

Last Name, First Name

Teacher's Name

Name of Class

Date

### Compelling Title That Is Not Underlined But Is In Title Case

The first sentence of your essay grabs my attention and draws me in by telling a moving story or making a startling statement or asking a powerful question that inspires me. Now I'm emotionally involved in this essay because in this second sentence you advance that very compelling idea, or perhaps you dramatize it, and this question, story or statement challenges and excited me. I can't wait to see where this is going! This next sentence takes us directly into your thesis statement. Your thesis will include the title, the author, your clear opinion that names the key stylistic devices that you will discuss, and a statement about the poems theme. It might look like this: In "The Name of My Poem" , [author's name] uses the stylistic devices of diction, figurative language and sound to show that [your clear opinion about the theme of the poem].

The first sentence of this body paragraph says something bold and interesting about your author's use of diction. I may not agree with you at first, but in these next few sentences you convince me by quoting words from the poem and then explaining how those particular words affect the meaning of the whole poem. You should go in chronological order through the poem and introduce each quote by paraphrasing the effect first, and then showing us the word with enough context so that we can follow

your argument. Make sure you quote precisely and put the line number at the end of the quote like this: "quote from your poem" (line 5). Make sure you follow up with enough discussion/commentary/analysis so that your point is hammered home. Keep hammering! If you run out of things to say, look at your last sentence and ask: "So what?" Then tell us in more detail why we should care about your idea. And for goodness sakes, don't just settle for one or two examples! Explore the author's use of diction with at least three examples and try if you can to connect all of your ideas to that big opinion statement you made in your thesis statement in the first paragraph.

The first sentence of this second body paragraph says something bold and interesting about your author's use of figurative language. You know, similes, metaphors, hyperbole, personification. I may not agree with you at first. In fact, I'm feeling pretty doubtful that you are going to make me believe that you understand why the author used these devices, but in these next few sentences you will convince me that you not only understand the author's intention, but have a fresh and interesting take on the effects achieved. Now I'm blown away because I can feel you struggling with the text and you are saying something personal and important. It's as if the insight that you worked so hard to discover and the excitement that is racing through your body is contagious. You are inspiring me! I am loving this essay right now! Really loving it! And then I look up and I see that there are only a few errors, nothing sloppy mind you, just normal high school stuff, and I almost stop reading and just mark it an A, but I can't! I have to finish it! You begin to list the figurative language from the poem and then concisely and authoritatively explain how those little metaphors and whatnot affect the meaning of the whole poem. Wow. Look how you mix in those short and long

sentences. Impressive. I can feel your confidence, and I know you've done your homework on this poem. You're certainly not bullshitting me with a lazy bunch of crap that I would resent spending time reading because I don't get paid for the time I spend reading this, you know, and I want, no, need to be impressed by your commitment to me, your reader. Once again you go chronologically through the poem and introduce each quote by paraphrasing the effect first, and then showing us the word with enough context so that we can follow your argument. Make sure you quote precisely and put the line number at the end of the quote like this: "quote from your poem" (line 5). Just like you did in that first body paragraph. Make sure you follow up each quote with enough discussion/commentary/analysis so that your point is hammered home. Keep hammering! don't let me off the bed until you hear me say, "Okay I get it already! Jeeze!" Explain the complexities, force me to understand by spelling out your ideas. If your run out of things to say, look at your last sentence and ask: "So what?" Then tell us in more detail why we should care about your idea. And for goodness sakes, don't just settle for one or two examples! Explore the author's use of figurative language with at least three examples and try if you can to connect all of your ideas to that big opinion statement you made in your thesis statement in the first paragraph.

The first sentence of this third body paragraph says something bold and interesting about your author's use of sound--rhyme, alliteration, assonance, onomatopoeia, meter, repetition, rhythm, etc. I may not agree with at first. In fact, I'm certain this paragraph is a joke because 90% of student only pretend they understand how sound affects the meaning of a poem. I'm guessing you are trying hard to say something meaningful, but really you are feeling pretty clueless. You're just going to

fake it. Or are you? You are not! This is a huge opportunity to blow your readers mind by saying something comprehensible and interesting about the use of sound in your poem. I guarantee you that your poet thinks about sound because every writer does. But, oh my God! In these next few sentences you convince me by pointing to the sound effects used by the author, and then you explain how those particular sounds altered the meaning of the whole poem. I have to lie down. My head starts to swim. I read on as you go in chronological order through the poem and introduce each quote by paraphrasing the effect first, and then you show me the word with enough context so that I can follow your argument. I can follow your argument! I actually understand what you are trying to say without any effort! You made sure you quoted precisely and you put the line number at the end of the quote like this: "quote from your poem" (line 5). I am having trouble breathing. I clutch my chest. Is this happiness? Or fear? Perhaps my students no longer need me? I read on. You made sure that you followed up each quote with enough discussion/commentary/analysis so that your point is hammered home. You keep hammering and I keep dying! When you run out of things to say, you simply look at your last sentence and ask: "So what?" Then you tell me in more detail why I should care about your amazing idea. And you didn't just settle for one or two examples! No! You explored the author's use of diction with at least three examples and actually connected all of your ideas to that big opinion statement you made in your thesis statement in the first paragraph.

Now all you have left is the conclusion. Here you will restate your thesis, but in slightly different words. You will make a summary of your main points and then you will leave me breathless with an ending that changes me forever. It will have a finished

feeling and will say something sincere and meaningful to the reader about you have learned about the world. And yes it should be about this long. Good luck!