ESSAY 1 (IN-CLASS) - ESSAY LENGTH: 600 WORDS MINIMUM - CHOOSE ONE:

1. Identify a specific "issue" (41-48) or a single topic of literary study (25-26) [other than Lynda Hull’s "The Night Waitress"] in one specific poem or story in Chapters 1-4 of Part 1 of the textbook Making Literature Matter, and write a literary analysis explaining how the author or poet defines and argues that issue or topic.

2. Based on your reading of one specific poem or story in Chapters 1-4 of Part 1 of the textbook Making Literature Matter, identify the author’s or poet’s argument with reference to claims, persuasion, audience, evidence, and/or warrants (48-53). Be very specific with your thesis concerning one or more of these elements.

INSTRUCTIONS (READ ALL SEVEN BEFORE YOU BEGIN):

1. With the prompt as your subject and thesis guide, prepare a first draft of the essay (600 words minimum).

2. Rewrite and revise the final copy in class in a standard blue book.

3. Revise thoroughly with the course revision guidelines and your own cumulative markings from previous writing exercises (grading standards).

4. Write with either a pen (blue or black ink) or pencil (dark lead, No. 2 or similar).

5. Skip a line between each line of writing.

6. Paraphrase and parenthetically document (MLA) references to poems by line numbers and prose by page number in parentheses following each reference, followed by a period. You will lose grade points if you do not.

7. Place a word count at the end of your essay.

In addition to the general guidelines presented in Schilb and Clifford’s Making Literature Matter (77-78) for revising essays or writing exercises, follow these guidelines:

1. Choose a very specific thesis; expand, explain and analyze that thesis in great detail. Every sentence in the essay should explain, reveal, or give support to your thesis. Make your thesis (an issue, an element of argument, or topic of literary study) the subject of every sentence.

2. Do not summarize the plot or discuss the content of the story, poem, or essay; focus instead on following your support with specific discussion, comments, and analysis; do not generalize; be specific.

3. If you word-process your first draft, print out and proofread the text with the course revision guidelines for grammar, clarity and conciseness, including passive voice, auxiliary "be" verbs, usage, and inaccurate or informal phrasing.

4. A spell-check or grammar-check feature can only find basic corrections; proofread independently from a printout.