**Ramp Essay Comment Guide**

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| **1. Argument**  **T. Thesis**  T.1 – Thesis is not debatable.  T.2 –Thesis is not specific with its arguments. T.3 –Thesis does not address the prompt.  T.4 –Thesis is in the wrong place or is not listed at all. T.5 – Thesis statement does not work to guide both body paragraphs.  **C. Claim**  C.1 – Claim is not debatable.  C.2 – Claim is not specific with its argument.  C.3 – Claim does not support thesis statement or does not match the order in thesis. C.4 – Claims are too similar; not separate arguments.  | **2. Evidence**  **Support/Data**  E.1 – Textual evidence does not support claim or thesis. E.2 – Textual evidence is off topic and/or confusing.  E.3 – No direct textual evidence is present.  **Lead In/Evidence Integration** E.4 – No lead in.E.5 – Awkward and/or basis lead in.E.6 – Textual evidence is not properly cited. E.7 - Incorrect quote integration.  |
|  **3. Organization**O.1 – Needs transition added (to show how ideas or related and/or to prepare the reader for the new idea).O.2 – Little to no organization offered or doesn’t follow required C/E/A pattern. O.3 - Ineffective ordering of evidence and paragraphs. Ideas don’t build on one another.  | **4. Analysis**A.1 – Analysis is missing, unsupportive, or unclear sectionA.2 – Analysis is vague and needs to be expanded to further support claim and thesis statement. Develop analysis at a deeper level. A.3 – Analysis is plot summary.  A.4 – Analysis goes beyond what can be supported by the evidence. |
| **5. Usage/Conventions**U.1 – Awkwardly wordedU.2 – Word choice is problematic or incorrectU.3 – Vague statement. Be more specific and clearU.4 – Redundant material. Repeating unnecessarilyU.5 – Grammar mistake/Proof reading mistakeU.6 – Spelling mistakeU.7 – Problem with MLAU.8 Mature Academic Voice Detractor—see reverse for a full listing of possible detractors | **6. Introduction and Conclusion Paragraphs**  **Introduction Paragraph**I.1 – Does not effectively introduce the ideas of essay  **Conclusion Paragraph**C.1 – The concluding paragraph does not effectively synthesize the key ideas from the essay |

**Detractors from Mature Academic Voice**

**1. Misuse of POV.** \*First person\* - Avoid “I think,” “I believe,” “To me this means…” \*Second Person\* - Avoid “When you die…” Instead use “When humans die…” Avoid “The slant rhyme makes you notice…” Instead use “The slant rhyme makes the reader notice…”

**2. Colloquial speech and immature, excessively informal vocabulary.** Examples “Your average Joe,” “Joe Collage,” “Back in the olden days,” “Nowadays,” “A bunch of…a ton of…” (Does the writer mean “a significant number of…”?). “I would have to say…” (not really); “That would have to be…” (again, not really); “He got off…” (rather than the more elevated: “He escaped justice…”).

**3. Use of absolutes.** Avoid “always,” “never,” “everybody,” “I’ll bet 99.99% of the people…” (DOGMATISM)

**4. Silly, weak, childish examples:** students’ lack of discernment with regard to quality of examples or evidence, such as using cartoons, Disney movies, etc. as legitimate evidence.

**5. Rhetorical questions.** Especially with an indignant response, such as “Do we Americans have to put up with this? I think not!”

**6. Clichés.** All of them. “They’re old as the hills.”

**7. Exclamation points.** Especially lots of them!!!!!

**8. Writing about the author and speaker or narrator as though they are the same.** Weak: “Shakespeare greets death as a courtly suitor.” Stronger: “Shakespeare’s character greets death as a courtly suitor.”

**9. Misspelling the author’s name and/or mistaking the author’s gender.** “Ray Bradberry.”

**10. Referring to authors by their first names.** Please use “Bradbury and Shakespeare,” never “Ray and William.”

**11. Follow Rules of Formal Writing.** No contractions. You need to spell out numbers under \_.