



Before you hand in your midterm essay, use the following items as a checklist to make sure your text meets the requirements. Check each box to validate it applies to your essay.

- My essay has an introduction that contains a hook to generate interest, provides context and transitions to the thesis statement.
- The thesis statement at the end of the introduction is clear, precise, debatable and supportable. I have expressed it as an affirmative sentence that includes a topic and one or more controlling ideas.
- Each body paragraph begins with a topic sentence that focuses on only one major point that helps support the thesis.
- Each body paragraph includes evidence in the form of quotations, paraphrases, facts or logical reasoning to provide specific support for the point being made in that paragraph.
- Quotations and paraphrases are integrated and referenced correctly, and are preceded and/or followed by an explanation of their meaning, relevance and importance.
- The conclusion restates the essay's main points and expands on their strength, and ends on a closing statement that leaves the reader with food for thought.
- The text being analyzed or discussed is included in a Works Cited list.
- If any other external sources have been used, they are listed as well, in alphabetical order.
- There are no traces of plagiarism or academic dishonesty in the essay (credit is clearly provided for any words or ideas that come from someone else).
- I have thoroughly edited and proofread my essay, paying specific attention to word choice, pronoun use, grammar and syntax.



Based on the feedback received on the "Midterm Essay - Content" page and based on your own retrospective assessment of your writing, complete the evaluation grid. For each of the items in these columns (Introduction and Conclusion, Body Paragraphs, Literary Analysis), highlight **in yellow** how you assess the extent to which you demonstrated that element of the competency.

Literary Analysis Essay – Descriptive Evaluation Grid

	Introduction and conclusion	Body paragraphs	Literary analysis
<p>Manifest</p> <p>The essay correctly, pertinently and convincingly addresses all of the indicators, in an optimal manner.</p>	<ul style="list-style-type: none"> -Engaging hook introduces the essay’s general topic and inspires thinking about that topic. -Context logically leads into a thesis statement, which is easily identifiable and well-phrased, and assesses the text in light of a specific idea to be analyzed and proven in the essay. -The work is appropriately referenced. -The conclusion recaps the central point and the strongest ideas in an engaging and convincing manner. -Clever, pertinent and thought-provoking closing statement. 	<ul style="list-style-type: none"> -Each topic sentence clearly connects to the thesis statement and offers a focused controlling idea that is developed in the paragraph. -Concrete supporting details are well-chosen and incorporated. -Paragraphs are well-organized to create a coherent, carefully developed and supported argument or analysis. -Transitions between ideas are logical, and each idea builds on the preceding one. -Overall, the essay is clear and convincing. 	<ul style="list-style-type: none"> -The essay reflects a critical, analytical understanding of the text. -Sophisticated, insightful inferences are based on concrete details to support the thesis statement. -Inferences are developed so that all claims and points made are well-supported and convincing. -Analysis focuses on elements of the text and demonstrates interpretation of the function of literary devices. -Appropriate balance of quotations and analysis; no instances of mere showing. -Analysis is entirely objective, creative and convincing.
<p>Effective</p> <p>The essay correctly addresses all of the indicators, but some of these can be further improved.</p>	<ul style="list-style-type: none"> -Generally engaging introduction. -Areas to be strengthened may include: originality of hook, formulation of context; development of transition between background information and thesis statement. 	<ul style="list-style-type: none"> -Each topic sentence generally connects to the thesis statement, but in one or more of them, the controlling idea may need to be clarified. -Concrete supporting details are generally well-chosen, though 	<ul style="list-style-type: none"> -Writing generally reflects a critical, analytical understanding of the text but might be uneven. -Inferences are logical but could be developed further to better support the thesis statement.

	<ul style="list-style-type: none"> -Thesis statement is correctly formatted but may be strengthened through clarification of the controlling idea(s). -The work is appropriately referenced. -The conclusion recaps the central point and strongest ideas, but its formulation can be more engaging. -Pertinent closing statement that lacks some originality. 	<ul style="list-style-type: none"> some may be insufficient as evidence to effectively support the topic sentence. -Paragraphs are generally well-organized, although some transitions between ideas may be awkward. -Focus may need some improvement; the point of each paragraph may not always be entirely clear. 	<ul style="list-style-type: none"> -Some evidence and points may be vague, too general or lacking in support. -Analysis could be stronger through a more elaborate or pertinent selection of quotations, or a better balance between quotations and analysis. There might be a few rare instances of showing rather than explaining. -Analysis is objective but could be more creative and/or convincing.
<p>Developing</p> <p>The essay demonstrates a concern for all of the indicators, but they need to be further developed.</p>	<ul style="list-style-type: none"> -Introduction is functional, but the hook is common, and the context is too brief and/or simplistic. -Abrupt transition from first sentences to thesis statement. -Thesis statement is pertinent but may be too general, vague or imprecisely phrased. -The controlling ideas are apparent but need to be further developed to engage the reader. -The work is only partially identified or alluded to. -The conclusion recaps the central point and strongest ideas but feels repetitive. -A closing statement is present but may lack pertinence or be too loosely related to the central topic. 	<ul style="list-style-type: none"> -Topic sentences are present but need improvement: main idea not discernible or not adequate to be developed in a paragraph; unclear connection to thesis. -Concrete supporting details are present, but they provide insufficient evidence to support the topic sentence and/or are irrelevant because they do not support an insightful inference. -Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions. -Essay lacks consistent focus, and content of paragraphs does not consistently connect with the thesis statement. 	<ul style="list-style-type: none"> -Writing demonstrates adequate comprehension of the literary text but not a fully critical, analytical understanding of it, as reflected by one or more of the following: -Lack of a focused, developed topic guiding the essay. -Some passages consist in a summary of plot details that retell the story and merely restate the content of citations rather than drawing significant inferences about meaning. -Limited use of literary terminology to analyze how the text creates meaning. -Analysis marked by generalizations, subjective or unsupported claims and vague statements.
<p>Emerging</p> <p>The essay insufficiently meets the indicators, but has potential to do so with the necessary improvements.</p>	<ul style="list-style-type: none"> -Introduction is ineffective, poorly organized and underdeveloped; the hook may be missing. -Thesis statement is incorrectly formatted (question, announcement) or descriptive (summarizes a 	<ul style="list-style-type: none"> -Topic sentences are incorrectly formatted or consistently lack focused ideas (irrelevant comments or facts). -There is no clearly discernible main idea that guides the essay. 	<ul style="list-style-type: none"> -Writing demonstrates some awareness of the literary text but not a critical, analytical understanding of it. -Most of the points made are vague and unsubstantiated.

	<p>plot point) rather than analytical.</p> <p>-Author and/or title of the work may not be mentioned.</p> <p>-The conclusion restates the main idea but is incomplete, mechanical and/or repetitive.</p> <p>-The closing statement is incorrectly formatted (question, etc.), not clearly related to the main topic or too abrupt.</p>	<p>-Supporting details are absent or ineffective/insufficient.</p> <p>-Consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; lack of transitions.</p> <p>-Several passages are unclear.</p>	<p>-The essay lacks focus.</p> <p>-No or little literary analysis present; mostly summarizing and showing.</p> <p>-Incomplete or irrelevant selection of citations.</p> <p>-No or little use of literary terminology</p>
<p>Unobservable</p> <p>The essay contains very few or no traces of the described indicators.</p> <p>The essay does not meet the minimum word count.</p> <p>The essay is off-topic.</p> <p>The essay is plagiarized.</p>	<p>Fails to fulfill several of the requirements of the assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> hook <input type="checkbox"/> background <input type="checkbox"/> thesis statement <input type="checkbox"/> recap <input type="checkbox"/> closing statement 	<p>Fails to fulfill several of the requirements of the assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 main idea / para. <input type="checkbox"/> topic sentences <input type="checkbox"/> objective evidence and supporting ideas <input type="checkbox"/> clear links and coherent organization (transitions) <input type="checkbox"/> all ideas clearly relate to the thesis statement 	<p>Fails to fulfill several of the requirements of the assignment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> critical thinking and insight <input type="checkbox"/> relevant quotations <input type="checkbox"/> analysis and explanation, not mere summary and showing <input type="checkbox"/> use of literary terminology <input type="checkbox"/> objectivity



Answer the following questions as precisely as possible to record a trace of your thinking and decision-making process during the preparation of your midterm evaluations. This will allow you to establish where and how to adjust. For this activity to be meaningful, you need to answer honestly; there are no “good” or “bad” answers.

1. How did you establish the precise topic of your essay? Choose all options that apply.

- I chose the story I liked the most and simply brainstormed until I came up with an idea I liked.
- I chose the literary elements I felt the most confident about and tried to find good examples in the short story.
- I chose the topic I remembered the most about and reused the elements from the class discussions.
- Other:

2. How and when did you write your thesis statement and topic sentences?

- At the beginning of the writing process, and I didn't revise them.
- At the beginning of the writing process, but I revised them once.
- I wrote and re-wrote them several times, all throughout writing process.
- Other:

3. What strategy, if any, did you apply to make sure that your thesis statement correctly addressed the writing cue, and that your topic sentences and paragraph development fully match your thesis statement. In other words, how did you make sure that you wrote on topic?

4. Did you write one draft of your essay from beginning to end or did you edit/rewrite it? If you did, how?

5. Did you use any proofreading strategies to try and eliminate language errors before handing in? Which ones?

6. What best describes your experience with the time constraints?

- I had sufficient time to submit an essay I felt satisfied with.
- I did not have sufficient time because I did not have inspiration.
- I did not have sufficient time because I spent a lot of time finding quotations/passages.
- I did not have sufficient time because I spent a lot of time looking up words and/or revising grammar.
- Other:

7. Based on your answers to questions 1-6, what do you intend to do differently on your final essay?

8. How did you prepare and practise your presentation? Were you satisfied with the result in class? If not, what can you change next time?

9. After the midterms, do you have any questions or are there any elements you need to better prepare you for the final evaluations? Be as specific as possible.



Analyze the errors in your text that have been highlighted. For errors that recur, or items that you thought were correct, establish the rule/explanation that will allow you to avoid them next time.

*There is no minimum and no maximum of rules to include here. At this point, you do not need to correct your text itself, but rather analyze your frequent errors, and establish how you can correct/avoid them. You will be able to use this document as you write your final essay, so the more thorough you are, the better strategies and tools you give yourself to do well on your final essay!

For example (you can delete these if they are not errors you struggle with):

- a. When my sentence ends on a quotation, the final period needs to be placed after the closing parenthesis of the reference, not within the quotation.

the size of a threepenny bit." (par. 14)
> the size of a threepenny bit" (par. 14).

- b. In the simple present, a final -s should be added to the base form only if the verb relates to a third-person singular subject.

what the others thinks of her, and what she think of herself
> what the others think of her, and what she thinks of herself



- You are 1 week away from writing your final essay. What do you want to do beforehand to make sure you are well-prepared? How can the evaluations grids, checklists and feedback received help you?

→

How much time do you estimate you will need to reserve to do all of this?

→

At this point, are you missing any information or strategies to achieve your objective? Which one(s)?

→

Outlining your final essay

- Rework your **thematic statement** so it clearly applies to your analysis of the two texts. Word it as precisely as possible. Everything you include in your essay needs to directly relate to this statement; it is the essence of your analysis.



2. Introduction

- What do you want to demonstrate with regard to this theme by comparing the two texts?
→
- What type of information would make your readers curious about this?
→
- Which concepts or issues will your readers need to know about?
→

Use your answers to complete the table below.

Hook	<i>Write the information you wish to use (keywords or quotation). Do research if needed (add the reference under point 6).</i>
Background/context	<i>Write keywords of your ideas, not full sentences.</i>

Thesis statement	<i>Write a first, complete version of the thesis statement.</i>
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3. Body Paragraphs

- Before you look more closely at each body paragraph, determine in which order you want to present them. Depending on your theme and focus, it might be more logical or convincing to start with the analysis of *Lungs* or your poetic text.

Metacognitive The most logical order for my body paragraphs is ... because ...

Metacognitive This is reflected in my thesis statement as follows:

- Body paragraph 1 -- Examine the paragraph elements you included in lit journal entry 6 or 7.

Metacognitive To write a successful analytical paragraph I need:

Metacognitive So far, I have:

Metacognitive I need to add:

Metacognitive I need to adjust:

Metacognitive To help me pinpoint and implement these additions I can use the following resources / strategies :

Topic sentence	<i>Copy the topic sentence from your journal entry and rework it as needed.</i>
Body	<i>Copy the paragraph plan (keywords, bullet points) of your journal entry and rework it as needed.</i>
Concluding sentence	<i>Copy ideas for your concluding sentence (keywords) from your journal entry and rework as needed.</i>

- Body paragraph 2 -- Examine the paragraph elements you included in lit journal entry 6 or 7.

Metacognitive To write a successful analytical paragraph I need:

Metacognitive So far, I have:

Metacognitive I need to add:

Metacognitive I need to adjust:

Metacognitive To help me pinpoint and implement these additions I can use the following resources / strategies :

Topic sentence	<i>Copy the topic sentence from your journal entry and rework it as needed.</i>
Body	<i>Copy the paragraph plan (keywords, bullet points) of your journal entry and rework it as needed.</i>
Concluding sentence	<i>Copy ideas for your concluding sentence (keywords) from your journal entry and rework as needed.</i>

4. Conclusion

Metacognitive In which way can the introduction and conclusion be considered mirror images?:

Recap	<i>Express the main idea of your analysis in one sentence.</i>
Strong points	<i>Write keywords/ideas, not full sentences.</i>
Closing statement	<i>Brainstorm ideas for your final thought (keywords).</i>

5. Works Cited

Works Cited	<i>Which references did you use? Follow APA format. Refer to this video tutorial or the library website, as needed.</i>
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Congratulations! Once you have answered all the questions and completed the tables, you are perfectly ready for writing your final essay!

Based on your midterm essay and the actions you have taken, to what extent do you expect your final essay to meet the competency evaluation criteria? Highlight it in yellow -- and consider it your mission! 🚀

Manifest

The essay correctly, pertinently and convincingly addresses all of the indicators, in an optimal manner.

Effective

The essay correctly addresses all of the indicators, but some of these can be further improved.

Developing

The essay demonstrates a concern for all of the indicators, but they need to be further developed.

Emerging

The essay insufficiently meets the indicators, but has potential to do so with the necessary improvements.

Unobservable

The essay contains very few or no traces of the described indicators.