

## 1. DEVELOP A THESIS STATEMENT

What is a THESIS statement?

- This is the CENTRAL point of your paper.
- Topic + Claim = THESIS
  - Ex. In the short story "The Necklace," (topic) Guy de Maupassant demonstrates that true beauty is created not through your physical appearance and possessions, but through sacrifice and suffering (claim).

**TOPIC:** \_\_\_\_\_ by \_\_\_\_\_

**CLAIM** (this is the THEME that you believe exists in the story): \_\_\_\_\_

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Now, you can create your own THESIS statement by combining your **TOPIC** with your **CLAIM**.

In " \_\_\_\_\_," the author demonstrates that \_\_\_\_\_

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## 2. ANNOTATE YOUR TEXT

- Go through the story and look for evidence to support your THESIS.
- Highlight important quotes and write down why they are significant in the margin

## 3. DETERMINE YOUR THREE MAIN POINTS

- How will you prove your thesis? What LITERARY ELEMENTS does the author use to create the theme you selected? These might include: characterization, setting, mood, tone, irony, symbolism, diction.
- Go back through your annotations and mark the different techniques that you notice being used.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

These three points will form the last sentence in your introductory paragraph, directly after your THESIS statement.

**EXAMPLE:** *The author clearly establishes this theme through the use of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.*

#### 4. INTRODUCTORY PARAGRAPH

- Structure of an introduction:

- HOOK
- SUMMARY OF STORY
- THESIS STATEMENT
- SUPPORTING POINTS

How will you **HOOK** your reader? (This could be: a famous quote, an interesting fact, a flipped cliché...DO NOT USE A QUESTION!)

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Summary of the story (Introduce characters and briefly discuss setting, conflict, and resolution):

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## 5. BODY PARAGRAPHS

a. Structure of a body paragraph:

- i. TOPIC SENTENCE (Restate thesis with specific focus point)
- ii. EVIDENCE (**USING ICE METHOD**)
- iii. EVIDENCE (**USING ICE METHOD**)
- iv. LINKING PHRASE

### First Body Paragraph:

What literary technique will your argument focus on? \_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Second Body Paragraph:

What literary technique will your argument focus on? \_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Third Body Paragraph:

What literary technique will your argument focus on? \_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your first supporting quote from the text? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**REMEMBER THAT FOR EACH OF YOUR SUPPORTING QUOTES, YOU NEED TO APPLY THE  
ICE METHOD TO SHOW A THOROUGH ANALYSIS.**

#### 6. CONCLUDING PARAGRAPH

##### a. Structure of a conclusion:

##### i. RESTATE THESIS

*What is an interesting, original way to restate my main points?*

##### ii. REVIEW MAJOR POINTS OF THE ESSAY

##### iii. FINAL THOUGHT

When determining the "final thought" that you will leave your reader with, consider the following:

- What's important or interesting about the points I've made?
- What can readers take away from my essay that is useful, or that might shed light on their own lives or the world around them?
- If I'm describing a problem in my paper, what might be a possible solution?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Transitional devices are like bridges between parts of your paper. They are cues that help the reader to interpret ideas a paper develops. Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. And finally, transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

## Useful Linking Words and Phrases for Essays

### To indicate a contrast:

- |                       |                     |                      |                   |
|-----------------------|---------------------|----------------------|-------------------|
| • however             | • on the other hand | • alternatively      | • in fact         |
| • instead             | • conversely        | • on the contrary    | • notwithstanding |
| • rather              | • in comparison     | • better/worst still | • all the same    |
| • another possibility | • but               | • nevertheless       |                   |
| • despite this        | • in spite of       | • although           |                   |
| • for all that        | • yet               | • in contrast        |                   |

### To provide an illustration:

- |                        |              |                        |
|------------------------|--------------|------------------------|
| • for example          | • that is    | • that is to say       |
| • in other words       | • namely     | • such as              |
| • typical of this/such | • on such    | • a typical/particular |
| • including            | • especially | • not least            |
| • chiefly              | • mainly     | • most importantly     |

### To extend a point:

- |               |             |                   |                  |
|---------------|-------------|-------------------|------------------|
| • similarly   | • equally   | • likewise        | • also           |
| • furthermore | • indeed    | • in the same way | • it can be seen |
| • besides     | • above all | • as well         | • in addition    |

### To show cause and effect/conclusion:

- |                     |                            |                           |
|---------------------|----------------------------|---------------------------|
| • so                | • therefore                | • it might be concluded   |
| • then              | • thus                     | • from this               |
| • in this/that case | • as a result/consequence  | • to conclude             |
| • for this reason   | • resulting from           | • linked to this          |
| • it follows that   | • consequently             | • it can be inferred      |
| • in conclusion     | • owing to/due to the fact | • accepting/assuming this |
| • in short          | • this suggests that       | • this implies            |

### To show the next step:

- |                        |                              |                             |
|------------------------|------------------------------|-----------------------------|
| • first(ly) second(ly) | • to begin/start with        | • in the first/second place |
| • first and foremost   | • first and most importantly | • first                     |
| • another              | • then                       | • after                     |
| • next                 | • afterwards                 | • then                      |
| • finally              | • ultimately                 | • lastly                    |

## MLA FORMATTING RULES

- OVERALL PAPER
  - 1" margins on all sides
  - Indent the first line in all paragraphs
  - Double-spaced
  - 12 pt. font
  - Times New Roman
- HEADER
  - Upper left hand corner of first page
    - Your Name
    - Teacher's Name
    - Class
    - Date (6 January 2017)
- PAGE NUMBERS
  - Upper right hand corner of every page should include a header with your last name and the page number
- WORKS CITED PAGE
  - The last page of your essay should be titled Works Cited
    - This should be a complete separate page
    - It should follow all the same formatting rules as the rest of your paper
    - Citations need to use a hanging indent (where the second line of your citation is indented)
    - Citations should be formatted as follows:
      - Last Name, First Name. *Title of Book*. Publisher, Publication Date.