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## SMARTHINKING's E-structor Response Form

## (Your marked-up essay is below this form.)

HOW THIS WORKS: In the table below, your e-structor has checked the areas in which your essay needs improvement. Just below that table, you will also find the score range your e-structor has assigned to your essay **(1-2, 2-3, 3-4, 4-5, 5-6)**. Your e-structor has also included comments in your essay, so be sure to look there, too. Thank you for choosing SMARTHINKING's Online Writing Lab!

Hi, Chris.  I'm Susan H., and I've enjoyed getting to work with you this morning. I've written comments in the essay, and I've also marked the areas where your essay needs the most work. You will want to think about these areas as you revise your essay.

| Areas of Interest | Areas for Improvement |
|---|---|
| Main Idea and Thesis | X |
| Content Development | X |
| Paragraph Development | |
| Organization | |
| Transitions | |
| Use of Resources | |
| Sentence Structure | |
| Grammar and Mechanics | |
| Word Choice | |

## Essay Score Range: __2-3_____

Essays are assigned a score range that falls between 1 and 6 (1-2, 2-3, 3-4, 4-5, 5-6). A score of "1-2" represents writing most in need of revision, and a score of "5-6" represents highly effective writing. These scores are based on the rubric provided by The College Board®, but they do not attempt to predict student performance on the essay portion of the SAT™\*.

If you need more information about any of the writing issues mentioned here, you can find additional resources in SMARTHINKING's online library:

You can find more information about writing, grammar, and usage in SMARTHINKING's student handbooks. You can visit the SMARTHINKING Writer's Handbook or the SMARTHINKING ESOL (English for speakers of other languages) Writer's Handbook.

Thanks again for visiting Smarthinking, Chris!  Good luck with your revisions!
--Susan

Prompt:"Is conscience a more powerful motivator than money, fame, or power?"

**[<Once again I don't see a real introduction or thesis in your essay—you seem to jump right into your first example.  It is important to begin your essay with a short paragraph that lets your readers know what topic your essay is going to be about.  It is also important to include a thesis that is a direct response to your prompt question.  Do you agree or disagree with the prompt question?  Your answer will be your thesis:  the guide to your entire paper.  All of the examples you give in your body paragraphs should work to prove that thesis to your readers.]**

Imagine for a moment that you are walking down the street and see a ten dollar bill on the sidewalk.  You have no idea whose money it is, but you know that you could turn it into the lost and found so that the owner of the money could reclaim it later **[<Do most streets have a lost and found?]**.  You know in your mind that you should turn it in, but the part of your brain that wants you to keep the money has a very compelling argument.  The person who lost the money should have been keeping a closer eye on his money.  Besides, you have been saving up to get the latest gadget, and it was just luck that you happened to find the money.  In the end, you walk away with the money in your pocket.  Although a person's conscience can be strong, it will never be as powerful as the allure of money, fame or power **[<Could this sentence be your thesis?  It is a direct response to your prompt question.   If this sentence states your overall purpose for writing about this topic, then place it at the end of your newly formed introduction paragraph.]**.  Literature, as well as history, has proven this to be true.

In the classic play, Julius Caesar, playwright William Shakespeare conveys the message that power is a stronger motivator than one's conscience through Cassius and the other conspirator's plot to kill Caesar.  Although Brutus' involvement in the plot to kill Caesar was for moral reasons, the other conspirators only wanted power.  They saw Caesar's rise to power, not as a threat to the well-being of their country, as Brutus did, but as a threat to their personal power and influence.  **[<Did those two men succeed in their plot to kill Caesar?  As a result, did they get (or maintain) the power that they wanted?  Did the story have a happy ending with Cassius and his co-conspirator in power?]**

Another literary example comes from the classic novel, The Lord of the Flies.  Author William Golding exemplifies how the need for power can overcome a leader's conscience through Jack's willingness to kill his friends for more power.  When Jack split away from the main tribe to form his own tribe of hunters, he was doing so to gain more power for himself. When he still wasn't the only one with influence, as Ralph was still chief of his small tribe, Jack got jealous.  Not only did Jack end up killing Piggy and shattering the conch, he also set out to hunt and kill Ralph in an effort to completely erase

his competition. **[<Did Jack succeed in his ruthless battle for power?  Did he end the novel happy and in control?]**

During World War II, Hitler was a power hungry leader.  His many military endeavors were initiated to help him gain power, and he didn't care how many people he had to kill to do it.  Hitler and his army invaded Poland, France, the Soviet Union and many other countries in order for him to gain power and influence over much of Europe. **[<Again, how did that turn out?  Did his selfish desire for power get him where he wanted to be?]**

As we have seen, despite the fact that some people will listen to their conscience instead of their desire for power, when the people in charge listen to the power hungry sides of their mind, the effects can be catastrophic.  **[<All of the examples in today's draft focus on choosing power over consciousness; however, the writing prompt mentions power, fame, *and* money.  Instead of using three examples of power in your next draft, could you include one example of power, one example of fame, and one example of money?]**