

# Formal Paper 1

*by*

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**Submission date:** 09-Mar-2018 12:43AM (UTC-0500)

**Submission ID:** 927693680

**File name:** Formal\_Paper\_1.docx (20.6K)

**Word count:** 984

**Character count:** 4423

Incorrect spacing -1pt

Professor Coy

English 126: FESK

March 9, 2018

Unique Title Needed

Formal Paper 1

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1pt

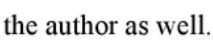
Jamaica Kincaid "Girl" uses characterization, as the best literary device, portraying

 the narrator as someone who is giving instructions to her daughter for the private and public eye. The narrator ~~in this story~~ is trying to display a state of way to act and how to do certain

 things because of her gender, preparing  for reality. In "Girl" ~~by~~ Kincaid the author is trying to show the readers that the mother is caring towards her child even though she might

 sound harsh talking to her daughter in this persistent way. The narrator is giving her

 daughter ~~these instructions to act a certain way out in~~ the world meanwhile, she is giving her an insight on ~~how to cover her trap~~ if she makes any mistakes along the way. In 

 ways the readers can point out how characterization helped ~~under~~stand the story more and 

Missing Word

As seen in this short story the narrator is trying to display a state of ways to act and

how to do certain things because of her gender, preparing her for reality. 

 states "On Sundays try to walk like a lady and not like the slut you are so bent on becoming"

(Kincaid 9-10). The importance of this quote is making the readers really connect to what

the narrator is saying. Also, the narrator is wanting her daughter to be a certain way while

she is at church and letting her know she has to be "lady like". What  can really point

Avoid personal

out is that the narrator says "not the slut you are so bent on becoming" which is reminding

her this is what she will look like if she does anything else besides what she's informing her how to act. In summary, the author gives us a clear understanding of this story through the narrator which is characterization.

9

8

Sp. Throughout this story as shown the narrator talks very strict towards her daughter in a protective way which can perceive to be very abrasive. In "Girl" by Kincaid the author is trying to show the readers that the mother is caring towards her child even though, she might sound rough. *For example, she states...* Such as, "You mustn't speak to wharf-rat boys, not even to give directions" (Kincaid 11-12). In other words, the mother shows that she doesn't want her daughter to give the wrong type of guys she may attract any of her time. Obviously, she wants her daughter to notice the type of boys she may see in the world and is telling her to not pay them any attention. The reason behind this may be because she wants her daughter to look like a young woman and not the type to be all over boys. This is because she doesn't want her being portrayed as something else to others. To sum up the narrator's concern for her daughter is very straightforward and harmless which the readers notice throughout the story.

Furthermore, in this story are a list of things to act, say and do in the outside world but, the narrator also gives a curveball just in case everything is not handled so perfect when she's on her own. The narrator is giving her daughter these instructions to act a certain way in the public eye meanwhile, she is giving her an insight on how to cover her trap if she makes any mistakes along the way. For instance, it states "This is how to make good medicine to throw away a child before it even becomes a child" (Kincaid 36-38). The importance of this quote is that as the reader, we

12 see how the narrator is very cautious and wants her daughter to be mature. Also, handle herself in a well manner however, she doesn't want her to be stuck in her life and looked at a type of way

so, she gives her the proper precautions to have if she gets into a situation she can't get out of. This Run-on

shows that the narrator wants her traps to be covered in the private eye. Kincaid brings out the background on the narrator's intentions and it shows he readers the narrators personality.

Lastly, "Girl" by Jamaica Kincaid was really eye opening to readers and connected to our society today. As the author used characterization it was easy to understand the concept of the story and focus on what the narrator was saying. This could be a connection between genders, and even different types of cultures as well. Some people raise their kids to be as decent as possible, so they will know how to contain their selves out in the world. Parents are given different rules and instructions, so they can help their children. Sometimes these rules can be bendable and broken in sneaky ways, so we can cover our screw ups in the long run and not get caught up. This really connects with what the narrator was coming from because this happens to people daily we are expected to look and act a certain way. Mostly, based on our background and gender which is what we want to portray and not look another way in society. Instructions are supposed to be taught so we will know how to be more responsible and how to handle ourselves with no problem. It can be helpful with help along the way and all the teaching in the world **you** can find escapes in the private eye. Kincaid really uses characterization as the best literary device because it speaks through the narrator and **you** can comprehend more and feel the sense of how the narrator was speaking.

Avoid personal pronouns

Avoid personal pronouns

### Works Cited

Kincaid, Jamaica. "Girl". *Literature: A Portable Anthology*, edited by Janet Gardner, Bedford/St. Martin's, 2017, pp 355-356.

# Formal Paper 1

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## GRADEMARK REPORT

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FINAL GRADE

GENERAL COMMENTS

### Instructor

**75** /100

98-100: A+

94-97: A

90-93: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

73-76: C

70-72: C-

65-69: D

0-64: F

Subtotal: \_\_\_\_\_ 78 \_\_\_\_\_

-3 points for errors in formatting.

Total Score: \_\_\_\_\_ 75 \_\_\_\_\_

Grade: \_\_\_\_\_ C \_\_\_\_\_

Comments:

You need to work on pushing your analysis. This paper lack a coherent connection that you were trying to make between the **message** of the story and **characterization**.

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PAGE 1

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**Text Comment.** -1pt

**Text Comment.** Incorrect spacing

QM

**Unique Title Needed**

Unique title needed. Your paper's title needs to reflect the argument that your paper is attempting to make.

**Text Comment.** -1pt



**Comment 1**

Who?

**Text Comment.** Incorrect margins

**Strikethrough.**

**Text Comment.** -1pt



**Comment 3**

Repetitive



## Comment 4

What trap?



## Comment 5 | Thesis

Missing interpretation of the story's message.



## Missing Word | Grammar

MW



## Comment 6 | Analysis

This is repetitive and does not signal which part of the characterization you want this paragraph to focus on.



## Avoid personal pronouns | Grammar

Avoid using personal pronouns, especially "I" and "you."

The convention in much academic writing is to write with minimal reference to yourself as an author ("I") and your reader ("you"). The reason for this lies in a tradition of needing to present your work "objectively", as the work of a dispassionate and disinterested (that is, unbiased) researcher. So, one of the features of academic writing is a general absence of the first person pronoun "I" and the second person pronoun "you".

## Strikethrough.

PAGE 2

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## Comment 8 | Structure

This topic sentence is much better.



## Comment 9 | Analysis

This paragraph reads like a summary and does not provide any analysis.



## Sp. | Grammar

Spelling error

**Text Comment.** For example, she states...

## Strikethrough.



### Comment 11 | Structure

What does this say about her characterization and the impact it has on the meaning of the story/



### Comment 12 | Structure

This should be in your topic sentence. It directly connects back to the narrator's characterization.

PAGE 3

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### Run-on | Grammar

Run-on sentence:

The sentence contains two or more independent clauses. Separate the clauses with a period or semicolon.

## Strikethrough.

## Strikethrough.



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PAGE 4

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## THESIS

20 / 25

Thesis: 25pts

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SCALE 5 (25)	Has a strong, precise, argumentative thesis; identifies thoughtful, even intriguing points of analysis that can be well supported by information from assigned sources. Claims and observations advance the thesis.
SCALE 4 (20)	<b>: Has an argumentative thesis that may be imprecise on some points; identifies points of analysis that can be supported by information from assigned sources.</b>
SCALE 3 (15)	Has an argumentative thesis that is vague and imprecise. Identifies some points of analysis that can be supported by information from assigned sources. Discussion gestures at the thesis, but does not make thorough connections.
SCALE 2 (10)	Has a descriptive thesis and identifies only one or two points of analysis that are partially supported by information from assigned sources. Claims and observation are only partially connected to the thesis.
SCALE 1 (5)	Has no thesis; does not identify points of analysis. May make unrelated claims and observations.

## EVIDENCE

16 / 20

Evidence: 20pts

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SCALE 5 (20)	Interprets quotations and paraphrases from all sources accurately and connects them effectively to support every claim.
SCALE 4 (16)	<b>Interprets quotations and paraphrases from all sources accurately and connects them effectively to support some or most claims.</b>
SCALE 3 (12)	Interprets quotations and paraphrases from some sources accurately and connects them to support some claims. May use sources in an unbalanced or sometimes inconsistent way.
SCALE 2 (8)	Some quotations and paraphrases are interpreted accurately; others may be misinterpreted. Sources are only loosely connected to the claims.
SCALE 1 (4)	Most quotations and paraphrases are not interpreted accurately. Little to no support is provided for the claims made in the paper.

## STRUCTURE

12 / 20

Structure: 20pts

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SCALE 5 (20)	Each paragraph has a clear topic sentence that identifies a unique main point and how that point relates to the thesis; the order of the paragraphs advances the argument of the paper.
SCALE 4	Most paragraphs have a topic sentence that identifies the main point and how it

(16)	relates to the thesis; paragraphs are arranged in a logical order.
SCALE 3 (12)	<b>Some paragraphs have topic sentences that identify the main point but not how that point connects to the thesis; some paragraphs seem well placed, others may seem out of order.</b>
SCALE 2 (8)	Few paragraphs have topic sentences; many paragraphs seem out of order.
SCALE 1 (4)	Paragraphs lack topic sentences and/or the structure and relationship of paragraphs to each other is not clear.

## GRAMMAR

8 / 10

### Language and Sentence Control: 10pts

SCALE 5 (10)	Is written clearly and precisely and with appropriate formality; shows evidence of careful editing and proofreading.
SCALE 4 (8)	<b>Is written clearly and with appropriate formality with only occasional editing and proofreading errors that do not interfere with reading comprehension.</b>
SCALE 3 (6)	Is sometimes written clearly. May have some sentence level errors such as fragments, run-ons, etc., or questionable word choices that generally do not interfere with reading comprehension. May have difficulty maintaining consistent formality and academic tone.
SCALE 2 (4)	Is not consistently written clearly. Has sentence level errors or questionable word choices that interfere with reading comprehension and/or struggles to establish academic tone.
SCALE 1 (2)	Is not written clearly. Has many sentence level errors or questionable word choices that make reading comprehension difficult and/or is written in an informal register not appropriate to the assignment.

## PLAGIARISM

0 / 0

SCALE 5 (0)	
SCALE 4 (0)	
SCALE 3 (0)	
SCALE 2 (0)	
SCALE 1 (0)	Is present, and therefore cannot pass.

Literary Analysis: 25pts

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SCALE 5 (25)	Interpretation of the text is clear, specific and insightful as is well supported by textual evidence. The paper demonstrates a strong understanding of the author's use of language and literary elements.
SCALE 4 (20)	Interpretation of the text is clear overall, but may in spots be a bit general and not always well supported by textual evidence. The paper demonstrates a good understanding of the author's use of language and literary elements.
SCALE 3 (15)	Interpretation of the text is frequently unclear and general and often is poorly supported by textual evidence. Often the paper relies too heavily on plot summary. Paper demonstrates a fair understanding of the author's use of language and literary elements.
SCALE 2 (10)	Interpretation of the text is minimal, and relies almost solely on plot summary as a means of development. The paper demonstrates little understanding of the author's use of language and literary elements.
SCALE 1 (5)	Virtually no interpretation of the text is evident, with the majority of the paper relying on plot summary. Paper does not attempt to understand or engage the author's use of language and literary elements.