

How to make draft essay from this outline



**ASSIGN
BUSTER**

COMM 180 Winter 2013 Karen Crawford Hill Research Essay Outline—Due

Week 7 Student Name & Number: Amandeep Cheema 300673568 Topic

Number: (from assignment sheet): 2 Topic Name: (demonstrate your

understanding by briefly explaining the topic in your own words, e. g. ,

characterization, theme, plot, social message/interpretation, etc.) A theme is

a piece of writing, a talk, or a discussion of an important idea or subject that

run through it.

In another word we can say that a theme is the central idea or ideas

explored by a literary work and in order to identify the theme of the story,

we need to composite, or assemble, the aspects of imagination that we

gathered from investigation, and regard the story as a whole Relevant

Textbook Unit(s): (identify the Unit number and name from SAU that relates

to your chosen topic. Note: this is not necessarily the same unit in which

your stories appear): Unit 2 “ Types of characters” (p. 35), Unit 2 “

Characterization” (p. 37), Unit 4 “ Cultural and social setting” (p. 15), Unit 6 “

Theme and interpretation” (p. 190). Primary Sources: (Required—two stories

from Stories About Us) 1. A Handful of Dates 2. The Stolen Party Draft Main

Points: (3 points, each relating to both stories) 1. The writers of both the

stories use the method of characterization to create and portray characters.

2. The characters of both the stories had gone through certain experiences

which they had encountered or undergone in the course of time. 3.

Consequences which they met at the end of the stories for something which

happened earlier.

Draft Thesis Statement: (1—2 sentences; include subject, readings, and main

points) The author of the story “ A Handful of Dates” and the author of the

story “ The Stolen Party” are from differentculturebut treat a common theme of disillusionment. In my opinion characterization, experiences, and consequences are the most important aspects of these two stories. Planned Development: (Identify support from primary sources for main points; expand table by adding rows or sections as necessary) Point 1: (briefly restate your main point): The writers of both the stories use the method of characterization to create and portray characters.

Story 1 Examples| Page| Story 2 Examples| Page| The strange thing was he never use to go out go out with his father, rather it was my grandfather. | 21 (5)| “ Rich people go to Heaven too,” said the girl, who studied religion at school. | 27 (5)| Unlike other children, he used to love to go to the mosque to learn the Koran. | 22 (10)| “ Get away with Heaven,” said the mother. “ The problem with you, young lady, is that you like to fart higher than your ass. ”| 27 (10)| As for his beard, it was soft and luxuriant and as white as cotton-wool—never in my life have I seen anything of a purer whiteness or great beauty. 22 (25)| Rosaure loved everything in the big house and she also loved the people who lived there. | 28 (25)| | | |

Point 2: (briefly restate your main point): The characters of both the stories had gone through certain experiences which they had encountered or undergone in the course of time.

Story 1 Examples| Page| Story 2 Examples| Page| “ Yes my boy, forty years ago all this belonged to Masood-two-thirds of it is now mine. ” | 23 (55)| Rosaura was the only one allowed into the kitchen. | 29 (55)| “ I didn’t own a single feddan when I first set foot in this village.

Masood was then the owner of all these riches. | 23 (60)| Rosaura felt she had never been so happy in all her life. | 30 (95)| He remembered that

Masood remark to him “ Palm trees, my boy, like humans, experience joy and suffering. ” And I had felt an inward and unreasoned embarrassment. | 24 (100)| Rosaura thought that this was truly the most amusing party in the whole world. | 30 (115)| I looked at Masood and saw that his eyes were darting about to left and right like two mice that have lost their way home. | 25 (130)| |

Point 3: (briefly restate your main point): Consequences which they met at the end of the stories for something which happened earlier. Story 1 Examples| Page| Story 2 Examples| Page| I felt myself drawing close to Masood. | 25 (135)| Rosaura also leaned forward, stretching out her arm. But she never completed the movement. | 32 (175)| For some unknown reason, I experienced a sharp sensation of pain in my chest. | 25 (140)| “ You really and truly earned this,” she said handing them over. “ Thank you for all your help, my pet. ”| 32 (180)| I felt at that moment that I hated him. 25 (140)| Rosaura felt her arms stiffen, stick close to her body, and then she noticed her mother’s hand on her shoulder. | 32 (180)| Then, without knowing why, I put my finger into my throat and spewed up the dates I’d eaten. | 25 (145)| Rosaura’s eyes had a cold, clear look that fixed itself on Senora Ines’s face. | 32 (185)|

Secondary Sources: (Required—identify at least 2 appropriate, i. e. , literature specific, sources with APA documentation) 1. Hassan, W. S. (2003). *Tayeb Salih: Ideology & the craft of fiction*. Syracuse, NY: Syracuse University Press. 2.

Diaz, G. (2007). *Women and power in Argentine literature: Stories, interviews, and critical essays*. Austin, TX: University of Texas Press. 3. Dasgupta, G. , & Mei, J. , J. (2005). Character and characterization. In G.

Dasgupta & J. J. Mei (Eds.), *Stories about us* (pp. 37). Toronto, ON: Nelson. 4. Lilia Heker. (2003). In *Contemporary Authors Online*. Retrieved from Literature Resource Center. 5. Khan, R. Y. (2001). Childhood and modern Arabic literature: The initiation story. *Arabic & Middle Eastern Literatures*, 4(2), 167-178. doi: 10.1080/13666160120057277

OPTIONAL: Other Possible Secondary Sources: (Optional: secondary sources from program course material or GNED 500 material, or other non-literature-specific sources, with APA documentation)

____ Planned Development: (Identify support for main points; expand table by adding rows or sections) Note: At this stage of essay development, it is not necessary to complete all sections of this table, but you should provide at least one item of secondary source support for each of your main points)

Point 1: (briefly restate your main point): The writers of both the stories use the method of characterization to create and portray characters. Story 1 Examples Secondary Source Support| Page| Story 2 Examples Secondary Source Support| Page| Masood, like Sheikh, is a loving and kind-hearted man who is deeply attached to his palm trees. (Diaz, G. 2007, p. 33)| 33| Implicit presentation of characters in action which is used primarily through dialogue and action of characters in a story (Dasgupta, G. , & Mei, J. , J. , 2005, p. 38) |

| 38| | | | Point 2: (briefly restate your main point): The characters of both

the stories had gone through certain experiences which they had encountered or undergone in the course of time. Story 1 Examples Secondary Source Support| Page| Story 2 Examples Secondary Source Support| Page| He has so far imagined that the field and playground “ belonged to my grandfather ever since God’s creation,” turn out to have belonged to Masood(Diaz, G. , 2007, p. 4)| 34| Her memories of her childhood are quite clear and insightful- perhaps the reason for the numerous stories she had written about children. (Hassan, W. S. , 2003, p. 185) | | 185| | | | | | | | | | | | Point 3: (briefly restate your main point): Consequences which they met at the end of the stories for something which happened earlier. Story 1 Examples Secondary Source Support| Page| Story 2 Examples Secondary Source Support| Page| It is a fall from childhood innocence that comes about with knowledge. (Diaz, G. , 2007, p. 34)| 34| What she discovers is that she has just begun her own training in servitude. (“ Liliana Heker,” 2003, para. 2) | | | | | | | | | | | |