

GUIDELINES FOR ESSAY 1: NOVEL EVALUATION

By now, you should understand how to write an effective Evaluation Essay. If you do not, reference your **Evaluation Rubric**, read the instructions below, and ask your teacher for help. Follow the steps below to complete your essay, **DUE AT THE END OF THE PERIOD IN LESSON 15**. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the essay. You will not be given class time to write this essay. It must be done on your own time.

Your final paper must have a title page with your original title, your name (as you are the author), the class, the period, and the date. It should be typed, double-spaced, with 1 inch margins, in Times or Times New Roman 12 point **ONLY**, and be a **MINIMUM** of 5 paragraphs.

Your paper **MUST** be handed in with a **Circle Diagram, Guidelines for Essay 1** sheet with teacher's initials, a 1st draft, revisions from your partner, a 2nd draft, 1 peer edit for spelling, punctuation and grammar, and a final draft typed. You will lose points for each missing piece. Any paper turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher's initials.

STEP 1: Complete your Blank Circle Diagram. Establish criteria for your evaluation first. You have studied two types of criteria for an evaluation: 1) the ideas in the piece you are studying and 2) the literary elements/writing tools the author uses to create the piece. You may choose to talk about both types of criteria to support your thesis statement, but be specific! Your criteria should be part, if not all of your reasons. Create your thesis statement. Decide on your criteria. Locate your supporting evidence. Then fill in your **Circle Diagram**. Have your teacher read and approve your circle diagram by initialing it **AND** the space below.

_____ teacher initials

STEP 2: Using your Circle Diagram as your outline, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. The following is how to write up your Evaluation Essay in paragraph form:

Paragraph 1=your thesis statement, your 3 reasons (at least 3, but you might have more) that led you to believe your thesis statement is true, and a closing sentence.

Paragraph 2=your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 3= your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 4= your third reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 5=your closing statement which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up.

If you have more than 3 reasons, the same format is true, you will just have more than 5 paragraphs.

*This is due at the beginning of the period in the next lesson for full credit. Make sure you get your teacher's initials below and on your first draft to receive your full credit. Make sure you save your first draft (or if you are typing the first draft, be sure you have saved it as a version), as you will need to turn it in with your final draft in order to receive full credit on this assignment.

_____ teacher initials

STEP 3: Have a partner revise your first draft using the following technique:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Or if you are typing your essay, be sure your partner is using Track Changes and Comments. If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) Directly on the first draft, check to make sure there is an original title. If not, highlight it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.
- 2) In their first paragraph, make sure their thesis is clear, understandable, and complex. If it is not, write them a note that tells them it is not clear, not understandable, or not complex. Then explain what isn't clear, understandable or complex by asking them good questions that you may have about it.
- 3) In their first paragraph, check to make sure that they have at least 3 reasons that support their thesis statement and include the criteria they are using to support their judgment. If they do not, write them a note that tells them they are missing a reason, their reason is not clear, they have no criteria, or their criteria is not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 4) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 5) In their second paragraph, make sure they have stated their first reason, given criteria, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 6) In their second paragraph, make sure they have at least 2 pieces of evidence from the core text, their class notes, and/or their supporting texts that support their reason and that they have made clear how the evidence supports the reason. Make sure

they have written the lines from the text and/or the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.

- 7) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 8) In their third paragraph, make sure they have stated their second reason, given criteria, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 9) In their third paragraph, make sure they have at least 2 pieces of evidence from the core text, their class notes, and/or their supporting texts that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the lines from the text and/or the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 10) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 11) In their fourth paragraph, make sure they have stated their third reason, given criteria, and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 12) In their fourth paragraph, make sure they have at least 2 pieces of evidence from the core text, their class notes, and/or their supporting texts that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the lines from the text and/or the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to add it.
- 13) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 14) In their fifth paragraph or their closing paragraph, make sure they have restated their thesis statement in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to type it.
- 15) In their fifth paragraph or their closing paragraph, make sure they ask any remaining questions they may have and attempt an answer. If they did not, write a note that asks them to do it. Make sure they have summed up their ideas and that they have written a closing sentence. If they did not, write them a note that asks them to do this.

When your partner has finished revising your paper, have them write (or use track changes to type) at the top of your paper "Revised by and their name." (If they are typing, have them save this copy of the document as a version with their name in the comments section) Have them sign their name below. Be sure to print this draft out to prove that it was done, if you are typing.

_____ student signature

STEP 4: Based on the suggestions of your partner, write your second draft (Or type your changes into the second draft using track changes. All of your changes will show up in a different color.) Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with your partner's suggestions and your second draft with the (track) changes to your teacher and have your teacher initial below to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

_____ teacher initials

STEP 5: Have one of your classmates edit your essay (using Track Changes, if you are typing) using the **Editing Skills List** directly on your second draft. When they are done, have them save their changes as a version. Then ask them to print the version out and sign the top of the first page. Have them sign and print their name below.

_____ classmate's printed name

_____ classmate's signature

Show your teacher this edited version with all of your other versions. Get your teacher's initials below to show that it was done on time.

_____ teacher initials

STEP 6: Polish this final draft of your essay. Type it up. (Or using Track Changes, accept or reject the changes in your essay. Get rid of all comments, making sure that you have done each of them before deleting.) Follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this requirements sheet on top, your **Evaluation Rubric**, typed final draft free of all comments and track changes, edited version, your revised version, your partner's revisions version, your first draft, and your circle diagram. Have your teacher initial below to show that she received this final product on time. Turn it all in. (Your teacher may ask you to turn the essay in saved to a disk. Print the final version anyway so that you can place it in your portfolio.)

_____ teacher initials

GRADING PROCEDURE: YOUR GRADE:

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____

Second Draft	6 points	_____
W/ your changes		
Peer Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____
total possible	<u>42</u>	YOUR _____
		TOTAL _____

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below