**Macbeth Essay:**

Choose one of the following Essay topics and write a 2.5-4 page essay. Your essay will undergo 3 drafts, 1 peer edit, 1 self-edit, and one teacher edit. Essay must include a clear thesis, introduction, a minimum of 3 supporting paragraphs, and a conclusion. Within the Supporting paragraphs there needs to be at least 3 correctly cited supporting quotes from the text. These quotes need to be enfolded by discussion and analysis.

**Macbeth Essay Questions**

**1)** Examine Macbeth's mental and moral deterioration throughout the play.

**2)** The supernatural plays an important role in *Macbeth*. To what extent does it motivate Macbeth's actions?

**3)** Is Lady Macbeth more responsible than Macbeth for the murder of King Duncan? Is Lady Macbeth a more evil character than her husband and, if so, why?

**4)** Discuss the role that blood plays in *Macbeth,* particularly immediately following Duncan’s murder and late in the play. What does it symbolize for Macbeth and his wife?

**Peer-Editing an Essay**

As a peer editor, it is your job to find as many errors as you can. This helps your partner get a better mark when the teacher grades the essay, and it helps you get a good peer-editing mark. It is important to be constructive and helpful while peer-editing, because it is your job to help your partner be a better, more confident writer.

**1. Exchange essays.** Record your partner’s name as *writer* on page 2, then your own as *peer-editor*.

**2. Determine readiness for editing.**   
Does this essay have an introduction, conclusion and at least 3 body paragraphs? On page 2, check *ready*, or record what is missing.

**3. Thesis Paragraph**.   
For each of the following, record *good*, *missing*, or *suggestions* for change on page 2: introduction, thesis

**4. Intro Paragraph**.

Check to see if intro has a hook that is used to introduce the topic of the essay. Give credit if the hook was interesting and made you want to keep reading

**5. Body paragraphs.**   
For each paragraph in the essay, check to be sure that it is a complete paragraph. To be one, it must have a topic sentence and a minimum of five sentences. Each paragraph must follow the topic sentence. Record what to fix on the essay. Put a checkmark by each paragraph you think is good. Only check if the paragraph is at least 5 sentences and has a cited quote from Macbeth

**6. Conclusion.**   
Make sure it contains a re-worded thesis and a summary of the essay. Mark *ready*, *missing* or *suggestions* as you did with the introduction. Record your responses on page 2, and make specific comments.

**7. Writing style.**   
Record the following on the essay as they come up.

a) Essay in present tense

b) Ties joining all paragraphs (record *Good Tie* or *Tie?* on essay)

c) Pronoun references and pronoun agreements are correct

d) No Slang

e) No passive voice

**8. Mechanics.**   
Read carefully through the essay for any small errors in spelling, grammar, sentence structure or punctuation you can find. Record them on the essay.**Editing Comment Sheet** (a.k.a. page 2)

**1.** Writer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer-Editor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Readiness for Editing**

Ready \_\_\_\_ or Missing:

**3. Thesis Statement**

Ready \_\_\_\_ , Missing: Suggestions:

**4. Intro Paragraph:**

Ready \_\_\_\_ , Missing: Suggestions:

**5.** **Body paragraphs** (record suggestions on essay) must have at least 3 to check as “ready”, and each must have at least 5 sentences and 1 cited quote.

Ready \_\_\_\_ , Missing:

**6. Conclusion**

Ready \_\_\_, Missing: Suggestions:

**7. Writing Style** (record on essay: Check to make sure your classmate isn’t using You, our, we, my, or I in the essay)

**8. Mechanics** (record on essay. Spelling &, Punctuation)

**9. General Comments**: (What grade would you give this essay? Why?)

**Common Errors: Self-Editing Checklist for Students**

*Read through your essay checking for the following mistakes. Correct them on your essay in preparation for your second draft. You will not be able to check for all of these mistakes at once. Check for 2-3 at a time and then re-read checking for the next common error.*

1. ***Sentence Fragments*. Make sure each word group you have punctuated as a sentence contains a grammatically complete and independent thought that can stand alone as an acceptable sentence.**

* **Incorrect**: Tests of the Shroud of Turin have produced some curious findings. *For example, the pollen of forty-eight plants native to Europe and the Middle East.*
* **Revised**: Tests of the Shroud of Turin have produced some curious findings. For example, *the cloth contains* the pollen of forty-eight plants native to Europe and the Middle East.
* **Incorrect**: Scientists report no human deaths due to excessive caffeine consumption. *Although caffeine does cause convulsions and death in certain animals.*
* **Revised**: Scientists report no human deaths due to excessive caffeine consumption, although caffeine does cause convulsions and death in certain animals.

1. ***Sentence Sprawl*. Too many equally weighted phrases and clauses produce tiresome sentences.**

* **Incorrect**: The hearing was planned for Monday, December 2, *but* not all of the witnesses could be available, *so* it was rescheduled for the following Friday. [*There are no grammatical errors here, but the sprawling sentence does not communicate clearly and concisely.]*
* **Revised**: The hearing, which had been planned for Monday, December 2, was rescheduled for the following Friday so that all witnesses would be able to attend.

1. ***Misplaced and Dangling Modifiers*. Place modifiers near the words they describe; be sure the modified words actually appear in the sentence.**

* **Incorrect**: *When writing a proposal*, an original task is set for research *[Who is writing a proposal?*
* **Revised**: When writing a proposal, *a scholar sets* an original task for research.
* **Incorrect**: Many tourists visit Arlington National Cemetery, where veterans and military personnel are buried *every day from 9:00 a.m. until 5:00 p.m.*
* **Revised**: Every day from 9:00 a.m. until 5:00 p.m., many tourists visit Arlington National Cemetery, where veterans and military personnel are buried.

1. ***Faulty Parallelism*. Be sure you use grammatically equal sentence elements to express two or more matching ideas or items in a series.**

* **Incorrect**: The candidate’s goals include winning the election, a health program, and education.
* **Revised**: The candidate’s goals include *winning* the election, *enacting* a national health program, and *improving* the educational system.
* **Incorrect**: Some *critics are* not so much opposed to capital punishment as *postponing* it for so long.
* **Revised**: Some *critics are* not so much opposed to sentencing convicts to capital punishment as they are to postponing executions for so long.

1. ***Unclear Pronoun Reference*. Pronouns must clearly refer to definite referents [nouns]. Use *it*, *they*, *that*, *these*, *those*, and *which* carefully to prevent confusion.**

* **Incorrect**: Einstein was a brilliant mathematician. *This* is how he was able to explain the workings of the universe.
* **Revised**: Einstein, *who* was a brilliant mathematician, *used his quantitative ability* to explain the workings of universe.
* **Incorrect**: Because Senator Martin is less interested in the environment than in economic development, she sometimes neglects *it.*
* **Revised**: Because of her interest in economic development, Senator Martin sometimes neglects *the environment*.

1. ***Pronoun Agreement*. Be sure that each pronoun agrees in number (singular or plural) with the noun to which it refers (its *antecedent* or *referent*).**

* **Incorrect**: When *a candidate* runs for office, *they* must expect to have *their* personal life scrutinized.
* **Revised**: When *candidates* run for office, *they* must expect to have *their* personal lives scrutinized.
* **Incorrect**: According to tenets of the “new urbanism,” *everyone* needs to consider the relationship of *their* house to the surrounding community.
* **Revised**: According to tenets of the “new urbanism,” *everyone* needs to consider the relationship of *his or her* house to the surrounding community.

1. ***Incorrect Pronoun Case*. Determine whether the pronoun is being used as a subject, object, or possessive in the sentence, and select the pronoun form to match.**

* **Incorrect**: Castro’s communist principles inevitably led to an ideological conflict between *he* and President Kennedy.
* **Revised**: Castro’s communist principles inevitably led to an ideological conflict between *him* and President Kennedy.
* **Incorrect**: Because strict constructionists recommend fidelity to the Constitution as written, no one objects more than *them* to judicial reinterpretation.
* **Revised**: Because strict constructionists recommend fidelity to the Constitution as written, no one objects more than *they* [object] to judicial reinterpretation.

1. ***Omitted Commas*. Use commas to signal nonrestrictive or nonessential material to prevent confusion, and to indicate relationships among ideas and sentence parts.**

* **Incorrect**: When it comes to *eating people* differ in their tastes.
* **Revised**: When it comes to eating, people differ in their tastes.
* **Incorrect**: The Huns who were Mongolian invaded Gaul in 451.
* **Revised**: The Huns, who were Mongolian, invaded Gaul in 451. *[“Who were Mongolian” adds information but does not change the core meaning of the sentence because Huns were a Mongolian people; it is therefore nonrestrictive or nonessential and should be set apart with commas.]*

1. ***Superfluous Commas*. Unnecessary commas make sentences difficult to read.**

* **Incorrect**: Field trips are required, in several courses, such as, botany and geology.
* **Revised**: Field trips are required in several courses, such as botany and geology.
* **Incorrect**: The term “scientific illiteracy,” has become almost a cliché in educational circles.
* **Revised**: The term “scientific illiteracy” has become almost a cliché in educational circles.

1. ***Comma Splice*. Do not link two independent clauses with a comma (unless you also use a coordinating conjunction and, or, but, for, nor, so yet). Instead use a period or semicolon, or rewrite the sentence.**

* **Incorrect**: In 1952 Japan’s gross national product was one third that of France, by the late 1970s it was larger than the GNPs of France and Britain combined.
* **Revised**: In 1952 Japan’s gross national product was one third that of France. By the late 1970s it was larger than the GNPs of France and Britain combined.
* **Incorrect**: Diseased coronary arteries are often surgically bypassed, however half of bypass grafts fail within ten years.
* **Revised**: Diseased coronary arteries are often surgically bypassed; however, half of bypass grafts fail within ten years.

1. ***Apostrophe Errors*. Apostrophes indicate possessives and contractions but not plurals. *Caution: its, you’re their,* and *whose are possessives (but no apostrophes). It’s you’re they’re, and who’s are contractions.***

* **Incorrect**: In the current conflict *its* uncertain *who’s* borders *their* contesting.
* **Revised**: In the current conflict *it is* [it’s] uncertain *whose* borders *they are* [they’re] contesting.
* **Incorrect**: The Aztecs *ritual’s* of renewal increased in frequency over the course of time.
* **Revised**: The *Aztecs’* rituals of renewal increased in frequency over the course of time.

1. ***Words Easily Confused*. Effect is most often a noun (the effect) and affect is most often a verb. Other pairs commonly confused: lead/led and accept/except. Check a glossary of usage to find the right choice.**

* **Incorrect**: The recession had a negative *affect* on sales.
* **Revised**: The recession had a negative *effect* on sales. (or) The recession *affected* sales negatively.
* **Incorrect**: The laboratory instructor *choose* not to offer detailed *advise.*
* **Revised**: The laboratory instructor *chose* not to offer detailed *advice.*