

# The finishing touches

## Formatting & letters

Work: N/A

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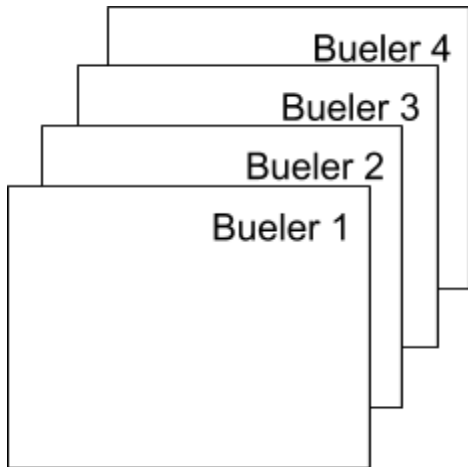
### Header example -

Ferris Bueler  
Mr. Lorensax  
Sophomore English  
23 August 1990

### Turning it in -

Stack 1: Letter on top of your final draft.  
Stack 2: Outline (with Ms. Rosero's comments) on top of your peer edit sheet

### Pagination example -



### Letter - (should be printed on a separate page)

Dear Ms. Rosero,  
In my previous essay, I needed..(your downfall).. I have fixed them..(how?)..  
You also told me...

Sincerely  
Ferris Bueler

### Font -

11-12 point Times New Roman, double spaced, 1 inch margins.

# Writing a Ms. Rosero Essay

## The crash course

Jack Crane

Last updated June 2020

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The ultimate guide to navigating the Essay curriculum  
assigned by Ms. Rosero

Printing Directions: Color, double-sided (flip on short side). Staple in center and fold.

This packet is available online at [https://bit.ly/rosero\\_essay](https://bit.ly/rosero_essay)

# The Introduction Paragraph

## Diagram

Work: N/A

- **Universal Statement** - Grab the reader's attention. Use a question, quotation, definition, vivid writing, universal truth. **Example:** Respect is a quality that is earned, not freely given.

- **Central Idea** - Relates the universal statement to the work in the essay. Be sure to mention the essay's broad topic, as well as the title, author, and type of novel. **Example:** In the poem Beowulf, translated by Burton Raphael, the title character earns the respect of those around him.

- **Map Points (1, 2, 3)** - Provides a map of the essay. Describes the topic of each paragraph (in order). Each map point should have 2 sentences.

- **3 Point Thesis** - What you will be proving in your essay. Be sure to mention the "what" and the 3 "hows" of your essay. **Example:** Thus Beowulf's strength, loyalty, and bravery earn him the community's respect.

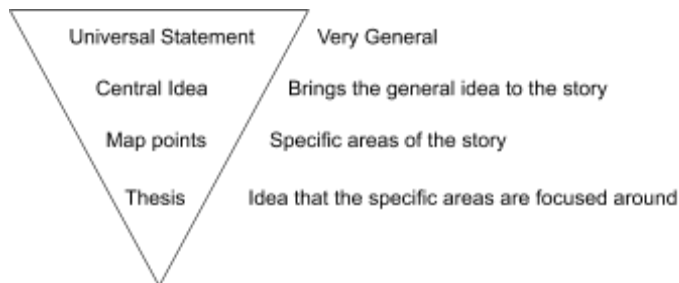
Universal Statement

Central Idea

Map Point 1, 2, & 3

3 Part Thesis

The introduction paragraph should start general, and become more specific as the paragraph continues:



# How-to's

## Quotes, citations, and transitions

Work: N/A

**Quotes** - Be sure to *embed* your quotes. No "naked quotes". Do not pick out an entire sentence from your book, and use that as a sentence. Trim out a part of the quote that makes sense with your sentence, and plop it in. You can alter quotes with brackets ( [ ] ) and put your text within them. You should not, however, put more than a few words in brackets. If you find yourself needing to change the quote for more than pronoun replacement and fixing tense, you need to find a different quote.

**In-text citations** (aka parenthetical documentation) - If only one source is being used, use the author's last name (except for in specific circumstances) followed by the page number for the first citation, then for all subsequent ones, use just the page number. Citations should be placed outside the quotation marks and before punctuation.

Good:

"Monster! Ugly Wretch!" (Shelley 153).

Bad:

"Monster! Ugly Wretch!" (Frankenstein 153).

"Monster! Ugly Wretch!" (Frankenstein p.153).

"Monster! Ugly Wretch!" (page 153).

**Transitions** - Transitions will prevent your reader from becoming fatigued, and it will help to pull them through your essay. Use words from the examples provided, or use your own. Transitions should be at the beginning of sentences and paragraphs that are following another of the same type.

# Transition examples

## Check your work

Work: N/A

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### Agreement/Addition/Similarity

In the first place; not only ... but also; as a matter of fact; in like manner; in addition; coupled with; in the same fashion / way; first, second, third; in the light of; not to mention; to say nothing of; equally important; by the same token;

### Opposition/Limitation

Although; instead; whereas; despite; conversely; otherwise; however; rather; nevertheless; nonetheless; regardless; notwithstanding

### Cause/Condition

In case; provided that; given that; only / even if; so that; so as to; owing to; inasmuch as; due to

### Examples

In fact; in general; in particular; in detail; for example; for instance; to demonstrate; to emphasize; to repeat; to clarify; to explain; to enumerate

### Effect

Consequently; therefore; thereupon; forthwith; accordingly; henceforth; as a result; under those circumstances; in that case; for this reason; in effect

# The Introduction Paragraph

## Example

Work: Macbeth

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In the 1920s, J Edgar Hoover stated “when morals decline and good men do nothing, evil flourishes” when reminding the American people to not forget where they come from. In Shakespeare’s play Macbeth, the title character’s mental state is on a constant decline, his closest friends do very little to assist him, and his wife helps to plunge him further into insanity. In the first acts of the play, Macbeth shows apparent sanity, initially doubting the witches and having a comprehensive and functional understanding of the situation at hand. He begins with a functional mind, realistic threat assessment, and a complete respect and understanding of the people around him. However, as the play progresses, Macbeth’s mental state begins to plummet, Macbeth begins to become more unstable, having hallucinations, and starting to kill people. The title character’s mind starts to fail him - he becomes paranoid and easily deceived. Finally, in the last acts of Macbeth, the title character has lost all foundation on reality, showing an unfounded belief and gullibility to everything he wants to or is convenient for him to hear. At the end of the book, Macbeth is completely out of control. As evidenced by his initial sanity, albeit a rapid progression to instability and complete insanity, Macbeth’s mental state is on a constant decline.

**Universal Statement** - The writer mentioned a historical figure’s quote that is related to the work.

**Central Idea** - Relate the Universal Statement to the work, in this case, Hoover mentioned good men doing nothing, and Macbeth offers how Macbeth’s friends fail to save him.

**Map Points** - Introduce the work. Be sure to start the 2nd and 3rd points with transitions

**Map Point Detail** - Relate or restate your map point.

**3-Part Thesis** - Provide a powerful end to the first paragraph. Mention the what, and 3 hows

# The Detail Paragraphs

## Diagram

Work: N/A

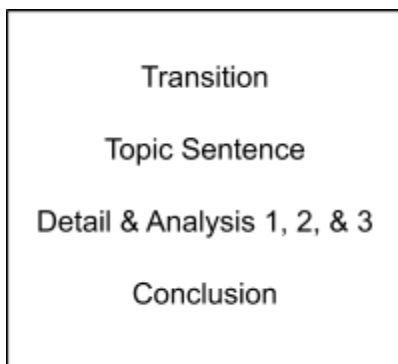
- **Transition** - This should be present in the 2nd and 3rd body paragraphs only. Relate the current paragraph to the previous one.

- **Topic Sentence** - Introduce the paragraph's topic. Leave an open end that your conclusion will close, bracketing your paragraph's content.

- **Detail** - This is the sentence with the quote. Refer to the how-to for quotes on the last page of this booklet. Be sure to integrate your quotes!

- **Analysis** - Analyze your quote for the reader. This should not merely restate the quote, but should provide some new revelation relating it back to your thesis. Assume your reader needs everything explained to them. Your Detail sentence should include the quote, and whatever wordage is needed for it to fit into the flow of the essay. Your Analysis sentence should tell the reader why the detail is relevant, and why they should care.

- **Conclusion** - Summarize the paragraph. Your conclusion should close the end that the topic sentence left open. Do not introduce the next paragraph. Just end this one on a strong note.



A lot of your detail paragraph contents will be composed with **academic writing**:

Tell your reader what you are going to say, say it, then tell the reader what you just said, all in different terms.

# The Peer-review Rubric Part II

## Check your work

Work: N/A

### Concluding Paragraph

- ☐ The topic sentence is a restated thesis
- ☐ The wording of the topic sentence is not too similar to the thesis
- ☐ There is a new conclusion
- ☐ There is a clincher

### Technicalities

- ☐ Use only present tense - alter your quotes with brackets to fix tense to match
- ☐ Use only 3rd person pronouns - alter your quotes
- ☐ Do not use *any* word with 'thing' in it
- ☐ Do not use *any* contractions
- ☐ Do not use *any* slang

# The Peer-review Rubric

## Check your work

Work: N/A

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### MLA Format/Pagination

- ☐ There is pagination in the upper right-hand corner
- ☐ The student information in the upper right corner is correct

### Title

- ☐ There is a title
- ☐ The title conveys the essay information in the MLA Form (not underlined, bolded, italicized, or large font)

### Introductory Paragraph

- ☐ The paragraph begins with a Universal Statement
- ☐ The Central Idea includes the title, author, and type
- ☐ The Central Idea states the main idea of the essay
- ☐ The Central Idea connects the main idea of the essay to the Universal Statement
- ☐ The map points are in the appropriate order
- ☐ Each map point is developed over at least 2 sentences
- ☐ There is a transition for the 2nd and 3rd map points.
- ☐ The entire map follows the order of the Thesis Statement
- ☐ The Thesis Statement lists the 3 paragraph topics
- ☐ The Thesis Statement has a consistent parallel structure
- ☐ The language used in the Thesis is not repetitious

### Body Paragraphs

- ☐ The topic sentence states the paragraph's topic
- ☐ The language of the topic sentence is not too similar to the map
- ☐ Each quote is integrated into a sentence
- ☐ Each quote has proper parenthetical documentation (citations)
- ☐ The parenthetical documentation is at the end of the sentence
- ☐ There is discussion of how the quote proves the paragraph topic
- ☐ There is a transition for the 2nd and 3rd detail sentences
- ☐ The concluding sentence summarizes the paragraph

# The Detail Paragraphs

## Example

Work: Macbeth

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After his encounter with Banquo's posthumous body, Macbeth loses all foundation on reality and thinks he is invincible and completely insane, due to the witches' realities. Committing a war crime, Macbeth kills everyone (including women and children) who is unlucky enough to be in Macduff's home, including his son, stabbing the "young fry of treachery" (4.3.79). Macbeth fails to execute Macduff, but his paranoia allows him to write off the murder of several innocent people. In the battle scene, Macbeth reiterates one of the witches' prophecies, stating he can not be dethroned because forests do not march, claiming he "will not be afraid of death and bane / till Birnam forest comes to Dunsinane" (5.3.63). Macbeth's gullibility completely overthrows his initial doubt of the witches' prophecies. Furthermore, Macbeth also claims he cannot be dethroned because men are all born of woman (or so Macbeth thought), except for Macduff, who was "from his mother's womb / untimely ripped" (5.8.15-16). Macbeth's gullibility has once more gotten the better of him, and when he hears Macduff say this, he is able to see the whole plot of the witches. Macbeth's complete insanity at the end of the story, he believes he cannot be dethroned or hurt, which ultimately leads to his downfall and the downfall of many around him.

**Transition** - Relates this paragraph to the previous one, keeps your essay from becoming choppy

**Topic Sentence** - Discusses the topic of the sentence, and leaves an open end to be elaborated upon and closed by the conclusion.

**Detail Sentence** - Notice how the quote is nicely integrated into the sentence

**Analysis** - Explanation of why the quote was chosen.

**Conclusion** - Closes the paragraph, and closes the open end from the introduction.

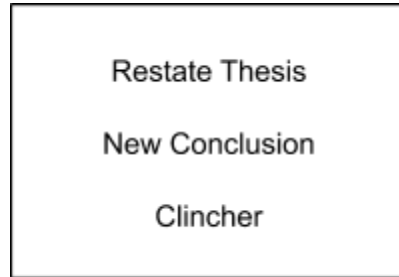
# The Concluding Paragraph

## Diagram

Work: N/A

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- **Restate Thesis** - Summarizes your essay. Do not use the same words as your original thesis, but maintain the order of ideas.
- **New Conclusion** - Provide a new insight about a broad topic (light bulb moment that should resonate with your reader). Try relating your broad topic to another piece of literature, some historical figure or event, or a current event (be careful about current events and their controversy)
- **Clincher** - Relate your new conclusion and your broad topic back to the Universal Statement. If you had a question as your universal statement, answer it. Provide an expanded definition, another quote, or more vivid writing. Your clincher does not need to be the same type as your Universal Statement. Be sure to end strongly and leave the reader hungry for more. The clincher will be the thing that remains in your reader's (or grader's) mind.



# The Concluding Paragraph

## Example

Work: Macbeth

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Macbeth's mental state is on a constant decline, as shown by his initial apparent sanity, yet rapid progression to instability, and ultimately complete insanity. Although written about 400 years ago, it is especially applicable in the common world; there are many Lady Macbeths who work to push people over the edge for their own agendas, be it political, financial, or a multitude of other things, and not enough Macduffs to stand up to the people stuck between the two. Macbeth is an exceptional example of how Hoover's quote applies to real life, and if the Macduffs of the world are not there, no one will be.

**Restate Thesis** - Be sure not to use the same words and order as your original thesis

**New Conclusion** - Again compares the story to the Universal Statement, but the reader is now looking at it through a different lens having just read the essay

**Clincher** - Relate your New Conclusion and entire essay back to your thesis and Universal Statement