

10.24.2013 | Class 15 Week 9

- Paper #3: Simple argument

Story list

Fables

Androcles and the Lion, pp. 5-6
The Ant and the Grasshopper, p. 7
The Crow and the Pitcher, pp. 8-9
Clever Crows Prove Aesop's Fable Is
The Frogs and the Well, p. 10
Mercury and the Woodman, p. 11
The Milkmaid and the Pail, p. 12
The North Wind and the Sun, p. 13
The Old Man and Death, p. 14
The Fox and the Grapes, p. 15
The Fox and the Crow, p. 16-17
The Town Mouse and the Country Mouse, p. 18
The City Mouse and the Country Mouse, p. 19-20
Chanticleer and Renard the Fox or The Trickster
Tricked, p. 21
How the Leopard Got Its Spots, p. 23
The Foolish Lion and the Clever Rabbit, pp. 24-25
The Marsh Crow and the City Crow, p. 26
Coyote Fights a Lump of Pitch, p. 27-28

Folktales

It Could Always Be Worse - p. 78-79
Wisdom or Luck? - pp. 80-82
The Tinker and the Ghost - pp. 85-88
Godfather Death - pp. 90-93
The Lost Horse - p. 72
The Man Who Had No Story - pp. 94-97
The Black Cloth, pp. 101-104
Women, pp. 109-110
East of the Sun, West of the Moon, pp. 113-120

Fairy tales

Hansel and Gretel, pp. 188-195
Little Red Riding Hood, pp. 196-199
Snow-White and the Seven Dwarfs - pp. 200-207
Cinderella, pp. 212-219
Mother Hulda p. 209-210
Rapunzel, pp. 220-223
The Godchild of the Fairy in the Tower
Rumpelstiltskin, pp. 228-231
The Sleeping Beauty, pp. 232-235

Analogues

The Algonquin Cinderella, pp. 308-311
Demane and Demazana, p. 312-314
Death and the Doctor, pp. 324-325

Myths

The Genesis Creation Story, pp. 347-351
Adam, Eve, and the Serpent, pp. 352-354
The Tower of Babel, p. 355
Greek Creation Story, pp. 356-357
Prometheus and Pandora, pp. 373-376
Apollo and Daphne, pp. 377-379
Actaeon, pp. 380-383
Pyramus and Thisbe, pp. 384-386
Orpheus and Eurydice, p. 387-389
Pygmalion, pp. 390-393

5-paragraph essay in English 109: a simple formula

FIRST PARAGRAPH:

1. Introductory remark
2. Introductory remark
3. Thesis statement

SECOND PARAGRAPH

(topic sentence 1st; other sentences in any order that works;)

4. Topic Sentence
5. Elaboration or explanation
6. Example
7. Example

THIRD PARAGRAPH:

8. 2nd topic Sentence
9. Elaboration or explanation
10. Example
11. Example

FOURTH PARAGRAPH:

12. 3rd topic Sentence
13. Elaboration or explanation
14. Example
15. Example

CONCLUSION

16. Concluding remark
17. Concluding remark

X (THESIS) _____

1 (TOPIC SENTENCE) _____

2 (TOPIC SENTENCE) _____

3 (TOPIC SENTENCE) _____

Check list for papers and exit examination

- _____ Paper answers the specific question asked – *and repeats key words from the question if necessary.*
- _____ Paper is CLASSIFICATION, DEFINITION, or a SIMPLE ARGUMENT.
- _____ 5 paragraphs long
- _____ Introduction includes a thesis statement (probably placed at the end of the paragraph).
- _____ **1st** “body paragraph” begins with a **topic sentence**.
- _____ Topic sentence makes a reference to the preceding paragraph. (“*The most common type of character in fables...*” “*The first type of character in fairy tales is...*” “*The characters in fables are ‘true to life’ in the sense that...*”)
- _____ **1st** body paragraph includes a sentence of *elaboration* or *explanation*.
- _____ **1st** body paragraph has 2 examples.
- _____ **2nd** body paragraph begins with a topic sentence.
- _____ Topic sentence makes a reference to the preceding paragraph.
- _____ **2nd** body paragraph includes a sentence of *elaboration* or *explanation*
- _____ **2nd** body paragraph has 2 examples.
- _____ **3rd** body paragraph begins with a topic sentence.
- _____ My topic sentence makes a reference to the preceding paragraph.
- _____ **3rd** body paragraph includes a sentence of *elaboration* or *explanation*.
- _____ **3rd** body paragraph has 2 examples.
- _____ Conclusion tells why the thesis matters.
- _____ **TEST for sentence fragments:** mentally place the words “*I believe that*” in front of each sentence. If the result sounds “funny,” the original is a fragment.
- _____ **TEST for run-on sentences:** if there is any place inside a sentence that could take a period, that sentence is a run-on (2 sentences “mooshed” together w/o proper punctuation). To fix a run-on, use: a *period*; a *semicolon*; a *comma-plus-FANBOYS*; or a *semicolon-plus-“fancy FANBOYS”-plus-comma*. Never join two sentences with a comma alone.
- _____ All sentences describing the stories are in present tense.
- _____ Each sentence refers to the sentence before it in some way (anaphora, transition word, word repetition, etc.).
- _____ Check spelling.

TESTS (AND REPAIRS) FOR SENTENCE FRAGMENTS, COMMA SPLICES, AND RUN-ONS

TEST #1 [for sentence fragments]:

Read each sentence out loud, putting the words “*I believe that*” or “*I realize that*” or “*I think that*” (etc.) in front of the sentence. A complete sentence will sound right; comma splices, run-ons, and fragments will *usually* sound wrong.

EXAMPLE (COMMA SPLICE):

In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree, he then attempts to reach the grapes.

WITH “I believe that” as the opener:

I believe that in “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree, he then attempts to reach the grapes. **[does this sound funny? If so, it sounds funny because this sentence is actually 2 sentences “spliced” together by a comma.]**

EXAMPLE (SENTENCE FRAGMENT):

Unlike in “The Trickster Tricked,” in real life people are not always being chased up in a tree. Or having to wander into the forest to find a house made of sweets.

WITH “I believe that” as the opener:

I believe that, unlike in “The Trickster Tricked,” in real life people are not always being chased up in a tree. **[Sounds right, and it is right. This is a complete sentence.]**

I believe that or having to wander into the forest to find a house made of sweets. **[Sounds wrong, and it is wrong. This is an incomplete sentence (or sentence fragment).]**

TEST #2 [for comma splices]:

Can you put a period where the comma is? If so, you can’t use the comma! Especially in college papers, you should not use a comma to connect complete sentences.

In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree, he then attempts to reach the grapes.

In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree. He then attempts to reach the grapes. **[The period works, so you can’t use a comma.]**

TEST #3 [for run-ons]:

Is there any place inside the sentence that could take a period? If so, the sentence is a run-on (two sentences run together without punctuation).

These stories may be told very differently however, the concepts will always be similar.
These stories may be told very differently. However, the concepts will always be similar.

Because you can place a period after the word “differently,” this sentence is a run-on.

HOW TO FIX A FRAGMENT:

Sentence fragments are usually the final piece of a sentence cut off from the main sentence. To fix such fragments, just attach the fragment to the sentence before it (possibly using a comma).

EXAMPLE (SENTENCE FRAGMENT REPAIR):

In “The Trickster Tricked,” people aren’t always being chased up in a tree. Or not having to wander into the forest to find a house made of sweets like in “Hansel and Gretel.”

REPAIR:

In “The Trickster Tricked,” people aren’t always being chased up in a tree or having to wander into the forest to find a house made of sweets like in “Hansel and Gretel.”

USING A COMMA TO MAKE THE SENTENCE EASIER TO READ:

In “The Trickster Tricked,” people aren’t always being chased up in a tree, or having to wander into the forest to find a house made of sweets like in “Hansel and Gretel.”

4 WAYS TO FIX A COMMA SPLICE OR A RUN-ON SENTENCE:

1. Use a FANBOYS (*for, and, nor, but, or, yet, so*) before the comma:
In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree, **and** he then attempts to reach the grapes.
2. Replace the comma with a semicolon:
In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree; he then attempts to reach the grapes.
3. Replace the comma with a colon (less common):
In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree: he then attempts to reach the grapes.
4. Use a semicolon, a “fancy FANBOYS” (*however, moreover, on the other hand, etc.*) and a comma after the fancy FANBOYS:
In “The Fox and the Grapes” the fox sees a vine of grapes hanging from a tree; **thus**, he attempts to reach the grapes. **[You wouldn’t use a “fancy FANBOYS” in a pair of sentences this simple, but you get the idea.]**