

## 9.19.2013 | Class 5 Week 3

- Jumbled sentence: Robert Benchley on work
- Paper #1: Classification & sample X-1-2-3 set
- Graphic organizer – brainstorm in-class paper
- In-class writing schedule
- 5-paragraph essay: a simple formula

NAME \_\_\_\_\_

DATE \_\_\_\_\_

INSTRUCTIONS: Unscramble and punctuate the list below to produce a 1968 observation about procrastination by the humorist Robert Benchley.  
Write the complete sentence below the list.

- \_\_\_\_\_ the work
- \_\_\_\_\_ any amount of work
- \_\_\_\_\_ he is supposed to be doing
- \_\_\_\_\_ provided it isn't
- \_\_\_\_\_ anyone can do

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**9/24/2013**

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  
Introduction to Folk Tales, p 69-70

QUIZ Fables  
QUIZ Grammar

MAKE 3 APPOINTMENTS AT WRITING CENTER  
**PAPER DUE OCTOBER 5**  
914-674-7402  
<http://mercy.libcal.com/booking/writingcenterdf>

- \_\_\_4\_\_\_ the work
- \_\_\_2\_\_\_ any amount of work
- \_\_\_5\_\_\_ he is supposed to be doing
- \_\_\_3\_\_\_ provided it isn't
- \_\_\_1\_\_\_ anyone can do

*Anyone can do any amount of work, provided it isn't the work he is supposed to be doing.*

--Humorist Robert Benchley, quoted in *The Algonquin Wits*, 1968

This comes to mind frequently when I am emptying the dishwasher or engaging in a similar activity.

Herb Stein's Unfamiliar Quotations

[http://www.slate.com/articles/business/it\\_seems\\_to\\_me/1997/05/herb\\_steins\\_unfamiliar\\_quotations.single.html](http://www.slate.com/articles/business/it_seems_to_me/1997/05/herb_steins_unfamiliar_quotations.single.html)

1. Anyone can do
2. any amount of work,
3. provided it isn't
4. the work
5. he is supposed to be doing.

## **Paper #1 | Classification**

What kinds of characters appear in fables?

Please write a 5-paragraph essay, using examples from the stories we've read to illustrate your points.

Here is a sample X-1-2-3 set you are free to use for your papers if you like:

- |          |   |                             |
|----------|---|-----------------------------|
| <b>X</b> | <b>There are three principal types of characters in fables:<br/>animals, humans, and supernatural beings.</b> | <b>THESIS<br/>STATEMENT</b> |
| <b>1</b> | <b>Some fable characters are animals.</b>   | <b>TOPIC SENTENCE</b>       |
| <b>2</b> | <b>Some fable characters are humans.</b>  | <b>TOPIC SENTENCE</b>       |
| <b>3</b> | <b>Some fable characters are supernatural beings.</b>   | <b>TOPIC SENTENCE</b>       |

## X-1-2-3 sentences for a classification paper

Below are two sets of X-1-2-3 sentences for a classification paper answering the question:

### What kinds of characters are found in fables?

X Three principal types of characters appear in fables: animals, humans, and supernatural beings.

- 1 Some fable characters || are animals.
- 2 Some fable characters || are humans.
- 3 Some fable characters || are supernatural beings.

X The characters in fables || are moral types.

- 1 Some of the characters in fables || are morally good.
- 2 Some of the characters in fables || are morally bad.
- 3 Some of the characters in fables || are morally mixed.

Notice that in each sentence stack\* the subject remains the same while the predicate changes.

The X-1-2-3 method helps novice writers keep their writing on track by instructing them to make the **paper topic** and the X-1-2-3 **sentence subjects** *one and the same*.

Remember: the X-1-2-3 sentences correspond to your Thesis Statement + three Topic Sentences:

X **Thesis statement**  
(usually the last sentence in the Introductory paragraph)

- 1 **Topic Sentence #1** (1st sentence in 2nd paragraph)
- 2 **Topic Sentence #2** (1st sentence in 3rd paragraph)
- 3 **Topic Sentence #3** (1st sentence in 4th paragraph)

\* The partial exception is the “list thesis” in the first set: *There are three principal types of characters in fables: animals, humans, and supernatural beings.*

# 120 minutes

<p>20 minutes</p> <p>FABLES: Androcles Ant &amp; Grasshopper Crow &amp; Pitcher Frogs &amp; Well Mercury &amp; Woodman Milkmaid &amp; Pail North Wind &amp; Sun Old Man &amp; Death Fox &amp; Grapes Fox &amp; Crow</p>	<p>1:15 – <b>1:35pm</b></p> <p>Town Mouse &amp; City Mouse (2 versions) Chanticleer Foolish Lion &amp; Clever Rabbit Marsh Crow &amp; City Crow Coyote Fights a Lump of Pitch</p>	<p><b>Brainstorm ideas</b></p> <p>Write X-1-2-3 sentences Choose 2 or 3 examples for each body paragraph</p> <p>X (THESIS) _____ _____</p> <p>1 (TOPIC SENTENCE) _____ _____</p> <p>2 (TOPIC SENTENCE) _____ _____</p> <p>3 (TOPIC SENTENCE) _____ _____</p>
<p>15 min</p>	<p>finish: <b>1:50</b></p>	<p><b>Write introduction</b></p>
<p>15 min</p>	<p>finish: <b>2:05</b></p>	<p><b>Write 1<sup>st</sup> body paragraph</b></p>
<p>15 min</p>	<p>finish: <b>2:25</b></p>	<p><b>Write 2<sup>nd</sup> body paragraph</b></p>
<p>15 min</p>	<p>finish: <b>2:40</b></p>	<p><b>Write 3<sup>rd</sup> body paragraph</b></p>
<p>15 min</p>	<p>finish: <b>2:55</b></p>	<p><b>Write conclusion</b></p>
<p>15 min</p>	<p>finish: <b>3:10</b></p>	<p><b>Revise &amp; copy edit</b></p> <p>____ Check all sentences to make sure they are <u>complete</u>.</p> <p>____ Check all sentences to make sure there are <u>no run-on sentences</u>.</p> <p>____ Check all story summaries to make sure they are <u>written in present tense</u>.</p> <p>____ Look for ‘awkward’ sentences and revise.</p> <p>____ Make sure <u>each sentence refers back to the preceding sentence in some fashion</u>.</p> <p>Whenever you find <u>two sentences connected by a comma</u>, do 1 of 3 things:</p> <ul style="list-style-type: none"> <li>• Separate them by putting a comma after both sentences.</li> <li>• Use a comma and a FANBOYS (for, and, nor, but, or, yet, so)</li> <li>• Use a semicolon</li> <li>• Use a semicolon, a “fancy FANBOYS” (<i>however, therefore, thus, etc.</i>) and a comma [example: <i>Rex is barking; therefore, the neighbors are unhappy.</i>]</li> </ul>

## WRITING SCHEDULE

1	1:15 – 1:35pm	Brainstorming
2	Finish: 1:50	Write introduction
3	Finish: 2:05	Write 1 <sup>st</sup> body paragraph
4	Finish: 2:25	Write 2 <sup>nd</sup> body paragraph
5	Finish: 2:40	Write 3 <sup>rd</sup> body paragraph
6	Finish: 2:55	Write conclusion
7	Finish: 3:10	Reread entire paper and revise

## 5-paragraph essay in English 109: a simple formula

### FIRST PARAGRAPH:

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

### SECOND PARAGRAPH

(topic sentence 1<sup>st</sup>; other sentences in any order that works)

4. 1<sup>st</sup> Topic Sentence
5. Elaboration
6. Elaboration
7. Example
8. Example
9. Example

### THIRD PARAGRAPH:

10. 2<sup>nd</sup> topic Sentence
11. Elaboration
12. Elaboration
13. Example
14. Example
15. Example

### FOURTH PARAGRAPH:

16. 3<sup>rd</sup> topic Sentence
17. Elaboration
18. Elaboration
19. Example
20. Example
21. Example

### CONCLUSION

22. Concluding remark
23. Concluding remark

## Rubric for exit examination

Your exit exams are graded according to these criteria.

1. Is the paper at least 5 paragraphs long?
2. Is the paper a classification, definition, or simple argument (depending upon the assignment)?
3. Does the introduction include a thesis statement?
4. Do the three “body paragraphs” each begin with topic sentences?
5. Are the paragraphs “well-developed”? Does each paragraph have two to three examples from the stories we’ve read?
6. Does the conclusion tell us why the thesis matters? (Does it ‘go beyond’ restating the thesis?)
7. Are grammar and punctuation correct?
8. Are all words spelled correctly?

## The “literary present”

Check every sentence to make sure it is written in present tense.