

ENGL 100 Essay 1 Debrief



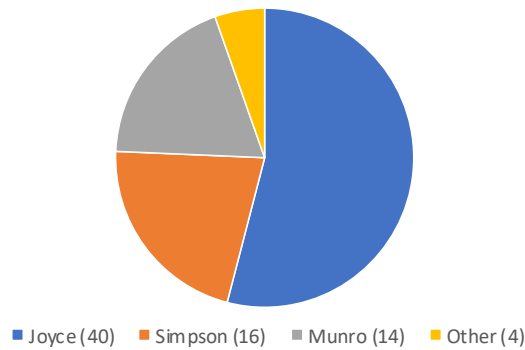
Zoom Meeting Information

- 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.

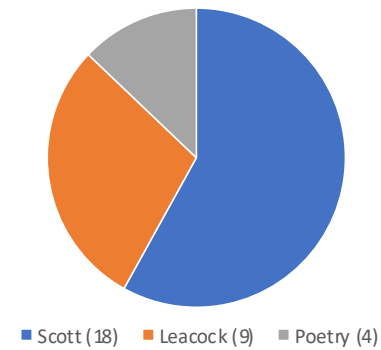
ENGL 100 Zoom Meetings

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

ENGL 100 Essay 1 Topics



ENGL 215 Essay 1 Topics



Essay 1 Debrief

- Identify your TA Group's top three strengths and top three weaknesses in their Essay 1 submissions.
- Discuss your TA Group's strengths and weaknesses, providing specific advice on how they might overcome one of their top three weaknesses.

ENGL 215 TA Group 1: Nicole Flores



Strengths

- **Quotation Integration:** excellent use of quotations that do not detract from the writing and that flow well with the writer's voice
- **Formatting and Citation:** effective use of MLA Style and proper citation is evident throughout many papers
- **Conclusions:** wrapping up papers clearly and connecting to the larger "So what?" that demonstrates the essay's contribution and significance.

Weaknesses

- **Thesis Statements:** not sufficiently contestable and too observational; do not engage with the material in a critical way
- **Summary:** using direct quotations and paraphrasing for summary instead of for providing evidence
- **Specificity:** using vague language and broad topic sentences that do not demonstrate the connection between claims and central argument

ENGL 215 TA Group 2: Kaitlyn Fralic

Strengths

- **Evidence Selection:** selecting strong evidence that supports your claims
- **Tone:** maintaining a professional and confident tone
- **MLA Style and Formatting:** strong adherence to MLA guidelines

Weaknesses

- **Paragraph Structure:** paragraphs don't have a clear point and/or lack organization
- **Thesis Statement and Argumentation:** thesis statements are too broad and/or lack arguable claims
- **Repetition and Wordiness:** restating points and unnecessarily complex and wordy sentences

ENGL 100 TA Group 1: Elizabeth Heinricks

Strengths

- **Understanding the Elements of Literature:** effective identification of key ideas at work in the chosen text
- **Introductions:** short and tidy introductions that introduce the author and work, outline the shape the essay will take, and present a succinct thesis
- **MLA Style:** effective deployment of in-text citations and other aspects of MLA formatting

Weaknesses

- **Confusion about Topic vs Theme:** remember that a theme is complete idea, not just a word
- **Lack of Direct Engagement with Textual Evidence:** remember to follow evidence with analysis connecting it back to claim
- **Identifying Titles Incorrectly:** short-story titles go in quotation marks, not italics (e.g., "Araby," not *Araby*)

ENGL 100 TA Group 2: Andrew Law

Strengths

- **Textual Knowledge:** appropriate knowledge and understanding of the primary source
- **Elements of Fiction:** appropriate understanding and description of the Elements of Fiction
- **Essay Structure:** effective deployment of analytical essay structure as indicated in Headrick and Writing Seminar 1

Weaknesses

- **Argumentation:** remember to analyze how Elements of Fiction are being used, not just that they are present in the text
- **Wordiness:** be succinct to economize on words and stay within word limit
- **Too Evaluative:** avoid editorializing and offering value judgements on authors and texts

ENGL 100 TA Group 4: Kelly McDevitt

Strengths

- **Quotation Integration:** good engagement with the text, with evidence from different parts of the stories, and integration of quotations with punctuation or embedding
- **Understanding the Texts:** good overview of the stories and descriptive details without relying on plot summary
- **Structure:** logically organized essays, internally cohesive paragraphs, effective introductions and conclusions

Weaknesses

- **Elements of fiction:** identification was often present and accurate, but analysis of how the elements support meaning in the text needed development
- **Claims:** claims were often observational or descriptive rather than argumentative, especially in topic sentences
- **Topic vs. Theme:** differentiating between a central topic discussed in the text and the theme – what the text has to say about that topic

ENGL 100 TA Group 3: Sabrina Masud



Strengths

- **Critical Engagement with the Text:** identifying theme in a way that is not too observational or obvious
- **MLA Style:** following the rules of MLA Style, especially correct integration of quotations
- **Conclusions:** linking key arguments in the Essay to the “So what?” aspect of the thesis effectively

Weaknesses

- **Thesis Statements:** identifying an argument that is not just simply stating a theme of the essay
- **Drawing on the Universal Aspect of the Thesis:** reflecting sufficiently on the greater impact of the thesis on the universe in general
- **Topic vs Theme:** differentiating the theme, which is an idea connected to a literary text and applicable to people, from an abstract topic such as love or friendship

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]

[essay 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* → ✓ 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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