

ENGL 100-700 Zoom Meeting 3a

TA Check-In



Zoom Meeting Information

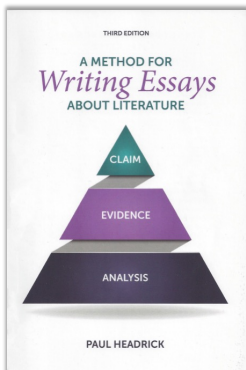
- Zoom Meetings are about 60 minutes long and are recorded.
- Recordings and PowerPoints are posted on onQ (under "Content" > "Zoom Meetings").
- Participate in the discussion by using the "Chat" window or by raising your hand under "React."
- Attendance will be taken at a random point in the meeting; your camera may be on or off.

ENGL 100-700 Zoom Meetings

Please see the Course Syllabus for specific dates and times

	a. Informational	b. Writing Seminars	c. Live Chats
Unit 1	Intro to ENGL 100	1b. Writing Seminar 1 (Crafting an Effective Thesis Statement)	1c. Live Chat 1 (Short Fiction)
	1a. Academic Integrity		
Unit 2	2a. Midcourse Exam Info Session	2b. Writing Seminar 2 (Structuring an Analytical Essay)	2c. Live Chat 2 (Drama)
Unit 3	3a. TA Check-In	3b. Writing Seminar 3 (Claim, Evidence, and Analysis)	3c. Live Chat 3 (Literary Non-Fiction)
Unit 4	4a. Final Exam Info Session	4b. Writing Seminar 4 (Some Notes on Grammar and Style)	4c. Live Chat 4 (Poetry)

Headrick, *A Method for Writing Essays About Literature*



Writing Seminar 2

- **Chapter 2: Analytical Paragraphs**
 - Initial Analysis
 - Analytical Paragraphs and Their Three Components
- **Chapter 4: Argument Structure**
 - The Difference Between a Logical Sequence and a List
 - Organizational Paragraphs and the Title
- **Appendix 2: Sample Essays**
 - A Literary Analysis Essay on a Short Story

Essay Structure

from Writing Seminar 2

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

Essay Structure

introductory paragraph	attention-getting remark	▶ Dr May
	contextualizing information	
	thesis statement	▶ Kaitlyn Fralick (TA Group 2)
analytical paragraphs	claim	▶ Elizabeth Grice (TA Group 3)
	evidence	▶ Michaela Wipond (TA Group 4)
	analysis	▶ Leena Awwad (TA Group 1)
concluding paragraph	thesis statement	▶ Kaitlyn Fralick (TA Group 2)
	contextualizing information	
	attention-getting remark	▶ Dr May

Thesis Statements Kaitlyn Fralick (TA Group 2)

Tips for Crafting a Strong Thesis Statement

- Read the assignment instructions in full:
 - Course Syllabus Appendices A, A1, A2, A3, A4, and X
- Apply the Thesis Tests as you develop the thesis statement—not only after:
 - The “So What?” Test
 - The Counterargument Test
- Use specific, precise language.
 - e.g., replace vague words such as “theme” or “conflict” with the specific theme that is revealed or the precise conflict that is depicted.
- Read your draft thesis statement aloud.

Claims Elizabeth Grice (TA Group 3)

<p>✗ “List Thesis”</p> <p>Alice Munro’s “Friend of My Youth” uses a first-person narrator, the character Flora, and changes in setting to suggest that people can never fully know one another and as such it is impossible to properly tell someone else’s life story.</p>	<p>✓ Revised Thesis</p> <p>In “Friend of My Youth,” Alice Munro’s narrator considers different possibilities and perspectives when telling the story of her mother’s time with the Grieves family, ultimately suggesting that people can never fully know one another and as such it is impossible to properly tell someone else’s life story.</p>
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Claims Elizabeth Grice (TA Group 3)

<p>Claims</p> <ul style="list-style-type: none"> • Claim 1: Munro uses a first-person narrator who acknowledges her own biases and the knowledge gaps that prevent her from being able to tell an entirely accurate story. • Claim 2: In offering different interpretations of how Flora’s life may have turned out, Munro’s narrator emphasizes that people change over time, making it difficult to draw a decisive picture of who someone really is or was. • Claim 3: In combining accounts of her own memories and dreams of her mother with the story of her mother’s days as a young teacher, Munro’s narrator suggests that contradictory ideas of who a person is or was can be equally true and important.

Evidence Michaela Wipond (TA Group 4)

Defining and Understanding Evidence

- Evidence is information that supports the claim.
- Quote only those passages that you will analyze.
- Separate the evidence from the claim and the analysis.

Integrating Quotations from Literary Texts

- The quotation must be part of one of your own sentences.
- Refer to the quotation in the present tense.
- Apply the rules of grammar and syntax to sentences that include quotations.
- Do not use a quotation as the subject of a sentence.

Evidence Michaela Wipond (TA Group 4)

Adding or Omitting Words in Quotations

- If you add a word(s) in a quotation, put brackets around the words to indicate that they are not part of the original text.
- If you omit a word(s) from a quotation, indicate the deleted words by using ellipses.
- Brackets are not needed around ellipses unless they add clarity.

Other Rules for Integrating Quotations

- Enclose the quotation within double quotation marks.
- Provide the author and specific page number in the parenthetical citation after the quotation marks.
- Use single quotation marks to enclose a quotation within another quotation.

Analysis Leena Awwad (TA Group 1)



Use Effective Repetition to Move from Evidence to Analysis

- Repeat a key word, phrase, or idea from the evidence; use that repetition to move into analysis.
- Explain the significance of the detail; connect the significance back to the claim.
- **Example:** A character stands alone at the edge of a crowd.
- **Analysis:** “The image of standing alone emphasizes the character’s social isolation and lack of connection to the community.”

Final Takeaways

- Analytical paragraph = Claim + Evidence + Analysis.
- Use purposeful repetition to move from evidence to analysis.
- Revise weak claims (awkward repetition).
- Focus on the text as the source of meaning.
- Explain significance, not just content.

Analysis Leena Awwad (TA Group 1)

Common Problem 1 Weak Claims Create Repetition

- A statement of fact is not an analytical claim. If there is nothing to prove, evidence and analysis simply repeat the same point (Headrick 14).
- ✗ “Paul is tall.”
- ✓ A better claim includes significance: what is the significance of Paul’s height?
- **Takeaway:** If your paragraph feels awkwardly repetitive, revise the claim before revising the analysis.

Common Problem 2 Meaning Comes from the Text

- Meaning emerges from the text, and not from the author.
- ✗ “The author shows the character’s emotional separation from others.”
- ✓ “The image of isolation emphasizes the character’s emotional separation from others.”
- **Takeaway:** Analysis should explain how textual features create meaning, not the author.

Introductions and Conclusions Dr May







Sample Introductory Paragraph (Headrick 93)	Sample Concluding Paragraph (Alternate Version)
<p>[attention-getting remark] Albert Camus's philosophically complex story "The Guest" is about individual freedom and personal attachments. [contextualizing information] Through the main character's geographic circumstances, his relationship with the prisoner, and the resolution of the story's central conflicts, the story makes an important commentary on the limitations of freedom. [thesis statement] "The Guest" contends 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.</p> <p>[broad to narrow]</p>	<p>[thesis statement] Individuals are ineluctably bound up with each other, even individuals who conceive of themselves as free of such attachments, such as Daru. [contextualizing information] "The Guest" reveals the limitations of Daru's freedom through his geographical placement, his unfolding relationship with the prisoner, and the counterintuitive way in which the story concludes. [attention-getting remark] Together, these aspects of the story convey that personal freedom need not involve a radical break with the society of others, but may in fact depend upon fostering personal interrelationships.</p> <p>[narrow to broad]</p>

For More Information

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 in Literature

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

	AI Drawbacks Dr Robert G. May Department of English
	Avoiding Plagiarism Dr Robert G. May Department of English
	Essay Writing Notes Dr Robert G. May Department of English
	Formatting Titles Dr Robert G. May Department of English
	Integrating Quotations Dr Robert G. May Department of English
	Short vs Long Quotations Dr Robert G. May Department of English

Attendance Check

Regular attendance at Zoom Meetings counts towards your final grade

If you are attending live:

- Enter your full name (both first and last) in the Zoom "Chat" window to receive credit for attending this meeting live.
- **No further action is required.**
- If you missed the Attendance Check and/or did not enter your full name, follow the instructions at right to receive credit.

If you are watching the recording:

- Write a one-page (double-spaced) Report in response to the question below, and submit it on on onQ (under "Assessments" > "Zoom Reports") by this Friday at 5.00 p.m. ET:
- What piece of the TAs' advice did you find most helpful, and why? How will you apply their advice in future Writing Assignments for the course?**

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