



Bryant-Taneda: English 11

Author: _____ Editor: _____

Synthesis Essay Writing strategies:

According to the Scoring Guide (opposite side of page), your mark for this assignment is: _____ x _____ = _____

On your essay:

Organization:

1. ___ Indent first sentence of every paragraph.
2. ___ Double-space your essay.
3. ___ Essay has NO thesis statement, therefore no direction.
4. ___ Paragraphs have no topic sentences.
5. ___ Topic sentences in body paragraphs do not state topic clearly enough/need more focus.
6. ___ Mention the author and the work about which you are writing in the introductory paragraph.
7. ___ Supporting details do not connect or support topic/thesis.
8. ___ Supporting details are too vague (explain in more detail)
9. ___ Essay does not have enough supporting details.
10. ___ Supporting details do not have flow.
11. ___ Make sure that ALL the supporting points are linked to the topic sentences of each paragraph and the thesis.
12. ___ Essay shows lack of organization.
13. ___ Explain points more clearly.
14. ___ Essay has no concluding paragraph.
15. ___ Use transitions within paragraphs to create cohesiveness.
16. ___ Use transitions to create flow and connect paragraphs.

Sentence Structure:

17. ___ Check sentences for fragments.
18. ___ Run on sentences are throughout paragraph.
19. ___ Check sentences for awkward, overburdened phrasing.
20. ___ Try for greater sentence variety: a blend of simple, compound and complex sentences (manipulate sentence structure).

Mechanics & Grammar:

21. ___ A lack of proofreading/editing shows.
22. ___ Check spelling carefully.
23. ___ Capitalization is random, or words that need capitalization are not capitalized.
24. ___ Watch verb tense – they must all match (Remember: *He are going to school* should be *He is going to school*).
25. ___ Check your overuse or misuse of commas.
26. ___ Check your use/misuse of apostrophes.
27. ___ Check your use/misuse of semi-colons.

Powerful Language:

28. ___ Try to incorporate more descriptive language.
29. ___ Replace simple verbs with more detailed verbs.
30. ___ Use adverbs and adjectives to describe nouns.
31. ___ Precision and effectiveness of language needs focus (manipulate vocabulary).

Quotations:

32. ___ A quote cannot stand alone in a sentence by itself (no *naked* or *floating* quotes).
33. ___ Quotes must be introduced in your own words.
34. ___ Focus on proper quote integration.
35. ___ Change parts of quote to fit the tense of your paragraph using square brackets. Eg. “[Phil] attempts to be the *cool* dad” (12).
36. ___ Be sure to document the quote properly – in bracket should be author’s last name *SPACE* page number and period after last bracket. Eg. (Golding 4).

Style:

37. ___ Use the word *juxtapose*
38. ___ Use the phrase *This illuminates...* when linking a quote to your paragraph topic



Scoring Guide

6 point Essay Criteria /6

6 The six is **superior** and may draw upon any number of factors, such as maturity of style, depth of discussion, effectiveness of argument, use of literary and/or rhetorical devices, sophistication of wit, quality of imagination, or level of insight. It exhibits an effective writing style and a sophisticated use of language. Despite its clarity and precision, the response need not be error-free.

5 The five is **proficient**. The writing displays some manipulation of language to achieve a desired effect and exhibits a clear sense of voice and of audience. It reflects a strong grasp of the topic. It is thoughtful and interesting. The writing is well organized and demonstrates a strong command of the conventions of language. Vocabulary and sentence structure are varied and serve the writer's purpose successfully. Errors may be present, but are not distracting.

4 The four is **competent**. The writing conveys the writer's ideas, but without flair or strong control. Assertions tend to be simplistic; there are no significant errors in understanding. Diction and syntax are usually appropriate, but lack variety. Structure is predictable and relatively mechanical. The writing is organized and straightforward; it shows a clear sense of the writer's purpose. Conventions of language are usually followed, but some errors are evident.

3 The three is **barely adequate**. The paper may feature underdeveloped or simplistic ideas. Understanding of the topic and/or the passage may be partially flawed. Support may consist of long references to the passage which are not clearly connected to a central idea or may be meagre or repetitive. Little variety in diction and sentence structure is discernible. Transitions may be weak or absent. The response may show some sense of purpose, but errors may be distracting.

2 The two is **inadequate**. While there is an attempt to address the topic, understanding may be seriously flawed. The writing may be excessively colloquial (casual) or reflect inadequate knowledge of the conventions of language. While meaning is apparent, errors are recurring, distracting, and often impede meaning.

1 The one is **unacceptable**. The ideas are compromised by its deficiency of the composition, content, diction, syntax, structure, voice, or conventions of language. It does not meet the purpose of the task or may be too brief to address the topic. There is a serious lack of control in the writing.