

The numbers below and the accompanying remarks will replace most comments made by your instructor.

DFD—Didn't Follow Directions

0. Your essay does not **A**nswer the **P**rompt (AP); consequently, this causes me **A**gony, **P**ain, **A**nxiety, and **P**ressure
- 0.5 Your essay is Underdeveloped (i.e., It's too short!)

Introduction of the Essay

1. **(A)** We need Spiderman to come in here and save the day! Channel your inner Peter Parker and develop an engaging web that captures your audiences' interests and attention!!!! **(B)** Ineffective use of examples in your introduction. **(C)** You need to develop your introduction further by developing the concept or exigence you wish to discuss more completely.. (i.e. Your introduction is too jumpy and/or I don't know why you are talking about what you are.)
2. **(A)** Your introduction is *strong* and *illuminating*, and ultimately *effective*. **(B)** Your introduction is *adequate*.
3. **(A)** Your thesis is weak, oversimplified, ineffective, or doesn't **A**nswer the **P**rompt **(B)** Your thesis does not contain a clear *universal/unifying idea* (i.e., You may need an "in order to..." statement) **OR** *the answer to the prompt is wrong or incomplete* **(C)** The quote in your thesis is *ineffective* and/or *incorrect* **(D)** Adjectives need to be added or stronger for your literary/rhetorical terms **OR** you need to add powerful verbs to your literary/rhetorical strategies.
4. **(A)** Your thesis is *effective*; it is both clear and intelligently addresses all aspects of the prompt. **(B)** Your thesis is *adequate*. **(C)** *Effective* use of a quote to convey the UI.

Body Paragraphs

5. **(A)** You do not have a clear topic sentence and must assert a clear idea at the beginning of the paragraph **OR** You need to generally refer to the example that will show up in your paragraph **(B)** You need to add a "why"/ "in order to..." statement to give your topic sentence purpose **OR** your "why" is incorrect.
6. **(A)** Awesome!!! Nailed it!!! I'M AMPED!!! Nice *effective* topic sentence **(B)** *Adequate* topic sentence.
7. **(A)** More examples will help prove this point. Examples are too few to convince the reader of the validity of the argument. **(B)** *Your examples may be ill-chosen or incorrect*. **(C)** Your example is too abstract, too hypothetical, or not detailed enough **OR** you need to insert actual textual evidence from source material. **(D)** Your textual evidence is too long **OR** you provide too much summary.(5 sentences max for summary)
8. **(A)** Impressive, interesting and well explained example used to *effectively* demonstrate your point. **(B)** *Adequate* example
9. **(A)** *How?—So?—This is important because...?*—You need to explain how your example(s) prove your point; explain its relation to your universal/unifying idea found in your thesis **(B)** Your analysis may be off topic/tangential, incorrect or fallacious. **(C)** Your analysis is too vague and/or more analysis is needed; develop your ideas; try using the word "because."
10. **(A)** Insightful, well-developed analysis: Quite *effective!* **(B)** Good idea presented; *adequate* explanation.
11. You should lead into your next body paragraph by connecting it in some way with the prior. If you can't do this, your paper isn't unified **OR** you need to use transitional language within the paragraph in order to relate the ideas and/or examples within your paragraph.
12. Logical and smooth transition.
13. **(A)** Ineffective organization. **(B)** You are presenting a new idea and, therefore, need a new paragraph.
14. *Effective* organization.

Conclusion of the Essay

15. **(A)** Your conclusion is weak or disorganized. **(B)** Your conclusion is underdeveloped; you need more. **(C)** Your conclusion should extend the argument or ideas presented in your thesis. (i.e., Channel your inner Cinderella and leave your glass slipper.)
16. **(A)** *Effective* thematic/universal observation that is presented; Prince Charming is coming! **(B)** *Adequate* initial presentation of ideas that summarizes, yet also extends your argument.

Spelling/ Grammar/ Syntax/ Reference

17.

- A. Spelling error; use spell check, the computer, a dictionary, or a peer editor.
- B. Word or letter omission; I can't tell what you are trying to say if you don't actually write it in your paper.
- C. ***OMGosh!!!! NEVER*** use text speech in your papers! ***LOLI***
- D. Capitalization error

Diction

- 18. (A) Effective diction. (B) Effective strategy/technique identification
- 19. (A) Ineffective, weak, incorrect or limited diction. (B) Incorrect strategy (verb)/technique (literary/rhetorical term) identification

Syntax

- 20. Effective, varied, and purposeful syntax.
- 21. "Awkward this section is, think you not?"-Yoda.
- 22. This was an effective use of a rhetorical question. Don't you think so?
- 23. Ineffective use of a rhetorical question. Why are you using one here? What were you thinking?!
- 24. Sophisticated, confident, and knowledgeable voice.
- 25. You sound like a robot. Does Not Compute.

Grammar/MLA/Voice

- 26. Sophisticated use of grammar conventions.
- 27. (A) Comma or semi-colon error (B) Agreement error (C) Run-on sentence (D) Sentence fragment (E) Other punctuation error (F) Other syntax error
- 28. Effective use of MLA rules.
- 29. Incorrect Formatting of citations or Works Cited.
- 30. Clear references that effectively clarify ideas and use of pronouns.
- 31. (A) Vague or Vacuous ideas (B) Unclear pronoun reference: I don't know who *he*, *she*, or *it* is. (C) You really, really should not use lame, evaluative language in a rockin' analytical essay. (D) Overly superfluous, repeated idea; you said this already; I think you've mentioned this before; okay, I get the point already—it's time to move on to ANOTHER topic!

Point of View/Verb Tense

- 32. (A) You used first and/or second person narrative effectively; I'm sure of it! (B) Effective verb tenses consistently used to help literature live.
- 33. (A) I do not understand why you would use first or second person narrative pronouns in an analytical essay. (B) Tense shift. Remember: just like when camping, stay within your *tense*; it's much safer if you want to live. (C) Use present tense in literature discussion and analysis.

Quote Integration

- 34. Effective use of quotes; they are embedded nicely into your own syntax. Elsa would be proud because you really "Let it *FLOW!*"
- 35. (A) Ineffective use of quotations. (B) You should steer away from starting a sentence with a quote and/or using it as its own sentence. Use context to introduce your quote and make sure to channel your inner Elsa: just "Let it *FLOW!*" (C) You must provide more context in order for your quote to be effective.

Argumentative Elements/Holistic Comments

- 36. Effective use of qualifiers to help focus your argument: probably, may, might, most, seemingly, etc.
- 37. Always avoid absolute words: all, every, each, any, anyone. These words definitely suggest naïve thinking and weak logic. Try some qualifiers; it seems like everyone is doing it!
- 38. Nice, clear, legible, and/or unique hand writing.
- 39. I cannot read your handwriting. Ιφ Ι χαv□τ ρεαδ ιτ, Ι χαv□τ γραδε ιτ. (←If I can't read your writing, I can't grade it.)
- 40. Effective style throughout, pleasant and enjoyable to read. Huzzah! Bomb Essay!

