Romeo and Juliet Paper Assignment

Freshman English

Assignment: Select one of the three topics below and write a two to three page double-spaced paper that uses concrete details (quotations) from Romeo and Juliet as support for your position. Your paper must include at least five concrete details.

1. Do you think that Romeo and Juliet truly loved each other or were they merely infatuated with one another and acting irrationally? Focus on their actions throughout the play and make certain you have a clear understanding, in your own words, of the definitions for love and infatuation.

2. Who is ultimately responsible for Romeo & Juliet’s deaths and why? There are many possible right answers here, so be thoughtful about what position you will argue.

3. Select a motif from the play and explain how it works and what message or messages it helps convey to the reader
   - dreams and premonitions
   - lightness/darkness
   - trust/advice
   - messages
   - contrasting perspectives
Prewriting steps: Check off the steps as you complete each.

1. Select a **writing assignment topic from page 1**.

2. **State your position in a sentence that clearly reflects your opinion.** It must be objective, not an “I” or “you” statement.

3. **Brainstorm supporting evidence.** You will need to provide strong reasons and facts that support your opinion in order to persuade the reader. List at least five supporting statements.

4. You will need a minimum of five quotes from the play that will serve to support your evidence. List these quotes below. Use proper documentation as for poetry. Use a slash (/) to separate lines of text and cite Act and Scene in parenthesis at the end of the quote. Remember, end the quote” then (parenthesis), then period. Ex. “Oh Romeo, Romeo! Wherefore art thou, Romeo?/ Deny thy father…”(II.ii.33-34). In the parenthesis: (Act.scene.line numbers). (See page 11 for further detail).

5. **Explain how the evidence supports your opinion.** If the link is obvious you don’t need an explanation. If, however, the connection is not clear, you must explain how the evidence supports the claim.

6. **Organize your evidence.** Group together related ideas in order to present a logical well organized paper. Generally, either a chronological approach or weakest to strongest arguments is most clear.

Drafting steps: Again, check these off as you complete each step.

1. **Introduction**
   You will need to write an introductory paragraph which concludes with the thesis (your position as expressed in prewriting step #2). Refer to pages 4-5 for models.

2. **Body**
   Refer to your supporting evidence and include this in the body of the essay. Support your opinion using the necessary five quotes from the play. Make certain that you have a topic sentence for each paragraph and a concluding /transitional sentence tying back to your thesis and leading into the next paragraph.

3. **Conclusion**
   Write a conclusion to your paper that summarizes your position, reinforces its importance, and leaves the reader with a profound thought.
Revising and editing steps:

1. **Review your draft** and make necessary corrections. Use the following checklist.
   1. Is your thesis clearly stated?
   2. Have you provided sufficient and support?
   3. Have you organized supporting evidence logically and effectively?
   4. Have you restated your opinion and is your conclusion well stated?

2. Bring your draft to class on _______________ and work through the peer editing sheet with a partner. I will stamp the drafts so you will receive points if the draft is completed on time. You will then need to revise the draft and work on the final copy.

3. You will need to have an adult, other than me, complete the same form once you have revised the paper based on peer edit comments.

4. I will be glad to offer suggestions and work with you on your draft before school, after school or during a scheduled appointment.

Final Copy

1. The final copy is due on _______________________. Make certain that you staple and collate your papers in the following order:
Writing a Thesis Statement

A thesis statement is a clear expression of the ideas to be discussed/explained in your paper. It tells the reader what your paper is going to be about and it is presented in a single sentence which includes the following:

• a complete topic (subject) which identifies and limits the topic to what the writer intends to discuss
• a complete attitude or idea about the topic which the writer will prove with supporting evidence
• it is not a statement of fact but an objective position on an issue – may not be “wishy-washy.”

A workable thesis will be:

• on an arguable issue or topic on which there could be at least two reasonable and distinctive points of view
• a clear, concise one sentence statement of attitude or position with defined limits
• written on an idea that can be backed up with supporting evidence
• written in third person
• usually written at the end of the introductory paragraph

Avoid these phrases in a thesis:
I believe
I think that
I will show that
This paper will show that

Writing the thesis:
The thesis is usually the last sentence written in the introductory paragraph. Remember what you have learned about writing effective introductions. The introduction should accomplish the following:

• engage the reader – an attention grabber
• offer a context for the thesis
• provide a road map for the reader so he/she knows where you are going in the paper using an organizing sentence.

Thesis examples:

Romeo and Juliet were not drowning in the churning waves of passionate and abiding love, they were simply caught in the silken strands of infatuation’s invisible web.

Fate, a power that determines final outcomes before they actually occur, was solely responsible for the deaths of Romeo and Juliet, while their love for each other was merely a plan devised by fate.

Although Friar Laurence and the Nurse tried to guide Romeo and Juliet, their advice actually caused the deaths.

Romeo and Juliet were two star crossed lovers but their star lost its light when fate extinguished the glow of love.

However, it is clearly a series of bad choices made by Romeo, Juliet, and Friar Lawrence that lead to the untimely death of the “star-crossed lovers”.

Like many teenagers today, Romeo and Juliet allow their reason to be clouded by their intense teenage emotions, which causes them to make bad decisions and ultimately leas to their death.
Writing an Introduction

Remember that when you write an introduction you use the inverted pyramid model. Start out with a broad, universal statement, narrow the focus into the play and end with a clear concise thesis statement.

Revisit the effective introductory techniques we have been discussing throughout the year.

1. engage the reader
2. highly descriptive, imagistic (similes, metaphors, personification)
3. sets up the story
4. emotional
5. sets the mood
6. reader wants to know what happens next
7. universality
8. humor
9. dialogue
10. suspenseful;
11. strong voice
12. gives previous history
13. asks a rhetorical question
14. opinion is stated
15. facts/statistics
16. starts in the middle of the action
17. foreshadows
18. word choice
19. flashback
20. imagery

Model introductions:

The living of our lives requires the molding and shaping of our destiny. We must make choices and interact with people every day, some that may affect the final outcome of our existence. Although we do play off other people, in the end, the choices and actions are ours alone. When it comes right down to it, only we truly decide our fates. No one else can live our lives for us, no matter how they try. (STARTS OFF WITH A GENERAL STATEMENT) This is also true of fictional characters, such as the “star-crossed lovers” in Romeo and Juliet. (FOCUS NARROWS TO THE PLAY, ITSELF) We find evidence of the characters’ own actions in the context of the play that proves they dug their own graves. Although other characters were involved, Romeo and Juliet’s actions ultimately caused the lovers deaths. (THESIS STATEMENT)

How responsible are we for our own actions? Do we control our own destinies, or are we part of a much broader plan? Is there another force out there that predetermines our future lot in life, or do our daily actions determine what we will become? (STARTS OFF WITH A GENERAL STATEMENT) While many believe that personal actions determine the outcome of personal lives, it is fate that is the main culprit behind the tragedy of Shakespeare’s Romeo and Juliet, not the actions of the two young lovers. (FOCUS NARROWS into THESIS STATEMENT)
1. Deep and intense, it swirled through the hearts of its powerless victims, overwhelming them with a tidal wave of passion. Helpless captives in the avaricious clutches of their own emotions, they were only certain of one thing: their love for each other. An impetuous love whose foundation was utterly superficial and struck as quickly as thunderclouds can blanket a summer sky. Neither having the opportunity nor desire to search the dank recesses of the other’s soul, they plunge head-first into the deadly notion of love at first sight; two naive and inexperienced teenagers filled with fickleness, brimming with dreams of brushing against this merciless phantom known as “love.” Romeo and Juliet were not drowning in the churning waves of a passionate and abiding love, they were simply caught in the silken strands of infatuation’s invisible web.

2. You are being followed down a cold, lifeless alley. You glance casually over your left shoulder so as not to attract attention and you catch a flicker of light out of the corner of your eye. You realize with horror that it is a gun and you break into a run. The stalker does the same. Your heart is pounding as if it were a sledgehammer trying to break free of your chest. Your legs are heavy and as you come to a dead end at a brick wall, you wake up. Whew! It was only a dream. Or was it? Many people claim to have strange dreams that actually come true a few days later. Or they have visions during the day as if they were daydreaming, but the dream becomes a reality. In the case of Romeo and Juliet, both of them have numerous feelings or premonitions about evil or death, but they pay them no heed. Even when they are only talking to each other, they speak of death. If Romeo and Juliet had only paid attention to their dreams and premonitions, their tragic deaths could have been prevented.

3. Dysfunctional families. Killing in the streets. Drunken nursemaids. Secret love. Teen marriage. Double suicide. Is this straight from daytime television!? Actually, it’s Verona, Italy, circa 1300, and you’re tuning into Romeo and Juliet. As humans, we like to blame others for the things we do, but sometimes it really is the fault of others, especially when young people are involved. William Shakespeare’s Romeo and Juliet is a tragedy centered around the forbidden love and subsequent demise of two children from rival households. In the end, the rivalry is resolved but only with the deaths of Romeo and Juliet. The path from hate to love teems with many characters from the innocent and unknowing teenagers to guilty and selfish adults. Although Romeo and Juliet take their own lives, the choices and actions of these other characters in the play cause their deaths.

4. Two hands mixing the shade of summer’s dawn in a forest. The color sunshine after a long winter’s snow. The cherry of the first fragile bud when spring opens it’s heart; two hands mixing the colors of love. But black, the venom that poisons passion, will pollute the violet of beauty, the yellow of joy, and the crimson, of love. In Shakespeare’s famous tragedy, Romeo and Juliet, the lovers were mixing the palate of colors from which to paint their life, but their parents only added black. These star crossed lovers took their life for love, but their tragic death was a result of an ancient hate upheld by their families, the Capulets and Montagues.
5. “System: ERROR.” Two of modern day society’s least favorite words. Without computers and telephones to contact people, and no fast cars and underground trains to get where you needed to go in a hurry, the economy would be at a loss as for what to do. In America, the culture has become addicted to electricity and cable to reach out to other people and spread the news. But when communication goes down, the dependant society would crash. In Shakespeare’s *Romeo and Juliet*, they suffer many occasions in which they are not able to let each other know what they’re plans are. It is through that winding path of undelivered messages and lack of communications that eventually ends Romeo and Juliet’s lives.

6. Did you know that many teenagers will say that their parents consider them to be irresponsible, ignorant, immature, ill-mannered fools? Did you know that many teenagers consider themselves to be exactly the opposite? Did you know that when you put these two beliefs together you get a contradiction…which leads to an argument…which leads to emotions…which very often leads to irrational decisions? Many teenagers have found themselves in sticky situations stemming out of such disagreement. Not the least of these impetuous adolescents are the legendary lovers from Shakespeare’s play, *Romeo and Juliet*. Like many teenagers today, Romeo and Juliet allowed their reason to be clouded by their intense teenage emotions, which caused them to make bad decisions and ultimately lead to their deaths.

7. Two people dead in an alley. One bullet wound to the head, gun in hand. The other hanging. Who do you blame? Do you blame them? The gun maker? The people who gave them advice? Or do you blame fate? A similar situation occurred in Shakespeare’s play *Romeo and Juliet*. Romeo lying dead with a poison bottle in his hand, and Juliet with a knife in her stomach. The nurse and Friar Lawrence were most culpable for the deaths of Romeo and Juliet.

8. “Oh My Gosh, did you hear what happened to Stacy? Well, Stacy was going on a date with Tom, but she had to change the time. So, Stacy told Michael to tell Tom to meet her at the restaurant at 7:00 instead of 6:00, but Michael could not tell Tom in time. So, Tom thought that Stacy had blown him off, and he dumped her!” High school drama; it happens every day. Often it is caused by miscommunication or even incorrect rumors. It usually leads to broken up couples, hurt friendships, parental feuds, or new enemies. Normally, it does not lead to death. In the play *Romeo and Juliet*, by William Shakespeare, the star-crossed lovers, Romeo and Juliet, go thought teenage drama with miscommunication and a mix up of messages. Unfortunately, they suffer a much greater consequence than a breakup. Miscommunication and undelivered messages ultimately cause Romeo and Juliet untimely death.

9. As majestic marvels cast their spell of intimacy and passion, a poisonous gas intoxicates the soul with craze and mere obsession. While abiding and overwhelming emotions drown even the strongest into the deepest pools of love, infatuation dangles its victims over the skimming surface, only to consume impetuous and naïve thoughts. Although we all desperately seek out love’s prevailing charm in our lives, sometimes we find ourselves tangled up in infatuation’s deadly ways. The two star-crossed “lovers,” in *Romeo and Juliet* by William Shakespeare, meddle with infatuation and fall for every one of its devious and cruel tricks, and end up falling into their own graves. Instead of being graced with love’s sweet and unwavering song, they were entranced only by a fascination with one another. Through Romeo and Juliet’s eyes love had claimed victory over their hearts, but in reality they were merely blinded by infatuation.
Outline Explanation

Purpose: Your outline should be a detailed map for your draft. Please follow this format when you type your outline:

I. Introduction
   Write out your complete introduction as it would appear in your essay. Look at the model introductions pages 5-7. Underline your thesis statement (but only in the outline, NOT in the rough draft or final).

II. Body
   Remember that the purpose of your body is to support and prove your thesis. It contains evidence from the play, and five quotations that are explained and linked back to your own ideas. The body should move from one idea to the next through the use of effective transitions.

   What each Body paragraph needs:
   1. A topic sentence that introduces the main idea of the paragraph or sub point.
   2. A lead-in (supporting statement) to the quote that suggests the relevance of the quote.
   3. The quotation with proper citation.
   4. An explanation of the quotation.
   5. Concluding/translation sentence that links it back to the thesis and illustrates why it is relevant to your topic.

   Transitions:
   You should use transitions both in the body of your essay as our move between sub points and to set off your conclusion. Place your transitions in your outline at the beginning of each sub point.

   Avoid these:
   • In conclusion
   • To sum up
   • In summary
   • As I have said

   In this outline, include:
   • Topic sentence for each sub-point
   • Support statement
   • Quotation citation (Act.scene.line numbers)
   • Transition

III. Conclusion
   Write out your complete conclusion as it would appear in your essay. Look at the model conclusions in this packet (pg. 12).
I. Introduction

Fate can be defined as the force, principle, or power that predetermines events in your life. Hasn’t your life ever taken an unexpected twist or turn when something totally coincidental happens? Haven’t you ever been a victim of fate? It is clear in Shakespeare’s play, Romeo and Juliet, that the star-crossed lovers were chosen as Fate’s victims. Fate was solely responsible for the deaths of Romeo and Juliet. (Thesis)

II. Body

A. Fate sealed Romeo and Juliet’s death before the play began

Topic sentence that introduces the main idea of the paragraph
1. a lead into the quotation: “The Chorus informs the readers that Romeo and Juliet’s love is doomed when they say (I.Chorus 9) (I.Chorus 5) quotation citation
2. fate developed an early plan
a. unlucky position of the stars in the sky predetermined their deaths
3. lovers fate was sealed from the beginning of the play
An explanation of the quotation then link it back to your thesis

B. Fate toys with Romeos’ life

Topic sentence that introduces the main idea of the paragraph
1. illiterate servant approaches Romeo with the invitation to the Capulet’s Ball
2. (I.ii.63) quotation citation
provide a lead in to the quote and use the correct citation form
3. a twist of fate occurs with this exchange as the information drives Romeo to attend the ball
an explanation of the quote in reference to the play
4. fate has predetermined Romeo and Juliet’s meeting
concluding/transition statement relating back to thesis

Model paragraph

The characters in Romeo and Juliet realize the Fate is toying with their lives and that it is beyond their control to alter its path. Romeo perceives fate as he comments, “Ay, mine own fortune is my misery” (I.ii.63). This occurs when an illiterate Capulet servant approaches him to ask the contents of the invitation. The twist of fate involved in this exchange of information drives Romeo to the Capulet party where he later meets Juliet. After the initial encounter with Juliet, Romeo proceeds to say, “I fear, too early because my mind misgives some consequence yet hanging in the stars...” (I.iv.116-117) relating to himself that something that he does not expect will occur as the result of his fate. After twisting his sword into Tybalt’s chest, Romeo whines, “O, I am fortune’s fool” (III.i.145). Here Romeo has been immersed in Fate’s ploys once again.

C. Same as above
D. Same as above
E. Same as above

III. Conclusion
Quoting Shakespeare

Use the following citation format:

- (III.ii.89-125) – refers to the act/scene/lines
- Make certain that you lead into the quote and offer an explanation
- Use line breaks when writing out a quotation

O, she doth teach the torches to burn bright! Her beauty hangs upon the cheek of night! Like a rich jewel in an Ethiop’s ear;

Three Lines or Less

Friar Laurence even warns Romeo, “Wisely and slow they stumble that run fast,” (II.iii.102-103) but his advice is left unheeded, causing the young lovers to take their own lives as a result of their infatuation.

Romeo had displayed erratic behavior previously and therefore his opinion should not be rusted. The Friar even comments, “Young men’s love the lies/Not truly in their hearts, but in their eyes,” (II.iii.73-74) in response to Romeo’s affections dancing from Rosaline to Juliet.

Four or More Lines

Quotations that are more than four lines long should be centered in their own paragraph.

Juliet’s tirade against Romeo reflects her inner turmoil. Her feelings about Romeo are a mixture of extreme emotions. Her lover and trusted husband is the murderer of her cousin, whom she also loves.

Beautiful tyrant! fiend angelical!
Dove-feathered raven! wolfish-ravening lamb!
Despised substance of divinest show!
Just opposite to what thou justly seems
A damned saint, an honorable villain! (III.ii.81-85)

How to incorporate the quotes into a paragraph

3 lines or fewer

The characters in Romeo and Juliet realize the Fate is toying with their lives and that it is beyond their control to alter its path. Romeo perceives fate as he comments, “Ay, mine own fortune is my misery” (I.ii.63). This occurs when an illiterate Capulet servant approaches him to ask the contents of the invitation. The twist of fate involved in this exchange of information drives Romeo to the Capulet party where he later meets Juliet. After the initial encounter with Juliet, Romeo proceeds to say, “I fear, too early because my mind misgives /some consequence yet hanging in the stars…” (I.iv.016-107) relating to himself that something that he does not expect will occur as the result of his fate. After twisting his sword into Tybalt’s chest, Romeo whines, “O, I am fortune’s fool” (III.i.145). Here Romeo has been immersed in Fate’s ploys once again.

4 or more lines

…. .Romeo’s immature love at first sight theory is shown when he proclaims
O, she doth teach the torches to burn bright!
Her beauty hangs upon the cheek of night
Like a rich jewel in an Ethiop’s ear;
Beauty too rich for use, for earth too dear…(I.v.41-45)
Conclusions

Remember to do the following:
1. restate the thesis in a new way
2. summarize the ideas in the body in one sentence that recaps the sub points

Model Summary Statement

1. If Romeo had not fought Tybalt and waited after hearing of Juliet’s death, he wouldn’t be dead; if Juliet had not taken the potion, and not just assumed her only choice is a secret love, she would have lived; and if the Friar had just stayed out of their affairs, never giving Juliet the potion, both Romeo and Juliet would have lived.

2. Romeo and Juliet prove, through their immediate appearance-based attraction, their impulsive decision to marry, and the short amount of time they’ve known one another, that it’s more likely that they are experiencing only infatuation, rather than true and deep love.

3. Juliet’s lack of communication with her father, the mix up of messages to tell Romeo of the Friar’s plan, and the Friar’s message coming too late are all examples of miscommunications that lead to Romeo and Juliet’s death.

4. Hate results in Romeo and Juliet’s hidden love, Romeo’s banishment, their unwise marriage, and the plan that ended their lives.

3. end with a general, broad statement

Model thought provoking sentences (universal)

1. We all need to remember butterflies and rainbows are not all there is to true love.
2. Whether people’s luck is good or bad, fate is always there, watching, and waiting.
3. Discounting dreams and premonitions can have dire consequences and because of this we must learn to open our eyes and examine our destinies.
4. Fortune plays a role in everyone’s lives; no matter how hard one tries, he will never escape the clenching hands of fate.

Model Conclusions

1. Romeo and Juliet were very, very young and impressionable people. However, they were able to take a lot of action, and therein lies their downfall. Since they totally ignored everyone except themselves and their love, it was impossible for anyone to intervene and make changes for them. No, the lovers’ fate was sealed by the faulty decisions they made throughout the play, and by no one else. In the end, it is no one else that holds the key to life or death. It is the person we least expect, ourselves.

2. Romeo and Juliet shows some of the worst and most ignorant stereotypes applied to women, and shows almost no examples of strong female roles. (RESTATED THESIS) As we see through the detached shallow nature of Lady Capulet, the superficial and irresponsible actions of the Nurse, and Juliet’s dependence on men, women were undervalued by Shakespeare and men of his time.(SUMMARY STATEMENT) However, when we look to pop culture today, we much ask ourselves of this has really changed as much as we think it has.(THOUGHT PROVOKING STATEMENT)
3. Fate molded Romeo and Juliet’s lives like clay, kneading the unfortunate demise of two passionate lovers who just wanted to be together. The uncontrollable force kept a firm grip on the two of them throughout their romance and did not let go. In event after event, Romeo and Juliet stumbled in their actions, leading ultimately to their tragic suicides. They could not help their deaths, nor could any others, if they had been in their position. Fortune plays a role in everyone’s lives; no matter how hard one tries, he will never escape the clenching hands of fate.

4. Romeo and Juliet both die for love, but this love is impetuous and impure. The young lovers make rash decisions and the consequences of those actions cause their untimely deaths. Next time you make a choice, will you stop to think what the consequences may be? Will you act on what your heart tells you, or will you decide based on your intellect and good judgment? Will you be like Romeo and Juliet, or will you decide to write your own story?

5. If Romeo and Juliet had only been capable of making wiser decisions, then the difficulties and complications of their relationship could have been resolved. They were a pair of yearning teenagers with distorted judgment who truly believed they loved each other. When we are in love, your minds are up in the night sky among the stars. No matter how close the sky may seem, it goes on for infinity. We believe that love knows no boundaries. Romeo and Juliet were up in the heavens and needed to come back to Earth and face the real world. But they followed their heart and not their minds, and they became the end of each other. It is the choices we make that show the path our lives will take; it is no one’s fault but our own.

6. Romeo and Juliet made extremely drastic decisions without fully thinking them through. These quick decisions ultimately caused their suicide. As we see through their impulsive wedding, selfish secrets, and thoughtless death, Romeo and Juliet acted like children running across the street, without looking and not realizing that a car is about ready to hit them, ultimately causing death. Although we criticize the bad decisions made by Romeo and Juliet, we must come to a realization that we are still making these same decisions, and that we may be on the same road to disaster as the two young lovers.

7. The two irrational teenagers, Romeo and Juliet, were held captive by infatuation, never actually experiencing the deep bonds of true intimate love. They never saw beyond the appearance, they never slowed things down, and they never took the time to enjoy their so called “love”. Infatuation is a breathtaking amazing quest, but once you reach the mountains highest peak, there is no where to go but back down. Love is swirling in incandescent magic and divine wonders that only get more and more intriguing and rewarding. Infatuation is a vibrant and luminescent churn of sudden feelings. Love flusters the heart with the warmth of devotion and sincerity, eternity and romance. Infatuation fades. Love endures.
Peer Revision Process
Romeo and Juliet Paper

Peer Revision Sheet

Reading 1:
1. First read the paper aloud to your editor. Put a check mark by places where you are stumbling through the prose so the writer knows to check these over. Circle words that are obvious misspellings, grammatical problems or places where the word choice could be stronger.

Reading 2:
Introduction
2. Re-read the introduction and answer the following questions:
• Did the introduction engage the reader? How?
• What could be improved in the introduction?
• Did the introduction contain a clear, concise thesis statement and was it positioned at the end of the paragraph? What is the reader proving?

Body
3. Focus on the body and complete the following steps/questions:
   Topic sentences –
   • Underline the topic sentence

Quotations
• Highlight all five quotations and check to make certain that the author used the correct format: (III.ii.89-125)
• Remember that if you are quoting more than three lines of poetry you should indent ten spaces from the left margin.
• Mark on the draft where any quote seems irrelevant or not explained.

Using a different colored highlighter, mark the five support statements that were used.

Transitions
Write okay if each paragraph is concluded with a transition.
• Between paragraph 1 and 2
• Between paragraph 2 and 3
• Between paragraph 3 and 4
• Between paragraph 4 and 5
• Between paragraph 5 and 6
• Between paragraph 6 and 7
• Between paragraph 7 and 8
• Between paragraph 8 and 9

Did the body prove the thesis? _______yes _______no

Conclusion
4. Focus on the conclusion and answer the following questions:
• Does the conclusion summarize the paper and tie all the ideas together?
• Remember that the conclusion should not simply restate the thesis.
• Is the conclusion relevant to the thesis?
• Can you offer any suggestions to make the conclusion stronger?
5. Check the correct manuscript form and answer the following questions:

- double spaced? yes no
- an original title that is centered and not underlined yes no
- page numbers on each page yes no
- 1-1 ½ margins around each page yes no
- all quotes formatted and cited properly yes no
- writing is objective (3rd person) yes no

6. Write one paragraph to the writer expressing your evaluation of the paper. Be specific by referring to the strengths and weaknesses you see in the paper.
# Romeo and Juliet Essay

**SCORING GUIDE**

**MLA Format**  
correct heading—single spaced, clever title, paper double spaced, pages numbered correctly, written in present tense)  

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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total points=** ____________ /65 points