

JEFFREY R. WILSON  
PLANNING YOUR STRUCTURE

**Objectives:** This activity is designed to help you plan the structure of a single-source essay.

**Readings:** William Shakespeare, *Hamlet* (ca. 1599)

**Instructions:** Based on whether you see yourself doing a *close reading* (on this side) or a *theorization* (on the back), sketch out a possible structure for your first essay. Keep in mind that these are models—possibilities—not rules, and certainly not absolutes. There are many legitimate reasons for doing things differently, and you'll have to think about the specifics of your argument and how it should be structured. Some of our most memorable writing moments come from deliberate breaking of the conventions of academic writing. At the same time, these models can be helpful for thinking through the best sequence in which to present ideas.

### A Close Reading

#### Introduction

- Orientation to *Question/Problem<sub>1</sub>*
  
- *Question/Problem<sub>1</sub>*
  
- *Text*
  
- *Terms*
  
- *Thesis*
  
- *Stakes* (i.e., *Question/Problem<sub>2</sub>*, including any needed *Orientation*)

#### Body

- Divided into sections, some sections into multiple paragraphs
- *Orientation, Evidence, Analysis, Counters/Responses to Analyses, Leading to Argument*

#### Conclusion

- *Counter/Response to Argument*
  
- *Argument*
  
- *Implications* (including any needed *Orientation*)

JEFFREY R. WILSON  
PLANNING YOUR STRUCTURE

**A Theorization**

Introduction

- Orientation to *Question/Problem<sub>2</sub>*
- *Stakes* (i.e., *Question/Problem<sub>2</sub>*)
- *Text / Method*
- *Terms*
- *Thesis*

Body

- Orientation to *Question/Problem<sub>1</sub>*
- *Question/Problem<sub>1</sub>*
- The rest of the body divided into sections, some sections into multiple paragraphs
- *Orientation, Evidence, Analysis, Counters/Responses to Analyses, Leading to Argument*

Conclusion

- *Counter/Response to Argument*
- *Argument*
- *Implications* (including any needed *Orientation*)