Essay #2: Narration, Description, &amp; Exemplification Essay  
(Version One approx. 750 words [3pgs]; &mdash;both versions are graded  
Using your family, friends, and observations of others around you, in books, in film, on television and such, write an essay categorizing the negative or positive characteristics of people. Your thesis must contain a debatable thesis (an opinion) that links the three types of people. For example, A, B, and C are the most maddening types of people; A, B, and C are the most valuable types of people to befriend; A, B, and C make the finest friends; A, B, and C are the most productive types of people; A, B, and C are the most irritating people to be around, etc. Below are some ideas, but you are not limited to them. Think of adjectives that would describe the people around you. Please open up the attached assignment for complete instructions needed in order to pass this essay. When you're ready to submit your essay, click on &quot;Essay 2&quot; and attach  
a Microsoft Word Document in MLA format or a .pdf. You will fail the essay if you turn it in as any other format (such as Google Docs or Rich Text, etc.). If you don't have MS Word, you can access it at our library. (Make sure you click the boxes for the plagiarism agreement. Also, do not email me the essay. Finally, I expect all grammar, syntax, and punctuation to be flawless before I see it, so seek tutoring in the LRC (first floor of library.  
  
  
  
Essay Requirements  
(See Ch. 2-8 for additional guidance)  
I. Prewrite to generate ideas (Consider visiting your journal writings for ideas)  
II. The last page of your essay should be a brief, formal outline of your essay (paragraph by paragraph) (see p. 62-64 for guidance or the below template)  
III. Use MLA format (see p. 742) (double-spaced, 12pt. font, Times New Roman or Courier New, etc.)  
IV. Use two or more hooks in your introduction: Anecdote, Quotation, Profound Question or Statement, the Opposition, Statistic or Fact, Description, Definition, Comparison (simile/met.), or Brief, Engaging Background Information. Be sure to transition into the next sentence after each hook.  
V. Please state your debatable thesis (must satisfy prompt) at the end of paragraph one for this essay.  
VI. Before, after, or connected to your thesis, state the preview of points/reasons (what your different supporting paragraphs will be about). Use parallel structure for this list. Challenge yourself and try to include these within your thesis sentence. If you remember, use bold font for your thesis statement and underline your preview (reasons in support of your thesis)  
VII. Note that each supporting paragraph has a topic sentence that not only introduces the paragraph topic but also reflects the idea set forth in your thesis statement. This should insure paragraph unity.  
VIII. After the topic sentence, a paragraph will include support for the statement made in the TS. Make sure there are transitions between your examples and between supporting paragraphs to ensure coherence.  
IX. Required Support (evidence in supporting paragraphs)  
A. For Version One of Essay #2, bring in Personal, Observational (such as current events), and/or Hypothetical Examples filled with description such as concrete detail, senses, dialog, similes/metaphors, lively adj., adv., and verbs. Also be sure to analyze the examples you provide to explain how  
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each example proves the topic sentence of each paragraph. See chapters 6-8  
for guidance.  
B. No Research for Version One of Essay #2  
C. Analyze All Examples: After each example, quotation, or paraphrase,  
perform an analysis: Probe the example in order to explain how it proves the topic sentence. Ask yourself how and why the evidence relates to your topic sentence (and thus your thesis since your thesis is alluded to in your topic sentences). In other words, in order to explain how your example proves your topic sentence, you will need to analyze your examples such as particular words, images, references, and so forth.  
D. Incorporate a variety of Modes of Development such as narration, description, exemplification, comparison/Contrast, Process Analysis, Division/Analysis, Classification, Cause/Effect, Definition, Argument/Persuasion  
E. Concluding Sentence: The concluding sentence will summarize the argument being made. It may re-affirm why the argument is correct and the consequences that may occur if the argument is not heeded. If your paragraph is short and easy-to-follow, you may omit a concluding sentence. You can also use this sentence to link to the topic in the next paragraph (or you can instead tack on such transitional phrases to the beginning of the next paragraph&rsquo;s topic sentence).  
X. Concluding Paragraph: The end of an essay should therefore convey a sense of completeness and closure as well as a sense of the lingering possibilities of the topic, its larger meaning, its implications: the final paragraph should close the discussion without closing it off. You could give a recommendation, call to action, or prediction. Refer to the conclusion handout for help.  
XI. Grammar/Sentence Skills Requirements: One of our Student Outcomes for the class is for you to be able to edit your own work. Proofread for flawless academic English, varying sentence structures, figurative language, etc. Use formal language (not to be interpreted as fluffy, flowery, or verbose) instead of the vernacular or slang.  
XII. Below this line is for Version Two of Essay #2 due at the end of the semester .  
A. For Version Two of Essay #2 (the revised Portfolio Version due at the end of the semester) include a textual example from an assigned reading or from an outside source (library/Internet source).  
1. Introduce author&rsquo;s full name and full article name the first time you cite  
a source  
2. Introduce each quotation/paraphrase (Cisneros argues, acknowledges,  
adds, admits, agrees, asserts, believes, claims, comments, confirms, contends, declares, illustrates, implies, insists, notes, observes, points out, reasons, reports, suggests, thinks, writes, &ldquo; &rdquo;). This is called a Signal Phrase (see p. 722).  
3. To quote, use EXACT words from the text (don&rsquo;t alter them) and place &ldquo;quotation marks&rdquo; around these words  
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4. To paraphrase, use a reworded, restructured translation of the original quotation (so that the idea is the same, but it looks nothing like the original quotation). Even though you have reworded someone else&rsquo;s words, you must give the author credit to avoid plagiarism  
5. Include MLA citation to avoid plagiarism. After each quotation/paraphrase, place the writer&rsquo;s last name and page number in parentheses: &ldquo;The Carpet-Baggers were greedy crooks&rdquo; (Wilson 12). Note where the quotations marks end and where the period is located. If you&rsquo;ve already mentioned the author&rsquo;s name within the sentence introduction (the Signal Phrase), the omit it in parenthesis (12).  
6. If there is no author bolded right under the title, cite the article name in the text or an abbreviated title name in parentheses followed by an ellipses (three dots separated by periods) w/ quotation marks around the abbreviated title. For example, &ldquo;We are overworked by eight hours a day&rdquo; (&ldquo;Testimony. . . &rdquo; 25).  
B. Analyze Textual Examples: After each quotation or paraphrase, perform an analysis: Probe the example in order to explain how it proves the topic sentence. Ask yourself how and why the evidence relates to your topic sentence (and thus your thesis since your thesis is alluded to in your topic sentences). In other words, in order to explain how your example proves your topic sentence, you will need to analyze your examples such as particular words, images, references, and so forth.  
For Textual Example Analysis: To perform an analysis of a textual example, examine a quotation&rsquo;s parts such as word choice, tone, figurative language like personification, similes, and metaphors to show how these support the topic sentence.. You can even look at such whole story elements as the title of the story, the main idea/purpose of the story, the structure of the story if these elements help improve our understanding of why you&rsquo;ve included the example in your paragraph. An analysis can also include inferences (assumptions, interpretations, conclusions, deductions, etc.).  
When you make inferences, what was implicit becomes explicit. What can you assume from the analysis of the quotation? This is also where you draw conclusions about an example based on your own store of experience and information. You can bring in descriptive personal or hypothetical examples or bring in observational examples [like current events, widely agreed upon facts/statistics, etc.]). Also, what can you assume about the creator&rsquo;s background and biases (like presenting one person more favorably than another). Here you are evaluating the strength of the writer&rsquo;s argument based on the analysis. Is the writer&rsquo;s evidence strong? What makes his or her examples strong or weak? Is it one-sided? Can you make any assumptions about the writer based on the answers to these questions?  
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Your analysis can also include research findings that contradict the evidence you provide (quoting authorities who disagree with you) so that your argument has fairly represented and critiqued the opposition&rsquo;s views.  
C. A &ldquo;Works Cited&rdquo; page is required. This is an alphabetical listing of sources from which you quoted. It is the last page of your essay. It does not count towards your word count. For directions on the Fall 2016 and beyond way to create a Works Cited list, go to the menu to the left and click on &ldquo;MLA&rdquo; for either the power point or the .pdf. Or you can go to Learning Assignment 5&rsquo;s Course Notes.  
Works Cited (double spaced)  
Author&rsquo;s last name, First. &ldquo;Article Name.&rdquo; Book from Which Article Came. Editor&rsquo;s First and Last name, edition. city, publisher, latest year, pages of specific article listed after pp.  
Reminders:  
1. Ellipses: use an ellipses . . . (three periods with spaces in between) when omitting  
information in a quotation, but be sure sentence is still grammatically sound.  
2. Brackets: use brackets [ ] when adding or changing information within  
quotations. For example, &ldquo;They [the KKK] took the law into their own hands&rdquo; (Wilson 13). If there is a grammatical error in the sentences you are quoting, you can place [sic] right after the problem to indicate it is the original text that is incorrect not your quoting of it.  
3. Quoting Quotation Marks: If you would like to place a sentence or word in your essay that already has quotation marks around it, you need to convert those double quotation marks that are present in the textbook into single quotation marks. For example: Wilson contends, &ldquo;These men, mere &lsquo;carpet baggers&rsquo;. . . became the new masters of the blacks&rdquo; (Wilson 12).  
Also, make sure your quotation marks are facing the right direction (&ldquo;&lsquo; &rsquo; &rdquo;).  
4. Quoting Passages Over Four Lines: If in your essay a quotation is over four  
lines, indent the whole quotation two tabs (10 characters) from the left hand side of the page and do not add quotation marks to the quotation. The indent takes the place of quotation marks. Only place a period directed after the quotation but before the source in parentheses. This is only for longer quotations. It is preferable to break up most quotations so that they do not go over four lines. If reasonable, analyze the long passage in smaller sections. In other words, break up long quotations by interjecting your comments between each quotation.  
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FORMAL OUTLINE (put in info from your essay)  
I. Intro  
A. Write Thesis Statement Here:  
B. What are the preview points if separate from thesis?  
II. Topic Sentence 1 Write Here: A. Support  
1. Provide 1st Example:  
2. Provide 2nd Example:  
3. Example:  
4. Example:  
5.  
B. Support (optional)  
1. Example: 2. Example: 3. Example: 4. Example: 5.  
III. Topic Sentence 2 Write Here: A. Support  
1. Example:  
2. Example:  
3. Example:  
4. Example:  
5.  
B. Support  
1. Example:  
2. Example:  
3. Example:  
4. Example:  
5.  
IV. Topic Sentence 3 Write Here: A. Support  
1. Example:  
2. Example:  
3. Example:  
4. Example:  
5.