

English 1102

Student: Ashlyn Williams

Ashlyn Williams discovered the sea as a unifying metaphor for her portfolio and as part of the revision process, renamed her essays to fit the theme. The titles of her exhibits, as seen on the front page Biography, give the portfolio a strong sense of unity. Two of this portfolio's notable strengths are the clear and cogent description of her personal revision process and the explanation of how Ashlyn conducts peer review. Both, like the Introductory Reflective Essay itself, show a strong capacity to reflect abstractly and thoughtfully on the author's writing processes. Ashlyn's Wild Card, a meditation on the beach house she remembers fondly, provides just the right concluding touch to the ePortfolio.

Ashlyn Williams's Portfolio

◀ Miru Whelan Wayland Young ▶ Close

The Real Me is By the Sea

It seems that salt water is running through my veins, and it is definitely hereditary. My father grew up along the coast of the Central Coast, moving from island to island. He, like me, enjoyed spending his free time surfing, sailing, fishing, and swimming in the vast Atlantic Ocean. When he met my mother she met our family with the coastal lifestyle having grown up in Alaska. Though she was kind at first, she later introduced her strict love of water, and soon they planned their lives around the ocean. Before they decided to have children, their original plan was to explore the world by sea, while living in a yacht, but their desire for children was more than their love of the unknown. They sacrificed the dream in order to do that instead.

Though we by no means had near the ocean as a child, we made frequent trips here to see my grandparents. My home away from home is a 10 island in a few ordinary look of. The small town of Oak Island is primarily inhabited by locals, and after years of visiting I consider myself one. Many memories in my life occurred in this town. That is where I learned to walk, learned to read, learned to drive, and of course learned to sail and dive. For many the beach or the ocean is a destination for vacation, simply a place to visit once a year. For me, to let for me the ocean is my home.

My experiences on Oak Island have made me the person I am today. I have learned to value family, freedom, education, and honesty through my time by sea. I have never felt happier, closer to my family, or more at peace with the world than while breathing in the salty smell of the water or feeling the ocean breeze whip through my hair. Whenever I'm over it I don't and get the front pages of the newspaper like always, I am home, and it is because I seem to have left everything through my veins.

1999 2013

These pictures both were taken from porch of my grandpa's beach house.

Biography: The Real Me is By the Sea

- ▶ Reflective Introduction to the Portfolio: The Voyage of Writing
- ▶ Original Paper 1: Under Pressure
- ▶ First Revised Essay: Drawing in Expectations
- ▶ Original Paper 2: The Definition of Normal
- ▶ Second revised essay: Alone in a Sea of Conformity
- ▶ Exhibit of Revision Process: Adjusting the Route
- ▶ Exhibit of Peer Review Process: Offering Directions Along the Way
- ▶ Wild Card: The Ocean is My Home

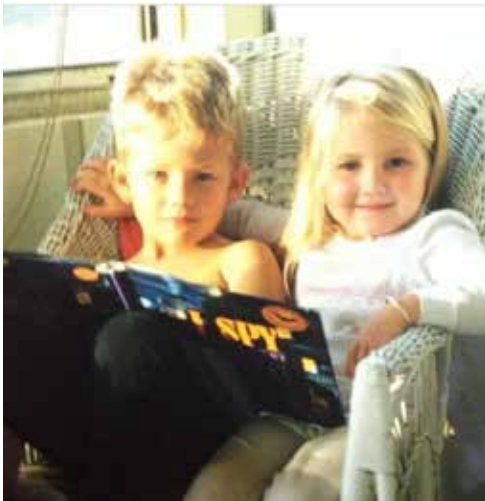
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The Real Me is By the Sea

It seems that salt water is running through my veins, and it is definitely hereditary. My father grew up along the coasts of the Carolinas, moving from island to island. He, like me, enjoyed spending his free time surfing, scuba diving, sailing, and swimming in the vast Atlantic Ocean. When he met my mother, she was not familiar with the coastal lifestyle, having grown up in Atlanta. Though she was timid at first, my father introduced her to his love of water, and soon they planned their lives around the ocean. Before they decided to have children, their original plan was to explore the world by sea while living in a yacht, but their desire for children was more than their love of the unknown. They sacrificed one dream in order to pursue another.

Though we have never lived near the ocean as a family, we make frequent visits there to see my grandparents. My home away from home is a tiny island that few outsiders know of. The small town of Oak Island is primarily inhabited by locals, and after years of visiting, I consider myself one. Many milestones in my life occurred in this town. This is where I learned to walk, learned to read, learned to drive, and of course learned to sail and dive. For many the beach or the ocean is a destination for vacation, simply a place to visit once a year to relax, but for me the ocean is my home.

My experiences on Oak Island, have made me the person I am today. I have learned to value family, freedom, expression, and loyalty through my time by the sea. I have never felt happier, closer to my family, or more at peace with the world than while breathing in the salty smell of the water or feeling the ocean breeze whip through my hair. Whenever I run over the dunes and get the first glimpse of the enormous blue abyss, I am home, and it is because I seem to have salt water running through my veins.



1999



2013

These pictures both were taken on the front porch of my grandparent's beach house.

The Voyage of Writing

Writing is comparable to a voyage. It takes time, careful planning, determination, and passion. There are obstacles that stand between me and my goal and unforeseen detours along my route. During my journey, I have received advice and hints to help ensure my success. It is impossible to complete a voyage without the dedication to commit completely to the goal of reaching the final destination, just as it is impossible to create a beautifully crafted essay without continuously putting in the effort to reach perfection. This portfolio is the final destination in my long journey through English 1102.

Setting Sail

The start of my voyage to successful writing was frightening because I did not prepare well to set sail. I came into English 1102 with minimal writing knowledge. I was accustomed to writing timed essays that required quick evaluation of poems and stories and allowed only minutes to create a final paper. Because I adapted to speed-writing in high school, I took a similar approach when writing my first paper in English 1102. I made no attempt to organize my thoughts, but instead began typing a draft right away. I compromised coherence, organization, and depth in my paper in order to include all of my tangential thoughts. The result was a terribly written jumble of personal experiences and plot summary, with a few sentences of elementary analysis. As I continued to revise my paper, I realized that because I was so passionate about the topic of parental expectations, my writing was centered less on the story and more on my own opinions and grievances. "Two Kinds" became an example of an "about me" essay rather than the focal point of a literary analysis. Instead of explaining the rhetorical techniques that Amy Tan used to convey her theme, I drew parallels between my life and the story. One of my sentences in an early draft, for example, stated, "Just as Jing-mei's mother tested her in acting, music, and academics, my mother shipped me to a different practice, club, or class every day." I followed this statement with what I thought was strong analysis of the plot writing, "My mother, just like Jing-mei's, was determined to hone in on the talents she knew that I possessed in hopes of securing my future success" (Paper 1). The analysis in my early drafts simply answered why I believed the characters acted the way they did. It did not answer what my opinions meant in terms of theme, or how the character's actions supported my claims. I continued writing in this fashion until it was pointed out to me in a peer review that my paper was a shipwreck. I realized that I had not only misinterpreted the assignment, but had also strayed from my thesis statement. From that point on I was able to rework my essay into a true literary analysis.

Adjusting to Life at Sea

Because I struggled writing my first paper, I took a completely different approach when writing the second. I realized that the techniques that I utilized in high school were no longer effective for this level of writing. I was treading through unmapped waters. For fear of repeating my dooming personal rants of the first paper, I tried to focus only on the text while writing my second. I decided that outlining my ideas would help me improve my organization, rather than simply diving into drafting. My first draft had solid ideas and effective evidence that reinforced my claims because of my outline, but my analysis was minimal, and I tended to jump to conclusions about the techniques the author was using without explaining my thought process. For example, when talking about the color imagery used in "A&P" I jumped from stating, "When describing the store, the regular shoppers, and the manager, Updike uses only the color gray," to concluding that because he only uses gray, "one can pick up on Sammy's boredom with cookie-cutter America" (Paper 2). I did not explain why gray suggests this conclusion; I just said it was so. As a continued reading through my paper, I realized that the majority of my claims were without support, which would confuse my readers. I was able to overcome this weakness in my writing through developing a formula for revising my own papers. My complex revision process, which will be explained in my exhibit, has helped me visually identify weaknesses in my paper through the use of color. For this particular paper, the colors pointed out that I was skipping the linking analysis in my papers, and helped me correct this issue in my later drafts.

Accepting Help from the Crew

The peer review process helped me immensely throughout the semester, but not in the conventional way. When having my own papers reviewed, I felt like I was asking someone for directions along my route to my final draft. Their comments helped me tweak my path so that I would reach my goal successfully; however, most of the reviews I received were primarily compliments and minor grammatical corrections. Because of this, I benefited more from editing other people's papers rather than from having mine revised. Peer review taught me to read critically with an open mind, a technique I then used to edit my own papers. Through reading the works of my peers, I was able to pick up on skills that I needed to perfect, discover the strengths in my own papers, and gain insights about my writing that I would have easily overlooked. My process for peer review was focused mainly on content. I concentrated on helping my peers develop their claims effectively to ensure smooth sailing. As I discovered weaknesses in my classmates' papers, I many times realized that I had made the same mistakes in my own writing. Without the

opportunity to revise other papers, I would not have developed my writing skills as much as I have this semester.

With each paper, each peer review, and each revision I got closer and closer to my goal. I have learned more about myself as a writer this year than I have in my entire time writing. The skills that I have developed in this class will aid me immensely in the future. I may have finished this journey, but my writing will ever be evolving and improving.

Ashlyn Williams

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English 1102

12 September 2013

Drowning in Expectations

“Two Kinds,” by Amy Tan, shines a light on how high expectations transform a child’s happiness. Parents want their children to achieve the impossible, to become successful and respected, but at what point do these expectations begin to create inner turmoil for their children? Although parents come from different backgrounds, cultures, and upbringings, they many times seem to create similar outstanding and unrealistic expectations for their children. A mother expects her daughter to grow up to become beautiful, independent, and successful lady, while a father trains his son to become a man and a provider. High expectations cause the child to feel the pressure to preform, and often make that child feel unloved. When a child such as Jing-mei, the main character in “Two Kinds,” does not receive love in return for her hard work, a change occurs. Tan uses point of view, tone, and symbolism to develop internal and external conflicts between Jing-mei and her mother. Through these strategies, she is able to convey how setting high expectations may help a child achieve great things, but in many cases, can negatively affect the child’s relationship with his or her family and adversely impact his or her self-esteem.

Throughout the short story, Tan uses symbolism to draw attention to key internal and external conflicts within the plot. Having immigrated to America after facing unthinkable hardships in China, Jing-mei’s mother begins to view the United States as a symbol for success, prosperity, and fame. Her romanticized view of this new culture and belief that “you could be anything you wanted in America” intensified her natural desire for her child to succeed (305). Jing-mei was born an American citizen, and because of this there is a cultural barrier between her and her mother. According to her mother, Jing-mei is American, and therefore, is destined to become a “prodigy” (305). She does not take into consideration any other essential factors that contribute to high levels of success such as: money, networks, raw talent, or luck. Tan uses allusions to classic American entertainers, such as Shirley Temple, movie characters, such as Peter Pan, and shows, such as *Ripley’s Believe it or Not!*, to symbolize the ethnic differences between Jing-mei and her mother (305-306). The mother holds Jing-mei to the same standard as Shirley Temple or

any other American star because this is her only perspective on what it means to be American, when in reality Jing-mei can never achieve this standard. Shirley Temple, with her famous curls and smiling face, represents the epitome of an America child. Jing-mei, on the other hand, physically shows no trace of her American background because her physical features reveal her Asian heritage. As an American, Jing-mei realizes that the American dream is not a reality for many citizens. She understands that living in the United States does not translate directly into success, but is unable to convey this understanding to her mother. The mother's high expectations are a product of her internal struggles to adapt to the new culture by which she is surrounded, while maintaining a close relationship with her daughter.

In addition to using the United States as a symbol in "Two Kinds," Tan uses a piano to symbolize the external conflicts between mother and daughter. The image of the piano depicts the relationship that Jing-mei has with her mother, a relationship tainted by the mother's high expectations and Jing-mei's resulting resentment. The mother, still dreaming of her daughter's success, introduces the piano as her final attempt to awaken the prodigy within Jing-mei. If played correctly, a piano is capable of producing harmonious and beautifully flowing songs, but can also create a mixture of noisy notes. Jing-mei

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notes" (313, 310). The beautiful sounds that she can finally produce with the piano symbolize the forgiveness and acceptance that she can finally extend to her mother. Jing-mei is no longer the "Pleading Child" of the song she played at her recital (313). She has transformed, like the song, and is now "Perfectly Contented" with her relationship (313).

Tan utilizes tone and point of view, in addition to symbolism, to develop her claim that the most detrimental result of parental expectations is a loss of self-confidence, motivation, and excitement in children. Telling the story from the mother's point of view would alter the theme because one would not have a full understanding of how the mother's standards are harming her daughter emotionally. When the audience is placed in the head of the child, as opposed to the mother, one can observe the transformation that occurs in Jing-mei. She goes from a confident girl, "just as excited as [her] mother, maybe even more so" about what the future might hold for her, to a devastated child who "felt the shame" of her mother and father (306, 310). Children are generally excited about the opportunities presented to them early in life. There is a tone of eagerness and jubilation behind Jing-mei's words as she fantasizes about becoming a ballerina, a savior, or a princess. However, once these expectations become too demanding, Jing-mei begins to feel as though she needs to "become perfect" to maintain her parents' approval (306). As she narrates the story through Jing-mei, Tan's tone changes from hopeful and excited to indifferent and even hostile. One can attribute Jing-mei's loss of confidence and change in attitude to her failure to reach expectations that were set too high for her. Responding to pressures from her parents, Jing-mei's tone becomes more resentful. She adopts a lazy, unmotivated mindset and begins to "have new thoughts . . . thoughts filled with lots of I won'ts" (307). The constant stress to succeed builds up her anger and crushes her ambitions. She begins to feel as though her mother only wants her "to be something [she's] not" (310-311). As a result, Jing-mei states, "I did not believe I could be anything I wanted to be. I could only be me" (312). These declarations exemplify the loss of hope and loss of self-esteem that accompanies high expectations.

Amy Tan uses literary techniques to invite readers to evaluate the relationship between Jing-mei and her mother on a more personal level. One can easily relate to the pressures of growing up that are compounded with lofty expectations. The author's use of allusion, tone, point of view, and symbolism all combine to illuminate an important issue in parent-child relationships. Through examining Jing-mei's emotions and action, the readers can relate this story to their own life experiences. Expectations can motivate greatness, but in many cases, resentment and emotional distress are the only products of this pressure.

Works Cited

Tan, Amy. "Two Kinds." *Making Literature Matter: An Anthology for Readers and Writers*. Ed. John Clifford and John Schilb. 5th ed. Boston: Bedford, 2012. 305-13. Print.

Ashlyn Williams

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English 1102

10 October 2013

Alone in a Sea of Conformity

John Updike, the author of "A&P," lived a seemingly normal middle class life. According to George Searles, writer for the *Heath Anthology* Textbook Site, Updike's father was a "mathematics teacher" and his mother a "freelance writer" (Searles). He attended Harvard, got married, and worked as a writer for *The New Yorker*. Although Updike's life exemplifies the idea of a person thriving in a typical middle-class society, many of his works express an overriding theme of "cultural disintegration" (Searles). He commonly portrays his characters as dissatisfied and confused in their societal roles, reflecting his own dissatisfaction with his dreadfully normal lifestyle" (Searles). "A&P" offers a classic example of this common theme as Updike challenges his readers to question their definitions of decency and conformity through the lens of a discontented grocery clerk named Sammy. Though the story is, on the surface, an account of three girls who walk into a grocery store in bathing suits, when it is examined more closely, there is a much deeper meaning. Updike calls for his readers to investigate and reject social norms and urges them to strive for uniqueness in "A&P" through the subtle use of imagery and symbolism. He uses the setting of the A&P as a symbol for society and uses careful animal and color imagery throughout the story to guide the reader to its deeper meaning.

Updike sets his story in a bustling suburban grocery store. The A&P, according to literary analyst M. Gilbert Porter, represents a "common denominator of middle-class suburbia" and a perfect example of the "consumer-conditioned society" of the 1960s (Porter 1155). The A&P at which the narrator, Sammy, works is located in the "middle of town," suggesting that it serves as the primary shopping ground for the inhabitants of the suburb (Updike 616). It is not only a popular destination for the typical middle class shopper, but also a central source of food for the population, where people of every socio-economic background gather. Because of this, the actions of the people shopping in the A&P are representative of the interactions between different members of a community.

In the store, shoppers go about their business in a systematic way. When three

girls walk into this “suburbia” in bathing suits, the casual and continual flow of the store’s operation is disrupted. The girls immediately capture the workers’ and the shoppers’ attention, becoming victims of brutal stares and topics for discussion amongst the store’s population. Sammy comments on how strange it was to see the girls “walking against the usual traffic,” as their regular customers seem to robotically follow each other’s paths, even though there are no “one way signs” (Updike 616). Updike is able to call into question what causes these girls to become victims of judgment through mirroring society in an A&P. Sammy notes that the girls are wearing bathing suits and that one girl even has her straps falling off, but describes them as “prim,” not provocative (Updike 615). They are young, innocent girls, completely covered and not disrupting anyone through their actions, but their appearance alone is enough to cause controversy. In the grocery store, or similarly in 1960s society, though these girls are fully covered the general population considers their attire indecent. But what makes them indecent? Updike suggests that it is the fact that the girls are not “house slaves with pin curlers,” conforming to the standards laid down for them by some unseen forbearer (Updike 616). The girls are being critiqued for their boldness and refusal to conform. They are simply shopping like everyone else, but because they are seemingly not the same as the normal customers, they are scorned.

One gets a better sense of the author’s attitude towards metropolitan society through the repeated use of color imagery. Updike uses only the color gray when describing the grocery store, the regular shoppers, and the manager. According to the widely accepted psychology of colors, gray is unemotional. When one thinks of gray the words neutral, boring, bland, and detached may come to mind. Updike recognizes this, and uses the color gray to create a correlation between the connotation of gray and how the audience views the daily shoppers. Sammy describes the people in “baggy gray pants,” the food in “little gray jar[s],” and the manager as “gray and old” (Updike 617, 619). The use of color imagery prompts the reader to view the shoppers as just as boring, bland, unemotional, and detached as the color gray. This technique also creates a dreary, bleak image of the grocery store. Without specifically stating his opinion, by using this technique Updike is able to cause the reader to view the store and the shoppers in a more negative light.

The use of gray is contrasted with Sammy’s descriptions of the three girls who walk into the store barefoot and in bathing suits. The only time Updike mentions any color aside from gray in the story is in reference to the girls. He describes one with a “plaid green two piece,” one with a “pink top,” and another with bright “blue eyes” (Updike 614, 617, 618). As compared to the boring color gray, these bright colors draw the audience’s attention to the girls. The use of these colors creates a

more jubilant, vibrant, and peaceful association with them compared to the rest of the store's shoppers. They suggest that Sammy is, in a way, seeing the world in color for the first time when he encounters the girls. The contrast between the gray environment and the colorful girls reveals Updike's disgust with typical Americans and his appreciation for uniqueness and irregularity.

Updike is able to develop his theme of disgust for conformity further by utilizing animal-related words to describe the people around Sammy. He dehumanizes the regular customers, calling them witches and bums who snort and scurry through the aisles like "scared pigs" and "sheep" (Updike, 616, 618). According to Porter's analysis of "A&P," Sammy is "repulsed by their insensitivity, their loss of individuality, and by the joyless, wooden nature of their existence" (Porter 1155). Porter discusses how Updike characterizes the shoppers as animals. The shoppers, like sheep, live their lives mechanically, with no emotions and no individuality. The animal imagery suggests that those who conform to societal norms have no more complexity to their lives than animals do. He critiques the lifestyle of the "normal" shoppers by suggesting that what makes a person truly human is individuality and uniqueness, which they have stripped themselves of through their steadfast efforts to conform.

"A&P" challenges readers to examine the world around them. Though set in the 1960s, the central concepts of this story can still be applied in modern times. Through analyzing this story, the audience is able to question their own ideas of normal and take action to pursue individuality. What is decent? What is normal? These questions go without answer in "A&P"; they are the audience's job to decide.

Works Cited

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Updike, John. "A & P." *Making Literature Matter: An Anthology for Readers and Writers*. Ed. John Clifford and John Schilb. 5th ed. Boston: Bedford, 2012. 614-19. Print.

Adjust ng the Route

Because I have a logical mind, writing essays has always been difficult for me. There is no formula that results in the perfect paragraph, no step-by-step instruction manual that insures a prefect paper, but I have tried to create one. My revision process is the map that I follow in order to continue down the correct route on my voyage to success in this course. The technique that I have developed helps to highlight visually the issues that are present in my paper. The process involves highlighting the entire essay based on the key that I have provided. I know this results in my paper looking a little overwhelming, but this is exactly what I do to revise my papers, and therefore I believe I should include this process in my exhibit.

KEY

Purple: Topic Sentence of the paragraph.

It is essential to have a defined topic sentence in order to make sure that the paragraph has an overall topic. Through assigning the topic sentence a color of its own, I am able to refer back to it easily to make sure that it supports my overall thesis and is explained thoroughly in the paragraph.

Blue: Context for quotes, sources, and story details

This assignment required the use of a story from our textbook, but not every person who will be reading the essay has read the story. Because of this, I need to make sure that I add enough context from the story to make sure that the reader is able to follow my train of thought. The context also sets the stage for the quotes that I choose to include, and prevents me from dropping random quotes throughout my paper. I strive to fit some context before every quote from the story.

Green: Quotes (evidence from the sources)

The green represents the evidence from my sources and from the story. The paper would not be effective if I simply analyzed the story without offering any evidence of the strategies from within the text. On the other hand, the use of too many quotes creates an essay based on plot summary, which takes away from the paper's effectiveness. Through highlighting the quotes in green, I am able to monitor easily my use of evidence and to create a balance.

Pink: Analysis of the evidence

The analysis is by far the most important part of an essay. The majority of the

paragraph should be pink because the pink is the explanation of my assumptions about the story. The pink is essentially the evidence and context, as explained in my own words. It aims to explain my thought process and support my thesis.

With this key in place, I am able to make sure that I am backing up my conclusions with evidence from the story instead of just making unsupported claims. I can visually examine my paper in order to view the balance of plot information and analysis. This also helps me avoid dropping quotes, jumping to conclusions, and moving off topic.

The excerpt below is from my second paper about John Updike's "A&P." This exhibit shows multiple drafts of the same body paragraph, which discusses the use of color imagery within in the story to support my thesis.

THESIS

"Updike calls for his readers to examine and reject the ideas of social norms and urges for uniqueness in this short story through the subtle use of imagery and symbolism."

DRAFT 1

One can decide awkward opening the author's attitude in the story through the repeated use of color and animal references. When describing the store, the regular shoppers, and the manager, Updike uses only the color gray. He describes the people in "baggy gray pants," the food in "little gray jar[s]," and the manager with a "face [that] was dark gray ." add citation One can pick up on Sammy's boredom with cookie cutter America through his bleak descriptions of what he sees on a daily basis. I jumped to a conclusion here without explaining myself In contrast to this, he comments on the three girls in bathing suits as one with the "plaid green two piece" (614), one with a "pink top" (617), and another with bright "blue eyes" he world in (618), suggesting that he is refreshed by the girls' uniqueness. how does color suggest this? It is as if he is seeing color for the first time.

Thought Process: All of my ideas are in this first paragraph, but I do not do good job of explaining why gray causes the readers to look at normality in a different light. I have context and quotes, but could use some outside source to explain my ideas. I need to add stronger analysis because it is not exactly clear how I am drawing these conclusions, and there is not enough analysis to compliment the information that I used from the story. Also, I do not think that this should be the first paragraph following the intro, I should place this paragraph after the discussion of the A&P ' as a symbol for society.

Thought Process: All of my ideas are in this first paragraph, but I do not do a good job of explaining why gray causes the readers to look at normality in a different light. I have context and quotes, but could use some outside sources to explain my ideas. I need to add stronger analysis because it is not exactly clear how I am drawing these conclusions, and there is not enough analysis to complement the information that I used from the story. Also, I do not think that this should be the first paragraph following the introduction; instead, I should place this paragraph after the discussion of the A&P as a symbol for society.

DRAFT TWO

One gets a sense of the author's attitude in the story through the repeated use of color and animal diction imagery. When describing the grocery store, the regular shoppers, and the manager, Updike uses only the color gray. According to the psychology of colors, grey gray is an emotional color. It is detached, neutral, impartial and indecisive. Sammy describes the people in "baggy gray pants," the food in "little gray jar[s]," and the manager "gray and old" (617, 619). Through this repeated use of the word gray, and other dreary words, Updike creates a bleak image of the grocery store and its normal customers. need to add a better connection between this assumption and the color gray This is contrasted with Sammy's descriptions of the three girls that walk in barefoot and in bathing suits. He describes one with the "plaid green two piece", one with a "pink top", and another with bright "blue eyes" (614, 617, 618). The only time any colors are mentioned besides gray is in reference to the girls. This suggests that Sammy is bored and even repulsed by cookie cutter Americans and their daily robotic routine which he witnesses on a regular basis. He, however, seems intrigued and refreshed by the boldness and uniqueness of the girls. It is as if he is seeing the world in color for the first time. these sentence does not offer enough information as to how color suggests Sammy's view of the girls.

Thought Process: In this draft I have tried to add more connections between evidence and analysis. I added more information about the use of the color gray, but failed to add information about how this is contrasted with the use of bright colors. I leap to my assumptions about Sammy's opinion of the girls without connecting this assumption to the use of color. I could develop the analysis throughout the entire paragraph to make it the primary focus. The majority of the paragraph needs to be pink; there is too much of a balance here.

FINAL DRAFT

One gets a sense of the author's attitude of metropolitan society in the story through the repeated use of colorimagery. Updike uses only the color gray when describing the grocery store, the regular shoppers, and the manager. According to the widely accepted psychology of colors, gray is an unemotional color. When one thinks of gray the words neutral, boring, bland, and detached may come to mind. Updike uses this color to create a correlation between the connotation of gray and how the audience views the shoppers. Sammy describes the people in "baggy gray pants," the food in "little gray jar[s]," and the manager "gray and old" (Updike 617, 619). This makes the reader see the shoppers or "normal people" seem just as boring, bland, unemotional, and detached as the color gray. The use of imagery allows the author to create a dreary, bleak image of the grocery store and its regular customers. Without specifically stating his opinion, Updike is able to cause the reader to view the store and the shoppers in a more negative light through using this strategy. these sentences are essentially the same Updike's use of gray is contrasted with Sammy's descriptions of the three girls that walk into the store barefoot and in bathing suits. The only time Updike mentions any color aside from gray in the story is in reference to the girls. He describes one with the "plaid green two piece", one with a "pink top", and another with bright "blue eyes" (Updike, 614, 617,618). As compared to the boring color gray, the bright colors he uses draw s the audiences attention to the girls. The use of these colors creates a more jubilant, vibrant, and peaceful association with the girls compared to the rest of the store's shoppers. The use of bright colors suggests that Sammy is, in a way, seeing the world in color for the first time. The girls and their boldness refresh him. The contrast between the gray environment and the colorful girls reveals Updike's disgust with cookie-cutter Americans, and his appreciation for the uniqueness and irregularity of the girls.

Thought Process: This is a lot more developed. It adds a little more analysis to the idea of the use of colors and the girls. I should remove the mention of animal imagery and add some varying sentence structure to make the paragraph flow. I do a better job connecting this to my thesis statement through the concluding sentence. I also corrected the mistake of using the word diction instead of imagery. The transitions are stronger.

Note: The revisions in this paragraph are for the presentation of this essay within the portfolio.

Offering Directions Along the Way

Peer reviewing is like directing someone along their travel route. When reading a paper, you have no idea where the writer has come from, but you know the goal they are trying to reach. I serve as a compass for my peers, pointing them in the direction that I suggest they follow, but there are still many different routes that will lead to the same destination.

I concentrate primarily on the content of the paper rather than the mechanics while I am editing. I believe a college-level English student should know the basics of grammar, but many times students struggle with the content of their papers. Transcribing complex thoughts into solid, coherent, and substantive words is the most difficult part of writing in my opinion. Because I found content to be an issue in my papers and in my peers' papers, it became my focus while peer reviewing.

What is Nelly's destination?

My first question when reading a paper is: what is the destination? What claim is the writer trying to prove? From the introductory paragraph I gather that Nelly will be discussing *A Doll's House* and the main character, Nora. I am able to determine that she will be analyzing the character traits of Nora, but I do not learn which aspects of Nora's character she believes are most important. She mentions that many of the main characters hide their true selves, but follows this statement by focusing particularly on Nora, which makes the topic of the paper confusing. Her thesis statement is essentially a summary of the ending of the play rather than a claim to argue. From this paragraph I am not able to answer my questions completely.

What route does Nelly plan to take?

My second question when reading a peer's paper is: which route does this person plan to follow? I want to know how the writer plans to prove his or her thesis. Nelly has crafted this essay in terms of the changing characteristics of Nora. Her first paragraphs discuss how Nora appears to the audience at the beginning of the play, and the following paragraphs discuss her transformation. Nelly is trying to explain how Ibsen has characterized a complex woman by evaluating Nora's interactions with money, but she has instead given the reader a synopsis of what occurs in the play.

How do I help Nelly stay on route?

In order to help Nelly develop her ideas enough to make it to her destination, I have left comments on how she can expand upon her ideas by extracting some

plot summary and adding more in depth analysis. I try to offer her comments and suggestions on how to focus her paragraphs and organize them in a more effective way. Instead of only leaving comments, I have also left Nelly questions to help her organize her thoughts on her own.

Nelly Plain

English 1102

Wilson

October 29, 2013

Nora

Have you ever met someone and thought that you knew someone inside and out and then suddenly you realize you barely know anything about them at all? When considering the complexity of one's self and human beings in general, one realizes that this **instance is** **occurs** more **common** **often** than **we** **consider the use of the second person. should you try and use third?** think. It occurs in marriages, with best friends, with siblings and in all types of human relationships. In many situations we conform ourselves to be someone we are not in order to make others happy, in turn **hiding another side of ourselves. This form of role-play seems to be the** **name of the game** **informal diction** in Ibsen's "A Doll's House" **plays are italicized**. **The main characters of the play shy away from their real selves and pretend to be someone that other people would like them to be. Are you going to be writing about characters besides Nora? this sentence seems to suggest this.** Nora is a great example of this. She is constantly seen changing herself to conform to the likes of others to a point where it looks like she is living two different lives. In one instance she is Torvald's loving and obedient wife and in another she is a strong, self-empowering, independent woman. **As the play progresses, it becomes evident that beneath the Nora seen as the playful trophy wife, "twitterbird" and "squirrel," there is a self-empowering, capable woman functioning in secret. In "A Doll's House" Nora's alternate identity emerges in the end, ready to experience a life where she not need to conceal her true attributes.** **what claim are you trying to argue? which form of Nora do you think is her true self? why?**

Your opening paragraph is a little wordy, so it is hard to follow exactly what this paper is going to be about. There are a few grammatical errors. Don't forget citations of the quotes you used.

When the audience first encounters Nora she is seen as an obedient, money-loving (what is a different word for this) greedy, childish wife. In the first act, Nora is seen asking for money from her husband. In their first encounter as a married couple, Nora begs Torvald for money right after telling him about the gifts she had just purchased for their children. use this as context and then add a quote so that u have a stronger argument Even when asked what she wants for Christmas she tells Torvald she would just like money. His response to Nora's desires then delete exemplifies how he treats her. As he is giving her money, Torvald addresses her as a little girl or a pet, "my little lark mustn't droop her wings like that. What? Is my squirrel in the sulks?" (842). It seems as if he is talking to a little child who did not get what they asked for. The exchange of money between the two is comparable to a grandparent rewarding their his or her favorite, precious granddaughter with a cash prize. All of which makes Nora come across as a prized possession (another word for this) instead of an equal in their marriage. In the first encounter with the audience, Ibsen introduces Nora as a simple minded, obedient, trophy wife. this should be the opening sentence.

In this paragraph you are not giving any analysis. You are simply giving a summary of how Nora acts at the beginning of the play. Consider adding something about how this makes Nora appear to the audience. Is she the epitome of the submissive wife or is she hiding something?

As the play progresses, the audience learns that due to a sickness Torvald had in the past Nora was forced to take out a loan from a wealthy man by the name of Mr. Krogstand in order to fund the trip to save Torvald's life. confusing sentence When obtaining the loan however, Nora had to go behind Tolvard's back because she did not want to make him feel like less of man or provider. In the legal process, Nora also had to forge her dead father's signature in order to obtain the money needed to save Tolvard's life. It is impressive that Nora was able to get the loan as Nora's friend, Mrs. Linde, remarks "a wife can't borrow [money] without her husband's consent" (Ibsen 848). This implies Nora is not completely a money-loving fiend who just follows every instruction given by her husband, but she is a willing and determined individual who does what is needed for the best of her loved ones. you need to add more analysis this is mostly plot summary. What is the topic of this paragraph and how does it relate to what your thesis is? The only analysis you give us is in your final sentence.

The plot becomes increasingly interesting when Mr. Krogstand enters the play. The audience finds out that the man Nora borrowed money from is one of Torvald's employees, whom he plans on firing. Upon gaining this knowledge of Nora's forgery, Krogstand begins to blackmail Nora on the condition that if she doesn't persuade Torvald to not fire him, Krogstad would tell Torvald and the police that she forged that signature, a crime with extreme legal punishment. consider breaking the sentence down At the time what seem like insignificant crimes as forging and circulating bank notes could equal "destruction of sacred bodies" (Hunter). introduce source add analysis of the quote. what does that mean? The revelation of this secret to the audience changes the perception of Nora's true identity or at least leaves the audience in a state of momentary confusion on how to label Nora. This secret depicts Nora's inner strength. She has the ability to carry a burden that one should not have had to deal with on his or her own. Nora is seen having to pay back a debt that shouldn't be hers alone and saving half the money she is given for clothes and by doing "a heap of copying"

books (849). It is admirable what is now known of Nora. weird wording, what are you trying to say here? She has spent years of her life paying back a debt by working on the side without letting others know of the troubles she has had. The money she got she didn't use for clothes or drinks; the money was used to save her husband's life. Taking that she has chosen to face this debt by herself without the help of anyone, with no steady income and while taking care of her two three children is admirable. Instead of asking for help to pay it what is it? back and telling him it was money used on him and for him, she takes the hard road by choosing to work what little she can by earning whatever she can. This shows bravery, determination, and will: all admirable features of an character. Better an

Nora that is covered up you could incorporate more quotes from the story. Consider explaining how this selfless person is the true for fear of the world finding out her secrets.

for what she has done. Finally, when Torvald finds out of the debt and Nora's forgery, he rages on informal at Nora. She now It is then when Nora finally seems to come to an understanding of what she has lived and what is to be done on her actions she understands that she hasn't been herself throughout her marriage with Torvald. As she defends her position t so" (Ibsen 885). It is states, "When I look back on it now... I lived by performing tricks for you, Torvald. But you would have i l have her dance for clear to her now that she has been nothing more than a means of entertainment to her husband as he would behavior, Nora points him and such. delete And Torvald, as much as he might have critiqued her in the end for her childish b about how Nora out that it is for performing those tricks he loved of her. You could add a lot more info in this paragraph v she acted was not realizes that she wasted her life being his doll instead of herself. Is this the point where she realizes that how who she was or did she know all along?

self, that she "shall try Nora's ultimate decision to leave the house, she explains by asserting that she must learn about her l as a confident, to learn. I [Nora] must make up my mind which is right - society or I" (Ibsen 886). Nora is now presented here are aspects of conscious human being who knows that not everything that one is told one must follow. She understands t n offers to teach her society and its conventional values that she might not agree with and might possibly be wrong. Torvald the also points out that and she rejects him because she is conscious that she has to educate herself or at least away from him. She along with the fact that they never spoke of serious things, which could be the reason why she believes he isn't right to teach her; a he has been looking down on her since they've met. you could combine this and the previous paragraph

ora is not only Ibsen's In the end, Nora comes out as a strong willed, independent woman who knows what she wants. N is. Nora also helps vessel to show women's strong character, but serves the purpose of showing women as equal human being en as the less sharp point out that there might some aspects of society which might be incorrect besides the perception of wom e surface she appears sex; the law of those days for example. All of these are shown with Nora's possession of a secret life. In th as a beautiful, fun toy to her husband, father, and even to her friend Mrs. Linde, but it is only when they find out of her secret life when they start to appreciate her for more than a beautiful girl that she is. That second life of hers allows Nora to show that she can work, that she can withstand enormous amounts of pressure, and that she is capable to do things when she is determined. It is this secret life that eventually leads to her being freed from that doll house, as she calls it, and ultimately allows her to leave without being afraid to study and learn about herself and society. this is a strong conclusion but it does not relate to your introduction... the intro seems more like you are talking about conforming to people's expectations but here you are concluding that her transformation in the play made her a more confident and strong woman. You need to add this opinion to your thesis.



The Ocean is My Home

For my wild card I thought that I would introduce you to the beach that I love through pictures. I have always enjoyed working with a camera, but I have never considered myself a photographer. I took all of the following pictures during my most recent trip to Oak Island over Thanksgiving break.

I am currently writing this from the front porch of my grandparent's beach cottage, which is right across the street from the beach on Oak Island, North Carolina. Calling the place a cottage is a bit of an overstatement. From the outside it looks like a mobile home that has been shipwrecked. There is no heat or air conditioner, no internet or cable TV, and only an outdoor shower. However, the little nuisances are easily erased from anyone's mind by the comforting and welcoming atmosphere the product of years of memories. I basically grew up in this house. I have spent hours wrapped up on the couch watching Sunday morning cartoons, tracked sand through the hallway while running out to the shower, and spent hours preparing meals for Thanksgiving dinners. This is my home away from home, and I wouldn't change it for the world.





Visiting this place on Thanksgiving has become one of our family traditions. Because this is not a commercial beach, there are no looming sky-scraping hotels or souvenir shops. There are simply rows and rows of unique, brightly colored houses. This small beach town is not usually crowded in the summer, but in the fall it is absolutely deserted. My brother and I enjoy bundling up and taking our dog for walks on the beach during the day. On these walks, we are usually the only people on the beach. There is an undeniable peacefulness here, as you can walk for miles alone. The only thing you feel is the sand under your feet. The only thing you see is the contrasting blues of the ocean and the sky. The only thing you hear is the crashing of the waves. As I stand alone staring into the immensity of the ocean, I feel content and calm no matter what may be going on in my life. The mystery and beauty of the ocean is something I constantly ponder and enjoy while I am here. I have fallen in love with this water, and as each wave crashes I am amazed, once again, by the glory of the sea.

