What Makes a Great Paper?

Not sure?

Use This Packet as Your Resource to Success

and

Ask Questions

and

Visit the Literacy Center

Introductory Paragraph: pages 2-15 (lots of student examples)
Thesis Statement: page 16
Conclusion Paragraph: page 17
Quote Incorporation: page 18
Research Quote Incorporation: page 19
Transition Words: pages 20-21
Essay Punch List: pages 22-24
Quote Incorporation II: pages 25-26 (sample sentence stems to introduce evidence)
First Impressions Can Be Everything!

Fact: Audiences most vividly remember the first and last thing they see, hear, or read.

Introductions:
- Hook
- Transition
- Introduction of topic
- Transition
- Introduce title and author
- If needed, ONLY place where BRIEF summary of plot is acceptable!

Specific and narrow

Broad and general

Hook:
- A startling fact or statistic
- A story
- A quotation from an outside source with a citation.
- A reference to current events
- Vivid imagery (without using personal references)

Introduction of Topic:
Give general discussion about the claim of your paper. Consider making links to historical or current events that might tie into your theme.

Introduction of Title, Author, & Text/Narrowing/Bridge:
Mention the title of the text(s) being analyzed as well as their respective author(s). Should provide a brief 1-2 sentence clarification of how the text fits your hook.
GRAB MY ATTENTION AND WOW ME!

Review the following guidelines on creating creative titles, introductions, and conclusions to your papers.

**Titles**

A strong title is similar to a good newspaper or magazine title—it attracts the readers’ interest and makes them want to investigate the essay. Also, it displays the tone of the essay. For example, it could be funny, witty, or serious. One good technique is to use wordplay within the title (example—Coffee: New Grounds for Concern). Use your creativity to attract the readers, and avoid bland obvious titles (example—Compare Contrast Essay). Also, there is no need to underline your title or put quotation marks around it.

**Introductions:** You MUST you one of these strategies to open with:

Have fun with the intro—make an impression! This is the first crucial aspect of the introduction. From there, it’s necessary to have a bridge that links the attention grabber to the thesis, which is the last sentence of the introductory paragraph. (A = teacher creation; B = actual student introduction paragraph)

1. **Intriguing Statement**

   A. “Eat two chocolate bars and call me in the morning,” said the psychiatrist confidently to his patient. Such advice sounds like a sugar fanatic’s dream, but recent studies have indeed confirmed that chocolate positively affects depression and anxiety. So, one must not feel guilt while enjoying the sweet snack, as it truly enhances mental health.

   B. Parents always say that “the truth will set you free.” What some people do not understand is just how true the saying is. All truth has some freedom within it, whether it be freeing the naughty kid from the guilt of lying to his parents or the ignorant alcoholic who finally admits to himself that he has a problem, so he can take the first step in saving himself. However, no one can overcome a problem until he admits that he has one. The father of Huckleberry Finn, the titular character of Mark Twain’s classic *Adventures of Huckleberry Finn* refuses to truly admit his problem and free himself from the cage of alcohol, so much so that his son has no choice but to break ties with his father. The multiple paternal figures in Hucks Finn’s life sets Huck on a course to know himself, discover the meaning of truth, and in that meaning, find freedom.

2. **Factual Statement**

   A. Texas’s first execution of a woman in twenty-two years is scheduled for September 17 at Huntsville Unit of the state’s Department of Correction, despite the protests of various human rights groups around the country…

   B. According to Public Radio International, there is an estimated 11 million immigrants living in the United States illegally (Florido). When these people think of America, they imagine the glorious life living the American Dream; economy, material prosperity, and freedom. Although America is thought to be the greatest country in the world, these immigrants ultimately become disappointed because they cannot enroll their children in school, cannot get a robust job, and so much more they are limited to. In similarity, Mark Twain’s novel *The Adventures of Huckleberry Finn*, exposes how even though individuals go through tremendous obstacles to escape, they never achieve the freedom they are looking for.
3. **Leading Questions**—these are rhetorical questions which lead the reader to think about a topic, but the questions are not answered in the body of the paper. This is best completed in a series of **three questions that are related and attention-getting**. Beware not to overuse this technique. **Do not use YOU.**

A. What will it take to make people realize that whatever happens to any other person is important to every human being? What will it take to make people develop a universal social conscience? When will each individual take on some responsibility for his neighbor, his desk mate, and the man on the street? Without this insight, today’s world would come crashing down tomorrow. Man must develop a concern for his fellow man.

B. What drove an estimated 40.4 million people away from their country and into a new one? What is it that has destroyed and built countries? Why do many bravely put their lives on the line of duty? This type of extreme attempt towards one’s goal can also be found in *The Adventures of Huckleberry Finn*, by Mark Twain. In this novel, Huckleberry Finn, a young boy feeling the pressures of the 1800’s society, and Jim, a runaway slave, flee their existing lives in pursuit of freedom. There has been many discussions about the matter of freedom in the novel, and two literary criticisms, “The Adventures of Huckleberry Finn, Huck and Jim on the Mississippi: Going with the flow?”, by Carl F. Wieck, and “Huckleberry Finn and the Problem of Freedom”, by Sanford Pinsker, both support the same claim. Despite Huck and Jim’s valiant efforts to escape their existing lives, liberty always eludes them, exhibiting the absence of freedom in life.

4. **Statistical Opening**—statistics are numbers that can be backed up with documentation; they can easily engage a reader, but one must be certain that **the fact is cited**.

A. On July 8, 1998, *Newsweek* reported that four hundred thousand human beings died of starvation throughout the world (Smith 56). Millions of thoughtless, overfed people did nothing about it. Rather, they mindlessly disposed of food that they didn’t enjoy. This should not happen in today’s so-called advanced society. After all, with every passing second, it becomes too late for someone. Man must develop a concern for his fellow man now before it is too late.

B. Children whose biological fathers are absent from their lives are, on average, two to three times more likely to have emotional and behavioral problems, be victims of child abuse, and to portray criminal behaviors (Fatherhood Statistics). Children with their father in the picture, on the otherhand, are more likely to excel in school and have more academic readiness. No one can deny the impact, positive or negative, that fathers have on their young children. Fathers have always been an important, driving force not only in life but in novels and movies. In Mark Twain’s novel *The Adventures of Huckleberry Finn*, for example, Fatherhood is an overwhelming theme. Young Huck portrays all of the signs of a fatherless life such as lying, smoking and being abused by Pap, his absent father. Thankfully, further in the novel, Huck meets a man who fits fatherhood to a tee. Even though Mark Twain and Pap are viewed as Huck’s fathers, Jim is the real paternal figure in Huck’s life because of his genuine compassion for Huck.
5. **Direct Quotation**—use a quote from a book, a statement from an expert in the field, or someone famous, but don’t leave it unexplained, or undocumented.

A. “Some birds are not meant to be caged…Their feathers are too bright, their songs too sweet and wild. So you let them go, or when you open the cage to feed them they somehow fly out past you. And the part of you that knows it was wrong to imprison them in the first place rejoices, but still, the place where you live is that much more drab and empty for their departure,” displays how certain individuals are destined for greatness, and no obstacles, despite how severe they may be, can stop them (King 89). This concept is paralleled in the life of Nelson Mandela, a man who would not be silenced, but rather, would fight for South Africa when so many others would, or possibly, could not.

B. Oscar Wilde reputed that “the books that the world calls immoral are books that show the world its own shame”. In comparison, shame is the result of the desire to follow social norms when in reality, as explained by Oscar Wilde, this shame is brought upon by the immorality of the world. The world scolds the ‘socially unmoral’ when one follows his own decisions, but the same shame is exposed in the realization that immoral actions are paralleled to social formalities. How does one know whether to follow the flow of society or whether to follow his conscience when both are deemed immoral? Social customs and personal instincts go hand in hand when influencing each other in the decision making process, but in the end it is the imperative decision that only the individual has the final say in. As Mark Twain places Huckleberry Finn and other characters into an assortment of moral dilemmas in *The Adventures of Huckleberry Finn*, he exposes the conflict between personal decisions and social formalities, which consequently proves that following the flow of society is not honorable.

6. **Anecdote**—Create a story.

A. As Billy walked down the hallway, he was unable to do so in the carefree nature of his peers who exchanged weekend stories and after school plans. Instead, he watched and listened. He watched and listened to protect himself from those with an alternative motive. His senses had been escalated since freshman year when he was tormented and teased on the first day of school, and they have continued to the present day: senior year. He craved knowing what it felt like to be accepted, what it felt like to complain about homework or flirt with his crush in the hallways. His bullies didn’t provide him with that option. Instead, he had to be on lookout, in fear of the future bruises he so desperately wanted to avoid.

B. One day while walking around for the peace and quiet he strives for in his noisy house, Noah begins thinking what it would be like to switch places with one of his friends. After walking about another block a nicely suited man walks up to him. The man asks Noah if there is something he needs. Noah then replies saying peace and quiet would be nice. The man asks Noah if he would like a “life swap.” Noah, not knowing what else to say, replies with an uncertain yes. The next day, Noah woke up on a peaceful bed-and-breakfast in Maui, not knowing how he got there. The only thing he did know was that his friend was supposedly staying at the same bed-and-breakfast. What happened to Noah is an unexplainable phenomena but is quite interesting. In the book, *The Adventures of Huckleberry Finn*, by Mark Twain, the inversion of life is a common happening as the “good” whites actually act like the so-called “bad” blacks that they despise. Because of their improper outlook on blacks, the inversion of whites and blacks is a common happening.
7. **Descriptive Opening**—a strong description appeals to the senses of the readers through the use of imagery.

A. With one eye blackened, one arm in a cast, and third-degree burns on both her legs, the pretty, blond two-year-old seeks corners of rooms, refuses to speak, and shakes violently at the sound of loud noises. Tammy is not the victim of a war or natural disaster; rather, she is the helpless victim of her parents, one of the thousands of children who suffer daily from America’s hidden crime—child abuse.

B. The sound of screeching rubber pierces the air, almost immediately drowned out by the crumbling of metal as it gives way and becomes totaled beyond repair, crushing the life that was once inside. As scarlet drops slowly dribble out onto the pavement, time itself seems to stand still in reverence for the loss of human life that occurred not even moments ago. The silence that ensues is a deafening boom; yet, suddenly, life springs back into action: officials arrive; the accident is recorded; life does its best to resume as if nothing ever happened. Yet, would it be possible for the blood to return once again to the human brain, the metal to reposition itself, and the cars to move back to their original positions? What stops this from occurring? The most logical answer to this question is time, a concept held as a base of reality but is not even present in reality itself. Time does not exist; rather, it is a human perception of time that exists. Time was developed by science and humanity, a false law to help make sense of this world. Just as hierarchies of science and society have defined time, so has the US government defined language and knowledge. Language, like time, only exists by human standards as means for human communication. Yet, language is also warped and limiting, forcing those to only speak what words can describe. As correctly predicted throughout George Orwell's *1984*, the US government of today has developed a confined approach to language and communication, actively limiting Americans’ ability to express thoughts, opinions, and even originality; by doing so, the right of individuality is snatched from the very people who gave linguistic means to express it, developing a one-way path to a society enslaved by lack of personal identity.

8. **Analogy**

A. The Romans kept geese on their Capitol Hill to cackle alarm in the event of attack by night. Modern Americans, despite their technology, have hardly improved on that old system of protection. According to the latest Safety Council report, almost any door with standard locks can be opened easily with a common plastic credit card.

B. When the caterpillar first emerges from its egg, it is hideous. With its murky shade of brown and its ugly row of circles on either side of its body, the fuzzy insect is simply distasteful to any eye. Yet, as the caterpillar begins to consume more leaves and nutrients, it gains enough energy to spin a cocoon. Only after months and months, it evolves into a beautiful, colorful butterfly, ready to fly into the clear, blue skies. The phenomenon of a caterpillar’s growth into a butterfly occurs every day; however, it is not restricted to the realms of nature. In *Adventures of Huckleberry Finn* by Mark Twain, Huck, the protagonist, parallels the growth of a caterpillar. Many literary critics agree that Huck starts as an ugly caterpillar, not physically, but mentally, as he believes in society’s perception of the high status of whites and the lowliness of blacks. However, through his relationship with Jim, these racist views slowly dissolve, as he not only realizes that blacks possess the same emotions as whites, but that the color of one’s skin does not determine the quality of a person. Therefore, throughout the novel, as Jim transforms from an object to a human in Huck’s eyes, Huck grows from an ignorant boy constrained by the shackles of society into an accepting, young man.
More Sample Introductions

Regular Sophomores: Lord Of The Flies

A. The sounds of screaming and laughter fills the air, kids are running around and making mischief. People know that when a group of kids are together, all chaos breaks loose. Because the sense of peer pressure children feel intensifies with the larger the group is, the kid feels more obliged to follow the flow of the group. However, William Golding’s novel, Lord of the Flies, the chaos starts when the group breaks apart leaving outcasts everywhere. Although madness occurs within a group dynamic, Golding actually depicts that isolation leads to insanity, resulting in the corruption of one’s soul.

B. “When I despair, I remember that all through history the way of truth and love have always won. There have been tyrants and murderers, and for a time, they can seem invincible, but in the end, they always fall” (Gandhi). Evil lies within everyone. Although a person does not commonly express evil, it is always deep inside, only to be released if surroundings and opportunity call its name. in William Golding’s Lord of the Flies, the major theme of Evil and concepts, are apparent as the boys evolve into bloodlust savages, doing whatever it takes to feed their evil beast. In Lord of the Flies, the loss of civilization leads to an overwhelming feeling of power that drives the boys to manipulate one another, resulting in horrific, evil acts.

C. As Pat Paulsen claims, "I don't need adult supervision" she didn't really know how much adult supervision is reflected on someone's personality, or the way they act (“Pat Paulsen Quotes - Page 2”). This is shown in the novel lord of the flies by William Golding, Golding expressing how evil manipulates power-craving individuals revealing that responsibility comes with adult supervision and authority.

D. The balance of civilization is hanging idly on a string and when order falls, chaos will erupt, causing civilization to be destroyed down to ashes. In the novel Lord of the flies, Golding demonstrates how easily civilization can crumble when order is destroyed and evil takes over. Although the conch symbolizes order and leadership in the novel, the constant battle for power brings out the inner evil within, demonstrating how fragile the infrastructure of society is.
E. How is it possible that civilized school children can become barbaric and blood thirsty savages in a matter of weeks? In *Lord of the Flies*, William Golding shows the complexity of human nature while exposing the subtle transformation from well-mannered, civilized boys to wild, irrational savages. Golding shows that when people are placed in adverse circumstances where the fight for survival becomes evident, they become wild because of inherent human nature, when the inherent evil and fear is unleashed.

F. “There is no greater evil than anarchy.” -Sophocles. When the Greek philosopher Sophocles spoke so, he ran with the ideas that without any idea of authority or obedience, man would be brought down to the most heinous and despicable acts they had ever witnessed the existence of. These ideals hold a great deal of truth when looked at in the context of William Golding’s *Lord of the Flies*. The amount of bloodshed and violence illustrated by Golding is impossible to overlook, suggesting that when total anarchy is thrust upon man, time not only fades morality, but also intensifies the capacity one carries for evil.

G. Beast, a commonly misjudged word that is often perceived as a wild and dangerous creature. However, only half of that is true. Everyone possesses a beast that comes out to play when tempted by nature. Yet, the behavior of the beast is unpredictable when introduced to one’s morals. In *Lord of the Flies*, Golding illustrates that when a beast taunts morals of individuals, the battle against the instinct of savagery defines the motive of the beast.

H. Ayn Rand once spoke “Civilization is the progress toward a society of privacy and the whole savage is publicly ruled by the laws of his own tribe. Civilization is the process of man setting free from man.” This quote relates to the book because each boy struggled to find their place in the story leading them to what may result in evil thoughts and morals that soon consume them making them savages. In William Golding's *Lord Of The Flies* the boys let evil temptations and power lust take over and lead them to savagery, blinding them from trusting their own morals.

I. Benjamin Franklin once said,“Without order there is chaos, but without chaos the world is a better place.” Chaos and order are the two main points of William Golding’s the Lord of the Flies. Because the boys give in to their inner beasts, order slowly turns to chaos as the Lord of the Flies takes over the island.
J. “Success is not final, failure is not fatal; it is the courage to continue that counts.” These hallowed words, spoken by Winston Churchill, are directly applicable to William Golding’s novel *Lord of the Flies*. By analyzing the various motives possessed by characters, as well as the ideologies that the island expresses, the end of innocence and the growth of chaos become dependent upon one’s personality resulting in violent conflict between those with different motives.

K. Civilization is such a hypocrite. It allows corruption to overpower. Yet it also tells its people to live by morals and responsibilities. Ultimately, civilization causes good hearted souls to crack because they realize that it wants to see every single person surrender to the overpowering might of evil. When no superior force is in charge, everyone fends for themselves until fear causes them to follow evil. In William Golding’s *Lord of the Flies*, it proves how evil can change society as a whole through the minds of kids and their imagination. Although the boys are changed by fear and grief, it is the overall evilness of society that causes them to become savage, and to neglect the morals of civilization making it impossible to return.

L. Aristotle once claimed “he who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god” (“Beast Quotes”). In William Golding’s *Lord of the Flies*, the impressionable boys of the island no longer have society’s rules to shape themselves after. The isolation from society brings out savagery and evil acts in the boys that they hold deep within, destroying not only their civilization but each other too.

M. Staining the beaches with each others blood and burning down an entire island for the sake of killing one person. The crazy things that man will do to each other and the endless outcomes of pure madness, all shown in William Golding's, *Lord of the Flies*. *Lord of the Flies* by William Golding reveals that once the boys are in complete isolation, even for a short period of time, it is their morality that allows them to pass or fail the brutal test of survival.
N. The quote “To cease to admire is a proof of deterioration” by Charles Horton Cooley specifically describes what happens to the friendships in the novel, *The Lord of the Flies* by William Golding. Golding’s story shows how important friendships truly are to the characters. At the beginning of the story all the boys rely in their friendships to survive. But, as time goes on, these friendships are put to the test and end up falling apart. In the novel, Golding exposes that strong friendships between the boys are not powerful enough to stop their deterioration because of the beast that haunts them.

O. As the great E.M. Foster once said, “England has always been disinclined to accept human nature.” The English are viewed by many societies all over the world as the most proper and civilized. This is why the reflection of the English as a better, more proper society compared to others in the *Lord of the Flies* is important. William Golding has expressed deep messages pertaining to human nature that can be understood by all readers through English boys. *Lord of the Flies* contains many important themes of humans and society. Because William Golding communicates how the human condition is vulnerable, he reveals how easily humanity is lost.

**Honors Sophomores: *The Scarlet Letter***

A. Audrey Hepburn states “the best thing to hold onto in life is each other.” Out of the hundreds of literary couples in the world, only a select few actually hold on to each other until the end of their days. Romeo and Juliet are by each other’s side until their untimely and dramatic death. Elizabeth Bennet and Mr. Darcy find their love through hating each other, but are inseparable by the end. The tumultuous relationship that is Scarlett O’Hara and Rhett Butler portrays a thriving love until the day he leaves, while Penelope is faithful to Odysseus for twenty years, hopefully awaiting his return. However loyal and passionate these couples are, none compare to Arthur Dimmesdale and Hester Prynne. The love that Hester and Dimmesdale share is so powerful, that even Hester’s estranged husband Roger Chillingworth cannot intrude on the relationship. The intricate love triangle between the characters is beautifully woven throughout Nathaniel Hawthorne’s novel *The Scarlet Letter*, as Hawthorne reveals that one can only be their true self when exploring the path of love.
B. Faced with an incurable cancer, Elizabeth Edwards receives more horrid news. Her beloved husband, John Edwards, a senator, has had an affair. In the midst of Elizabeth’s own toil with cancer, she is faced with more misery. When the other woman, Rielle becomes pregnant, John Edwards claims the child is not his; however, after a few months of avoiding the issue, he admits the child is, in fact, his own. Due to his attempt at snuffing out the rumors John Edwards is incredibly selfish. He lacks inner strength and when faced with his troubles, he reacts in an immature manner. In contrast, when faced with adversity, Oprah rises up from her tragic life and becomes a role model for people around the globe. When Oprah was only six years old she was molested and abused. Oprah, however, did not allow this suffering to interfere with her future goals. Deep in her heart she possessed an abundance of strength that granted her the ability to move on from her past and make for a brighter future. In addition to her charitable donations, Oprah is a role model for people around the globe and helps many who are suffering through tough times. Oprah was even able to reach out to the distressed Elizabeth Edwards who was featured on the Oprah Winfrey show. In parallel to Oprah, Hester Prynne, a character in Hawthorne’s *The Scarlet Letter*, gathers her inner strength and creates positive outcomes from her bitter sin. Yet, not all people obtain this abundance of strength. Dimmesdale and Chillingworth lack these qualities, which ultimately leads to their emotional and physical demise. Through *The Scarlet Letter*, Hawthorne illuminates that an individual’s inner strength directly impacts his reactions, thus, exposing one’s true nature in the midst of sin.

C. During halloween, many children wear masks that conceal their identity. In Batman, the Joker and his clowns wear masks to hide their identity from the public. Silence also acts as a mask, but in a different way. Where physical masks hide physical characteristics, silence hides a person’s inner identity. However, the mask that hides the face is more effective than the mask of silence. A mask made of silence is a clear mask that feels good to the wearer, but is easily see through in the perspective of others. This mask of innocence and silence is present not only in real life, but it is demonstrated within many characters in Nathaniel Hawthorne’s romantic novel, *The Scarlet Letter*. Although Hawthorne’s silent characters appear innocent, their lack of communication unintentionally reveals their state of corruption and ill being.
D. How many wars have been won by telling the enemy that it is being annoying? How many leaders have been overthrown by those who stand in the background and remain angry? How many lives have been saved by those who stare at the victim waiting for him to fall? When will society realize that action can be taken against what is wrong? Standing around and complaining has never solved any of these problems, but as time passes, more people convince themselves that complaining is the only way to solve them, when there are plenty of other solutions. In the Puritan society in *The Scarlet Letter*, Nathaniel Hawthorne claims that as societies progress, the newer generations are much softer than previous ones, and are weaker-willed. Hawthorne demonstrates this with the character of Roger Chillingworth. Chillingworth is a shadow; he stays in the background, looming over the lives of Hester and Dimmesdale, posing an imminent threat, but never doing any harm. With Chillingworth’s candid revelation of the true nature of society, Nathaniel Hawthorne sends the message that as society progresses, humanity loses its will to take action, causing inner destruction and isolation among its denizens.

E. Steve Jobs. Albert Einstein. Bill Gates. Thomas Edison. Apart from their prosperity what do these people have in common? Is it their intelligence? Their passion? Believe it or not, the one deciding factor in their success is truthfulness. Their unique traits and ability to admit their mistakes allowed them to improve society for everyone. In the world today, people struggle to stand out; instead, they conform in order to fit in. However, events from Nathaniel Hawthorne’s *The Scarlet Letter* and incidences in society prove that not only do people have the opportunity to make positive changes to their lives, but also their genuinity is the sole key to their victories.

Because of Hawthorne’s belief that honesty is always beneficial, he uses *The Scarlet Letter* to illustrate that truth leads to personal learning and improvement, even into the afterlife. Mason Cooley once said “Cure for an obsession: get another one”. Obsession is something people deal with everyday, whether it be something they are obsessed with, or obsessions people around them have that affect them in some way, shape, or form. In Nathaniel Hawthorne’s *The Scarlet Letter*, this is no exception. All the main characters are affected by the obsession of an old man seeking revenge. Roger Chillingworth’s obsession for revenge with Hester and her lover has caused some good, but naturally progressed to be the cause of misery, anger, or even death to not only his targets, but to himself as well.
F. Throughout history, tortured love has been a common theme in literature. However, true love always prevails, leaving hope and belief that love conquers all in its wake. Occasionally, the protagonist is fighting for a cause and finds love along the way, or the lovers are fighting against a common evil, bonding as the journey grows. In *The Scarlet Letter*, by Nathaniel Hawthorne, the opposite is true. Hester Prynne challenges a strict Puritan community to become individuals defined by character, not the severity of a sin committed. By ostracizing herself from her own society, Hester becomes the driving force behind change, proving that with self acceptance comes peace.

G. The turning point from the idyllic beginning of *The Incredibles*, when Mr. Incredible caught the odd villain and relaxed with his buddy Frozone, occurred when Mr. Incredible tried to save a suicidal man who “didn't ask to be saved. [He] didn't want to be saved. And... Mr. Incredible's actions” lead to the demise of the super-heroes in Metroville, as originally virtuous men were cast out by a society that not only rejected, but feared them (Bird). This aforementioned demise occurs in part due to the suicidal man and in large part to Mr. Incredible’s own selfishness, as his exclusion of a powerless fanboy transforms that boy into a man with a vendetta against heroes. Finding himself betrayed, the fanboy, now calling himself Syndrome, falls into revenge, trying to ruin super powers in such a way that its roots burn down and there is no way to recover them. A man, or maybe a monster, in Nathaniel Hawthorne’s *The Scarlet Letter* ends up caught in a similar spiral when he discovers, upon his return to a long estranged society, that a clergyman has anonymously shamed both him and his wife.

Optionless, Roger Prynne sees no escape except to drag up the roots of the society that he and his antithesis have accidently joined. Although Roger Prynne falls into villainhood as he is consumed by revenge, it is Hester’s selfishness in keeping his secret that ruins both him and Dimmesdale.
H. Robin Hood, a well known legend, stole from the rich and gave to the poor. He is remembered as a hero, who graciously helped those in need. However, the people that he stole from were far from happy. To these rich folks, he was not a hero, but was instead a crook who took the belongings that were rightfully theirs. Whether Robin Hood is good or evil, is simply a matter of opinion and perspective. Every human being can be compared to Robin Hood in this respect. One single person can simultaneously be viewed as both good and evil by different people. In *The Scarlet Letter* by Nathaniel Hawthorne, Dimmesdale, Chillingworth, and Hester are living representations of both good and evil. Thus, it is nearly impossible to decisively tell which person represents each quality. Characters such as Dimmesdale, Hester, and Chillingworth, with extremely similar characteristics, are not viewed in the same light. The similarities between good and evil prove that the difference lies not in the characteristics of the person being judged, but instead in the beholder’s own opinions and sympathies.

I. Alone—a word that so many fear. So many individuals live everyday trying to run from it and fail. They subject themselves to the rules of society, never sharing who they truly are with anyone, which makes them alone. These individuals feel like they need to conform to a perfect mold of a person that society creates, meaning they suppress their own desires and personalities to become this *perfect person*. They throw themselves into a juxtaposition, being surrounded by many, yet still terribly alone. This occurs not only in modern society, but also in the Puritan society. Hawthorne demonstrates, through *The Scarlet Letter*, that the people who are the most appreciated and empowered by society are the most isolated and abandoned individuals.

J. "It is more important to delve into one's own being to find one's hidden strengths and intelligence" rather than to give in to society's demands (Elbert). Showing individuality helps one find his inner courage and inspires others to embrace their personalities. In Nathaniel Hawthorne's *The Scarlet Letter*, Hester Prynne not only learns, but also teaches others that being oneself can have a positive effect on a whole community. Inspiring others with her personality and rebelliousness, Hester influences the rest of the community by straying from the Puritan’s utopian standards. By overcoming society’s judgement of her, Hester demonstrates to the Puritan community that expressing one’s true personality leads to inspiration for change.
K. Dorothy Allison once said, “things come apart so easily when they have been held together with lies”. It is in one’s human nature to lie and stray from the truth. For a while everything may seem fine, however, great destruction and turmoil soon follow. It is inevitable that the truth will be discovered and consequences will ensue. Throughout the novel, *The Scarlet Letter*, Nathaniel Hawthorne focuses on the pain that shadows lying and dishonesty. His characters enlighten the reader to the hard truth that is always discovered even after crafty, lifelong lies. Dimmesdale, Chillingworth, and Hester’s sins are obscured by lies, but the candor of hidden actions which eventually are discovered ultimately cause them guilt, suffering, and a tragic demise, more so than what veracity in the first place would bring. The characters of Dimmesdale, Chillingworth and Hester demonstrate that hiding the truth and betraying honesty results in a negative lifestyle, especially when the truth is inevitably discovered.
**Thesis Statement:**

In one sentence, state your opinionated claim about a concept in the text. Be sure to include at least 2-3 key words from your topic list and show the relationship between them. Use strong verbs to powerfully state your claim.

There are an endless number of possibilities and combinations that you can use to form your own original thesis statement. Be creative! Think outside the box! Challenge yourself to explore a topic that you haven’t yet considered in great detail.

**A good thesis statement:**
- Is one sentence.
- Is not a question.
- Is not a fact; it proves something (makes a claim)…oftentimes, a claim can be added to a thesis statement by tacking on at the end a phrase that starts an –ing word (resulting in, leading to, causing, exposing, exploiting, etc.)
- Does not try to prove the obvious.
- Begins with a dependant clause.

WEAK: Character X is always to get what he wants.

STRONG:
Even though Character X follows his view of authority through questionable actions, his shrewdness and manipulation make him a true leader.

Through his use of adverse tactics, Character X maintains his authority over others, resulting in a fearful, yet productive environment.

Body #1: Shrewdness/manipulation with Character Z
Body #2: Shrewdness/manipulation at meetings
Body #3: Shrewdness/manipulation of Character Y

**NOTICE, EACH PARAGRAPH IS NOT ABOUT A SEPARATE TERM. LINK THEM TOGETHER TO FIND THREE ACTIONS OR THREE CHARACTERS THAT SUPPORT THE THESIS CLAIM.**

**Dependent Clause Signal Words:**

<table>
<thead>
<tr>
<th>After</th>
<th>Although</th>
<th>As</th>
<th>As if</th>
<th>As long as</th>
<th>As much as</th>
<th>As though</th>
<th>Because</th>
<th>Before</th>
<th>Even if</th>
<th>Even though</th>
</tr>
</thead>
<tbody>
<tr>
<td>How</td>
<td>If</td>
<td>If</td>
<td>Only</td>
<td>In order that</td>
<td>Now that</td>
<td>Once</td>
<td>Provided</td>
<td>Since</td>
<td>So that</td>
<td>Than</td>
</tr>
<tr>
<td>Though</td>
<td>Unless</td>
<td>Until</td>
<td>When</td>
<td>Whenever</td>
<td>Where</td>
<td>Whereas</td>
<td>Wherever</td>
<td>While</td>
<td>Whether</td>
<td>Why</td>
</tr>
</tbody>
</table>
Conclusions:

Narrow and specific

Restated thesis

Most powerful final arguments

Broad and general

Return to introduction of topic/hook

Clincher

Step 1: Transition into a restated thesis. You still need a topic and an opinion, but please vary the wording.

Step 2: Review, in a slightly different way, your strongest arguments in an even more powerful way.

Step 3: Return to discussion of your topic. Although you want to connect back to your hook to bring your essay full circle, this should not just be a mere repetition of what you said in your introduction. Think about discussing: Why does the author address those themes? How should society react to this message – and what will happen if we don’t heed this advice? Also, possibly discuss the importance of your issue in the world today.

Step 4: End with a clincher. Just as you want to grab the audience’s attention, you want to leave them thinking after they have read. Try to be witty. You want your reader to walk away thinking, “That was good…”

Avoid:

- A mechanical ending: Do not restate your thesis word for word or give a point-by-point conclusion. This can insinuate that the reader was not paying attention to your paper in the first place and needs a recap.

- Introducing new points: Address major points in the body, not the conclusion.

- Tacking on a conclusion: Your body should flow smoothly into the conclusion.

- Changing your stance: Keep the same position throughout and do not soften your opinion.

- Using trite expressions: Do not use, “In summary,” or “In conclusion.”

- Ending in a quotation: End in your words, not someone else’s.

- Ending with a question: Leave your reader inspired, but not puzzled. Tell them what to think.
Quote Incorporation: Guidelines to Perfection

When incorporating quotes, follow these guidelines:

1. **Never** start a sentence with a quote.
2. Always properly **document** the quote.
3. Change nouns/pronouns and verb endings to fit the structure of your sentence. Remember to use brackets \[   \] to show the changes made.
4. Avoid “says” when incorporating your quote.
5. Avoid “this shows/proves” in the analysis of the quote.
6. Use the ellipsis (…) when taking out any middle quoted material (only use what is important).
7. Keep quoted material to less than three full lines.

From *Animal Farm*:
When Squealer lies about Boxer’s death, it is another example of how he “turns black to white” (Orwell 25).

Full incorporation into your own syntax (sentence)

Old Major was able to foreshadow the downfall of the farm when he maintained that “the very day that those great muscles of [Boxer’s] lose their power, Jones will sell [him] to the knacker” (Orwell 30).

Uses **maintained instead of said**...Boxer’s is in brackets, but the text used yours...him is in brackets, but the text used you

The commandment “No animal shall drink alcohol to excess” is Napoleon’s rejection of everything that the commandments were to uphold (Orwell 73).

Full incorporation into your own syntax (sentence)

When you absolutely need a verb and cannot get past “says,” try:

<table>
<thead>
<tr>
<th>Adds</th>
<th>Agrees</th>
<th>Argues</th>
<th>Concedes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges</td>
<td>Admits</td>
<td>Advises</td>
<td>Confirms</td>
</tr>
<tr>
<td>Claims</td>
<td>Asserts</td>
<td>Believes</td>
<td>Concludes</td>
</tr>
<tr>
<td>Contends</td>
<td>Declares</td>
<td>Compares</td>
<td>Considers</td>
</tr>
<tr>
<td>Disagrees</td>
<td>Disputes</td>
<td>Defends</td>
<td>Denies</td>
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<tr>
<td>Endorses</td>
<td>Grants</td>
<td>Emphasizes</td>
<td>Explains</td>
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<tr>
<td>Finds</td>
<td>Holds</td>
<td>Hints</td>
<td>Hopes</td>
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<tr>
<td>Insists</td>
<td>Maintains</td>
<td>Illustrates</td>
<td>Implies</td>
</tr>
<tr>
<td>Points out</td>
<td>Rejects</td>
<td>Notes</td>
<td>Observes</td>
</tr>
<tr>
<td>Responds</td>
<td>Reveals</td>
<td>Relates</td>
<td>Reports</td>
</tr>
<tr>
<td>Speculates</td>
<td>Shows</td>
<td>Speculates</td>
<td>Sees</td>
</tr>
<tr>
<td>Suggests</td>
<td>Thinks</td>
<td>Warns</td>
<td></td>
</tr>
</tbody>
</table>
Incorporating Outside/Research Quotes in a Paper

Identify Your Sources:

The first time you cite a source, it is usually a good idea to mention its:

1. author(s), credibility beyond a name if available
2. title
3. genre (book, article, etc.).

If the source is central to your work, you may want to introduce it in a separate sentence or two, summarizing its importance and main ideas. If you do not know anything about the authors, and cannot find any information, it is best to say where you found the source and why you believe it is credible and worth citing. In other words, lend some credibility to the information you are using.

For Example:

Even Julius Lester, author of “Morality and Adventures of Huckleberry Finn”, believes that Twain plunges the reader into “the all too familiar [realm] of white fantasy in which blacks have all the humanity of Cabbage Patch dolls” (Lester 202).

Along with Huck’s conscience, Carl F. Wieck, author of “Huck and Jim on the Mississippi: Going with the Flow?” argues that even though “it is against the flow of common sense,…Huck cannot completely abandon either the men or his natural instinct to save a life”, displaying an admirable strength to withstand a faulty normality in society’s un-honorable flow (Wieck 51).

Milan Kundera, in his book The Art of the Novel, suggests that “if the novel should really disappear, it will do so not because it has exhausted its powers but because it exists in a world grown alien to it” (54).

Keep in mind, when the author’s name is used in the sentence, the last name does not need to be used within the parenthetical citation/documentation.

If you have already introduced the author and work from which you are citing, and you are obviously referring to the same work, you do not actually need to mention them again. However, if you have cited other sources and then go back to one you had cited earlier, it is a good idea to mention at least the author’s name again to avoid confusion.

What if the information is quoted in an article, but is not SAID by the author…?

If you are quoting a direct quote from your research in which the author quoted someone else, you need to say who said it first within your sentence and internally cite it with the words qtd. in and then the author’s last name to match the Works Cited page.

Since you are giving credit to the speaker, continue to use double quotes (“”) to open and close the quotation.

For example:

Even Dr. Jim Shaw of Oklahoma State University believes that “Orwell’s view of such a dystopia was carefully crafted due to what was learned, but ignored, from the world wars” (qtd. in Hodgson 80).
**TRANSITION WORDS**

- transitions are phrases or words used to connect one idea to the next
- transitions are used by the author to help the reader progress from one significant idea to the next
- transitions show the relationship within a paragraph (or even within a sentence) between the main idea and the support the author gives for those ideas
- different transitions do different things....

### Introduction

<table>
<thead>
<tr>
<th>Such as,</th>
<th>Especially,</th>
<th>Notably,</th>
<th>For instance,</th>
<th>To illustrate,</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example,</td>
<td>Particularly,</td>
<td>Including,</td>
<td>In particular,</td>
<td>For one thing,</td>
</tr>
</tbody>
</table>

### Conclusion

<table>
<thead>
<tr>
<th>To conclude with,</th>
<th>As a final point,</th>
<th>In the end,</th>
<th>Eventually,</th>
<th>At last,</th>
<th>Given these points,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequently,</td>
<td>In summary,</td>
<td>All in all,</td>
<td>Thus,</td>
<td>Overall,</td>
<td>Briefly,</td>
</tr>
<tr>
<td>In all,</td>
<td>On the whole,</td>
<td>Therefore,</td>
<td>As has been noted</td>
<td>Hence,</td>
<td>In conclusion,</td>
</tr>
</tbody>
</table>

### Addition

<table>
<thead>
<tr>
<th>Indeed,</th>
<th>Also,</th>
<th>Further,</th>
<th>Moreover,</th>
<th>As well as this,</th>
<th>As a matter of fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additionally,</td>
<td>In fact,</td>
<td>Furthermore,</td>
<td>Actually,</td>
<td>In addition to this</td>
<td>Besides this,</td>
</tr>
<tr>
<td>Alternatively,</td>
<td>On the other hand,</td>
<td>Not to mention,</td>
<td>Not only…but also</td>
<td>Afterwards,</td>
<td>At last,</td>
</tr>
<tr>
<td>At the same time,</td>
<td>Embracing,</td>
<td>Encompassing,</td>
<td>Eventually,</td>
<td>First,</td>
<td>In conclusion,</td>
</tr>
<tr>
<td>Including,</td>
<td>Initially,</td>
<td>Later,</td>
<td>Likewise,</td>
<td>Meanwhile,</td>
<td>Next,</td>
</tr>
<tr>
<td>Overall,</td>
<td>Presently,</td>
<td>Previously,</td>
<td>Second,</td>
<td>Since,</td>
<td>Soon,</td>
</tr>
<tr>
<td>Subsequently,</td>
<td>Supplementing,</td>
<td>Much less,</td>
<td>What is more,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reference

<table>
<thead>
<tr>
<th>As for this,</th>
<th>Concerning this,</th>
<th>With regards to this</th>
<th>Considering this</th>
</tr>
</thead>
</table>

### Similarity

<table>
<thead>
<tr>
<th>Similarly,</th>
<th>Equally,</th>
<th>In the same way,</th>
<th>Likewise,</th>
<th>In a like manner,</th>
<th>As well,</th>
</tr>
</thead>
<tbody>
<tr>
<td>In addition</td>
<td>Again,</td>
<td>Also,</td>
<td>Furthermore,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Clarification/Illustration

<table>
<thead>
<tr>
<th>Namely,</th>
<th>Specifically,</th>
<th>Thus,</th>
<th>In other words,</th>
<th>To put another way</th>
<th>As an illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example,</td>
<td>For instance,</td>
<td>In particular,</td>
<td>That is,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Emphasis

<table>
<thead>
<tr>
<th>Even more,</th>
<th>Above all,</th>
<th>Indeed,</th>
<th>More importantly</th>
<th>Besides,</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict/Contrast</td>
<td></td>
<td></td>
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<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>However,</td>
<td>In contrast,</td>
<td>Yet,</td>
<td>Whereas,</td>
<td>On the other hand,</td>
<td>Despite,</td>
</tr>
<tr>
<td>Still,</td>
<td>While,</td>
<td>When in fact,</td>
<td>Conversely,</td>
<td>Though,</td>
<td>Indeed,</td>
</tr>
<tr>
<td>In spite of,</td>
<td>Instead,</td>
<td>Nevertheless,</td>
<td>On the contrary,</td>
<td>Regardless,</td>
<td>Nonetheless,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concession</th>
</tr>
</thead>
<tbody>
<tr>
<td>But even so,</td>
</tr>
<tr>
<td>However,</td>
</tr>
<tr>
<td>Admittedly,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Either way,</td>
</tr>
<tr>
<td>All the same,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the purpose of,</td>
</tr>
<tr>
<td>With this intention,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerical</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin with,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsequently,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause/Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of,</td>
</tr>
<tr>
<td>Due to,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect/Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result,</td>
</tr>
<tr>
<td>Because of this,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the condition that</td>
</tr>
<tr>
<td>In the event that,</td>
</tr>
</tbody>
</table>
Multi-Paragraph Essay Punch List

**Title** - clever and creative

**Hook** – grabs attention using a specific attention getter…If you don’t know what strategy you used, the reader won’t know

**Narrowing/Bridge** – smooth transition between hook and thesis

- Includes the name of the novel in italics, short stories in quotation marks
- Includes the author of the novel.

**Thesis** – establishes a clear claim (opinion) stating what paper will prove

- Is the last sentence of introduction.
- Is not a question.
- Is only one sentence.
- Creatively and originally incorporates themes from given list.

**Topic Sentences** – develops main idea of the paragraph; states a claim, not a fact

- Include the claim (the opinion) of the paragraph; uses names
- Begin with a transition word or dependent clause.
- Use words from the thesis (your chosen terms) to show what the paragraph will prove.
- Is the first sentence of the paragraph; do not lead into it with a hook.

**Examples** – evidence is specific, relevant, ample and supports the topic sentence

- Evidence is truthful and not made-up.
- Evidence is not vague and does reference a specific action/event/dialogue within the story.
- Evidence supports the topic sentence (be a lawyer…read the evidence then the topic sentence…be sure they work together and that the evidence proves the claim).
- Evidence is different from each other; there is no repetition.
- Evidence includes two separate actions/events/dialogue.
- Evidence are facts and clues, not plot summary.
- There are no moments when readers might think, "But what about this other fact?"

**Analysis** – presented for each example, shows depth and critical thinking, goes beyond literal interpretation, avoids plot summary

- Think like a reader rather than a writer; be sure you see the critical thought.
- Analysis references terms from the thesis/topic sentence to keep focus on claim.
- There are no instances when readers might ask, "But couldn’t that fact instead mean this?"
- There are no instances where a reasonable reader might object to or disagree with the argument.
- There is no ignoring or glossing over any questions or issues that a reasonable reader might expect; in other words, the reader won’t be asking why or how.
Analysis – presented for each example, shows depth and critical thinking, goes beyond literal interpretation, avoids plot summary
___ Analysis makes logical connections between ideas and develops your argument.
___ Analysis is an argument/support of the evidence supporting the topic sentence, not plot summary or description.
___ Analysis uses “if…then” statements to help develop critical independent thinking.
___ Analysis is elaborated upon; the reader is not left wanting more (at least 2-3 sentences of analysis for each quote)

Transitions – ample use provides unity within examples and paragraph
___ No transitions are so, then, now, first, second, third, in addition, and this also, etc.
___ Appropriate transitions are used to connect the evidence together, not to create a museum tour of the examples.

Concluding Sentences – mirrors the idea of the topic sentence without being repetitive
___ Act as a bookend for the paragraph, along with the topic sentence.
___ Use words from the prompt (your terms) to remind the readers what the paragraph proved.

Quote Documentation – quotes are properly documented using MLA requirements
___ The citations are at the end of the sentence, no matter where the quote is.
___ There is no comma between the author’s last name and the page number.
___ There is no p. or pg. before the page number.
___ There is no double punctuation; the period comes after the citation that ends the sentence.

Quote Incorporation - quotes do not stand alone as its own sentence, incorporation goes beyond “says” when quote is smoothly integrated into the writer’s own sentences
___ The quotations are not excessively long (more than two-two & one-half lines).
___ The quotations are worked effectively into the writer’s own syntax/sentence (using phrases and parts of a quoted sentence).
___ Quotations are worked into the writer’s own syntax without using “says”, but instead uses a more powerful verb (at all cost…try not to use a verb to incorporate a quote, but sometimes you have to).
___ A comma follows the verb when a verb is used to incorporate a quote.
___ The quotation marks are used correctly, single, double, and triple when needed.
___ The quotations are varied by length and presentation.
___ The quotations make sense out of its original context; changes are made to pronouns or verb endings to fit the syntax of the writer’s sentence (enclose these additions and changes in [brackets]).
___ Material is omitted from the quotations to ensure the quote is focused only on what is truly essential (indicate omissions with ellipsis points…).
Conventions – Grammar and Mechanics

- Avoids errors with punctuation (commas, etc.)
- Pronouns agree with their antecedents.
- Subjects agree with their verbs.
- Verb tense does not shift.
- Words are not misused.
- Capital letters are used correctly.
- Writing avoids wordiness/run-ons.
- Writing uses complete sentences (no fragments).

Style – Writer’s voice speaks through the page

- Writing is catchy and interesting.
- Writing is not robotic/formulaic (more structure than flow).
- Writing avoids redundancy.
- Writing is fluid, not choppy or awkward.
- Writing uses a variety of sentence structures.
- Writing uses a variety of sentence beginnings.
- Writing uses purposeful words (avoids: a lot, very, got, bad, good, nowadays, for example).
- Writing is academically formal.
- Writing avoids contractions.
- Writing avoids first and second-person personal pronouns (I, you, me, us, etc.).

Keywords that Introduce a Dependent Clause

<table>
<thead>
<tr>
<th>After</th>
<th>How</th>
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</tr>
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<tbody>
<tr>
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