

Course: English 258, Section 1
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English 258, Section I: Exploring Civil “Liberties” and” Liabilities” in American Popular Culture

Course Overview: The United States Constitution guarantees the right to life, liberty, and the pursuit of happiness. Additionally, citizens are granted certain “civil liberties.” The phrase “civil liberty” is used to refer to the rights and freedoms that protect an individual from the state. Taken together, these rights comprise a powerful national mythology that revolves around the autonomy to do what one wants. This course explores the ways in which popular culture mediates our understanding and misunderstanding of social codes, laws, and taboos. We will look to popular culture for commentary on a wide range of issues such as the right to marry, individual autonomy and privacy, technology, religious freedom, censorship, consumer rights, and multiculturalism. For example, how does a program like AMC’s *The Walking Dead* illustrate concerns and anxiety about a breakdown of social order? We will address the following question: how are social “laws” and “codes” upheld, subverted, or challenged in popular culture texts (films, television shows, music, literature, etc...)? Additionally, we will discuss the production, consumption, and reception of American popular culture as it relates to the issues above. We will also work on our critical reading and writing skills (yes, this course requires a good bit of reading and writing). I look forward to exploring these issues together and I hope to provide a solid foundation for your future interests in this field. This course fulfills GEC Objective 7.

Course Goals:

- To better understand what is meant by the phrase “pop culture”
- To examine civil liberties as they appear in popular culture
- To sharpen reading, writing, and critical thinking skills

Required Texts and Materials:

Primary Sources: Please note that you do not have to purchase ALL of the primary sources. I simply ask that you watch/read them for the date they are due. Most (if not all) of these sources are available on reserve at the library. You might consider a Netflix membership (Netflix.com) or purchasing used copies via the internet. Television shows and films are often available via iTunes, Amazon streaming, and Hulu for free or at a minimal cost.

Required Texts Available at the WVU Bookstore:

- McCarthy, Cormac. *The Road*. New York: Vintage International, 2006. Print. ISBN: 978-0-307-47631-9
- Collins, Suzanne. *The Hunger Games*. New York: Scholastic Press, 2008. Print. ISBN: 978-0439023528

Required Texts NOT Available at WVU Bookstore:

You can acquire these materials in the following ways: purchase at Amazon (used or new), rent from Red Box, Netflix, etc., view at WVU library via Course Reserve. If you choose to use Course Reserve, please note that the material must be used in the library and there is a possibility another member of the class could be using the materials.

- *American Beauty*. Dir. Sam Mendes. Perf. Kevin Spacey, Annette Bening, Thora Birch. Dreamworks, 1999. DVD.
- *Big Love: The Complete First Season*. Dir. Alan Poul, Alan Taylor, Charles McDougall, Julian Farino, Mary Harron. Perf. Bill Paxton, Jean Tripplehorn, Chloe Sevigny, Ginnfer Goodwin. HBO, 2006. DVD.
- *True Blood: The Complete First Season*. Dir. Alan Ball. Perf. Anna Paquin and Stephen Moyer. HBO Home Video, 2009.
- *Avatar*. Dir. James Cameron. Perf. Sam Worthington, Zoe Saldana, Sigourney Weaver. 20th Century Fox, 2009. DVD.
- *Supersize Me*. Dir. Morgan Spurlock. Perf. Morgan Spurlock. Samuel Goldwyn Films & Roadside Attractions, 2004. DVD.
- *Pineapple Express*. Dir. David Gordon Green. Perf. Seth Rogen, James Franco, Gary Cole. Columbia Pictures, 2008. DVD.
- *The Walking Dead, The Complete First Season*. Dir. Frank Darabont. Perf. Andrew Lincoln, Sarah Wayne Callies. AMC, 2010. DVD.

In-Class Viewings: We will watch some of our texts in class. If you are not present for in-class viewings, it is your responsibility to make sure that you watch/read the materials that you missed.

Secondary Readings: The secondary readings are available either through eCampus or eReserve. Please note that secondary readings ARE required, not optional.

- Addison-Smith, Helen. "E. T. Go Home: Indigeneity, Multiculturalism and Homeland in Contemporary Science Fiction Cinema" *Papers: Explorations into Children's Literature* 15.1 (2005): 27-35.
- Beck, Barnard. "The Myth That Would Not Die: The Sopranos, Mafia Movies, and Italians in America" *Multicultural Perspectives*. New York: Routledge. 122-129.
- Canavan, Gerry. "'We Are the Walking Dead': Race, Time, and Survival in Zombie Narrative" *Extrapolation* 51.3 (2010): 431-453. Print.
- Cooke-Jackson, Angela and Elizabeth K. Hansen. "Appalachian Culture and Reality TV: The Ethical Dilemma of Stereotyping Others." *Journal of Mass Media Ethics* 23 (2008): 183-200. Print.
- Farrell, James. "Shopping for American Culture." *Discovering Popular Culture*. Ed. Anna Tomasino. New York: Longman. 2007. 231-238.
- Giovanelli, Dana and Stephan Ostertag. "Controlling the Body: Media Representations, Body Size, and Self-Discipline." *Fat Studies: A Reader*. Eds. Sondra Solovay and Marilyn Wann. New York: NYU Press, 2009. 289-298. Print.
- Handley, William R. "Belonging(s): Plural Marriage, Gay Marriage, and the Subversion of 'Good Order.'" *Discourse* 26.3 (2004): 85-109.



- Kamp, David. "Rethinking the American Dream." *Vanity Fair*. April 2009. 1-6.
- Lawrence, Jennifer. "Big Love: Rewriting the Modern Man." *Popular Culture Review* 19. 1 (2008): 79-89.
- Schack, Todd. "Perpetual Media Wars: The Cultural Front in the War on Terror and Drugs." *The War on Terror and American Popular Culture: September 11th and Beyond*. Ed. Andrew Schopp. Madison, N.J.: Fairleigh Dickinson UP, 2009. 65-89.
- Shames, Laurence. "The More Factor." *Signs of Life in the USA* (6th edition). Eds. Sonia Maasik and Jack Solomon. Boston: Bedford/St. Martin's, 2009. 86-93.
- Spector, Judith and Katherine Wills. "Aesthetic Materialism in Alan Ball's American Beauty." *Midwest Quarterly* 48.2 (2007): 279-286.
- Storey, John. "What is Popular Culture?" *Cultural Theory and Popular Culture*, 5th Edition. Edinburgh: Pearson, 2009. 1-14. Print.
- Tan, Susuan Shau Ming. "'Burn with Us': Sacrificing Childhood in *The Hunger Games*." *The Lion and The Unicorn* 37.1 (2013): 54-73. Print.
- Twitchell, James B. "Two Cheers for Materialism." *The Wilson Quarterly* 23.2 (1999): 16-26.
- Westlake, E.J. "Friend Me if You Facebook: Generation Y and Performative Surveillance." *TDR* 52.4 (2008): 21-40.
- Several newspaper/magazine articles (listed on course schedule)

Unless otherwise noted, these readings are available on our course eCampus page

Other Course Materials: You should have a folder for your readings and handouts. You should also bring a notebook to each class, along with the assigned materials for the day.

Recommended Prerequisites: English 101, English 102

Course Policies and Procedures:

Attendance: In this course, you are permitted up to 3 missed classes. For this reason, there **ARE NO EXCUSED ABSENCES** beyond the 3 which are allotted. This includes absences based on university commitments and illnesses. For each class beyond the 3 that you miss, your grade will be lowered by **one full letter**. Seven missed classes will result in the automatic failure of the course. If you miss any class, it is your responsibility to contact a classmate in order to find out what happened in class, if there is an assignment for the next class, and whether changes were made to the syllabus or assignment schedule. You are responsible for all assignments due in the next class period. It is always good practice to contact your professor if you know that you'll be missing a future class. Quizzes and group work missed due to an absence cannot be made up unless pre-arrangements have been made with me. If you are late to a class period and miss a quiz (or part of a quiz), the quiz cannot be made up and you will not receive extra time to complete it. Please note that a missed (scheduled) conference counts as an absence.

Lateness: Lateness is not acceptable and will not be tolerated in this class. If you are more than 10 minutes late on two occasions, this will result in an absence. I do not need to make you aware of this — if you are late, you already know this. If it happens twice, you'll get an absence. The first thing that I do every class period is take roll. If you are late, you must check in with me at the end of class just to be sure that I note your arrival in my attendance book. Otherwise, you may be marked absent.

Late Work: Deadlines are not negotiable after you have missed them. Assignments are due at the beginning of the class period and **late work will not be accepted**. If you are facing a major crisis with a deadline, talk to me. Extensions are rare, but occasionally granted under the most special of circumstances.

Standard of Work: All assignments should be typed, 12 pt. font, double spaced, and in Times New Roman font with one inch margins. Additionally, all work (if more than one page) should be stapled. Remember to include a proper heading on your work: Name, Date, Course #/Instructor, and assignment title (i.e. "PCP 1"). Proofread ALL work. Reading and writing are major components to this course and I expect that you have basic competency in college-level writing. The focus of this course is not grammar or mechanics as it is expected that you are familiar with the basic rules of writing. If you have any writing-related questions, feel free to talk to me about them or visit the WVU Writing Center (located in Colson Hall). I would suggest purchasing a MLA guide to writing, such as *The Easy Writer*. A note regarding emailed work: please do not email me work unless I ask you to do so, otherwise it will not be accepted.

Participation and Preparation: Participation is an important part of this course and is weighted as part of your course grade. I encourage you to participate as fully as you can in class discussions and group work. In the grade breakdown below, you can see exactly what constitutes "A" participation. Your preparation for this course is also part of your participation grade. It is expected that you come to class with the assigned reading/viewing material for every single class. Even if you have previously seen a film, you should re-watch it in order to be prepared for class discussion. Preparation is encouraged through reading quizzes and lots of class discussion. Additionally, being noticeably unprepared for class will lower your overall participation grade.



Classroom Etiquette and Professionalism: When you are in class, I expect you to be totally present and professional. As such, please put cell phones away and on silent when in class. If you are expecting an emergency call, please let me know before class begins. Text messaging during class is totally unacceptable. If I see you doing this (or any related distracting behavior), I may not say anything; I will just lower your participation grade. Of course, MP3 players, laptops, and other electronic devices should be kept off the desk during class time (unless approved by me). All non-class related material should also be tucked away before class begins. Distracting behavior of any kind will not be tolerated. Since we are in a computer classroom, you cannot bring food or drinks without lids to class (this is university policy). Remember issues of professionalism during activities such as group work, online posting, and email communication with your professor (this means that emails should be properly addressed and signed).

Social Justice: In this classroom, we will make a commitment to social justice. We will base our classroom community on mutual respect and open communication. We will likely have frank discussions about sensitive topics (race, class, gender, sexuality, etc...). These topics make for great but sometimes

tough discussions. I am committed to a classroom that strives to use inclusive language, minimize assumptions, emphasize respect of difference, and respect privacy. If for any reason you find yourself feeling uncomfortable, feel free to come and speak with me. I will do my best to ensure that this classroom is a space where everyone feels comfortable and respected. Additionally, some of the course materials may contain content that is disturbing to some viewers. But, alas, this is popular culture and I could not (nor did I wish to) censor our course materials. If you feel offended (so much so that you cannot critically respond to the work) come and talk to me. I maintain an open door policy regarding such issues. I want to also emphasize that I have NO political agenda for this course and I DO NOT endorse any or all course materials just because of their inclusion in the course. In short: my only request is that we participate in honest inquiry and respectful, informed debate.

Accessibility Accommodations: If you have a documented learning disability, a serious hearing or vision problem, or any other special need that might affect your performance and participation in class, please be sure to inform me. Also, please be aware of the support services available to you through the Office of Accessibility Services in Suite 250 at 1085 VanVoorhis Rd (beside Applebee's and across from the Mountaineer Station transportation center). The phone number is [304-293-6700](tel:304-293-6700), and email is access2@mail.wvu.edu. Access the website at <http://accessibilityservices.wvu.edu/>.

Plagiarism/ Cheating: Plagiarism is defined as, "material that has been knowingly obtained or copied in whole or part, from the work of others...including (but not limited to) another individual's academic composition" (WIP xxi). Cheating refers to, "doing academic work for another student, or providing one's own work for another student to copy and submit as his or her own" (WIP xxi). This is never acceptable, under any set of circumstances, and is taken very seriously by me and the university. Both plagiarism and cheating are considered forms of academic dishonesty. In clear cases, an F is given for the course and academic discipline will be sanctioned.

Contact Information: You can feel free to contact me via email or to stop by during office hours. Please allow a 24-hour turn around for email responses and note that I do not check my email after 8 pm on weekdays or during the weekend. Please check your MIX email account daily/frequently for information regarding the course.

eCampus/Media Reserve/ Acquiring Materials: As noted, you will have readings or handouts that you need to view using the eCampus page for the course (which can be accessed through your MIX account). It's important that you print these readings when they are assigned; typically they are short and it's good to have them with you when we have class discussion. The media items (DVDs) are available on reserve on the bottom floor of the WVU library. If you choose not to use the media services option, most (if not all) course media materials can be found online—often free or at a minimal cost. You might consider Netflix, Hulu, Amazon, or iTunes to purchase/view assigned course materials.



Grading Criteria and Evaluation:

Major Course Components with Descriptions: This course is comprised of a total of 100 points. See the components and percentage weights below.

Participation (5%)

Pop Culture Paragraphs (15%)

Quizzes (10%)

Midterm Exam (25%)

Final Exam (25%)

Final Paper (20%)

- **Participation (5%):**

“A” Participation: You are prepared for every class period and contribute to class discussion every (or almost every) day. You have insightful and relevant contributions and go “above and beyond” an average engagement with the day’s readings. You respond to your peers comments and questions and help facilitate dialogue in the classroom.

“B” Participation: You are prepared for every class period and contribute to most class discussions. Comments are relevant and insightful and demonstrate a careful reading of the texts assigned. You respond to others’ comments on a regular basis.

“C” Participation: You are typically prepared for class and contribute to class discussion approximately half of the time. “C” participation reflects a “quiet” role in group work.

“D” Participation: This student is often unprepared for class which is reflected by both class discussion and low quiz scores. This student rarely comments or adds insight to class discussion, shows little interest in the material, and is “off task” during class (reading non-relevant material, sending text messages, sleeping, etc...).

“F” Participation: This student shares the same qualities as the “D” participation student. Additionally, this person distracts others, intentionally offends others, or has missed 6 or more classes.

*Please note that the use of cell phones or other non-approved electronics will significantly lower your participation grade.

- **Pop Culture Paragraphs, Quizzes, In-Class Work (15%):**

Your Pop Culture Paragraphs (PCPs) comprise 15% of your overall course grade. Attached is the direction sheet for PCPs. You have 6 due throughout the course of the semester. Quizzes will be given frequently throughout the semester.

- **Midterm and Final Exam (each worth 25%):** Your exams will be taken in class and will consist mainly of a short answer/essay format. Your final will be taken during finals week according to the university schedule. Each exam will focus on BOTH primary and secondary sources.
- **Extended Pop Culture Paper (EPCP) (20%):** This is a short (4-5 page) argument paper. Details will be given at a later point in the semester.

Grade Breakdown:

A+ → 100-98	B+ → 89-88	C+ → 79-78	D+ → 69-68	F → less than 60
A → 97-94	B → 87-84	C → 77-74	D → 67-64	
A - → 93-90	B - → 83-80	C - → 73-70	D - → 63-60	

Homework: Read “Rewriting the Modern Man” (eCampus)

W 1/29: **Class Topic:** Discuss reading and *Big Love*

DUE TODAY:

Homework: PCP #2: Select and identify a depiction of religion in popular culture.

This can be a song, advertisement, T.V. show, film, etc.... What do you think your example wants you to understand? Is it making any type of argument?

F 1/31: **Class Topic:** In class viewing: *Sisterwives*

DUE TODAY: PCP #2

Homework: Read “Belonging(s): Plural Marriage, Gay Marriage, and the Subversion of ‘Good Order’” (eCampus)

February

M 2/3: **Class Topic:** Discuss Reading and *Sisterwives*

DUE TODAY:

Homework: Watch *True Blood*, Season 1, Episode 1

W 2/5: **Class Topic:** Discuss *True Blood* and Allegory

DUE TODAY:

Homework:

F 2/7: **Class Topic:** Race and Ethnicity in Popular Culture, In class viewing *The Jersey Shore*, Episode 1, Season 1

DUE TODAY:

Homework: Read “The Myth That Would Not Die: The Sopranos, Mafia Movies, and Italians in America” (eCampus)

M 2/10: **Class Topic:** Discuss Reading and *The Jersey Shore*

DUE TODAY:

Homework: Read “Appalachian Culture and Reality TV” (eCampus)

W 2/12: **Class Topic:** In class viewing of *Buckwild*, Season 1, Episode 1

DUE TODAY:

Homework: PCP #3: Select any popular television show, film, or song that you feel relies upon, challenges, or illustrates a regional stereotype. What does this example want the viewer/listener/audience to understand? How does it specifically depict a region and/ or the people living therein.

F 2/14: **Class Topic:** Discuss *Buckwild*

DUE TODAY: PCP #3

Homework: Watch *Avatar*

M 2/17: **Class Topic:** Discuss *Avatar*

DUE TODAY:

Homework: Read “E.T. Go Home” (eCampus)

W 2/19: **Class Topic:** Discuss Reading

DUE TODAY:

Homework: Begin studying for midterm exam

F 2/21: **Class Topic: OPTIONAL** Midterm Review

DUE TODAY:

Homework: MIDTERM EXAM NEXT CLASS

M 2/24: **Class Topic: MIDTERM EXAM**

DUE TODAY:

Homework: Read “The TV Shows that Prepared Us for the NSA Scandal” and “‘South Park’ Opens Its 17th Season With an Episode on NSA Spying” (handouts)

W 2/26: **Class Topic:** Privacy, Autonomy, Surveillance, and the Law, in class viewing “Let Go, Let Gov” *South Park*

DUE TODAY:

Homework: Read “Friend Me if You Facebook” (eCampus)

F 2/28: **Class Topic:** Social Networking and Privacy, Discuss Reading

DUE TODAY:

Homework: Watch *Catfish, The Series* (available FREE on mtv.com/ exact episode

TBA); **PCP #4: Write a paragraph where you consider your social networking persona (or lack thereof). What do you choose to share on social networking and why? If you don’t have a social networking page/account, take one or two paragraphs and explain why. In either case, use what we have talked about thus far to shape your argument.**

March

M 3/3: **Class Topic:** Discuss *Catfish, The Series* and Identities on Social Networks

DUE TODAY: PCP #4

Homework: View *Supersize Me*, View “You’re All a Bunch of Fat Pigs” *South Park*, Season 15 (available FREE on <http://www.southparkstudios.com>)

W 3/5: **Class Topic:** Discuss *Supersize Me* and *SP* episode

DUE TODAY:

Homework: Read “Controlling the Body: Media Representations, Body Size, and Self-Discipline” (eCampus)

F 3/7: **Class Topic:** Discuss Reading, Assign Final Paper

DUE TODAY:

Homework: Over Spring Break, I recommend you begin drafting your paper and begin reading *The Road*. We will be discussing the novel March 28th-April 2nd. **PCP #5: Over break, consider what you want to write your final paper about. Use your paragraph to create a mini-proposal. Be sure to include the following in your paragraph: 1) your general topic, 2) what “text” you will be analyzing, 3) your provisional thesis**

M 3/10: **SPRING BREAK—No Class**

W 3/12: **SPRING BREAK—No Class**

F 3/14: **SPRING BREAK—No Class**

M 3/17: **Class Topic:** In class viewing: *Hooked: Illegal Drugs and How They Got That Way*
DUE TODAY: PCP #5
Homework: View *Pineapple Express*

W 3/19: **Class Topic:** Discuss Drugs in Popular Culture and *Pineapple Express*
DUE TODAY:
Homework: Read “Perpetual Media Wars” (eCampus)

F 3/21: **Class Topic:** Discuss Reading and other pop culture examples
DUE TODAY:
Homework: Watch *The Walking Dead*, Season 1, Episodes 1 and 6.

M 3/24: **Class Topic:** Civil (Dis) Order and Popular Culture, Discuss *The Walking Dead*
DUE TODAY:
Homework: Read “We Are The Walking Dead” (eCampus)

W 3/26: **Class Topic:** Discuss Reading
DUE TODAY:
Homework: Read *The Road* 1-77.

F 3/28: **Class Topic:** Discuss *The Road*
DUE TODAY:
Homework: Read *The Road* 77-185.

M 3/31: **Class Topic:** Discuss *The Road*
DUE TODAY:
Homework: Read *The Road* 185-245

April

W 4/2: **Class Topic:** Discuss *The Road*
DUE TODAY:
Homework: Finish *The Road*

F 4/4: **Class Topic:** Conclude discussion of *The Road*, Watch film excerpts of *The Road*
DUE TODAY:
Homework: There’s no “official” homework, however, you might consider beginning *The Hunger Games*. We will be discussing the novel April 14th-16th.

M 4/7: **Class Topic:** In-Class Viewing: *Doomsday Preppers*
DUE TODAY:
Homework: Read *The Hunger Games* (novel must be read by 4/14)

W 4/9: **Class Topic:** Discuss *Doomsday Preppers*
DUE TODAY:
Homework: Read *The Hunger Games* (novel must be read by 4/14); **PCP #6: In a paragraph, consider a pop culture depiction of the apocalypse/armageddon. Describe the scene and what you think the author wants us to understand. Why do you think this motif reoccurs within our popular imaginations?**

F 4/11: **Class Topic:** Tips for Writing the Final Paper / Workshop

DUE TODAY: PCP # 6

Homework: Finish *The Hunger Games* for Monday

M 4/14: **Class Topic:** Discuss *The Hunger Games*

DUE TODAY:

Homework: Work on final paper

W 4/16: **Class Topic:** Discuss *The Hunger Games*

DUE TODAY:

Homework: Read “Burn With Us” (eCampus); work on final paper

F 4/18: **NO CLASS—Easter Recess**

M 4/21: **Class Topic:** Discuss Reading

DUE TODAY:

Homework: Final Paper DUE NEXT CLASS!

W 4/23: **Class Topic:** Course Wrap-Up, SEIs, Collect Final Papers

DUE TODAY: Final Paper

Homework: Begin Studying for Final!

F 4/25: **Class Topic: OPTIONAL** Final Exam Review

DUE TODAY:

Homework: STUDY FOR FINAL EXAM!

*The final exam will be given according to the designated University final exam schedule.

Directions for PCPs:

Turn In: Typed, **1 Well-Developed Paragraph per Entry w/PCP Feedback form attached**

Deadlines: Listed in Syllabus

What: For days marked "PCP #__" on the syllabus, write a well-developed paragraph that responds to the prompt proposed for the reading for that day. There are 4 PCPs, and I will average your grades from the PCPs. **Overall, you should NOT simply summarize what you read or give your emotional response to the reading (like whether or not you liked the reading).** Instead, make a substantive argument or comment about the assigned primary or secondary texts. Think critically and analytically. Your overall PCP grade is worth 15% of your final grade.

Why: Paragraphs allow you to develop ideas for class discussion, to practice analyzing texts closely, and to develop coherent paragraph structure. I will provide feedback on paragraph structure and analysis that you can apply to your later paper.

Details:

- Your paragraph should be about **ONE PAGE** in length, double spaced.
- Font: 12 pt, Times New Roman
- Margins: 1" top, bottom, and sides
- If you run onto a second page, then **number and staple your pages.**
- Follow proper **paragraph structure** as outlined below.
- Use **parenthetical page citations** for all quotations or paraphrased information (see MLA in-text citations in *Easy Writer*).
- **Format** Movie, TV show, and book titles in italics and article titles in quotations.

Paragraph Structure:

1. **Thesis** sentence or main idea of paragraph.
2. **Explanation** and elaboration of thesis idea/main point.
3. **Quotation/Example** from text, movie, TV show, etc... that supports and illustrates main point.
4. **Interpretation** of quote or example, explanation of how it illustrates your point.
5. **Conclusion** of main idea, implications of your argument.

Paragraph Principles

- **Length:** Paragraphs should range from half a page to a page.
- **Thesis:** Begin with your analytical idea, not with plot summary or feelings.
- **Unity:** Make sure all ideas and sentences relate to the thesis topic.
- **Coherence:** Make sentences flow logically and smoothly into one another.
- **Quotation/Example:** Every paragraph must include a quotation or example from the text being analyzed.

NAME: _____

Pop Culture Paragraph Feedback

For each PCP, please print off this feedback sheet and staple to the front of your PCP.

For future assignments, please address the issues circled in the following list. I will also place additional comments on the PCP itself. If you have any questions, need any clarifications, or need help addressing any particular issue, **PLEASE see me**.

Paragraph begins with a thesis idea	Begin paragraph with thesis idea
Paragraph explains thesis and defines terms	Define terms and explain thesis
Paragraph cites evidence to support thesis	Cite evidence from text for support
Paragraph follows examples and quotations with interpretation	Interpret all examples and quotations
Paragraph is unified	Make paragraph more unified
Paragraph is coherent	Make paragraph more coherent
Quotations and/or evidence are introduced and incorporated	Introduce and incorporate quotations and/or evidence
Quotations are punctuated correctly	Punctuate quotations correctly
Paragraph uses parenthetical page citations in MLA format	Use parenthetical page citations
Paragraph quotes dialogue properly	Review how to quote dialogue
Punctuation is solid	Review the following punctuation: Comma, Semi Colon, Titles, Sentence boundaries
Syntax is clear	Simplify and straighten syntax
Sentences are concise	Revise sentences for conciseness

GRADE: _____

