

Passing Paper

Papers 3, 4, and 5

Almost everybody's papers up to now contains some--if not a great deal--of summary about the essays we are reading. Some papers are exclusively summary. One of the major goals of Expos is to advance your writing skills beyond summary.

A paper must contain, at the very least, the below five elements in order for it to pass. **In other words, just to make it to the "C" grade level, it must have:**

1. An independent (original and creative) thesis statement.
 - An independent thesis statement does NOT rephrase the assignment question.
 - An independent thesis statement does NOT state the obvious.
 - An independent thesis statement DOES express your original idea as inspired by the assignment question and inspired by connections between the essays. It is clearly articulated and is in the first paragraph, ideally the last line.
2. The first paragraph is a great place to introduce the authors you are working with and the full title of their essays. You can also introduce us to your idea, which will lead up to your thesis.
3. Every body paragraph must start with a topic sentence. (The topic sentence should support specifically one aspect of your thesis.)
4. Since we are working with as many as three authors, each body paragraph must have a quote from at least two, if not all three authors.
5. BODY PARAGRAPH FORMULA
 - Topic Sentence should support one specific aspect of your thesis. After your topic sentence, **Introduce and Insert** first quote.
 - No quotes over four lines are allowed (unless you have an amazing reason to do so).
 - Follow MLA formatting. If you mention the author's name in the sentence, just write the page number (218). If you don't mention the author's name in the sentence, write BOTH the author's last name AND the page number (Name 218).
 - Interpret first quote.
 - What does this **quote** have to do with the **topic sentence** of this **paragraph**?
 - Don't just summarize the quote. Say WHY and HOW it backs up what YOU YOURSELF are saying.
 - Transition to your second quote.
 - Your two quotes have something to do with each other, so move from one to another by telling your reader what this something is. For example, how does our topic sentence link both Loffreda and Faludi?
 - Introduce the second quote.
 - Interpret second quote.
 - Concluding sentence. This is similar to your topic sentence but, since you now have examined your textual evidence, you should have even more to say in conclusion.

EXERCISE TO INSPIRE THESIS STATEMENT AND RECOGNIZE CONNECTIONS BETWEEN THE ESSAYS - Strategy 1: Creating a Conversation

To get started, you will need to generate a question to which you feel all the assigned readings respond. (The assignment question will usually point you in a promising direction to begin.)

1. Turn a blank 8 ½" x 11" sheet of paper on its side and draw five columns. Make the last column wider than each of the others. Label the first column "Questions" and then label the next three columns with the names of each of the authors you've read for your assignment. Label the final column "Connections."
2. In the first column, write down a question that can be addressed by all three readings. It can be a question from your assignment sheet or one that you've developed on your own.
3. For each reading, write a preliminary answer to the question and a quote that supports your answer.
4. Look at the three quotes you've identified. Underline the parts of the quotes that may correspond to or challenge the ideas in another quote. Can you use these connections to generate a new question to place in the "Questions" column? That is, do the connections you've made move the conversation in a given direction?
5. In the last column, write several sentences to explain the connections you've identified in your first series of quotes. Remember that these sentences may not lead you to take a single position. Pay attention to how the quotes raise new issues or complicate each other's assertions. How would you respond to those complications?
6. Repeat.

Note: we end with the request that you repeat the process so that you see your writing as a way of keeping the investigation you've begun going. After making your first series of connections, you can return and consider the significance of your connections: if you've shown in your work with texts A, B, and C that there's a difference between the way text A defines the problem and the way the problem is defined in texts B and C, then return to A to see whether or not the difference you've detected is significant. Does A see something that B and C don't? What makes it possible for B and C to see what A can't see?

Midterm by Anonymous - **EXCERPTS FOR CLASS EXAMPLE** Though this selection needs work to be a "final paper" it contains KEY elements a passing paper must have.

The Power of Symbolism: Tools in Dehumanization and Humiliation

In many instances of life the aspect of symbolism tends to be a positive concept. Religion is a prime example of this notion. Religion is a concept filled with various symbolisms, such as the cross, which for the believers of that faith, holds various evidences as to the truth that faith. Though this is indeed a very positive version of symbolism in that it allows others to feel secure and right in their faith, there are also some very negative use of symbolism and just as positive forms of symbolism have such great power as to have affected peoples beliefs systems, negative symbolism can also hold a similar type of power. The difference between the two being that a positive Symbols is powerful because of its beauty in its ability to inspire and help that person become more sure of themselves, who they are and what they believe, whereas negative symbolism does the very opposite. **Negative symbolism is so powerful because it can be used as a great weapon in the humiliation and dehumanization of an individual.** Malcolm's Gladwell's essay "The Power of Context", Beth Loffreda's essay "Selections from Losing Matt Shepherd", and also Susan Faludi's essay "The Naked Citadel", are all prime examples of this concept.

Independent Thesis--

Topic Sentence--

Dehumanization is the most despicable way in which symbolism can be used for the simple fact that it strips away the very essence of who that person is. For example in Gladwell's essay the young men who were shot and gravely injured by Bernhard Goetz became a symbol of the thugs many people encountered on the subway. In that symbolism people no longer viewed them as individuals who were shot and victimized but as, hoodlums. An article head line in the media which read "Led Away in cuffs While Wounded Mugger Walks to Freedom" over a picture of a "...black [male], defiant, eyes hooded, arms folded-being released from the hospital" (Gladwell XXX). Is a prime example of this perception of the young men being stripped of their individuality and presented as hoodlums. **(STUDENT NEEDS A BRIEF TRANSITION HERE BEFORE THEY CONNECT THE NEXT UPCOMING QUOTE)** The school of Colorado State university created "... a float carried a scarecrow draped in anti-gay epithets" (Loffreda 374). used as a symbol to poke fun at gay individuals. The final example of a symbolism being used as a weapon to tear away an individual's identity is in Faludi's essay when the cadet's heads are shaved to the point that they are no longer recognizable. **(A QUOTE COULD BE ADDED HERE)** In all three instances the identity of **these individuals are stripped away by some symbolic mean. Whether it be though the way an individual is portrayed, a float, or a simple hair cut, all three symbols where used as a means of stripping away ones identify. (...WHICH IS A KEY ELEMENT IN DEHUMANIZATION...THE STUDENT COULD ADD A BIT MORE INFO IN HER CONCLUDING SENTENCE)**

B
O
D
Y

Paragraph

Concluding Sentence--