

PERSONAL RESPONSE TO TEXT

TIPS, TRICKS, AND AVOIDING TRAGEDIES

In a *Personal Response to Text* assignment, a writer may choose to keep the format of his or her response critical in nature, in which the literature presented is analyzed. The writer may also relate his or her own experiences, as they connect to the material provided, using emotional and sensory details. In either case, a clear theme / thesis statement needs to be created and explored.

The important thing to remember is that in a *Personal Response to Text*, unlike the *Critical / Analytical Response to Literary Text*, the use personal pronouns (except the word *you*) are acceptable.

I. INTRODUCTION

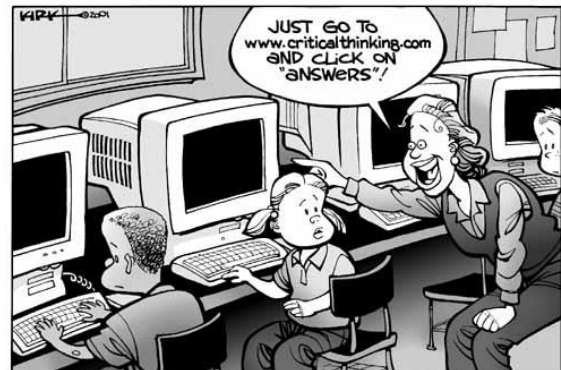
- a. Begin with a GENERAL STATEMENT to introduce the topic in the question.
- b. FOCUS on briefly answering the question
 - Mention the literature and / or other materials and situations you will be referring to throughout your response.
 - You may use a phrase such as, “In life, as in literature, people. . .” but remember to follow this statement with the introduction of the materials you will be discussing in your essay. Do not talk about yourself or your experience yet because you want to build a bridge of common knowledge with your readers first.
- c. Finish off with a CONTROLLING IDEA / THESIS STATEMENT where you answer the question being asked. You answer should convey to your readers your position set up what you will explain / support / prove in your body paragraphs.
 - You can have one point supported by all paragraphs, or one for each paragraph—the choice is yours. Look at the text provided, as well as your own personal examples, and decide how they will best support your position before writing your thesis.

II. BODY PARAGRAPHS—3 Total

CRITICAL (C)

- a. Start with a clear TOPIC SENTENCE—a general statement that mirrors your thesis and how you will be addressing / supporting / proving it in this paragraph.

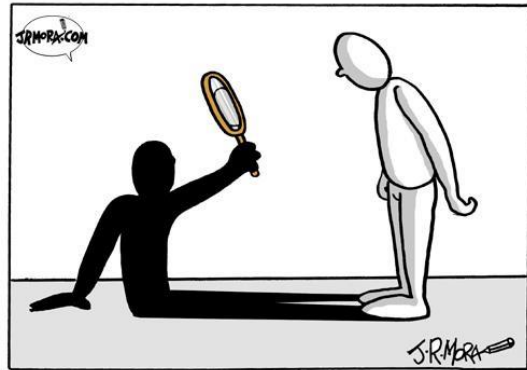
- b. Continue to **EXPLAIN** a little bit more about the paragraph topic in your own words so that you, and your reader, are clear on how your support must fit.
- c. Provide one or more **SPECIFIC EXAMPLE(S)** from the text(s) to prove your topic sentence true.
 - Find an example you can explain and / or quote from the text or other materials provided with, which supports the topic and proves it true.
 - State the situation from the piece of literature, what happens / how the situation is addressed, and what the outcome of the situation is to adequately prove your point. Repeat for each example provided.
- d. Finish up with a **CLINCHER SENTENCE** that sums up your paragraph's point / argument in a general sentence.
 - Consider restating or rephrasing your topic sentence so that you reiterate your point and ensure that it has been dealt with throughout the paragraph.



PERSONAL (P)

- a. Again, start with a clear **TOPIC SENTENCE**.
- b. Continue to **EXPLAIN** a little bit more about the paragraph topic in your own words so that you, and your reader, are clear on how your support must fit.
- c. Provide one or more **PERSONAL ANECDOTE(S)** from your own life, or from reality, that proves your topic sentence true.
 - The example you give must show that you (or people) do the thing your topic sentence says you (they) do. State the situation, what happens / how the situation is addressed, and what the outcome of the situation is to adequately prove your point. Repeat for each example provided.

- You may use a close friend, relative, or common public figure instead.
 - This is the **only** place in your response that you may use personal pronouns (*I, my, me, etc.*); otherwise it is a formal paper and should be written as such.
- d. Again, finish up with a **CLINCHER SENTENCE** that sums up your paragraph's point / argument in a general sentence.
- Consider restating or rephrasing your topic sentence so that you reiterate your point and ensure that it has been dealt with throughout the paragraph.



UNIVERSAL (U)

- a. Once more, start with a clear **TOPIC SENTENCE**.
- b. Continue to **EXPLAIN** a little bit more about the paragraph topic in your own words so that you, and your reader, are clear on how your support must fit.
- c. Provide one or more **UNIVERSAL OBSERVATION(S)** from other cultures, past history, or the news to prove your topic sentence true.
 - Find an example you (and others) are familiar with that supports the topic and proves it true.
 - State the situation, what happens / how the situation is addressed, and what the outcome of the situation is to adequately prove your point. Repeat for each example provided.
- d. Finish up with a **CLINCHER SENTENCE** that sums up your paragraph's point / argument in a general sentence.
 - Consider restating or rephrasing your topic sentence so that you reiterate your point and ensure that it has been dealt with throughout the paragraph.

III. CONCLUSION

- a. SUMMARIZE your main points and restate your thesis—look to your clincher sentences to help you.
- b. End with a provoking FINAL THOUGHT statement that will leave your reader thinking about, and with an impression of, your overall argument—this should be a strong statement that sums up your overall argument.

MLA FORMATTING RULES

GENERAL FORMATTING:

- Use size 12 font (*Garamond, Georgia, or Times Roman*)—**NO EXCEPTIONS.**
- Double-space (*and make sure the Spacing: Before and After is set to 0*)
- 1 inch margins.
- Include your *Last Name* and *Page X of Y* (or *Bold Number 3* formatting of page numbers) in the upper right corner of each page (*except 1st page*)—see example at the top of this page.

THE DO NOT LIST (MISCELLANEOUS STUFF):

- Do not use **contractions** (*don't, can't, won't, etc*) or **informal language** (*i.e. a lot*).
- Do not write “**in this essay I will,**” or anything along those lines.
- Do not **write in the past tense** (*was*); always write in the present tense (*is*) because you are currently reading / viewing the text studied (*so it is not the past*)!
- Do not use **clichés** (*i.e. “since the beginning of time”*).
- Do not use “**Soapbox Statements**” (*i.e. “everyone loves Brussels sprouts”*).
- Do not **include a Cover Page.**
- Novels, TV, and Movie titles are underlined; Short Stories, Songs, and Poems are in “quotation marks.”



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Being a Teenager Can Be Difficult: An Exploration of the Identity through the Adjustment Team / The Adjustment Bureau

Everyone knows growing up is a difficult thing. People are faced with multiple challenges, and how an individual deals with those challenges makes them who they are. And through all the tests of life most people would agree that your teens are the hardest. In the film, when Richardson said people have an illusion over their identity, he was talking about how they controlled humanity, and that they made people do whatever they wanted, or needed to make it a better planet, however it was in secrecy enforcing it to be an illusion. Later in the plot David is told that he could not be together with Elise because it could have negative affects and their lives, which explain that throughout the story David believes that he has control over the love he feels for Elise when actually other people are making drastic changes that will later affect their relationship.

Now compared to the lives of David and Elise, my life seems pretty mellow. I have fantastic friends, and a tremendous family who love me unconditionally. My parents got me involved in sports at a young age which kept me busy and out of trouble. I am dedicated to everything I do whether it be sports or school and always try my best to give one hundred percent. Although my life is great and I am very blessed, there is some classic teenage problems that I deal with.

First off being a teenage girl I feel is a lot worse than being a teenage boy. Boys can just punch each other a bit and call it quits, but girls on the other hand are nasty. I have gone from being best friends with a girl to her hating me for no reason. Another hard thing about being a

teenage girl is, girls always talk behind each others backs. With girls it will never be just between two people, everyone always finds a way to be involved.

Another aspect of being a teenager that is difficult is the huge decisions you have to make that will affect the rest of your life. Since registering for high school last year I have had to make decisions that will setup the platform for the rest of my high school career an eventually my life. The first major decision was if I should take the Humanities course or English and Social courses. Well it is apparent which one I have chosen, the reasons I chose it was because I believe the Humanities course prepares you for university and also the life of business after university. And I can truthfully say so far in my humanities journey my initial reasons for choosing the course stand true. The other decision I had to make was taking a 20 level science in the second semester of grade 10. Now this was something I really wanted to do because I want to take all my sciences and it would be great if I take one earlier I worked really hard to achieve success so I would be able to take Biology 20 but in the end my marks were good but not good enough.

So overall there are not that many things that make my life that difficult other and those to things. Sure there are days when I think my life sucks, my parents aren't fair and the days when I think why me? So when I have those days I just remember how in the grand scheme of things my life is pretty darn good. Lastly, I will be talking about how this relates universally. These two words are something that everyone in this world should work on protecting. People should focus on being there self and not let anyone change their identity. Identity is a key factor of diversity in this world and diversity is a good thing if everyone was the same we would be like robots. To conclude we all need to build our own identity and not let anyone try and change who we are.