

# Writer's Workshop:



## A REVIEW OF KEY CONCEPTS

# Concept #1:



## INTRODUCTION + THESIS STATEMENT

### **Background: essay format**

- Introduction
- Body Paragraphs
- Conclusion

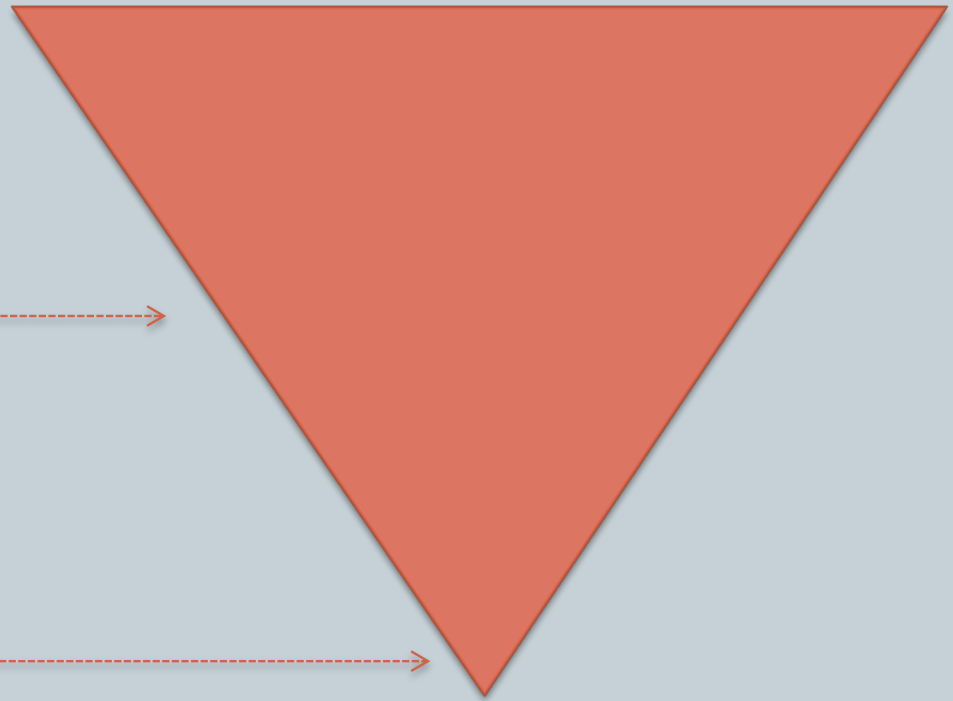
# The 3 Parts of an Introduction:



**Hook:** ----->  
Grabs attention

**Narrowing:** ----->  
Transitions from hook to thesis;  
introduces book title and author,  
presents background info

**Thesis:** ----->  
One arguable sentence that  
presents the main argument of the author



# The 5 Types of Introductions:



- 1. Inquisitive:** asks a question to draw interest from the audience and cause them to want to read or hear more; rouses interest
- 2. Paradoxical:** shows that although something may seem impossible, it will prove the opposite
- 3. Corrective:** notes a situation that has been neglected or misunderstood; offers the audience for a solution
- 4. Preparatory:** announces how a subject will be dealt with or provides the audience with necessary information to understand the topic
- 5. Narrative:** tells a story; excites interest

# The Thesis Statement



- A statement with which someone could disagree that summarizes the argument in one sentence
- Usually the final sentence in an introduction
- Clearly addresses all parts of the prompt
- Must be proven with support provided in body paragraphs
- Must ANALYZE, not summarize

Concept #2:



# TOPIC SENTENCES

# A Good Topic Sentence:



- Introduces each body paragraph; directly supports the thesis
- Must be persuasive
- Is a statement not a question
- Is a statement not a direct quote
- Must analyze not summarize or state fact
- Includes all elements paragraph will analyze

# Weak Examples: What's wrong?



- **Topic sentence** – At the start of her speech, Bush uses a narrative introduction, attempting to give the audience an example of knowing the true essence of self-acknowledgement.
- **Topic sentence** – Within the first few paragraphs of Bush's speech, it is apparent her introduction follows a preparatory nature.
- **Topic sentence** – Bush, through an emotional repertory, attempts to instill several life lessons in her audience, and providing insight to the keys of success.
- **Topic sentence** – Bush ends her commencement address at Wellesley College by arousing appropriate emotions in her audience.



# A Strong Example:



- **Thesis** – Despite a subpar delivery, Barbara Bush effectively encourages and prepares the students at Wellesley College for their future by appropriately arousing their emotions and prominently proving her honorable character.
  - **Topic sentence #1** – In the introduction of her speech, Barbara Bush ingeniously unfolds a narrative which effectively ties into the overall message of her address, inspiring the audience with knowledge necessary for the rest of their lives.
  - **Topic sentence #2** – Throughout the entire speech, Barbara Bush adds credibility to her address by presenting a favorable view of herself in the eyes of her audience, thus proving her honorable character, and by sensibly reasoning through her speech.
  - **Topic sentence #3** – In addition to logos and ethos, Barbara Bush expertly applies the appeal of pathos to her address, rousing the emotions of her audience, calling them to discover who they truly are, and urging them to face their future confidently.

Concept #3:



**TRANSITIONS/  
CONCLUSIONS**

## 2 Places for Transitions:



### **Between evidences within body paragraphs**

- Transition words: also, in addition to, furthermore, moreover, likewise, etc.

### **Between paragraphs**

- In the clincher hinting of topic to come
- In topic sentence reminding of previous idea

# Examples:



## **Option #1: Wording within clincher that hints at the topic to come**

(clincher) Along with showing humility in bearing up under her trials, Hester also shows great determination.

(topic sentence) Hawthorne depicts Hester as a determined young woman who refuses to repay evil with evil.

## **Option #2: Wording within topic sentence that reflects upon the previous paragraph topic.**

(clincher) Hester shows great humility while bearing the weight of her guilt and punishment.

(topic sentence) In addition to humility, Hester also exhibits determination, which enables her to humbly serve the townspeople despite their cruel judgement.

# Conclusion Review:



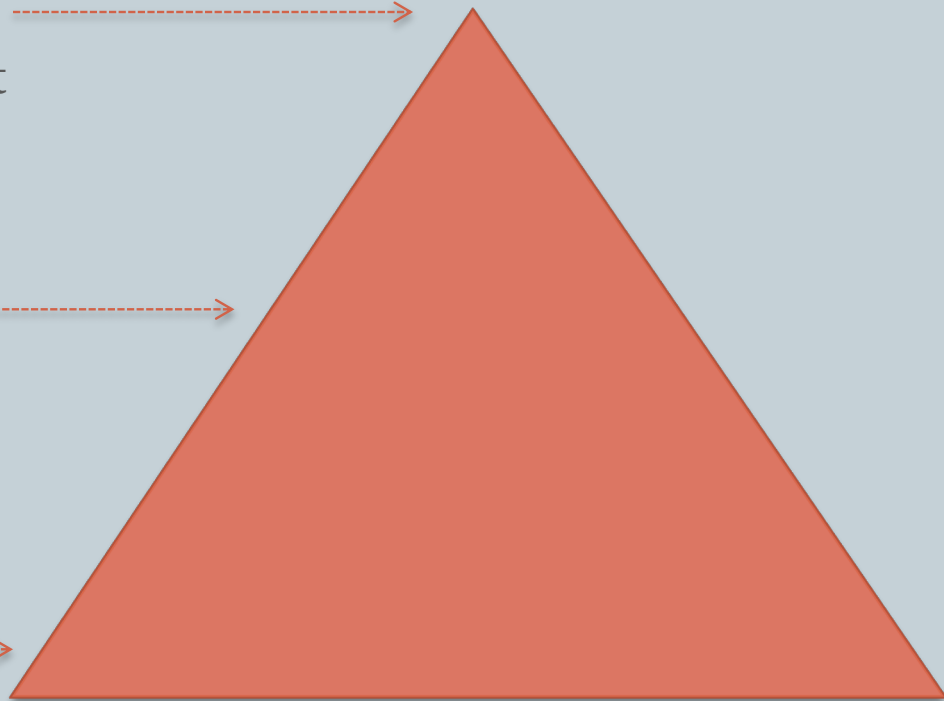
**Restate thesis:**  
rephrase with different  
words



**Review main  
points:**  
avoid redundancy



**Emotional  
Ending:**  
connect to hook



## More on Conclusions:



**The conclusion is the last impression we make on the audience. Without a conclusion, the discourse strikes us as merely stopping rather than ending with style.**

Tip: don't say "In conclusion," just conclude!

Concept #4:



**QUOTE  
INTEGRATION**

# Dos and Donts:



## DON'T:

- DROP a quote or let a quote stand alone
- Include more information than necessary
- Include directives: *said Gatsby, wondered the Grinch, etc.*

## DO:

- Use your own words to fit the quote grammatically into a surrounding sentence
- Choose only the most important part
- Explain who is doing the talking with your words

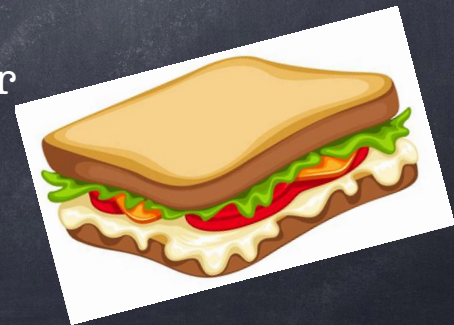


# Remember the “Quote Sandwich?”

Each integrated quote should use the Quote Sandwich (named because you are “sandwiching” the quote with your own words):

- **Quote intro:** provide context, signal quote is coming
- **Quote:** choose only important parts of quote that prove your point
- **Commentary:** explain how the quote helps prove your topic sentence/thesis
- **In-text citation:** give credit to the author

Note: the “sandwich” is usually multiple sentences—not just one!



# Remember:



- Introduce your quote—tell who is saying it and why
- Keep your quote short—only use what is necessary to make your point
- Explain what your quote means—how it ties to your TS
- Finish with an in-text citation—page number in parenthesis followed by ending punctuation
- If you take out words in the middle (NOT the beginning or end), use ellipses
- If you change a word to clarify or fit grammatically, use brackets

# Examples:



- Dropped quote (bad example): Boo Radley scares the children of Maycomb. “Boo was about six-and-a-half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch” (Lee 45).
- Properly integrated quote (good example): The children of Maycomb fear Boo Radley because he “was about six-and-a-half feet tall . . . [and] dined on raw squirrels” (Lee 45).

# Integration Patterns:



## 1. An introducing clause plus the quotation:

Example: Gatsby is not to be regarded as a personal failure because "Gatsby turned out all right at the end," according to Nick (Fitzgerald 176).

## 2. An assertion of your own and a colon plus the quotation (quotation should be a complete clause):

Example: Fitzgerald gives Nick a muted tribute to the hero: "Gatsby turned out all right at the end" (176).

## 3. An assertion of your own with quoted material worked in (pulls only power words from quotation):

Example: For Nick, who remarks that Gatsby "turned out all right", the hero deserves respect but perhaps does not inspire great admiration (176).

# Example 1:



- **Dropped Quote:**

"I leave thee alone; alone with thy infant, and the scarlet letter! How is it, Hester? Doth thy sentence bind thee to wear the token in thy sleep? Art thou not afraid of nightmares and hideous dreams?" (67). As this quote exhibits, Hawthorne utilizes the scarlet letter as symbolism for Hester's remorse.

- **Fully Integrated:**

As Chillingworth leaves Hester after his interview with her in the prison, following her time on the scaffold, he states, "I leave thee . . . alone with thy infant and the scarlet letter . . . Art thou not afraid of nightmares and hideous dreams?" (67). Hester is alone with her child, her letter, and her remorse.

## Example 2:



- **Too Much Quote:**

Despite this exquisite description, the reader can immediately see how the scarlet letter affects Hester "When the young woman . . . stood fully revealed before the crowd, it seemed to be her first impulse to clasp the infant closely to her bosom; not so much by an impulse of motherly affection, as that she might thereby conceal a certain token which was wrought or fastened into her dress" (45).

- **Just Right:**

Despite this description, the reader can immediately see how the scarlet letter affects Hester, who, as she stands before the crowd holding her baby and wearing her letter, "clasp[s] the infant closely to her bosom; not so much by an impulse of motherly affection, as that she might thereby conceal a certain token which was wrought or fastened into her dress" (45).

## Example 3:



- **Too Much:**

However, the town eventually forgave her. Hawthorne states at the beginning of chapter thirteen, "Hester Prynne did not now occupy precisely the same position in which we beheld her during the earlier periods of her ignominy . . . Hatred, by a gradual and quiet process, will even be transferred to love" (190).

- **Just Right:**

However, the town eventually forgave her, and did not view her as they once had, showing that "hatred, by a gradual and quiet process, will even be transferred to love" (190).

## Example 4:



- Quote includes directives:

He didn't expect anything specific, but receives a surprising response saying "Civilization is going to pieces, broke out Tom violently. I've gotten to be a pessimist about things" (13).

- Directive-free Quote:

Seeking to change the subject, Nick doesn't expect a direct response, but receives one nonetheless when Tom states emphatically that "[c]ivilization is going to pieces," further remarking on his pessimistic attitude (13).



# Remember:



- Introduce your quote—tell who is saying it and why
- Keep your quote short—only use what is necessary to make your point
- Explain what your quote means—how it ties to your TS
- Finish with an in-text citation—page number in parenthesis followed by ending punctuation