

# Allusion Essay Editing Checklist

## Introduction

- Begin with the big idea (no reference to characters or stories...yet).
- Provide a brief overview of FFA (includes title and author) keeping a focus on the above big ideas.
  - Refers to the parts that connect to your \_\_\_\_ of \_\_\_\_
- Provide a brief overview of Genesis 3 keeping a focus on the above big ideas.
  - Refer to the parts that connect to your \_\_\_\_ of \_\_\_\_ expression.
- State the thesis.
  - Answer all parts of the prompt.
  - Use complex sentence structures and strong verbs .
  - Be sure it is specific enough to show understanding of allusion and its relationship/connection to the author's purpose.

*\*\*Information should be presented in the same order as above.*

## Body Paragraph(s)

- Topic sentence
  - Address the parallel between the stories and the author's purpose in the comparison (should not focus on one story or the other but the connection between the two stories).
  - Provide specific focus for the paragraph that links to the thesis statement.
- Provide brief context for each quote (who said it, to whom, under what circumstances).
- Integrate evidence using either a tag phrase or a blended quote.
- Cite all evidence (quoted or paraphrased) according to MLA.
- Pull out and explain significant words/ideas from the evidence.
- Connect the language/ideas of the evidence back to the language and ideas of the topic sentence and to the language/ideas of the essay's thesis.
- Edit out any empty phrasing: "this shows" / "that's why" / "this is how."
- Use complex sentence structures to express relationships between ideas and details.
- Be sure to address WHY Daniel Keyes uses this particular allusion

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*(Remember: You are not out to prove that there IS an allusion to Genesis in FFA but WHY there is an allusion. How*

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*does it add to the impact of the overall story? What might it make the reader think/feel/do?)*

## Conclusion

- Reconnect to the big ideas from each paragraph
- Make clear to the reader WHY Daniel Keyes added the allusion.
- Leave the reader with an understanding of the value of the thesis and the underlying message behind it.

## Title

- Unique, thought-provoking and tied directly to your paper's main idea

## Reminders:

- Formal grammar, punctuation and mechanics are used throughout.
- Purposeful word choice and content-specific vocabulary are used to effectively support the thesis.
- Transitional words and phrases and a variety of simple, compound and complex sentences are used to express relationships between evidence and ideas while engaging the reader.
- MLA formatting expectations must be followed: heading in upper left-hand corner, one-inch margins, formal size 12 Times New Roman font, double spacing, centered title, textual evidence cited using parenthetical citations.
- Literary present tense is used throughout. ("Charlie learns," not "Charlie is learning," or "Charlie learned.")
- Only 3<sup>rd</sup> person pronouns may be used. 1<sup>st</sup> person (I, me, we) and 2<sup>nd</sup> person pronouns (you, your) are not acceptable.
- No contractions in formal writing. (*Do not use don't!*)
- Never use empty phrasing like "This shows how." Instead, *specify* what "this" is, and *explain* "how."
- Avoid "backstage" language like the words *quote, essay, page, textual evidence, thesis*, etc. These words are used to write essays, but should not be used in an essay.

**\*\*\*Remember that all revisions at this point should be made on your printed draft with a pen or pencil.**

**Bring your paragraph organizers, printed draft with handwritten revision marks, and your printed final copy to class on Thursday January 17, 2019.**



