

“Write to be understood, speak to be heard, read to grow.”

Lawrence Clark Powell

- write in ink, double space essays, and write on one side of the paper. Yes, please write in ink. I tried, but I just can't see the pencil
- I didn't take away points. You earned them. You could earn a maximum of 8 points per question.
- If I wrote on your paper, “Can I keep?/ May I keep?” please consider letting me keep your work. I would like to display the best papers on the bulletin board.
- If I thought your answer was worth a score between two points (a 5 or a 6), I gave you the higher grade.
- Rubrics - You must submit the rubric with writing assignments. If I have to find one, you will lose points. Most rubrics are available on the website.
- Do not directly address the reader; it creates a weak argument. “Let me introduce you to the first reason...”
- Rewrite/ reword = this doesn't mean you need to resubmit the paper. It means that the sentence doesn't make sense for some reason.
- This is NOT a book; it is a short story. Don't call it a book, novel, article, poem, or anything else; it is not.
- Writers do not write to make their works interesting. This is never the reason literary elements are included in works. It is up to the reader to figure out why the writer includes elements.
- PROVE! Prove your opinions using words from the work. You are no longer allowed to write your opinion without justifying how you developed that opinion.
- Specific details and quotes are required!
- Prove your points. “The beginning confused me.” “The story teaches valuable lessons.” Explain why it was confusing. State the lessons it teaches. Use quotes.
- WEAVE quotes into your original sentences. Make the quotes work in your original sentence. However, quotes don't "say" anything. Quotes convey, mean, and demonstrate, but they do not "say," "speak," "tell," or "quote" themselves.
- Base your ideas on the work, not real life.
- Don't judge the work using words like *great*, *brilliant*, *insidious*, *evil*, etc. Analyze the work.
- When choosing whether or not the work should be required reading for tenth graders, avoid personal opinions. It is irrelevant that you liked or didn't like it, if you thought it was interesting, if it was long or short, or that you have other things to do than read. Analyze the work based on the work. Not personal opinions.
- Avoid randomly using quotation marks, parenthesis, and ellipses. There are rules for their usage.
- Avoid asking so many questions. As a writer, your job is to answer questions, not ask them.
- Watch pronoun reference; *they* is plural; *he*, *she*, *it*, and *one* are all singular.
- That and Who: Learn the correct use of demonstrative pronouns. *That* refers to an object; *Who* refers to a person.
- Learn the correct use of *their*, *there*, and *they're*.

- Be definite (specific) in your statements. *"Truth is kind of like walking away from a situation, could be the new title, etc.)*
- Avoid exclamation points.
- Watch pronoun reference. “This will help them accept everyone for who they are.” What’s wrong with this sentence?
- N2SSWTSW
- No dead words
- no 1st or 2nd person pronouns (I will accept first person pronouns this time ONLY, but they undermine your argument)
- Short stories titles go in quotes
- Spell out 10th, w/, &, and others.
- He or she phrases - We will write grammatically correct sentences, not politically correct sentences.
- Don’t split infinitive phrase. It opens us up to different ways of interpretation.
- Avoid clichés, colloquialisms, and empty expressions- takes a turn of the worse, an emotional roller coaster, not only that but, in the blink of an eye,
- Don't end a paragraph with a quote. Use the PIE method.
- Transition between thoughts, ideas, sentences, and paragraphs.
- Do not include fallacies. "None of the people care about the boy." This is a fallacy (error in logic) because some people do care; they walked away from everything they knew because they couldn't accept the child being tortured for their happiness.
- Avoid wordy and redundant phrases and sentences. Write to convey clear, concise meaning, not to impress.
- Write in active voice. Avoid passive voice (*is explaining, are going to have, etc.*)
- Maintain a formal tone. In this class we analyze literature. Therefore, we do not write in informal tones. We can't write like we talk. Avoid informal tones: "Sure the city is honest to its citizens," "The citizens feel anger and disgust, but wait. They're supposed to be happy, joyful, and perfect, right?"
- Avoid run on sentences. Each sentence should contain one general idea.
 - a. *"Truth is honestly and that's something that no one in this story has and if they do have it they leave the town out of disgust."*
 - b. *I don't think the story "The ones who walk away from Omelas" should be required reading because it's a story about an abused child and I personally hate it when I see or hear anything about child abuse and I realize that may not be a good enough reason for my answer, but it's my answer."*

Using quotes to prove points

Original sentence: *This story shows how the city is extremely happy, cheerful, and intelligent, but the child in the cellar is scared, upset, and unintelligent.*

Rewritten sentence using quotes to prove ideas: *This story displays a city full of "mature, intelligent, [and] passionate adults," but the child in the cellar is "feeble-minded," "afraid," and miserable.*

Focus the response

Weak paragraph

“The City of Good and Bad” would be the new title I would use. This title shows how the city has good and bad attributes. Many things about Omelas were great. There was no war or a king. These things were great. However, there was bad in Omelas, too. The child was being horribly treated at the same time citizens were having a festival. Inside Omelas there is both good and bad.

Strong paragraph

A new title for this short story would be “Perfect for a Price.” This title fits because Omelas is the perfect utopia, complete with “prosperity and beauty and delight.” However, this perfection is achieved through the price of one young child’s life. He is miserable and deprived to give others their perfection. Not only does the child have to pay this price, but the people are also paying for happiness. By allowing this horrible circumstance to continue, they have given up their decency and regard for human life. They have also sold their truth by allowing what they know to be true to be taken over by what they imagine to be true. Their souls are slowly being chipped away by guilt. Everyone in Omelas is paying the price for perfection.