

ENGL 100 Essay 3 Debrief



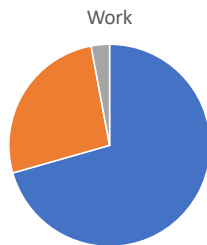
Zoom Meeting Information

- 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.

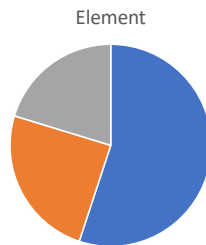
ENGL 100 Zoom Meetings

	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 3 Topics

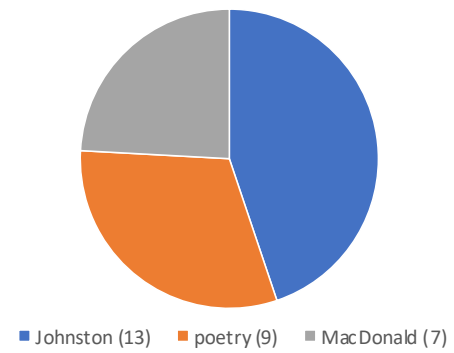


- Orwell (48)
- Al Solaylee (18)
- Barthes (2)



- truthfulness (38)
- structure (17)
- sources (14)

ENGL 215 Essay 3 Topics



- Johnston (13)
- poetry (9)
- MacDonald (7)

ENGL 100 TA Group 1: Elizabeth Heinrichs

✗ Orwell recounts seeing the prisoners “huddling in the stinking cages,”(1403) and “the scarred buttocks of the men who had been flogged with bamboos.”(1403)

✓ Orwell recounts seeing the prisoners “huddling in the stinking cages” (1403), and “the scarred buttocks of the men who had been flogged with bamboos” (1403).

in-text citation punctuation (p)

- the in-text citation belongs at the end of the sentence, but it is still a part of the sentence (it comes before the period)
- the in-text citation should appear before the comma when it appears in the middle of a sentence; it's part of the same clause as the quotation
- remember to include a space between the closing quotation marks and the citation

ENGL 100 TA Group 2: Andrew Law

✗ Orwell shifts from objective to subjective description. “Here was I, the white man with his gun ... but in reality I was only an absurd puppet” (48).

✓ Orwell shifts from objective to subjective description when he first objectively describes himself as “the white man with his gun” (48) before arguing more subjectively that “in reality... [he] was only an absurd puppet” (48).

quotation integration (integ)

- integrate quotations into the grammatical structure of your essay; don't just drop a quotation into your essay, but take some time to contextualize it
- don't quote a passage unless you have something specific to say about its literary qualities
- only quote the section you actually want to discuss (if you only need to discuss a short phrase, use quotation integration to contextualize that phrase)

ENGL 100 TA Group 3: Sabrina Masud

✗ In the text, it states, “is Miss Cardew at all connected with any of the larger railway stations in London?”. This alludes to how Jack originated from a railway station.

✓ Lady Bracknell asks, “is Miss Cardew at all connected with any of the larger railway stations in London?”. Her question about Jack's origins hints at her possible bias towards his heritage.

clarity (cl)

- the sentence addresses a speaker, but it does not indicate who the speaker is
- the absence of a specific speaker also creates confusion around who is the “it”: the character, the author, or the narrator?
- “This” in the sentence that follows causes a similar kind of confusion: what or who is “allud[ing]” to what? is it about the subtext within the dialogue or the intent of the speaker?

ENGL 100 TA Group 4: Kelly McDevitt

✗ Al-Solaylee recounts times as a child in Egypt of exposure to this strong preference for light-coloured skin.

✓ As a child in Egypt, Al-Solaylee was exposed to this strong preference for light-coloured skin.

✓ Al-Solaylee recounts that, as a child in Egypt, he was exposed to this strong preference for light-coloured skin.

misplaced modifiers (mm)

- a *modifier* qualifies or limits the meaning of a word or phrase in a sentence; a modifier can be a single word, a phrase, or a clause
- a *misplaced modifier* occurs when the modifying information appears in the wrong part of a sentence, making it unclear
- fix by moving the modifier to a different part of the sentence (generally, as close as possible to the words it is supposed to describe)



ENGL 100 TA Group 4: Kelly McDevitt

X This passage reinforces that brown people experience discrimination daily, indicating that darker-complexioned people are perceived as having less value than white people.

✓ Indicating that darker-complexioned people are perceived as having less value than white people, this passage reinforces that brown people experience discrimination daily.

misplaced modifiers (*mm*)

- sometimes, a misplaced modifier can change the wrong part of a sentence
- in this example, the modifier seems to be describing people who experience discrimination, but in fact the modifier refers to “this passage”
- It’s the passage that does the “indicating,” not the “brown people [who] experience discrimination daily”

ENGL 215 TA Group 1: Nicole Flores

X “The Village of Viger” (Campbell Scott) demonstrates resistance to progress and a connection with the natural landscape where people utilize what they are given.

✓ Duncan Campbell Scott’s *In the Village of Viger* demonstrates resistance to progress and a connection with the natural landscape where people utilize what they are given.

italics vs quotation marks (*ital*)

- place the titles of *long works* in italics
 - e.g., short-story collections such as Johnston’s *Moose Meat and Wild Rice*
- place the titles of *short works* in quotation marks
 - e.g., individual short stories such as Johnston’s “Indian Smart, Moose Smart”

ENGL 215 TA Group 2: Kaitlyn Fralic

X When white characters drink or gamble, the Christian agents do nothing, however when Indigenous characters do the same things, the agents label them sinners.

✓ When white characters drink or gamble, the Christian agents do nothing. However, when Indigenous characters do the same things, the agents label them sinners.

conjunctive adverbs (*adv*)

- conjunctive adverbs cannot be used to combine two sentences
- if the sections before and after the conjunctive adverb are complete sentences, put a period or semicolon before the conjunctive adverb
- sometimes, you can replace the conjunctive adverb with a coordinating conjunction (and, but, etc.)

For More Information



Dr May’s Class Web Site

- “Citing Prose, Poetry, and Drama”
 - “Comma Use”
 - “Formatting Titles”
 - “Grammar and Style Notes”
 - “Integrating Quotations”
 - “MLA Formatting Notes”
 - “The Passive Voice”
 - “Short vs Long Quotations”
 - “The Split Infinitive”
- www.queensu.ca/academia/drrgmay/docs/

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