



NOTE: This lesson supports the following core skills and assignments:

- L12.5
- R10.5
- R16.5
- R18.5
- R23.5

Mechanics: The Rough Draft

1. Putting the pieces together

You have now had several chances to refine and sharpen your answer to the writing prompt using the microcosm paragraph and the 3-sentence quotations. You should have a clear idea in mind of both the point you're going to make in your essay and the texts you're going to use to prove it. In other words, you have developed an ***argument***.

You have also had practice talking about this argument in several ways, using the various types of sentences that will make up your essay: thesis statements, set-up sentences, quotations, follow-up sentences and transition (topic and clincher) sentences.

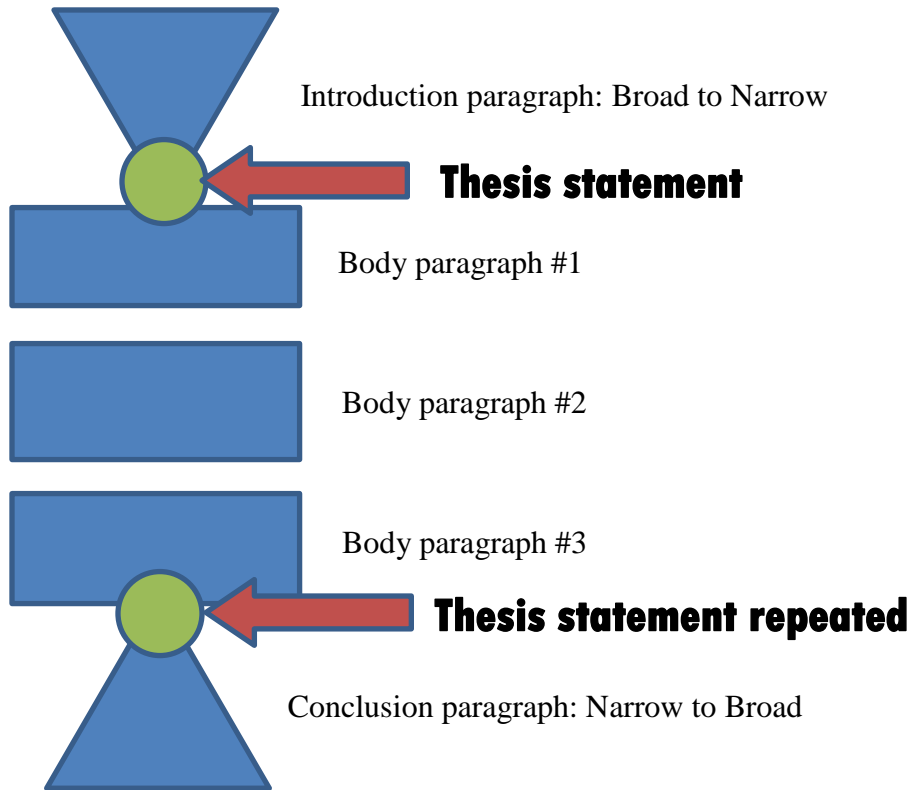
Finally, you have arranged these sentences into the shape of an argument that addresses the writing prompt clearly and completely. This argument is contained in the outline of your "body paragraphs" that you developed for the previous assignment.

The final step of assembling your essay is presenting it to your readers – that is, actually writing it out in prose. In this step, you'll do three things:

1. Create an introduction paragraph and a conclusion paragraph that frame your argument and emphasize its main point: your thesis statement.
2. Write out the paragraphs of your outline in prose form, with correct punctuation and proper citations of all quotes.
3. Add a separate "works cited" page to the end of the essay that conforms to MLA guidelines.

2. The “Tootsie Roll” Diagram

Here’s an overview of the position and function of the introduction and conclusion paragraphs. Notice the shape of these paragraphs and the spot where the thesis statement occurs in each.



The **introduction paragraph** moves from BROAD to NARROW. That is, it begins with a general statement about the topic of the essay or the book being discussed. Successive sentences focus the discussion down to the issue presented in the writing prompt. The thesis statement is presented as an answer to the prompt at the end of the introduction paragraph. Here's an example from the essay on *The Biggest Bear* that we used in the previous lesson:

Surely the "coming-of-age" theme is one of classic literature's most powerful devices. When the main character of a story undergoes the painful process of maturing from a child into an adult, the reader is compelled to walk that road with him, vicariously participating in one of the most human of all dramas. In *The Biggest Bear*, protagonist Johnny Orchard completes a three-step coming-of-age process, allowing author Lynd Ward to make a profound statement about the nature of manhood.

The **conclusion paragraph** moves from NARROW to BROAD. That is, it begins with a restatement (or paraphrase) of the thesis as a conclusion to the argument. Successive sentences discuss implications of this conclusion for our understanding of the book and its themes, or our understanding of its author, or our understanding of literature generally, or our understanding of life! Here's an example from the essay on *The Biggest Bear* that we used in the previous lesson:

Protagonist Johnny Orchard undergoes a coming of age transformation in *The Biggest Bear* - and as he does, author Lynd Ward suggests that being a man is more complicated than it appears. Though this story was written for small children, it nevertheless deals with timeless themes common to many great works of literature. No matter how simple the story, the presence of such eternal themes always has the power to move the reader, and it encourages him to contemplate his own humanity. In this way, classic literature is one of the best aids to a good life.

Your assignment should look like this:

Student Name

Age (in years)

Book Title

Assignment #

Due Date

Essay Title

Your rough draft should be formatted according to MLA guidelines found at <https://owl.english.purdue.edu/owl/resource/747/01/> and summarized in your Writing Procedures document. These include 1” margins left and right; double spaced paragraphs of 12 point type in a readable font such as Times New Roman; a 5-space indent at the beginning of each paragraph with no extra lines between paragraphs; and author-page style citations in parentheses at the end of each quotation.

The first time a text is cited, please include the author’s last name and the “page number ‘before final punctuation, like this’” (Andrews 65). After you have mentioned the author’s name once, don’t do it again – simply “include the page number” (43). Use inline quotations unless the quotation will take up more than four lines of your paper; in that case, put the quotation in its own indented paragraph without quotation marks. In a paragraph quote like the following, the parenthetical citation goes AFTER the punctuation, like this:

At the end of your paper, include a separate “Works Cited” page in MLA format. This must be a separate page, even if it seems like a waste of space! You’ll only have one work listed, of course, but this is the format you will always use when writing papers at any level, whether high school, college or beyond. (76)

Works Cited

(For a work in translation, use the following format):

Author1Lastname, Author1Firstname, and Author2Firstname

Author2Lastname. *Title of Book*. City of Publication: Publisher, Year
of Publication. Medium of Publication.

Homer, , and Robert Fitzgerald. *The Odyssey*. New York: Vintage Books, 1990.
Print.

(For a work in English, use the following format):

Lastname, Firstname. *Title of Book*. Year of Original Publication. City of
Publication: Publisher, Year of Publication. Medium of Publication.

Stevenson, Robert Louis. *The Black Arrow*. 1888. New York: Penguin Classics,
2011. Print.

Hawthorne, Nathaniel. *The Scarlet Letter*. 1850. New York: Penguin Classics,
2004. Print.