

## ENGLISH 2332 – ESSAY THREE: (600 WORDS MINIMUM) – WEEKS 13-15

Check the final exam schedule and syllabus for your specific section and time. Remember to revise with the guidelines; paraphrase and cite your examples; follow each example with a specific analysis.

### Choose one:

1. Choose a response paper topic from the remaining authors and cultures in the course (Japan, Mali, Machiavelli, or Montaigne) and develop that thesis into a full essay.
2. Trace a common idea or image that appears throughout the poetry or prose of one of the works from week thirteen through week fifteen. How does this idea or image reflect the purpose of the work? Be specific with your paraphrases and documentation.
3. Based on the classroom (the American cultural setting) and introductory discussions (textbook) of language and translation, which works are the easiest and which works are the most difficult to translate linguistically or culturally with reference to the twenty-first century sensibilities? What ideas, images, and/or characters give specific works a lasting legacy, and/or which ideas, images and/or characters continue to be alien or mysterious?
4. **Optional:** Based in the readings from week thirteen through fifteen, develop a specific prompt that includes two or more works. You must submit this prompt to the instructor for approval.

### ADDITIONAL FORMAT GUIDELINES AND IN-CLASS INSTRUCTIONS

#### (READ ALL SIX BEFORE YOU BEGIN):

1. With the prompt as your subject and thesis guide, prepare and bring a first draft of the essay to class (**600 words minimum**).
2. Write with either a pen (blue or black ink) or pencil (dark lead, No. 2, HB, or similar).
3. Rewrite and revise the final copy in class in a standard blue book.
4. Do not write on the back of the notebook paper.
5. Skip a line between each line of writing.
6. Place a word count at the end of your hand-written essay.

# REVISION GUIDELINES – ENGLISH 2332

Revision checklist items below cross-reference to *The Brief New Century Handbook* (4<sup>th</sup> edition).

## CLARITY & CONCISENESS : PASSIVE VOICE, AUXILIARY “BE” VERBS, USAGE (VERBS, NOUNS, PRONOUNS)

- \_\_\_ [ **PV** ] Revise passive voice for active voice. [ **25g** ]  
**Example (passive):** The character is described as foolish. **Revision (active):** The author describes Tartuffe as foolish.
- \_\_\_ [ **be** ]: Omit auxiliary or helping verbs (unless an ongoing action): **is / are, was / were, be / being**  
Revise or replace with active, concise verbs. [ **25c** ]  
**Example:** “The author argues that...” (concise: argues) versus “The author is arguing that...” (wordy: “is arguing”)
- \_\_\_ [ **U-V** ]: Avoid these nonspecific verbs: **use / utilize / employ, seem, show, display, exhibit, portray** [ **32** ]
- \_\_\_ [ **U-N** ]: Avoid these nouns as subjects in sentences: **thing(s), the reader, the audience, today**  
Keep the focus on the author and/or thesis, unless a prompt-specific question about “audience.”
- \_\_\_ [ **U-P** ]: Avoid these pronouns and pronoun adjectives as subjects: **I, me (my), you (one, your), we (us, our)**  
Keep the focus on the author and/or thesis subject, – unless a prompt-specific personal experience question (“I,” “me”). [ **5d** ]
- \_\_\_ [ **phrasing / logic** ]: informal or vague phrasing; reasoning. [ **36c-f** ]

## ORGANIZATION & CONTENT

- \_\_\_ [ **analysis / develop** ]: Follow examples with a well-developed discussion, analysis, point, or claim. [ **7h** ]
- \_\_\_ [ **ex** ]: Introduce and document appropriate examples and evidence - see **MLA** and **PS** below. [ **10, 12** ]
- \_\_\_ [ **combine** ]: Subordinate and coordinate sentences. Do not begin with conjunctions or conjunctive adverbs. [ **33** ]
- \_\_\_ [ **MLA** ]: Paraphrase and parenthetically document examples and evidence according to the *MLA Handbook*.  
Parenthetically document all textbook references to prose by page number and poetry by line number(s).  
Avoid quotes (paraphrase and cite), and check for plagiarism. [ **10, 12** ]
- \_\_\_ [ **P / ¶** ]: Paragraph length (4 to 7 sentences on average). [ **5f** ]
- \_\_\_ [ **PS** ]: Do not write long plot summaries. Support your analysis with brief documented paraphrases. [ **1, 10** ]
- \_\_\_ [ **thesis** ]: Define the thesis clearly, according to the textbook prompt. [ **6** ]

## BASIC GRAMMAR & PUNCTUATION

- \_\_\_ [ **AGR** ]: Agreement between subject-verb / pronoun-antecedent. [ **26, 24** ]
- \_\_\_ Punctuation: [ **c or no c** ]: commas, [ **sc or no sc** ]: semi-colons, [ **a or no a** ]: apostrophes, [ **p** ]: periods, [ **h** ]: hyphens,  
[ **qm** ]: quotation marks, [ **col** ]: colons, [ **cap or no cap** ] capitalize. [ **39-45** ]
- \_\_\_ Sentences: [ **FRAG** ]: Fragments, [ **RO** ]: Run-on sentences, [ **CS** ]: Comma splices. [ **28, 29** ]
- \_\_\_ [ **SENSE** ]: Basic grammar and sentence structure – subject-predicate, etc. [ **23-25, 30-31** ]
- \_\_\_ [ **sp** ]: Spelling [ **49** ]