

ENGL 100 Writing Assignment 1 Debrief

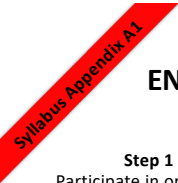


Zoom Meeting Information

- 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

	Writing Seminars	Assignment Debriefs	Live Chats
Weeks 1-3	Writing Seminar 1 (Thesis Statements)		Live Chat 1 (Short Fiction)
Weeks 4-6	Writing Seminar 2 (Essay Structure)	Assignment 1 Debrief (Thesis Statements)	Live Chat 2 (Drama)
Weeks 7-9	Writing Seminar 3 (Grammar and Style)	Assignment 2 Debrief (Essay Structure)	Live Chat 3 (Literary Non-Fiction)
Weeks 10-12	Writing Seminar 4 (MLA and Plagiarism)	Assignment 3 Debrief (Grammar and Style)	Live Chat 4 (Poetry)



ENGL 100 Writing Assignment 1

- Step 1**

Participate in or review the recording of Writing Seminar 1 on onQ.
- Step 2**

Compose a draft thesis statement that responds to the topic in Appendix A1 of the Course Syllabus.
- Step 3**

Refine your draft thesis statement to a final version using the techniques in Writing Assignment 1.
- Step 4**

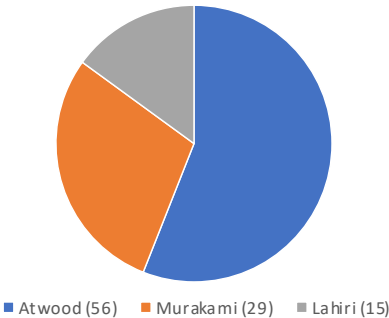
Submit the following three elements in one (and only one) document on onQ:

1. Thesis Statement  
(1 sentence)

2. “So What?” Test Paragraph  
(100 words)

3. Counterargument Test Paragraph  
(100 words)

ENGL 100 Writing Assignment 1 Topics



## ENGL 100 Writing Assignment 1 Debrief

### Step 1

- Identify the strongest thesis statement from your TA Group's submissions for ENGL 100 Writing Assignment 1.
  - Edit or rewrite the thesis statement for illustrative purposes or to correct grammatical and stylistic errors.

### Step 2

- Discuss your TA Group's strongest thesis statement, identifying why you that thesis statement to be so strong.
  - Does it adhere to the instructions given in Writing Seminar 1?
  - Does it pass the "So What?" Test?
  - Does it pass the Counterargument Test?
  - Are there grammatical or stylistic errors?

## ENGL 100 TA Group 1: Sophia Charyna

In "On Seeing the 100% Perfect Girl One Beautiful April Morning," Haruki Murakami uses a flat, wistful tone to expose how the fantasy of ideal love often masks a deeper fear of real emotional risk.

- Focuses on Form:** identifies a strong "X" (element of form), which reveals "Y" (creation of meaning or theme)
- Specific:** contains an articulation of theme that is argumentative and specific
- Concise:** not overly detailed or broad; values clarity over complexity

## ENGL 100 TA Group 2: Kaitlyn Fralick

In "On Seeing the 100% Perfect Girl One Beautiful April Morning," Haruki Murakami employs child-like prose and a stream-of-consciousness narrative to illustrate how fear of rejection creates a self-limiting cycle steeped in fantasy, suggesting that idealized love can become a shield against vulnerability, rather than a path to genuine connection.

- Clarity:** makes a clear claim about how the Elements of Fiction create meaning and reveal theme
- Specificity:** specific about the Elements of Fiction ("child-like prose," "stream of consciousness")
- Formatting:** correctly formats the title of the work in quotation marks, not italics

## ENGL 100 TA Group 3: Elizabeth Grice

In "On Seeing the 100% Perfect Girl One Beautiful April Morning," Haruki Murakami uses a deceptively simple romantic encounter set on the ordinary streets of Tokyo to suggest that modern individuals often construct emotional ideals that prevent them from forming authentic human connections, revealing the isolating effects of fantasy in contemporary urban life.

- How, Why, and "So What?":** identifies how the short story uses setting, for what purpose, and why that use is significant
- Not a "List" Thesis:** three points of focus are not squished into the thesis statement
- Connection Between How and "So What?" is Clear:** the "ordinary streets of Tokyo" is a setting obviously relevant to an argument about "modern individuals" and "contemporary urban life"

## ENGL 100 TA Group 4: Jesyka Traynor



In “Happy Endings,” Margaret Atwood uses denotative diction, universal symbolism, and repetitive syntax to emphasize the artificiality of traditional plot structure, ultimately suggesting that meaning lies in the “stretch in between” the narrative rather than in the ending.

- **Argumentative:** identifies both the literary devices present in the text as well as what they suggest about the text as a whole
- **Theme Instead of Topic:** identifies not only that the text is interested in traditional plot structure but how; confines its argument to this one point.
- **Counterargument:** passes the counterargument test and opens up a debate about what the text is implying in regard to its unconventional narrative choices

## Formatting and Presentation Instructions (Appendix A, Course Syllabus)

Please adhere to the following special formatting and presentation instructions. Students will lose 2% per violation of these instructions:

- Please use only the Times New Roman font, size 12.
- Please use only 1” margins.
- Please use only Canadian spelling (i.e., not American spelling).
- Please double-space the entire assignment, including all headings, titles, block quotations, and the list of Works Cited.
- Rather than a title page, use the first four lines at the top of the assignment to indicate 1) student’s full name, 2) the instructor’s name, 3) the course code, and 4) the date.
- Please include a descriptive title for the Essay, centred immediately below the headings.
- Please number pages on the top, right-hand corner of the page, with surname.
- Please include a list of Works Cited at the end of the assignment, formatted according to MLA style.

## Formatting and Presentation Instructions (Appendix A, Course Syllabus)

[student’s surname] 1

[student’s full name]

[instructor’s full name]

[course code]

[date]

[title]

[assignment begins here]

## Formatting and Presentation Instructions (Appendix A, Course Syllabus)

✓ margins ✓ font ✓ page no.  
Doe 1

Jane Doe

Dr Robert G. May

ENGL 100

Friday 21 October 2022

✓ headings

✓ Cdn. spelling  
Colour in Margaret Atwood’s *The Handmaid’s Tale*

✓ dbl. spacing  
In a 2015 lecture about *The Handmaid’s Tale*, Margaret

Atwood remarks, “Nothing makes me more nervous than people who

✓ title

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