

# A quick note on Headers

- Headers go in the upper LEFT side
- Your name
- Mrs. McCarthy
- Honors 10 \_\_\_\_ hour
- Date

# A quick note on tags

- Title- great
- Author- of course
- Genre- only if it is important
  - You don't need to say “realistic fiction”
  - That's already implied by the word “novel” or “story”

# Body Paragraphs & Conclusion

# Body Paragraphs: 1. Topic Sentence

- A controlling idea that relates back to reasons given in the thesis.
- This idea will direct the paragraph's development.
- Can address the counter argument

For Example:

- Romeo's impulsive nature can be seen from the beginning of the play.

## 2. Explain the controlling idea

- *Support Sentences* gives more specific information about the topic in general.
- This is where direct text quotes go.

For Example:

- Romeo's impulsive nature can be seen from the beginning of the play.
  - In Act I.i, Romeo says that Rosaline is beautiful but adverse to love, and it's killing him; he says, "she's fair I love" (1.1.206), but "She hath forsworn to love, and in that vow / Do I live dead that live to tell it now" (1.1.223-224).

### 3. Provide multiple examples for support

- Provide support or evidence for the idea/explanation.
- This establishes a relationship between the main idea and the explanation.
- An *Elaboration Sentence* gives more specific detail about a particular *Support Sentence's* topic.

For Example:

- Romeo's impulsive nature can be seen from the beginning of the play.
  - In Act I.i, Romeo says that Rosaline is beautiful but adverse to love, and it's killing him; he says, "she's fair I love" (1.1.206), but "She hath forsworn to love, and in that vow / Do I live dead that live to tell it now" (1.1.223-224).
    - » Romeo is pining away for a girl he knows next to nothing about, swearing that no girl will ever be as good or beautiful as Rosaline.

## 4. Explain and analyze the examples

- An *Elaboration Detail Sentence* (or Secondary Support) gives more specific detail about a particular *Elaboration Sentence's* topic.

For Example:

- Romeo's impulsive nature can be seen from the beginning of the play.
  - In Act I.i, Romeo says that Rosaline is beautiful but adverse to love, and it's killing him; he says, "she's fair I love" (1.1.206), but "She hath forsworn to love, and in that vow / Do I live dead that live to tell it now" (1.1.223-224).
    - » Romeo is pining away for a girl he knows next to nothing about, swearing that no girl will ever be as good or beautiful as Rosaline.
    - » Romeo is so convinced that Rosaline is perfect for him, and that he is so lost without her, that he doesn't even want to go out to a party, despite the fact that he might meet someone new.

## 5. Complete the idea and transition into the next paragraph

- Tie up any loose ends in your paragraph and make sure your reader will understand the paragraph's importance.
- Transition the reader to your next development in the next paragraph.
- Transitions signal relationships between ideas; they establish logical connections between paragraphs; they function as signals for the reader so he/she knows what to do with the given information

# Put it all together

Shakespeare begins his examination of **Romeo's impulsive nature** right from the start. In Act I.i, Romeo says that Rosaline is beautiful but adverse to love, and it's killing him; he says, "she's fair I love" (1.1.206), but "She hath forsworn to love, and in that vow / Do I live dead that live to tell it now" (1.1.223-224). Romeo is pining away for a girl he knows next to nothing about, swearing that no girl will ever be as good or beautiful as Rosaline. In fact, Romeo is so convinced that Rosaline is perfect for him, and that he is so lost without her, that he doesn't even want to go out to a party, despite the fact that he might meet someone **new**. With the scene, Shakespeare is perfectly laying out the problem with young people in love. They see the world in such black and white terms of absolutes, that Romeo is already willing to accept his end over a girl he knows nothing about. His impulsive nature, seen in this willingness to give up all hope, only gets worse as the play progresses.

# Dealing with the Counter-argument

- When writing about a controversial issue, you must address the other side
- While you need to acknowledge them, you do not have to agree with them.
  - For Example
    - While there are those who think this play is about the beauty of love, a closer look at what Shakespeare is doing shows that is not the case...

# Conclusions

- **DO NOT:** begin with ‘in conclusion’ or ‘in closing’; state the thesis for the first time; introduce a new idea; end with a rephrased thesis statement; make appeals that are out of sync/tone with the rest of the paper; include evidence/support that should be in the body
- **DO:** ask yourself ‘so what?’ to figure out the importance of your topic; refer back to the introduction; synthesize and show your reader how your argument, examples, and ideas fit together; include provocative insight

# Making an Outline

## I. Intro

I. Hook

II. Thesis

## II. Topic Sentence 1

I. Support sentence

II. Elaboration sentence

III. Elaboration detail sentence

IV. Pull it all together/Tie up loose ends/Transition

## III. Topic Sentence 2...

## IV. Topic Sentence 3... (counter)

## V. Topic Sentence 4...(best evidence)

# Conclusion Outline

## VI. Conclusion

### I. Restate/ Remind thesis

Ex: Throughout the play, Shakespeare repeatedly shows Romeo to be a force of impulsive, and dangerous chaos.

### II. Call to action/ How to read

Ex: It must be recognized by any reader, that Shakespeare meant for this character to be seen like this in order to ...