### ENGL 100 Writing Seminar 1



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

#### **ENGL 100 Writing Seminar 1**

٠



#### Appendix D1

- contains three sample paragraphs of an analytical essay:
- an introductory paragraph
- an analytical paragraph
- a concluding paragraph

#### Writing About Literature

#### What Does It Involve?

- transcending a mere emotional response to the literary work
- interpreting and critically analysing the literary work
- reflecting on the larger meanings of the literary work
- communicating interpretations and critical analyses of the literary work persuasively

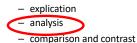
#### Who Is It For?

- people who believe literature expresses important ideas they want to know more about
- people who believe literature is complicated and want to learn about its various meanings
- people who are literate and have already read and thought about the work under consideration (Headrick 2-5)

# **Essays and Analytical Essays**

#### What Is an Essay?

- a type of *expository* writing:
  - "serving to clarify, to set forth, or to explain in detail"
- requires:
  - a strong thesis statement
  - evidence supporting thesis
  - persuasive analysis of thesis
- three main types:



#### What Is an Analytical Essay?

- analysis: from the Greek analysin

   "to break up"
- thus, an analytical essay:
  - separates something into its component parts in order to understand the whole
  - breaks the literary work into various parts and then selects one part for close examination
  - is structured in such a way to facilitate this process of separation and examination

| tory<br>ph                | attention-getting remark    |
|---------------------------|-----------------------------|
| introductory<br>paragraph | contextualizing information |
| intro<br>pai              | thesis statement            |
| cal<br>ohs                | claim                       |
| analytical<br>paragraphs  | evidence                    |
| an                        | analysis                    |
| ng<br>hh                  | thesis statement            |
| concluding<br>paragraph   | contextualizing information |
| con                       | attention-getting remark    |

#### **Essay Structure**

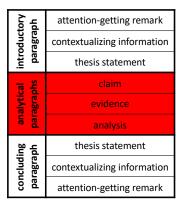
- most analytical essays contain three components, each of which contains its own three components
- analytical essays are thus highly structured rhetorically
  - each component has a specific role to play
- be sure your analytical essays contain all of these components, in this order

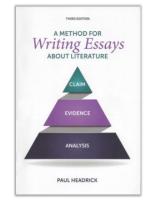
# **Essay Structure**

| tory<br>ph               | attention-getting remark    |  |
|--------------------------|-----------------------------|--|
| ntroductor               | contextualizing information |  |
| intro<br>pai             | thesis statement            |  |
| cal<br>ohs               | claim                       |  |
| analytical<br>paragraphs | evidence                    |  |
|                          | analysis                    |  |
| ing<br>ph                | thesis statement            |  |
| concluding<br>paragraph  | contextualizing information |  |
| con<br>par               | attention-getting remark    |  |

- the heart of the literary analysis essay, sometimes called the body paragraphs
  - 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)

# **Essay Structure**



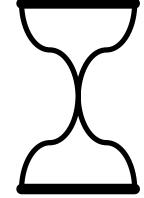


| tory<br>ph               | attention-getting remark    |
|--------------------------|-----------------------------|
| ntroductory<br>paragraph | contextualizing information |
| intro<br>pai             | thesis statement            |
| cal<br>ohs               | claim                       |
| analytical<br>paragraphs | evidence                    |
|                          | analysis                    |
| ng<br>ph                 | thesis statement            |
| concluding<br>paragraph  | contextualizing information |
| par                      | attention-getting remark    |

- the introductory paragraph (the first paragraph) and the concluding paragraph (the final paragraph) mirror each other
- they both articulate the most important part of the essay: the *thesis*
- think of the *introductory* paragraph and the concluding paragraph as the symmetrical top and bottom sections of an hourglass
  - introduction: broad to narrow
  - conclusion: narrow to broad

# Attention-getting remarkcontextualizing informationthesis statementthesis statementclaimevidenceanalysisthesis statementcontextualizing informationattention-getting remark

#### **Essay Structure**



# **Essay Structure**

| tory<br>ph               | attention-getting remark    | • |
|--------------------------|-----------------------------|---|
| introductor              | contextualizing information |   |
| intro<br>paı             | thesis statement            |   |
| cal<br>ohs               | claim                       |   |
| analytical<br>paragraphs | evidence                    | • |
|                          | analysis                    |   |
| ing<br>ph                | thesis statement            |   |
| concluding<br>paragraph  | contextualizing information |   |
| con                      | attention-getting remark    |   |

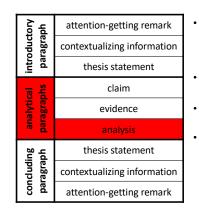
- states what the analytical paragraph is going to prove
  - the *topic sentence*, the first sentence in the paragraph
  - the "thesis" of the paragraph, connected to the main *thesis*
- makes a point about something significant that is suggested or indirectly revealed by the text
  - goes beyond the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

#### **Essay Structure**

| tory<br>ph                | attention-getting remark    |
|---------------------------|-----------------------------|
| introductory<br>paragraph | contextualizing information |
| intro<br>pai              | thesis statement            |
| cal<br>ohs                | claim                       |
| analytical<br>paragraphs  | evidence                    |
| an<br>par                 | analysis                    |
| ing<br>ph                 | thesis statement            |
| concluding<br>paragraph   | contextualizing information |
| сог                       | attention-getting remark    |

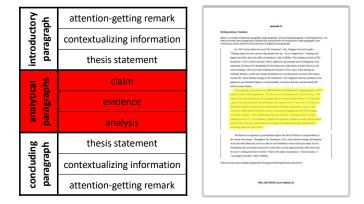
#### provides information that

- 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)



- 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)

## **Essay Structure**



#### **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)

### **Essay Structure**

٠

٠

attention-getting remark

contextualizing information

thesis statement

claim

evidence

analysis

thesis statement

contextualizing information

attention-getting remark

ntroductor hde

oaraer

analytical paragraphs

concluding paragraph

#### opening statement

- should identify:
  - the text
  - the author
  - one (or perhaps two) of its abstract topics (Headrick 48-49)
- should draw the reader in, make them interested in the topic, prompt them to read further

| tory<br>ph                | attention-getting remark    |
|---------------------------|-----------------------------|
| introductory<br>paragraph | contextualizing information |
| intro<br>pai              | thesis statement            |
| cal<br>ohs                | claim                       |
| analytical<br>paragraphs  | evidence                    |
| an                        | analysis                    |
| ing<br>ph                 | thesis statement            |
| concluding<br>paragraph   | contextualizing information |
| con                       | attention-getting remark    |

٠

#### • evidence preview

- should state what evidence
- the essay will analyse should be brief
- should avoid quoting evidence directly

#### links between evidence and

- thesis
- should articulate the connection between the evidence the essay will focus on and the theme that will be identified in the thesis (Headrick 48-49)

| tory<br>ph               | attention-getting remark    |
|--------------------------|-----------------------------|
| ntroductory<br>paragraph | contextualizing information |
| intro<br>pai             | thesis statement            |
| cal<br>ohs               | claim                       |
| analytical<br>paragraphs | evidence                    |
| an                       | analysis                    |
| ng<br>hh                 | thesis statement            |
| concluding<br>paragraph  | contextualizing information |
| con<br>par               | attention-getting remark    |

attention-getting remark

contextualizing information

thesis statement

claim

evidence

analysis

thesis statement

contextualizing information attention-getting remark

introductory paragraph

analytical paragraphs

concluding paragraph

# **Essay Structure**

- a single sentence that clearly and concisely indicates the central argument of the essay
- not the same thing as a topic: must be argumentative
  - must take a clear position on some significant issue
  - must answer the questions "Why?" and/or "How?", and not just "What?"
- characterized by all four of "the Four S's": significant, single, specific, and supportable

# **Essay Structure**

|      | tory<br>ph               | attention-getting remark    | Appendix E  |
|------|--------------------------|-----------------------------|---|
| duct | ntroductor               | contextualizing information | Writing Seminar 1 Hundwit<br>Below is a sample introductory paragraph, body paragraph, and excluding paragraph. In Writi<br>May will revea these paragraphs to befortly the districtivities of introductions, body paragraph<br>conclusions, and the will discuss the strature of field into many paramy.   |
|      | intro<br>par             | thesis statement            | See 2014 Section don't for source 10th (Handwall) Table Margung Marcola must<br>be able provided in the section of the property sets one y = 100 Margung Section 2400<br>Barganess mervices, ages the right constraintions' right in teleform. The device frame<br>distance of 1 for in solarity factorial, while the generator generator and its independen-<br>minimum of sections in the indemniatio for for solar and one and the section of their independen-<br>minimum of the indemniation of the for solar and and and and a for their of their fittees.  |
|      | cal<br>ohs               | claim                       | tension and angle is the series of sense are thereing the Minness A. Bote, many of the antinge-<br>prescriptly the Minness and Mi             |
|      | analytical<br>paragraphs | evidence                    | The origination of the state of                |
|      | an                       | analysis                    | converted it quickly. In fact, CHInd finite, due one still small "the propagate small at one<br>hanging in the at (2). This institutively suggests that approach we degrees can take hold<br>and with this smalling, small-thing more a bargey and converse plane like a generative<br>secreting appreciate and sinter.   |
|      | ng<br>hh                 | thesis statement            | The theor of an opproxime government signing has defined in an only poor<br>face rearry, fiver compary. Thermphone The Followind y 2 and, early them artising and<br>to the fact the Olderad stars that a softward is a softward in the origin of the object of the<br>Handwards may prove a starting based on the softward in the object of the opposite fact<br>the design of the design of the design of the design of the object of the opposite of the<br>based on the object of the design of the desig |
|      | concluding<br>paragraph  | contextualizing information | "van happen asyvhen" (spl in Miller).<br>Please see the Course Splitshou (Appendix 1) for general Witting Eventuar Instructions.  |
|      | con<br>par               | attention-getting remark    | (MG), 140-700 Mi Course Splinker 20   |



# **Essay Structure**

•

#### summary ٠

- briefly restates the essay's thesis
- uses different phraseology from that in the *introductory* paragraph (Headrick 52-53)

provides an extra shade of meaning to the thesis to help explain it to the reader more comprehensively

| ory<br>ph                 | attention-getting remark    |
|---------------------------|-----------------------------|
| introductory<br>paragraph | contextualizing information |
| intro<br>par              | thesis statement            |
| cal<br>ohs                | claim                       |
| analytical<br>paragraphs  | evidence                    |
| ana                       | analysis                    |
| ng<br>ph                  | thesis statement            |
| concluding<br>paragraph   | contextualizing information |
| con<br>par                | attention-getting remark    |

٠

#### acknowledgement of limitation

- may include an acknowledgement of the
- limitations of your analysis
   rationale: it is not possible in a single essay to consider all of the implications of the text, or all of the evidence (Headrick 52-53)
- for this course, it is preferable simply to review the essay's subarguments (as articulated in the preceding analytical paragraphs)

| tory<br>ph                | attention-getting remark    | • |
|---------------------------|-----------------------------|---|
| introductory<br>paragraph | contextualizing information |   |
| intro<br>pai              | thesis statement            |   |
| cal<br>ohs                | claim                       |   |
| analytical<br>paragraphs  | evidence                    |   |
| an                        | analysis                    |   |
| ng<br>ph                  | thesis statement            |   |
| cluding<br>agraph         | contextualizing information |   |

attention-getting remark

#### **Essay Structure**

#### new possibility

- may suggest a topic or focus of analysis that the essay has not covered but which it might raise in the minds of the reader
- avoids going off topic by introducing new *evidence* or presenting new *analysis* (Headrick 52-53)
- for this course, it is preferable simply to provide a simple, final sentence that provides closure for the reader, rather than a "new possibility"

# Essay Structure

| -                        |                             |   |
|--------------------------|-----------------------------|---|
| ph                       | attention-getting remark    | Appendix 12   |
| itroductor<br>paragraph  | contextualizing information | Writing Seminar I Panolekt<br>Below is a sample introducting parageoph, both parageoph, and concluding parageoph. In Writing Seminar J, D-<br>Ma, air Franzein Mena parageoph to bitmethy the characteristic al introductions, both parageophs, and<br>conclusions, only and indicate the structure of thight menage parades.   |
| introductoı<br>paragraph | thesis statement            | It is 2015 from the share of the findmatrix 7 End, Margani Almani annuk,<br>"Neading undue are more more more any paragraphic study," search happen of Almani<br>happen parylene, given the right consummation" (end as MMA). The density one noise of the<br>Bathanker's if the sharely format, which are parameter approximate and any of the<br>Bathanker's if the sharely format, which are parameter approximate and any of the<br>Bathanker's if the density format, which are parameter approximate and any of the<br>Bathanker's if the density format, which are parameter approximate and any of the<br>Bathanker's if the density format, which are parameter and any density data and bathan any of the<br>standard and the density of the density of the standard and the density of the standard and<br>standard and the density of the density of the standard and the density of the standard and<br>standard and the density of the density of the standard and the density of the standard and<br>standard and the density of the density of the density of the standard and<br>standard and the density of the density of the density of the standard and<br>standard and the density of the<br>standard and the density of the<br>standard and the density of the<br>standard and the density of |
| al<br>bhs                | claim                       | arkingly familiar, so they how strong scontibutes to everyday places in twenty-first-century<br>warson hits, these strategies an strategies in <i>The Vieturbards' I fair emphasises</i> that the institutions of an<br>opproache governmental strategies is a real possibility in the here and news, and not movely the<br>and of science firstion.  |
| analytical<br>oaragraphs | evidence                    | In the spening sum of Flavor set, Offsel database for handmaha' daping quarter, which<br>but one tensor is a subset grammine. "The flavor set of canadiab strates, "Flavor sites," which<br>arises and oxides paired on its, for the games that were flavored being. "Of Horizonty<br>splice of flavor databased, the grammabase works on contain server s <sup>1</sup> / <sup>1</sup> strate of the server<br>based and databased strates planets are subset of the server server and the server server server." In the<br>based strates the based strates are grammabased and the flavor of the flavor<br>based strates the based strates are grammabased and the flavor of the flavor server server servers are grammabased and the flavor based strates are server based and and the flavor based strates are grammabased and the flavor based strates are based strates are grammabased and the f         |
| par                      | analysis                    | converted it quickly: in fact, CEIned fields: the can will small the propagate multiple of the small of small of the small sma  |
| ng<br>hq                 | thesis statement            | The finance of an approaching parameterizing along the field of and of block at a strain parameterizing the<br>finance does ensure the response of the field-shared 2 to does which for eaching and memory<br>field of the field field and any or the a strain of the field has an or the field block the strain to the<br>(Hashington and any strain and any or share and any strain along the field hashington and the<br>Hashington and any strain and any or share and the strain along the<br>field-shared and the strain along the strain and the strain along the strain along the<br>the closers training but fit firms which along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the strain along the strain along the strain along the<br>strain along the strain along the<br>strain along the strain along the<br>strain along the strain alo          |
| concluding<br>paragraph  | contextualizing information | Cana begion appointer' (ppL in Milling)<br>Please see the Caures (platase (plagendie 1) for general Witting Sentiae Instructions.   |
| con                      | attention-getting remark    | 1960, Mr Ni Gaura Splakas M   |



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

- "Essay Writing Notes"
- "Integrating Quotations" Course onQ Page https://onq.queensu.ca
- 0.2 Writing (Claims)
- 1.2 Writing (Evidence)
- 1.5 Writing (Analysis)
- 1.8 Writing (Theme)
- 1.11 Writing (Introductions)
- **1.14** Writing (Conclusions)

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

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.