STUDENT REVISING THIS PAPER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ STUDENT WHO WROTE THE PAPER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Revision Assignment – how does Bellow use characterization, setting and imagery to examine the mismatch between perception and reality?

Prompt: Using your ideas from the in-class responses, as well as your knowledge of chapters 5-7 (so your discussion reflects the ENTIRE novel), **explore how Saul Bellow uses those three literary devices to create his message about the mismatch between perception and reality**. You also need to reference the Foster text, *How to Read Literature like a Professor*, where it is appropriate to further your discussion.

**Directions: Read your partner’s paper. Ask him or her questions in the margins about what he or she has written. Complete each question below.**

1. What is the writer’s thesis? Copy the statement which seems to be their thesis below. Circle it in the paper. If there is no thesis, write down the question, “What is your thesis.” The thesis will state how the characterization, the setting(s), and the water imagery help to develop the theme. The topic of the theme will be the mismatch between perception and reality.
2. What is the theme which your partner identifies? Make sure it is a theme – it will be a statement of opinion which is applicable to more than just the text and that character. Write the theme below. Circle the theme in the paper.
3. How many body paragraphs does your partner have? (DO NOT COUNT THE FIRST OR LAST PARAGRAPH).

Underline the topic sentence for each of the body paragraph. Does each topic sentence connect to the thesis? If they don’t, write your partner a note asking him or her to connect each topic sentence to the thesis.

1. For each example, does your partner explain specifically how the words in the quotation show what he or she says it shows? Highlight or mark each quotation or example and draw an arrow to where the explanation is.

From the chart below, identify where the writer’s essay falls in each of the categories.

|  |  |  |  |
| --- | --- | --- | --- |
| **Ideas** | Strong | Average | Weak |
| Thesis Statement is focused and states the specific elements from the prompt. It answers the prompt clearly. | Thesis statement states the elements but is too broad or too narrow. The prompt isn’t clearly answered. | Thesis statement is missing or unclear. |
| Details and examples support each key idea. These details are from both texts. | Details and examples support most of the ideas. These details are from both texts. | Details and examples are not relevant or are too few. The writer might only use details from one text. |
| **FCA #2:** Writer clearly explains how the examples connect and support the thesis. | The writer might make a few connections from the examples to the thesis. | The writer lists the examples, but doesn’t explain how the examples are connected to the thesis. |
| Reader’s questions are anticipated and answered. | Reader is left with only a few questions | Ideas are repetitive or lack a clear point. |
| **Organization** | Introduction clearly presents the text and the main idea for the essay. It draws in the reader. | Introduction presents the text as well as the main idea for the essay, but it does not draw in the reader. | Introduction does not clearly set up what the essay is about or might just be a repetition of the prompt. |
| Conclusion summarized ideas and offers an observation. The conclusion offers a suggestion for why this topic is important. | Conclusion simply summarizes ideas. | Essay lacks an identifiable conclusion |
| Transitions throughout essay show how the ideas are connected. | Most transitions work, but more are needed. The essay is disjointed. | Writer doesn’t use transitions to connect ideas. The essay jumps around. |
| **FCA #1:** Topic sentences for each body paragraph make it clear what each body paragraph will discuss and show how each body paragraph will develop the paper’s thesis | Topic sentences make it clear what each body paragraph is about, but it is not clear how each body paragraph develops the thesis. | Topic sentences are either very general or vague or do not exist. |
| **Source Citation:** | **FCA #3:** Each quotation is followed by (author’s last name Page Number).  Example: (Bellow 113) or (Foster 5).  The period for the sentence follows the end parenthesis. | You can tell where the quotation comes from, but the student might have cited the line number or included “#” or “pg” | There is no attempt at citing the source for any quotations. |