REQUIREMENTS FOR 3rd ESSAY/POEM RESPONSE PAPER--Comp. II

AUDIENCE: the class members who have already read your poem (summary is UN-necessary for this assignment).

PURPOSE: to RESPOND to one or more elements from one of the many poems in Chapters 15 & 16 in our class text that we have read and discussed in class. (By elements, I mean plot, character, setting and situation, etc.)

LENGTH: Have at least two-to-three, FULL, typed, double-spaced pages of text without counting the heading information on the first page. MORE is OK.

****Pre-Writing****

--Pick ONE of the many poems read by the class and from your class textbook.

--Find a connection with the poem because either you are female and the narrator is female or because the story speaks about something you know well. (Many of the poems we read are about love and relationships.)

--Use careful annotations to make sure you understand all the intricacies of the poem before you write. (See Chapter 17 in Literature: Craft and Voice and follow the authors’ advice on how to write this paper.)

--outline, plan and shape your draft before you even write it or you might not end up with enough material for the paper.

****Drafting****

--Make sure you have a title for your essay, other than the poem’s title. Use your connection with the poem as a “hook” for your readers, to pull them into your essay.

--State a clear point/thesis somewhere in the beginning of the essay, which clearly establishes your response to the poem. Be sure this thesis is clearly stated and obvious to any reader. It doesn’t have to be the last sentence of the first paragraph—a traditional place—but it should be up front somewhere.

--Use the body of your essay for evidence which supports your response to the poem you have chosen (remember that a quote from the poem should be followed by the line number from the poem in parentheses). Also, be sure to explain each point you make thoroughly so that the reader sees how the point relates to your thesis.

--Use the conclusion to reiterate your thesis--not verbatim--and to wrap up your argument, making a final point in YOUR OWN WORDS.

--Use the model essay drafts in Chapter 17 of Literature: Craft and Voice for help in writing your own draft for peer-critiquing and for revising.

--Follow the calendar attached to your syllabus for all due dates.

****Revising****

--Start with your peer-critiques and the critiquers’ suggestions and see Chapter 17 in our Poetry volume for help here.

--Use the MLA paper format listed in either of the class texts (MLA format means one-inch margins, 10 or 12 point font size, regular typing or computer paper, no title page, 4-part heading in the upper left, etc.) (See LB Brief Handbook for MLA format.)

--DO NOT USE ANY OUTSIDE SOURCES FOR THIS ASSIGNMENT!!!!!!! AVOID PLAGIARISM!!!

--ALSO, BE SURE TO USE A PROCESS TO WRITE THIS PAPER AND BE READY TO TURN IN THE WHOLE PROCESS ON THE DUE DATE. (FOLLOW THE SUGGESTIONS ON THE WRITING PROCESS IN CHAPTER 17 OF OUR CLASS TEXT. A FINAL DRAFT WITHOUT PROCESS WILL NOT BE GRADED. SOME EVIDENCE OF PROCESS MUST BE PRESENT. SEE YOUR SYLLABUS FOR MORE INFORMATION.)

NOTE: Remember to trust the instincts you have developed from reading and annotating poems and discussing them in class these past weeks. If you have any problems along the way, stop by my office during office hours and see me or go to the Writing Center for help. Also, remember that you will be able to revise this paper, so give it your best shot for both peer-critiques and the first graded version, and then I will give you more guidance for further revision.