



# *English II Honors*

*The Catcher in the Rye*

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~!***

- Examine the opening sentence of your essay.
  - Does it compel attention from a reader, student, teacher, student-teacher, or any other organism which takes in oxygen and expels carbon dioxide?
  - 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 / claim?

# ***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 Salinger exhibit a specific message regarding the theme? Do you understand the difference between the theme and the message?
  - Do you expand upon the theme with discussion of Salinger's message?
  - ...or do you merely repeat the theme over and over again?

# ***THESIS STATEMENT~!***

- Find and examine your thesis statement (claim)?
  - 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?
  - Do you need to add or take away anything from your introduction because it is either too short or contains extraneous information?

# ***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?
  - In your explanation of the author's message, do you explain it in several sentences, or do you treat it more as an afterthought in only a single sentence or less?

# ***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?
  - Should you keep the chosen quotations, or can you now find ones more appropriate?
  - Do the chosen quotations exemplify your overall point of the paragraph, thesis statement, essay?

# ***TEXTUAL SUPPORT~!***

- **Formulaic:**

- In *The Catcher in the Rye* by J.D. Salinger, the author states, “Everybody was asleep or out or home for the weekend, and it was very, very quiet and depressing in the corridor” (51). Clearly the author expresses Holden’s growing anxiety and loneliness in this passage.

- **Non-Formulaic:**

- With “Everybody...out or home for the weekend,” Holden stands “quiet and [depressed] in the corridor” as his anxiety and loneliness grow uncontrollable in his fall towards madness (Salinger 51).

# ***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?
  - Do you need to add or take away anything from your conclusion because it is either too short or contains extraneous information?



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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 on Monday.

# ***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, 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?
    - Holden Caulfield descends unwillingly into the chasm of madness.
    - Holden Caulfield is crazy.
  - Do you use the active voice more often than the passive voice?
    - Phoebe verbally accosts Holden.
    - Holden is yelled at by Phoebe.

# ***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, 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 a previous 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 read one?
  - Would a greater variety of these sentence types help or hinder your essay?



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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?