

analysis

by Kendra Charles

WORD COUNT 723
CHARACTER COUNT 3463


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Professor Peterson
WISE English 106
April 12, 2012


Resemblances in *Two Kinds*


In the book *Two Kinds* written by Amy Tan is a short story of a Chinese mother and a Chinese daughter who are un-Delete but are very similar. Ni'Kan, WWom is the offspring in *Two Kinds* Contractions parallel to her mother for the reason that she senses her mom desires her to be impeccable, but she desires to be who she is. On the other hand, in all certainty her mother just desires what is greatest for Ni'kan for concisason that she recognizes what complications life could WWid Ni'kan with. Her mother conWWmed several heartaches for concisason that Ni'kan couldn't relate to her since she is an adolescent so she could not have realized the reason of her mom's absurcon. The authortakes concisusage of metaphors and similes, which inclines to irony and symbolism, to illustrate the resemblances amongst Ni'kan and her mother.




concis During the course of *Two Kinds* metaphors were being used to demonstrate a resemblance amongst Ni'kan and her mom. Prodigy is a term that was used an ample amount of time during *Two Kinds* as well. Ni'kan's mom voiced, "Of course, you can be a prodigy too" (1). Her mother thought if Ni'kan resided in America then Ni'kan may possibly be whatever she sought to. Proceeding to her mother departing from China to San Francisco, she del lost a whole lot: "...her mother and father, her home, her first husband, and two daughters, twin baby girls" (1). Her mother stood explaining that Ni'kan was capable to do something with her life and ensure a vision as a result that she possibly will make sure she have her prodigy and ensure a visionfs "...I pictured this prodigy part of me...I was a dainty ballerina..." (1) Even though Ni'kan






and her mom had dissimilar approaches to Ni'kan pursuing the piano Ni'kan and her mom together remained similar in a way. 

Additionally, similes work together toward illustrating just how Ni'kan and her mom were similar also. In *Two Kinds*, Her mom devours difficulties using the television. The volume of the television blanked out and when her mom would get up to change it the television volume came back on it would do it again. 

“It was like a stiff, embraceless dance between her and the TV set” (2). An individual can arise to the understanding to see the connection can likewise indicate to relating Nikan, and her mom's relationship. Her mom tried tutoring her and she did not pay attention, or her mother would administer her assessments and she would not put forth any effort she would fall short and do horribly. Her mom constantly tried to assist Ni'kan but 

then again it was constantly unsuccessful  the situation was at no time an accomplishment, the same with the television. In the future, she would anticipate that she and her mom were similar:

“Yet I couldn't stop playing, as my hands were bewitched. I kept thinking my fingers would adjust themselves back, like a train switching to the right track” (4). Showing a simile unfolding that her and her mom's relationship is not where it needs to be  however sooner or later it will be. Ni'kan could not recognize then that she and her mom were similar  however Ni'kan would quickly discover those things  continues to grow .

 trans Irony conveys the latest important literary point which is symbolism. All the way during the story  the most important portion is seeing how music symbolizes her and her mom's relationship. “Pleading Child” was diminutive but sluggish; “Perfectly Contented” was lengthier but quicker. And after she occupied them together  She understood they were two parts of the same song “Pleading Child” signifying Ni'kan and “Perfectly Contented” symbolizing Ni'kan's mom.  

In the book there were a lot of diverse routes the reader may possibly could have took in analyzing *Two Kinds*. Selecting the subject of the book provided an enhanced viewpoint of what was reading. *Two Kinds* could be applicable toward a lot of individuals because families go through these types of things: daily offspring and parent encounters at the closing understanding that both are similar Ni'kan and her mom in the story.

First Person

Vague Words

17

18

dev

19

Work Cited

20

format

Tan, Amy. *Two Kinds*. 1989. Web. 12 Apr. 2012.

MLA

Ms. Charles,

Thank you for your timely submission. It does a good job of signaling each topic's point in paragraphs.

I'm afraid this assignment is incomplete, however. It doesn't meet the 3 page minimum nor does it signal a clear critical approach. I assume it's reader response, but that's not evident.

Also, it exceeds the originality report threshold of 7% and clearly mirrors my previous student's paper verbatim in idea. This is unacceptable, as I'm interested in YOUR ideas, not someone else's.

Please see me ASAP regarding this paper.

Quotation Marks <p>Quotation marks signal to readers that the exact words between them come from someone other than the writer or the narrator. They are used to present words taken directly from research sources or to report dialogue between speakers; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=496&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42a and 42c. When material that you want to quote already includes a quotation, then double quotation marks are used to enclose the entire quotation and single quotation marks are used to enclose the quotations already in the original; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=497&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42b. Quotation marks are used to set off the titles of short works; <a

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href="javascript:;>see 42d. They may also be used to set off words used in special senses; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=498&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42e. Be careful to use quotation marks correctly with other punctuation marks; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=499&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42f.</p>

1. Isn't this the point of the title? Refer to our in-class discussion for your title revision.

2. Amy Tan's

Quotation Marks <p>Quotation marks signal to readers that the exact words between them come from someone other than the writer or the narrator. They are used to present words taken directly from research sources or to report dialogue between speakers; <a

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href="javascript:;>see 42a and 42c. When material that you want to quote already includes a quotation, then double quotation marks are used to enclose the entire quotation and single quotation marks are used to enclose the quotations already in the original; <a

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href="javascript:;>see 42e. Be careful to use quotation marks correctly with other punctuation marks; <a

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href="javascript:;>see 42f.</p>

3. This is a short story.

Wrong Word <p>Choosing effective words and using words correctly are fundamental to clear writing. When you revise and edit your writing project, make sure your words have the desired effect and support your rhetorical purpose; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see chapter 3.. Once you are satisfied with the overall structure and content of your essay, edit individual sentences for clarity, effectiveness, and variety. <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=383&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See chapters 24-27.. Be sure to look at diction and word choice; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=399&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see chapters 28 and 29.. Check your spelling;

page=523&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 46a to 46d. </p> <p>Consult the glossary of usage in the back of the book if you aren't sure
which word to use.</p>

Delete.

Omit contractions from formal writing assignments.

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=391&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 27 a.</p>

Wrong Word <p>Choosing effective words and using words correctly are fundamental to clear writing. When you revise and edit your writing project, make sure your words have the desired effect and support your rhetorical purpose; <a
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page=31&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see chapter 3. Once you are satisfied with the overall structure and content of your essay, edit individual sentences for clarity, effectiveness, and variety. <a
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page=383&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">See chapters 24-27. Be sure to look at diction and word choice; <a
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page=399&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see chapters 28 and 29. Check your spelling; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=523&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
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page=31&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
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href="javascript:; ">See chapters 24-27. Be sure to look at diction and word choice; <a
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page=399&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see chapters 28 and 29. Check your spelling; <a
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page=523&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 46a to 46d. </p> <p>Consult the glossary of usage in the back of the book if you aren't sure
which word to use.</p>

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a
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page=391&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 27 a.</p>

Omit contractions from formal writing assignments.

Coherence <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. </p> <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=18&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">For more information about coherence, see 2b.</p>

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=391&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 27 a.</p>

4. Tan

Wordiness <p>Using unnecessary or redundant words detracts from the clarity and meaning of your paper. Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases; eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=391&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">See 27 a.</p>

Additional Comment: Can't you just state what she uses without all the words here? Pick out which words add nothing to

the meaning, as extra words may interrupt the intended meaning.

Quotation Marks <p>Quotation marks signal to readers that the exact words between them come from someone other than the writer or the narrator. They are used to present words taken directly from research sources or to report dialogue between speakers; <a

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href="javascript:;>see 42a and 42c. When material that you want to quote already includes a quotation, then double quotation marks are used to enclose the entire quotation and single quotation marks are used to enclose the quotations already in the original; <a

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href="javascript:;>see 42b. Quotation marks are used to set off the titles of short works; <a

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href="javascript:;>see 42d. They may also be used to set off words used in special senses; <a

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href="javascript:;>see 42e. Be careful to use quotation marks correctly with other punctuation marks; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=499&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 42f.</p>

Conciseness <p>Make every word count. Eliminate words and phrases that take up space without conveying meaning. Cut empty words and phrases. Eliminate redundancies. Condense clauses to phrases and phrases to words. Combine sentences. Use strong verbs. For more information on conciseness, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=391&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 27 a.

Additional Comment: Revise this paper for conciseness throughout. This is an issue. Omit wordiness.

5. Good signal to your topic!

6. Is this a metaphor? How so?

Delete <p>Watch for and delete unnecessary elements during the editing and proofreading process. Once you are satisfied with the overall structure and content of your writing project, move to editing individual sentences for clarity, effectiveness, and variety. Be sure to look at diction, word choice, punctuation, and spelling. Proofreading means making a special search to ensure that the final work you submit is free from error. This is usually the last step in your editing process. The final draft should reflect the care you took as a writer. <p><p><a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=39&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>See 3e. and <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=41&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>3f for more information on editing and proofreading.</p>

7. Where are the metaphors used to show resemblance? This is ALL you should be demonstrating in this supporting paragraph.

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32a. Or you can revise by separating the independent clauses with a comma and then a

coordinating conjunction; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32b. When you want to emphasize the continuity of thought between two closely related

independent clauses, use a semicolon between them; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32c. To learn how to punctuate transitional expressions that come between independent

clauses; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32d. You may also choose to revise fused sentences by rewriting; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=435&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32e.</p>

8. Still waiting on the metaphors

9. This paragraph doesn't develop your topic sentence or support your thesis. Be sure to keep each topic sentence's point in mind and prove your thesis with relevant examples from the text and with relevant elaborations from you. Do this for each supporting paragraph.

Comma Splice <p>A comma splice occurs when two independent clauses are joined by a comma only. A comma is not a strong enough mark of punctuation for this purpose. Comma splices can be revised in several ways: the two sentences can be separated by a period; a comma and a coordinating conjunction can be used; a semicolon or, in some cases, a colon can separate them; or the sentence can be recast entirely. </p> <p>For more information on comma splices, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=432&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;>see chapter 32.</p>

10. Yes, this is a simile, but where is the resemblance?

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

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href="javascript:;>see 32a. Or you can revise by separating the independent clauses with a comma and then a coordinating conjunction; <a

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href="javascript:;>see 32b. When you want to emphasize the continuity of thought between two closely related independent clauses, use a semicolon between them; <a

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href="javascript:;>see 32c. To learn how to punctuate transitional expressions that come between independent clauses; <a

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href="javascript:;>see 32d. You may also choose to revise fused sentences by rewriting; <a

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href="javascript:;>see 32e.</p>

11. Avoid summary.

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32a. Or you can revise by separating the independent clauses with a comma and then a coordinating conjunction; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32b. When you want to emphasize the continuity of thought between two closely related independent clauses, use a semicolon between them; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32c. To learn how to punctuate transitional expressions that come between independent clauses; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32d. You may also choose to revise fused sentences by rewriting; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=435&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32e.</p>

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32a. Or you can revise by separating the independent clauses with a comma and then a coordinating conjunction; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32b. When you want to emphasize the continuity of thought between two closely related independent clauses, use a semicolon between them; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32c. To learn how to punctuate transitional expressions that come between independent clauses; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32d. You may also choose to revise fused sentences by rewriting; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insite/writing_manual_digital_age_brief_2009_mla/index.html?page=435&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

href="javascript:;>see 32e.</p>

12. What do you intend to convey here? This is awkward and unclear.

Fused Sentence <p>A fused sentence occurs when two independent clauses run together without any punctuation separating them. To find fused sentences, look for sentences with more than one subject-verb pair. When independent clauses are joined with no punctuation, they must be revised. You can revise by separating the clauses into two distinct sentences; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 32a. Or you can revise by separating the independent clauses with a comma and then a coordinating conjunction; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=433&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 32b. When you want to emphasize the continuity of thought between two closely related independent clauses, use a semicolon between them; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 32c. To learn how to punctuate transitional expressions that come between independent clauses; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=434&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 32d. You may also choose to revise fused sentences by rewriting; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=435&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 32e.</p>

Omit vague words.

Transition <p>Good writing should be coherent--that is, the ideas should progress logically and smoothly from one sentence to the next throughout the text. Transitions help readers move from point to point, and they reveal the patterns of organization in your writing. For a list of transitions, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=22&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see page 22. Use transitions precisely so that readers know how to interpret the information that is new to them; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=27&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 2d.</p>

13. ??? What do you mean here? How does irony convey symbolism?

Comma <p>Use commas to define boundaries within a sentence and in other convention uses. A comma comes between independent clauses; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=480&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38a. A comma separates introductory elements from the rest of the sentence; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38c. A comma is used between the items in a series; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=482&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38d. A comma comes between coordinate adjectives; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38e. Commas set off nonrestrictive elements; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=483&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38f. A comma sets off parenthetical and transitional expressions; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=484&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38g. Commas set off contrasts, interjections, direct address, and tag sentences; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38h. Commas set off quotations; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=485&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38i. They are also used in dates, places, addresses, and numbers; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=486&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38j. Commas are used with names and titles; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=487&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38k. Commas cannot themselves separate independent clauses; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=481&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38b. For other misuses of the comma, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=381&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:; ">see 38l.</p>

14. Who? Ni'Kan?

Development Each paragraph performs a certain kind of work in the larger piece of writing--it may advance the argument, provide illustrations and examples, discuss the effects of a solution the writer is proposing, and so on. Paragraphs also have an internal logic; they focus attention on one idea at a time, along with a cluster of closely related

sentences that explain, extend, or support that idea. </p> <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=20&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For a general discussion of the paragraph structure T-R-I (topic sentence, restrictive sentences, and
illustrative sentences) see page 20. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=21&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For paragraph coherence, which is a network of relationships within a paragraph that keeps the
information flowing and understandable, see pages 21-22. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=23&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For developing paragraphs that use patterns to fulfill specific purposes, see pages 23-27.
 <p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For information on revising your work, see chapter 3.</p>

Comma Splice <p>A comma splice occurs when two independent clauses are joined by a comma only. A comma is not a strong enough mark of punctuation for this purpose. Comma splices can be revised in several ways: the two sentences can be separated by a period; a comma and a coordinating conjunction can be used; a semicolon or, in some cases, a colon can separate them; or the sentence can be recast entirely. </p> <p>For more information on comma splices, <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=432&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see chapter 32.</p>

15. So, what's the point? How does this relate to their similarities? Avoid merely retelling.

16. ? What is the purpose of this paragraph? Where is the development?

PAGE 3

Wrong Word <p>Choosing effective words and using words correctly are fundamental to clear writing. When you revise and edit your writing project, make sure your words have the desired effect and support your rhetorical purpose; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see chapter 3. Once you are satisfied with the overall structure and content of your essay, edit individual sentences for clarity, effectiveness, and variety. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=383&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">See chapters 24-27. Be sure to look at diction and word choice; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=399&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see chapters 28 and 29. Check your spelling; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=523&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see 46a to 46d. <p> <p>Consult the glossary of usage in the back of the book if you aren't sure which word to use.</p>

17. This isn't clear. What do you intend to convey here?

Spelling <p>Attention to spelling communicates your respect for readers and your commitment to your ideas. So develop good spelling habits; <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=523&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see 46a. Check for commonly misspelled words; for a list, <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=524&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see 46b. Watch for homonyms and other commonly confused words; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=525&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see 46c. and the glossary of usage. Follow spelling rules; <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=525&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">see 46d. When you aren't sure how to spell a word, consult a college dictionary. </p>

Development Each paragraph performs a certain kind of work in the larger piece of writing--it may advance the argument, provide illustrations and examples, discuss the effects of a solution the writer is proposing, and so on. Paragraphs also have an internal logic; they focus attention on one idea at a time, along with a cluster of closely related sentences that explain, extend, or support that idea. </p> <a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=20&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For a general discussion of the paragraph structure T-R-I (topic sentence, restrictive sentences, and illustrative sentences) see page 20. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=21&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For paragraph coherence, which is a network of relationships within a paragraph that keeps the information flowing and understandable, see pages 21-22. <a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?
page=23&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')">For developing paragraphs that use patterns to fulfill specific purposes, see pages 23-27.
 <p><a

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=31&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For information on revising your work, see chapter 3.

18. an

Omit first person.

Awkward Look for sentence structures, paragraph problems, or word choices that detract from the flow of your writing. These should be identified and corrected in the revising and editing process.

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=36&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For more information on revising awkward sentences, see 3c.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=383&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:;"/>
Revising for Style; see also chapter 24.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=385&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:;"/>
Sentences in Context; chapter 25.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=387&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>Parallelism; chapter 26.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=391&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>Coordination and Subordination; and chapter 27, Conciseness, Variety and Emphasis.
<p><a
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=20&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For methods of drafting paragraphs, see 2d, Developing Body Paragraphs.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=32&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For revising to strengthen the content of paragraphs, see 3a.
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=399&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>For information on revising awkward words, see chapter 28, Effective Word Use.

Omit vague words.

19. This is confusing and doesn't meet the three page minimum.

20. This belongs on its own page.

MLA Documentation The Modern Language Association (MLA) provides a citation style used to cite sources in the fields of English, rhetoric and composition, foreign languages, and literature. Using the MLA style in your humanities paper allows your readers to easily identify the source of information or a quotation and find the relevant publication information. The MLA style includes two basic components: (1) citations of summaries, paraphrases, and quotations given inside parentheses in the body of the text, and (2) an alphabetically organized Works Cited page at the end of the text, which provides the author, title, and publication details for each source used.

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>See chapter 13. If you need an example of how to cite a particular kind of source, such as a book or an article,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=181&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see the list of MLA indexes on page 181. For instruction on and examples of MLA in-text citations,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=182&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')" href="javascript:;"/>
see 13a. For Works Cited information,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=193&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13b. To learn how to format a paper in MLA style using Microsoft Word,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13c. For a sample paper that uses MLA style,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13d.

Format The standards for the format of an essay or research paper may be set by your instructor, a publication to which you are submitting your work, or the documentation style you are using. For general formatting standards,

onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=314&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see page 314. For MLA format using Microsoft Word,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=224&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13c. For a sample paper that uses MLA format,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;"/>see 13d. For a sample paper that uses APA format,
onclick="javascript:window.open('http://college.cengage.com/english/enhanced_insight/writing_manual_digital_age_brief_2009_mla/index.html?page=231&anchory=null','blank','location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"

page=269&anchory=null', 'blank', 'location=0,toolbar=0,menubar=0,status=0,width=960,height=720')"
href="javascript:;">see 14c.

RUBRIC: LITERARY ANALYSIS WS**0 / 5****CONVENTIONS (25%)****0 / 5**

EXCELLENT (5)	Assignment is an analysis of a specific poem or related poems OR short story. Adheres to the academic conventions of formal writing and research, writes confidently, organizes logically, proofreads prior to submission.
GOOD (4)	Assignment is a breakdown or examination of a literary work but may lack in a minor academic expectation.
SATISFACTORY (3)	Assignment lacks two or more SPA expectations. Eg., lapses in formality, research, vague references, word choice, coherence.
UNSATISFACTORY (2)	Assignment does not meet reader's expectations in most instances. Summarizes instead of analyzes.
UNACCEPTABLE (1)	Assignment does not resemble a literary analysis.

MLA CITATION (20%)**0 / 5**

EXCELLENT (5)	•Includes parenthetical citations and a Works Cited page. •Cites consistently and correctly, paying attention to source type and formatting.
GOOD (4)	Minor errors in citation, but contains both in-text citation and a Works Cited page.
SATISFACTORY (3)	Source or sources are present but lack in consistency; may lack thorough information and citations or works cited entries.
UNSATISFACTORY (2)	May lapse into a mixture of citation styles.
UNACCEPTABLE (1)	Formatting is careless or lacking. Assignment does not meet the Citation requirements. Assignment contains no Works Cited page. Assignment may be plagiarized.

DIRECTIONS (15%)**0 / 5**

EXCELLENT (5)	•Provides at least 3 pages in length (not including the heading), cited in MLA. •Incorporates 1 inch margins rule all around (top, bottom, left, and right) •Includes academic title and heading. •Produces a double spaced Word document •Types in Times New Roman 12 pt. font
GOOD (4)	Assignment meets page requirements but may lack in one minor requirement such as margins, academic heading, or font /size.
SATISFACTORY (3)	Assignment meets page requirements may be missing a minor and a major requirement such as academic title.
UNSATISFACTORY (2)	Assignment almost meets page requirements, but contains major omissions such as spacing, MLA omissions, and proofreading/spell check.
UNACCEPTABLE (1)	Document does not follow assignment instructions.

LANGUAGE (25%)**0 / 5**

EXCELLENT (5)	Style, tone, and expression appropriate for academic writing; diction well chosen; syntax and mechanics virtually error-free.
GOOD (4)	Style and tone suitable for academic writing; syntax and mechanics have minor errors; diction appropriate in most instances.
SATISFACTORY (3)	Style and tone fall short of academic standards; distracting usage, diction, and mechanical errors.
UNSATISFACTORY (2)	Little resemblance to academic writing in most respects.

UNACCEPTABLE
(1)

Frequent errors inhibit clarity and meaning.

FOCUS (15%)

0/5

EXCELLENT
(5)

Clear introduction, historical significance evident, framework evident; title and thesis that indicate a connection and the thesis is a clear analysis. Academic title and supporting paragraphs are effective. Concludes satisfactorily.

GOOD
(4)

Introduction may be clear and thesis may be present, but document may stray somewhat from the analysis. Title connects; supporting paragraphs may need to be more development. Conclusion present.

SATISFACTORY
(3)

Introduction lacks engagement and connection and thesis present; however, the document lacks in connection and support. Title may not connect to the analysis. Conclusion present but may not end effectively.

UNSATISFACTORY
(2)

Introduction fails to properly signal topic of literary work. Title and thesis do not connect. Thesis is wordy, convoluted, or unclear. Title is insignificant. Underdeveloped conclusion.

UNACCEPTABLE
(1)

No achievement in any of the focus criteria.