Name: Date: Period:

***The Odyssey* Writing Assignment**

**Brainstorming : *This chart is not required; however, if you are unsure whether you would classify Odysseus as a hero or not, I encourage you to complete this brainstorming.*** After examining the definition of an *epic hero*, do you think Odysseus is a hero or not? Fill in the chart with multiple examples for each. (Refer to your bell ringers for help!)

|  |  |
| --- | --- |
| **Hero? Include parenthetical documentation!**  **Example: (Homer line 124-127).** | **Not heroic? Include parenthetical documentation!**  **Example: (Homer line 124-127).** |
|  |  |

**Essay Instructions:**

**Now your job is to choose a side and write a *persuasive essay* proving if Odysseus is an epic hero or not.** (An *epic hero* is a larger-than-life figure who embodies the ideals of a nation or race. Epic heroes take part in dangerous adventures and accomplish great deeds. Many undertake long, difficult journeys, displaying great courage and superhuman strength).You must use *four-six examples* from the text to prove your opinion. Lastly, you must incorporate at least *three quotations* from *The Odyssey* into your essay. The essay must be either four to six paragraphs long and/or must be the equivalent of 1.5-2 pages in length.

**Other Requirements:** MLA format (12 pt. font, Times New Roman, double-spaced, header, title, page numbering, in-text citations (parenthetical documentation), and a work cited page. Make sure you share it with me: [swanson.joye@mail.fcboe.org](mailto:swanson.joye@mail.fcboe.org)

* Maintain a formal tone.
* third person--no “you/your” “I”
* present tense
* proper MLA format
* Work Cited page
* parenthetical documentation (in-text citations)
* Work Cited

**Introduction:** Your introduction should begin broad and condense down to end with your **thesis**. You may use a global event, an anecdote (a short story/incident), background/general information etc. to lead up to your thesis, which should be the *last* sentence in your introduction. (Don’t give away your body paragraphs in your introduction; ( *i.e. “School uniforms should not be instituted because they are w,x, y, and z”* ). Also, don’t start with a question or a definition.

***Example of a narrative introduction:***

***Topic: Should students be allowed to leave campus for lunch?***

***Thesis: Students should be allowed to leave campus for lunch.***

*Alex Van Hoobie Doobie hates school. He is the victim of the school lunchtime policy. He is small and always gets pushed to the back of the line. Unfortunately, he always has the dreaded “C lunch”, which means he commonly gets little food because the cafeteria has run out. He is trapped and has no options. Each day grows a little less helpful. . . Alex’s position is not uncommon. Many people suffer because students cannot leave for lunch. Therefore, something needs to change. Students should be allowed to leave campus for lunch.*

***Example of a general introduction:***

***Topic: Should high school give homework?***

***Thesis: High schools should not assign homework.***

*High schools are designed to prepare students for college and the working world. As part of many high schools, teachers assign homework to meet these goals. While homework is widely accepted in schools, it is not necessarily a good idea. There are better ways for schools to meet their objectives, which is why high school students should not be assigned homework.*

**For body paragraphs:**

**Transition:** Help the reader see the connection between the evidences included in the paragraph. This usually can be captured as a comparison or a contrast *(i.e. similarly. . .on the other hand. . . this is further supported by. . etc.)*

**Topic Sentence**: One sentence revealing the specific topic of *this*  *paragraph*—this is a sentence that should mention the main idea, opinion, and a reason.

**Evidence:** Back up statements and opinions with proof. *(Examples of proof: statistics, quotes by experts, specific details, examples--both historical & literary, analogy (comparison), and deductive reasoning (general to specific).*  All words, ideas, facts or data used from another source (other than your brain) must be cited properly. ***Not evidence: summaries, repeating yourself, and questions \*\**** *Parenthetical documentation = (authors last name + page number).*

**Explanation:** Explain what your proof means, why it is significant, and how it connects to your thesis. *(Think: “So what?”)*

*\*Repeat the steps for topic sentence, evidence, and explanation for each body paragraph.*

**Conclusion:** The conclusion is set up opposite of the introduction; in the conclusion, you should *start* with your thesis and then move to more general ideas and the “bigger picture”afterward. The point of the conclusion is to explain the importance of the thesis and how it should answer the question, “So what?” and/or “Why does it matter?”.. Then provide a call to action; give your readers something extra to think about.

***Thesis: Teengagers should not text while driving.***

***Example of a conclusion:*** *In conclusion, teens should not be allowed to text while driving; the recent change in the law was a good one. Legislators should not listen to voice for dissent. Police should be vigilant in enforcing the law. Parents should encourage teens to obey the law, and teens should recognize the risks of driving while distracted. No text message is worth a life.*

Quotation Integration

|  |  |
| --- | --- |
| Quotation “Dos” | Quotation “Don’ts” |
| Do try to work quoted material into your sentence.  At this moment, Whitney knew she was “destined for greatness” (54). | Don’t announce quoted material  Wrong: This quote shows that…  Also Wrong: This means that…  Wrong Again: On page 43 it says…  Still Wrong: In chapter five the author says… |
| Do eliminate irrelevant material using an ellipsis.  Original: The girl, the one with the very brown hair, will be delivering the speech.  Modified: Matt declared that “the girl…will be delivering the speech” (447). | Don’t make quoted material its own sentence. All quotations must have lead-ins.  Wrong: They were all shocked. “The windmill was in ruins” (71).  Correct: At this moment, Whitney knew that “she was destined for greatness” (54). |
| Do use brackets to indicate changes you made to the original material clear.  Original: He demonstrated his anger toward the city council.  Modified: At all subsequent municipal functions, “[Mayor George Smith] demonstrated his anger toward the city council” (33). | Don’t use quotations to merely repeat and support plot points or just for the sake of having a quote; the quoted material should support your analysis.  Wrong: Piggy gives him the glasses to “light the fire” (17).  Wrong, too: Piggy showed that others were coming by saying, “There’s one!” (14). |
| Do use a colon to separate your complete sentence lead-in from quoted material.  Mollie shows her disdain for the new state of things: “She refused to learn any but the six letters which spelled her own name” (40). | Don’t combine complete sentence lead-ins and complete sentence quotations with only a comma; this creates comma splices.  Wrong: Jack represents malevolence and maliciousness throughout the novel, “You’re talking too much…Shut up, Fatty” (18). |
| Do use a comma for brief introductions.  As the animals recall, “there was a definite ruling against beds” (79). | Don’t create fragments. Your quotation, with its lead-in, must be a grammatically correct sentence.  Wrong: Terence says, “And I myself a sterling lad” (34).  Correct: Terence calls himself “a sterling lad” (34). |

Do remember to correctly cite quoted material. See below…

1. Always end your exact words with a page number.

“exact words” (3).

1. If a quote ends with a question mark or exclamation point, then put that punctuation before the close of the quotation marks, to make sure the intended emotion is retained, AND put the period after the parenthetical citation to show it is part of the lead-in and quote.

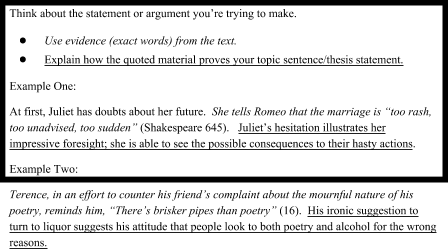
“During their phone conversation, Toby’s father tries to win Toby over by saying, “I’ve made some mistakes…We all have. But that’s behind us. Right, Tober?” (211).

1. If there is a quotation within the quoted material you are using, then use single quotation marks to set off the inner quotation.

When Lena shows Ying-Ying around her new house, Ying-Ying complains that “the slant of the floor makes her feel as if she is ‘running down’” (Tan 163).

1. When quoting poetry, cite line numbers, not page numbers. Also, use a slash mark (/) to designate each line break.

Angelou’s call “Shine on me, sunshine / Rain on me, rain / Fall softly, dewdrops” conveys her desire to shift away from the monotony of housework (15-17).



INTRODUCTION: Narrative or general background introduction. . . Your thesis should be the last sentence in your introduction. THESIS STATEMENT: Prove whether Odysseus is a hero or not and why. TOPIC SENTENCE for body paragraph #1

1. Example/Event #1 from *The Odyssey* to support topic sentence
2. QUOTE as evidence of statement above: introduced/integrated + (parenthetical documentation.)
3. This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis.
4. Example/Event #2 from *The Odyssey* to support topic sentence
   1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
   2. This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis.
5. Example #3 from *The Odyssey* to support topic sentence
   1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
   2. This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis.

TOPIC SENTENCE for body paragraph #2

1. Example/Event #1 from *The Odyssey* to support topic sentence
2. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
3. This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis.
4. Example/Event #2 from *The Odyssey* to support topic sentence
   1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
   2. This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis.
5. Example #3 from *The Odyssey* to support topic sentence
   1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
   2. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

TOPIC SENTENCE for body paragraph #3

Example/Event #1 from *The Odyssey* to support topic sentence

1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
2. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

Example/Event #2 from *The Odyssey* to support topic sentence

* 1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
  2. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

Example #3 from *The Odyssey* to support topic sentence

* 1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)
  2. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

TOPIC SENTENCE for body paragraph #4

A. Example/Event #1 from *The Odyssey* to support topic sentence

1. Quote as evidence of statement above: introduced/integrated + (DOC.)

ii. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

B. Example/Event #2 from *The Odyssey* to support topic sentence

1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)

ii. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

C. Example #3 from *The Odyssey* to support topic sentence

1. QUOTE as evidence of statement above: introduced/integrated + (DOC.)

ii. This sentence should EXPLAIN the significance of the QUOTE above and should help prove your thesis.

CONCLUSION:

**Documented Sentence Outline (to help you with your essay): Copy and paste this into a *new* Google Doc, and complete the outline.**

**Example of parenthetical documentation: (Homer lines 319-322).**

***The Odyssey* is on pp. 895-964 in the textbook.**

|  |
| --- |
| **Introduction:** Narrative or general background introduction. . . Your thesis should be the last sentence in your introduction.  *Helpful hints: \*No definitions in your introduction. . . i.e. “An epic hero is. . .” or “A hero is. . .”* |
| **Thesis**: Prove whether Odysseus is an epic hero or not (and why).  *Helpful hints: \*No three point thesis statements. “He is brave, kind, and resourceful”.* |
| **Topic Sentence for body paragraph #1**: |
| 1. **Example/Event #1 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example/Event #2 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example #3 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| **Topic Sentence for body paragraph #2**:  *Helpful Hints: Use transitions to smoothly change from one point to the next.* |
| 1. **Example/Event #1 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example/Event #2 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example #3 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| **Topic Sentence for body paragraph #3**:  *Helpful Hints: Use transitions to smoothly change from one point to the next.* |
| 1. **Example/Event #1 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example/Event #2 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example #3 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| **Topic Sentence for body paragraph #4**:  *Helpful Hints: Use transitions to smoothly change from one point to the next.* |
| 1. **Example/Event #1 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example/Event #2 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| 1. **Example/Event #1 from *The Odyssey* to support topic sentence**: |
| 1. **Introduced/integrated QUOTE as evidence of statement above. Include parenthetical documentation**: |
| 1. **This sentence should EXPLAIN the significance of the QUOTE above and help prove your thesis**: |
| **Conclusion:**  *Helpful Hints: The conclusion is set up opposite of the introduction; in the conclusion, you should start with your thesis and then move to more general ideas and the “bigger picture”afterward. The point of the conclusion is to explain the importance of the thesis and how it should answer the question, “So what?” and/or “Why does it matter?”.. Then provide a call to action; give your readers something extra to think about.* |

First Last Name

Swanson

9th Grade Literature & Composition -period of your class

22 October 2014

Title

Begin your essay here.

Work Cited

Homer. *The Odyssey*. Trans. Robert Fitzgerald. *McDougal Littell Literature*. Evanston: McDougal

Littell, 2006. Print.