-6/132643114.pdf>



Albert Camus, "The Guest" (1957)

plot summary

Balducci (an officer) and a prisoner ascend a rocky, isolated slope in Algeria to meet Daru (a teacher). Balducci tells Daru that he is ordered by the government to take the prisoner to police headquarters. Daru inquires about the prisoner's crime, and Balducci says that it was a domestic matter, not political. As Balducci is leaving, Daru tells him that he will not take the prisoner to the police, angering Balducci. Daru feeds and shelters the prisoner for the night. In the morning, Daru sets him free, telling him if he goes east he can turn himself in to the police, and if he goes south he can hide with the nomads. Later, Daru sees the prisoner heading east, most likely to turn himself in. When Daru looks at the blackboard in his classroom, there is a message written on it that says, "You have turned in our brother. You will pay." (*Wikipedia*)

Claim, Evidence, and Analysis

Sample Thesis Statement and Claims (Headrick 93-95)

[thesis statement] Ultimately, “The Guest” insists that although individuals might conceive of themselves as free, they are inescapably connected to the people around them and must accept and foster these attachments.

[claim 1] Daru’s physical surroundings create an impression of unlimited freedom and detachment.

[claim 2] In his relationship with the Arab prisoner, Daru experiences a conflict between individual freedom and attachment to another.

[claim 3] Through both the prisoner’s decision to turn himself in and his family’s threat to Daru, the story suggests that personal attachments are powerful and inescapable.

[claim 4] The story’s resolution implies that the freedom connected to isolation is illusory, and our attachments to other people must be accepted and even fostered.

Claim, Evidence, and Analysis

| | |
|------------------------|-----------------------------|
| introductory paragraph | attention-getting remark |
| | contextualizing information |
| | thesis statement |
| analytical paragraphs | claim |
| | evidence |
| | analysis |
| concluding paragraph | thesis statement |
| | contextualizing information |
| | attention-getting remark |

- states what the *analytical paragraph* is going to prove
 - the *topic sentence*, the first sentence in the paragraph
 - the “thesis” of the paragraph
- makes a point about something significant that is suggested or indirectly revealed by the text
 - goes beyond the obvious
 - does not just summarize plot
- uses verbs that lead to *analysis* “suggests,” “reveals,” etc.) (Headrick 8-10)

Claim, Evidence, and Analysis

| | |
|------------------------|-----------------------------|
| introductory paragraph | attention-getting remark |
| | contextualizing information |
| | thesis statement |
| analytical paragraphs | claim |
| | evidence |
| | analysis |
| concluding paragraph | thesis statement |
| | contextualizing information |
| | attention-getting remark |

- provides information that supports the *claim*
 - usually in the form of long, short, direct, and/or indirect quotations
- consists only of passages that you will go on to analyse
 - clearly supports the *claim*, with nothing extraneous
- is separate and distinct from the *claim* and the *analysis*
 - avoid mixing *evidence* and *analysis* (Headrick 11)

Claim, Evidence, and Analysis

| | |
|------------------------|-----------------------------|
| introductory paragraph | attention-getting remark |
| | contextualizing information |
| | thesis statement |
| analytical paragraphs | claim |
| | evidence |
| | analysis |
| concluding paragraph | thesis statement |
| | contextualizing information |
| | attention-getting remark |

- explains how the *evidence* supports the *claim*
 - shows how the two are connected
- repeats key terms from the *claim*
 - helps promote clarity
- develops the *claim*
 - does not just repeat the *claim*
- refers directly to the *evidence*
 - pinpoints the salient parts or aspects of the *evidence* (Headrick 12-13)

Claim, Evidence, and Analysis

Sample Analytical Paragraph 2 (Headrick 93-94)

[claim 2] In his relationship with the Arab prisoner, Daru experiences a conflict between individual freedom and attachment to another. **[evidence]** As the story's ironic title suggests, Daru treats the man not as a prisoner but as a "guest": he feeds him, offers him a bed, and sleeps near him unarmed. His hospitality implies that Daru feels responsible for the man's well-being. Yet when the man asks, "Why do you eat with me?" Daru replies, "I'm hungry" (216). **[analysis]** Daru's response suggests that despite his feeling of responsibility, he resists the idea of a relationship with the man. Rather than offering an explanation that has something to do with the man, Daru focuses on himself and his own hunger. The tension between freedom and attachment is also evident when Daru sends the prisoner off with food, money, and directions to both the police station and the shelter of the nomads. By providing the man with basic necessities, Daru implicitly acknowledges his attachment to him. His refusal to advise the man, however, suggests a desire to remain free from attachments or responsibilities to another.

Claim, Evidence, and Analysis

Sample Analytical Paragraph 3 (Headrick 94)

[claim 3] Through both the prisoner's decision to turn himself in and his family's threat to Daru, the story suggests that personal attachments are powerful and inescapable. **[evidence]** Before Daru and the prisoner go to sleep, the prisoner asks Daru if he will be accompanying him to Tinguit. When Daru says he doesn't know, the man says, "Come with us" (217). **[analysis]** The urgency of his request, phrased as an invitation or a command, suggests that he feels an attachment to Daru. **[evidence]** The power of this attachment is evident when, after being left to do as he pleases, the man expresses "a sort of panic" then stands "looking at the schoolmaster" with "his arms hanging" (219) before taking the road to prison. **[analysis]** The man's "panic" suggests that complete freedom distresses him, while his "hanging" arms imply an inability to act on his freedom. By looking at Daru then taking the road to prison, the man suggests that his attachment to the schoolmaster guides his actions more powerfully than does his free will. **[evidence]** The power of personal attachments is also, of course, emphasized through the message written on Daru's chalkboard: "You handed over our brother. You will pay for this" (220). **[analysis]** Although Daru has tried to detach himself from other people, the message on the board, particularly the reference to communal brotherhood, clearly suggests that such detachment is impossible. The remark that Daru must "pay for this" further implies, metaphorically, that the consequences of his attachments to other people are inescapable.

Claim, Evidence, and Analysis

Sample Analytical Paragraph 4 (Headrick 94)

[claim 4] The story's resolution implies that the freedom connected to isolation is illusory, and our attachments to other people must be accepted and even fostered. **[evidence]** After Daru returns to the schoolhouse and discovers the message left for him, the narrator says that he "looked at the sky, the plateau, and, beyond, the invisible lands stretching all the way to the sea" and that in this "vast landscape he had loved so much, he was alone" (220). **[analysis]** These final references to the "vast," unobstructed surroundings of sky, plateau, and lands that stretch far away evoke once again the idea of freedom. Yet the evocations of freedom are ironic, for Daru is not free. His inescapable connection to the Arab prisoner has cost him his life, and his love of freedom and autonomy, suggested here by his love for the "vast landscape," has left him merely "alone," without protection. The narrator's use of the past perfect tense in the phrase "he had loved" implies that Daru's commitment to freedom has been shaken and that he realizes on some level that he would have been better off with closer attachments to other people.

For More Information

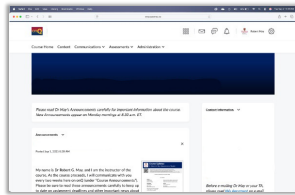
Dr May's Class Web Site
<https://www.queensu.ca/academia/drrgmay/documents/>

- "Essay Writing Notes"
- "Integrating Quotations"

The Purdue Online Writing Lab
<https://owl.purdue.edu/>

- **Essay Writing:** General Writing > Academic Writing > Essay Writing
- **Argumentative Essays:** General Writing > Academic Writing > Essay Writing > Argumentative Essays
- **Paragraphs and Paragraphing:** General Writing > Academic Writing > Paragraphs and Paragraphing
- **Writing About Fiction:** Subject-Specific Writing > Writing in Literature > Writing About Fiction

Quiz 3



<https://onq.queensu.ca>

- test your knowledge of Writing Seminar 3 by writing Quiz 3
- access the Quiz on onQ (under "Quizzes")
- the Quiz consists of a series of multiple-choice questions
- the suggested due date for this Quiz is soon, but you may complete it anytime until the last day of class
- this Quiz counts towards your final grade in the course

Queen's University Official Statement of Copyright: This material is copyrighted and is for the sole use of students registered in courses at Queen's University. This material shall not be distributed or disseminated to anyone other than students registered in courses at Queen's University. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate's Academic Integrity Policy Statement.