



English II Honors

The Scarlet Letter

Essay Revision: Day #1 – Content

READ ~!

- Read your entire essay from beginning to end.
 - Too often, students merely write words and never pause to read what they have actually written.
 - Take that time and do it now.
 - Write nothing...just acquaint / re-acquaint yourself with your essay.

ATTENTION GETTER~!

- Highlight / underline the opening sentence of your essay.
 - Does it compel attention from a reader, student, teacher, student-teacher, or any other organism which breathes?
 - If so, why does it?
 - If not, what can you do to compel a greater sense of attention?
 - Is it a general idea that definitively will tie into the thesis statement?

THESIS STATEMENT ~!

- Highlight / underline your thesis statement.
 - Do you have one?
 - Is it a specific one sentence statement?
 - Is it the final sentence of your introduction?
 - Does it include your chosen theme?
 - Does it expand upon the theme with the author's message regarding it?
 - If it only references the novel, what can you do to modify it to include the above ideas?

INTRODUCTION~!

- Read your entire introductory paragraph.
 - Is your pathway of logic a movement from the general (attention getter) to the specific (thesis statement) with explanatory information building in that direction?
 - If not, what can you alter to suit this expected framework?

THEME ~!

- Examine the theme chosen as the focal point of this essay.
 - Is it a theme touched upon throughout the entire novel?
 - Is it defensible from multiple character viewpoints?
 - Does Hawthorne exhibit a specific message regarding the theme?
 - Do you expand upon the theme with discussion of Hawthorne's message?
 - ...or do you merely repeat the theme over and over again?

SUPPORTING PARAGRAPHS ~!

- Read each of your supporting paragraphs.
 - Do you return to the author's message regarding the chosen theme in each paragraph?
 - If not, what can you add to delve deeper into the author's message?
 - Do you step beyond the characters and plot to examine the author's message?

TEXTUAL SUPPORT?

- Scan your essay for the incorporated quotations from the novel.
 - Do you use support?
 - How often do you refer to the text?
 - Is the incorporation of the quotations formulaic?
 - Do you use too much textual support?
 - ...or not enough?
 - Do the chosen quotations exemplify your overall point of the paragraph, thesis statement, essay?

TEXTUAL SUPPORT ~!

- Formulaic:

- In *The Scarlet Letter* by Nathaniel Hawthorne, the author states, “Most of the spectators testified to having seen, on the breast of the unhappy minister, a SCARLET LETTER” (234). This situation horrified and confused the Puritan crowd because they did not know where it came from.

- Non-Formulaic:

- The Puritan crowd witnessed “on the breast of the unhappy minister, a SCARLET LETTER,” which horrified and perplexed them as to its origin (Hawthorne 234).

CONCLUSION~!

- Read the entire concluding paragraph.
 - Does it summarize the essential points of the essay?
 - Is the pathway of logic a movement from the specific (a restatement of the thesis) to the general (a “so what” statement”) with explanatory information building in that direction?
 - Did you write your conclusion with a clear, intentional idea in mind?
 - ...or was it merely an afterthought of rushed ideas as the period came to a close?



English II Honors

The Scarlet Letter

Essay Revision: Day #2 – Diction / Syntax

READ ~!

- Read your entire essay from beginning to end.
 - Yes, I know you did this yesterday, but it's been 24 hours since you worked with this piece.
 - Refresh your memory so you can further improve upon what you wrote last Friday.

DICTION~!

- Examine your pronoun usage.
 - Do you incorrectly use first person pronouns, such as I, me, my mine, we, us, our, ours, etc.?
 - Do you incorrectly use second person pronouns, such as you, your, yours, etc.?
 - Do you correctly use third person pronouns, such as he, she, it, they, etc?
 - Do you refer to the reader or one...STOP IT!
 - Do you ever use the abomination of language...THEMSELF? It's not a word...it's a contradiction in terms...STOP IT!!!

DICTION~!

- Examine the specificity and firmness of your language.
 - Are there instances where your language does not paint a picture, or the chosen words cast doubt upon your intended message?
 - Do you use words such as things, stuff, a lot, etc.?
 - Do you use words such as almost, kind of, sort of, maybe, possibly, etc.?
 - How will you rephrase your sentence to be more specific and firm with your message?

DICTION~!

- Examine your diction for any slang usage.
 - You'd be surprised at how often people drop this lingo into their essays!
 - LOL, IMHO, BTW, LMAO, OMG, and others are abominations to formal language...so knock it off.
 - "&" is also a no no.
 - How you communicate with friends via text or informal conversation is entirely different from how you communicate in formal environments.
 - Remember, I'm your teacher, not your homie!

DICTION~!

- Examine your verb usage throughout your essay.
 - Do the verbs paint a picture of action throughout the essay?
 - Hester Prynne rises from the ashes of sin.
 - Hester Prynne becomes a good woman again.
 - Do you use the active voice more often than the passive voice?
 - Roger Chillingworth poisoned Dimmesdale.
 - Dimmesdale was poisoned by Chillingworth.

DICTION~!

- Examine your essays for any misspelled words.
 - Janota, how do I know it's misspelled?
 - If there's a shred of doubt, look it up!
 - Some of the most common misspelled words from sophomores are...
 - beginning, definitely, loneliness, separate, their / there / they're, loose / lose, receive, Prynne, Dimmesdale, Chillingworth, woman / women

SYNTAX~!

- Examine each of your sentences and its structure.
 - Do you utilize each of the four (4) sentence structures?
 - Can you identify simple, compound, complex, and compound-complex sentences? Would you know one if you saw one?
 - Do you use one structure more than others? Why?
 - Should you re-write any sentences to offer syntactical variety?

SYNTAX~!

- Examine each of your sentences and its possible incorrect structure.
 - Have you written a fragment, run-on sentence, or comma splice? Would you know one if you saw one?
 - If you have written one, what can you do to correct the issue?
 - Can any of these structures ever be used and not be seen as incorrect grammar?

SYNTAX~!

- Examine each type of sentence written...no, this is not the same as the last slide.
 - Do you utilize each of the four (4) sentence types? Should you?
 - Can you identify exclamatory, declarative, imperative, and interrogative sentences? Would you know one if you saw one?
 - Would a greater variety of these sentence types help or hinder your essay?



English II Honors

The Scarlet Letter

Essay Revision: Day #3 – MLA / Peer Editing

MLA Format ~!

- Do you know what a properly formatted MLA paper actually looks like?
 - No, well let's take a look at one!
 - Yes, well you're along for the ride!

PEER EDITING

- Think back to the beginning of the year.
 - As you read other essays today, answer...
 - Does the essay (1) answer the question, (2) in light of a holistic interpretation, (3) taking into account the complexity of the work, (4) while highlighting personal mastery of language?