

Guide to Responding to the Evaluate an Introductory Paragraph Assignment

If necessary, review the student essay at Brooklyn College's [website](#).

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a) Does it have a clearly stated thesis question or purpose statement?

Yes. The writer's thesis is clearly stated in the last sentence of the paragraph: "From his unannounced departure from his parents to his controlled writing in his journal, Crusoe keeps a heavy hand on any emotions that might escape him."

b) Does it clearly explain how the paper will proceed to explain the thesis or purpose?

No. The first half of the thesis statement *suggests* that the writer will proceed to analyze examples of Crusoe's "heavy hand," because it gives two examples—his unannounced departure and his journal.

However, the essay would be easier for an instructor to read if it had a clear statement telling how the paper will proceed, such as, "this essay will examine several examples of Crusoe's actions."

Such direct statements are not always desirable in personal or literary writing, but are extremely helpful in academic writing to let the reader (your instructor) know what your intentions are.

c) Has it been well proofread?

The paragraph could be proofread further. There are two typos:

1. In the second sentence, the word "whoever" should be "however."

2. In the third sentence, the word “form” should be “from.”

d) Rewrite to improve.

Robinson Crusoe does not lack emotions, because as a human being, he is subject to emotion. Robinson Crusoe does, however, put a great deal of energy into controlling his emotions. Several examples of Crusoe’s actions, from his unannounced departure from his parents to his controlled writing in his journal, show that Crusoe keeps a heavy hand on any emotions that might escape him.