

## ENGL 100 Assignment 2 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)

Syllabus Appendix A2

## ENGL 100 Writing Assignment 2

### Step 1

Participate in or review the recording of Writing Seminar 2 on onQ.

### Step 2

Compose and refine a draft thesis statement that responds to the topic in Appendix A2 of the Course Syllabus.

### Step 3

Compose an analytical paragraph based on your thesis statement that adheres to the structure outlined in Writing Seminar 2.

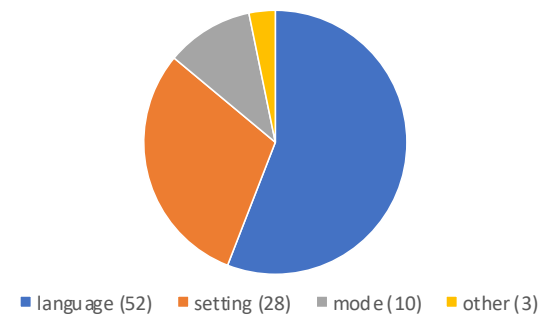
### Step 4

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

1. Thesis Statement (1 sentence)
2. Analytical Paragraph (300 words)

## ENGL 100 Writing Assignment 2 Topics

Oscar Wilde, *The Importance of Being Earnest*



From Writing Seminar 2

## 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

- the heart of the analytical essay, sometimes called the *body*
- develops a *claim*, a single idea about part of a literary text
- supports that idea with *evidence*, usually in the form of quotations
- connects the *claim* and the *evidence* with *analysis*
- consists of a sequence of paragraphs that forms the logical argument of the essay, in support of a central argument or *thesis* (Headrick 7)

From Writing Seminar 2

## Essay Structure

**[claim]** The narrator's reaction to the room suggests that she has been affected by her husband's attitude towards her, but she resists that attitude.

**[evidence]** She guesses at the history of the room: "It was nursery first and then playroom ... I should judge; for the windows are barred for little children, and there are rings and things in the walls" (131). **[1]** She also notes that the wallpaper has been stripped from portions of the walls, that the floor has been "scratched" (134), and that the bed, it seems, has been nailed down (134). **[2]** **[analysis]** These descriptions suggest a high degree of security **[1]** and also desperation in the room's former occupants. **[2]** They hint that the room was likelier to have been an asylum of some sort than a nursery, especially given the narrator's earlier observation that the house is isolated and its grounds secured (130-31). **[1, 2]** The narrator's sense that the room was used for children, therefore, shows that she has been affected by her husband's attitude, and expects that the place she will be assigned will be that of a child. **[1, 2]** **[evidence]** At the same time, however, she says, "I don't like our room a bit" (131). **[3]** **[analysis]** Her resistance to the room shows that she resists her husband's effort to reduce her to a child. **[3]** (Headrick 16-17, 133)

## ENGL 100 TA Group 1: Sophia Charyna

### Strengths

- **Analysis:** some excellent insights into the text and how form creates meaning
- **Style:** good understanding of how humour works in the text; some assignments have strong authorial voices
- **Claims:** effective use of active voice

### Weaknesses

- **Grammar and Style:** formatting deductions, misuse of punctuation, awkward phrasing, informal language, word choice, not following assignment and submission instructions
- **Evidence:** ineffective integration and/or examination of evidence
- **Theme vs Topic:** a topic is something that appears in a text; a theme is what the text wants you to learn, think, or take away about that topic

## ENGL 100 TA Group 2: Kaitlyn Fralick

### Strengths

- **Element of Drama:** effective selection of an Element of Drama and creation of an argument about how it reveals theme or generates meaning in the play
- **Argumentation:** effective development of a focused argument
- **Tone:** effective use of a professional, argumentative, and confident tone

### Weaknesses

- **Claims:** many claims simply restated the thesis statement
- **Evidence:** evidence was gestured towards (rather than quoted), used to give summary, and/or not engaged with
- **Citations:** many in-text citations were missing or incorrect

### ENGL 100 TA Group 3: Elizabeth Grice

#### Strengths

- **Thesis Statements:** complex thesis statements addressing both “how” and “why”
- **Use of Evidence:** relevant quotations used judiciously
- **Coherence:** analytical paragraphs do a good job of remaining focused on the argumentative claim

#### Weaknesses

- **Thesis vs Claim:** remember that the two are related but not interchangeable
- **Citation Issues:** chaotic in-text citations and Works Cited lists
- **Underdeveloped Claims:** that Wilde “satirizes Victorian society” or “reveals the shallow nature of Victorian society” is not an adequately compelling argument

### ENGL 100 TA Group 4: Jesyka Traynor

#### Strengths

- **Thesis:** thesis statements were much more precise than in previous assignment
- **Theme:** more of an effort was made to relate the argument to larger concerns within the text
- **“So What?”:** seeing a better understanding of how to effectively discern the “So what?” element of the argument

#### Weaknesses

- **Claims:** restating the thesis in different words instead of arguing an aspect of the thesis
- **Format:** still seeing assignments with no Works Cited (This is not optional!)
- **Analysis:** analysis that does not provide enough specifics and/or does not refer directly to the quotation
  - **Related Issue:** quoting more than you have the space to analyze in a short paragraph

From Syllabus Appendix A

### Formatting and Presentation Instructions

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.

From Syllabus Appendix A

### Formatting and Presentation Instructions

	[student’s surname] 1
[student’s full name]	
[instructor’s full name]	
[course code]	
[date]	
	[title]
[assignment begins here]	

From Syllabus Appendix A

## Formatting and Presentation Instructions

✓ 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* → ✓ title

✓ dbl. spacing

In a 2015 lecture about *The Handmaid's Tale*, Margaret

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

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