

ENGL201: Introduction to Modernism

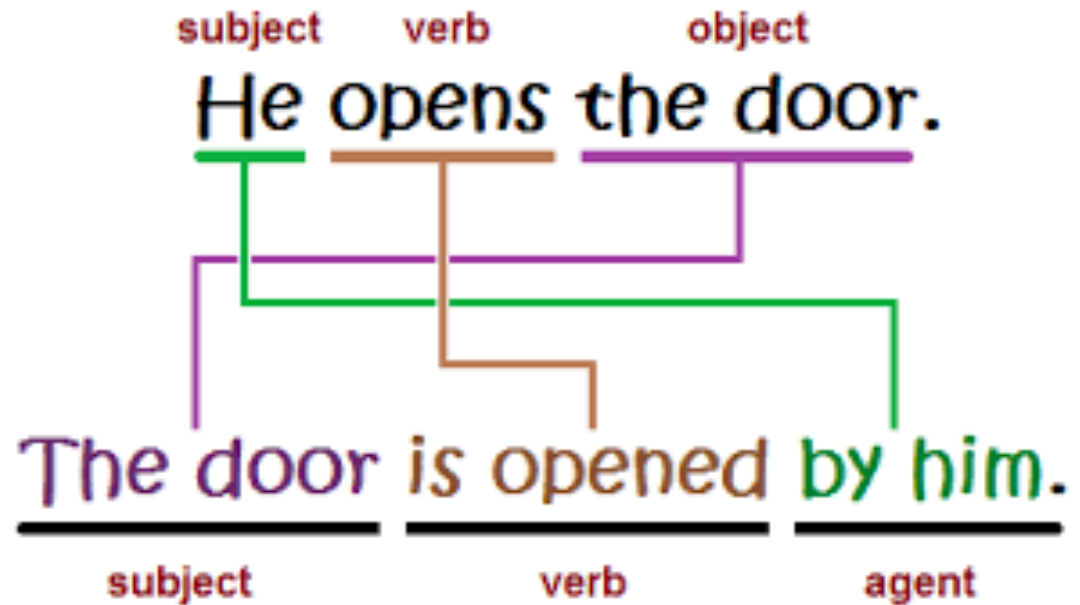
Writing and Grammar Workshop



Grammar Problems

- Comma splices and Semi-colon usage
 - If you put a period where the comma is, do you make two complete sentences?
 - <http://theoatmeal.com/comics/semicolon>
- Passive Voice
 - “All the food was eaten.”
 - Look out for the verb “to be.”
 - Can you write “by zombies” after this sentence?
- Pronoun Agreement
 - “He” and “she” are singular.
 - “They” is plural.*

Grammar of
the Passive
Voice





In “Flu”, the narrator’s description of Aldo’s reaction to Faye’s recovery suggests that positive developments can be derived from unpleasant situations. The author describes Faye’s “grim”(1) transition to recovery, “After days of nausea, vertigo diarrhea...Faye felt better”(1). However, on learning that Faye had just recovered from her sickness, Aldo claims, “everyone should get sick”(1). This ironic statement implies that Aldo sees Faye’s “grim” experience as a positive one. The situational irony can be seen in the fact that Faye’s recovery is best described as gruesome due to the author’s multiple references to excrement and abnormal bodily functions. Hence, during the story, the connotation of Faye’s sickness changes. This is illustrated in the fact that Aldo claims that “everyone” should go through that same experience. The story’s progression therefore takes an unexpected turn as the initial “grim” situation leads to something good. This notion is even taken further as Aldo, did not only see the sickness as positive but also, believed that he and Faye falling in love “started with the flu”(1). This, more or less universally, desirable experience of falling in love illustrates how the events following Faye’s sickness show that positives can come from seemingly unpleasant situations.

Non-obvious thesis statements

- The “any competent reader” test
- Can you put your thesis in this formulation:
 - Although at first it seems x, in fact y.

Thesis Statement 1

John Donne's "A Valediction: Forbidding Mourning" is a presentation of a man's reaction to a physical separation between him and his lover. Initially, the poem presents the speaker coming to terms with the separation by exalting his love through metaphor and simile; however, the final simile of the compass reveals that he is not actually accepting of their separation.

Thesis Statement 2

Although “A Valediction: Forbidding Mourning” appears at first to describe two lovers bidding farewell to each other reluctantly, in fact, the speaker plays a domineering role while his lover plays a dependent role in their love. Similes and metaphors help intensify the speaker’s selfishness and his aspiration to control his wife. In this essay, I will use similes and metaphors of “men’s death”, “gold” (24) and “compass” (26) to substantiate my view.

Thesis Statement 3

John Donne's "A Valediction: Forbidding Mourning" is a timeless poem about a couple dealing with the struggles that accompany a physical separation in their relationship. Some relationships may weaken when one partner is forced to be away from the other for an extended period of time; however, this poem displays how some can be strengthened. In the poem "A Valediction: Forbidding Mourning," the speaker uses powerful metaphors and similes to express the theme that true love, not merely superficial love, can never be severed or broken.

What does a paper look like?

- Introduction
 - Thesis Statement
 - Roadmap
 - Significance
- Body Paragraphs
 - “Movements” in argumentation
 - Evidence that builds as the essay progresses
 - Topic sentence → Evidence → ANALYSIS! → Significance
- Conclusion
 - Summary of argumentative conclusions
 - Reiteration of thesis statement from an enriched perspective
 - Expansion beyond the scope of the paper

Analysis and Argumentative Relationship

- Analysis is the the activity of argumentation. Without analysis, related to a centralized argument, you have not written an essay.
- Exercise in understanding the process of argumentation: at the beginning of *every sentence* (or independent clause) in your paper, use a conjunctive adverb that demonstrates the relationship of that sentence to the previous one.

Body Paragraph Function

- Structure of Essay as described in your Roadmap.
- Each paragraph constitutes a “movement” in your paper.
- Evidence is not discrete, but builds as the paper progresses.

Body Paragraph Structure

- *Topic Sentence*: A brief statement that describes, *in specific terms*, the argument that will be demonstrated in the paragraph. A mini-argument or sub-argument to the thesis statement. **Opening frame of paragraph.**
 - *Evidence*: Aspects of literary expression that support the topic sentence. **What elements of the text demonstrate your argument? Literary expression? Textual structure? Metre? Sonic qualities?**
 - *Analysis*: Draw the important elements of literary expression out and explain what effect they have. **This is the most important part of your paragraph. This is where you prove your argument.**

** There can be more than one evidence-analysis pair in your paragraph, but they must build on one another and they must serve your mini-argument. **
- *So What?* Close your paragraph by relating your analysis back to your thesis statement. Demonstrate why what you have done is important. **Closing frame of paragraph.**

Evidence Integration

- The use of evidence requires three elements:
 - Framing.
 - Grammatical integration.
 - Analysis.

Framing and Grammatical Integration

- Golden Rule: Your use of evidence must fit grammatically into your sentence.
- You must give some indication, however brief, of why you are using this evidence; this information should consist of an sentence-level introduction of evidence, and then your analysis.
- The colon is your friend.
 - “The narrator’s perception of events fragments in situations of stress: the sentence “xyz” is uncharacteristically short and it establishes a false causality in which x equals y. The intense emotional strain of these situations manifests in her speech.”
- “For instance,” and “For example” are your friends.
- <http://www2.ivcc.edu/rambo/eng1001/quotes.htm>

Conclusions

- Summary of argumentative conclusions
 - Strategy: Go through all the “so what” statements from your body paragraphs and distill the *argumentative* takeaway from them.
- Reframing of thesis statement from an enriched perspective
 - You’ve taken us through your analysis already, show us how our understanding of the work has deepened in relation to the thesis.
- Expansion beyond the scope of the paper
 - Ask yourself: What was I not able to address in this paper? Where are other places that I could take this argument? What might be the wider significance of this argument?