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Eng101

Oct. 6 2018

Choose a different title for your paper

"Soldier's Home"

Indent

Ernest Hemingway's, "Soldier's Home," is a short story that shows the tragic impact of war on ex-marine young man, Horal d Krebs when he returns home in Oklahoma after living at Belleau Wood, Soissons, the Champagne, St. Mihiel and in the Argonne. Having taken part in the German war, he had transformed and realizes that his home is still as it was when he left apart from the matured girls whose pattern of life seems complicated for him. As such, the story exposes the reader to alienation, trauma, and isolation, as the effect of war in the entire story.

Krebs returns home after the war and finds himself alienated from the environment including the family that does not seem to have changed in any way. His situation is made worse by the late return at a time when all other former soldiers had returned, celebrated as heroes and narrated the atrocities that had been going on at war (Hemingway 1). Everyone is tired of the horrific experiences, and they do not consider Krebs's stories at all. The consequences of war are not over with him, and he does not consider himself as a hero the way everyone thinks he is. His own mother asks about war but hardly takes time to listen to him (Hemingway 2). Therefore, he became more isolated and alienated from his own family to the extent that when the mother asks him whether he loves her, he says, no.

Topic Sentence does not refer to an element also this is a summary not an analysis

DO NOT include the reader in the thesis statement.

1) Element is unclear
2) WOPPY needs tightening

Use the present tense with literature.

88.75 / 100 = 22.1875

Grading Rubric

Tiahua

| Letter Grades | Conceptual | Thesis | Development and Support | Structuring | Language |
|---------------|--|---|---|--|--|
| A | has cogent analysis, shows command of interpretive and conceptual tasks required by assignment and course materials; ideas original, often insightful, going beyond ideas discussed in lecture and class | essay controlled by clear, precise, well-defined thesis; is sophisticated in both statement and insight | well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident | appropriate, clear and smooth transitions; arrangement of paragraphs seems particularly apt | uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors |
| B | shows a good understanding of the texts, ideas and methods of the assignment, goes beyond the obvious; may have one minor factual or conceptual inconsistency | clear, specific, argumentative thesis central to the essay; may have left minor terms undefined | pursues thesis consistently; develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically | distinct units of thought in paragraphs controlled by specific and detailed topic sentences; clear transitions between developed, cohesive, and logically arranged paragraphs that are internally cohesive | some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively |
| C | shows an understanding of the basic ideas and information involved in the assignment; may have some factual, interpretive, or conceptual errors | general thesis or controlling idea; may not define several central terms | only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately | some awkward transitions; some brief, weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information | more frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors (subject-verb agreement, comma splice, etc.); effort to present quotations accurately |
| D | shows inadequate command of course materials or has significant factual and conceptual errors; does not respond directly to the demands of the assignment; confuses some significant ideas | thesis vague or not central to argument; central terms not defined | frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence | simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas | some major grammatical or proofreading errors (subject-verb agreement, sentence fragments); language marred by clichés, colloquialisms, repeated inexact word choices; inappropriate quotations or citations format |
| F | writer has not understood lectures, readings, discussion, or assignment | no discernible thesis | little or no development; may list facts or misinformation; uses no quotations or fails to cite sources or plagiarizes | no transitions; incoherent paragraphs; suggests poor planning or no serious revision | numerous grammatical errors and stylistic problems seriously distract from the argument |

18

14

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19.75 ~~file~~

75.1
The thesis needs to be clearer, so the topic sentence will line up with it better.

Choose one conjunction

Furthermore, when Krebs reflects on the two-year experience, he is forced to isolate himself from the experiences by lying about the horrific situations. He realizes that it is too hard to forget his experiences in war and so as he discusses it with a carefree attitude, he is traumatized, hardly relieved from the killings he did. He has lost faith and morals, hence when his mother tells him that he is of His Kingdom, he responds, and "I'm not in His Kingdom (Hemingway 7). His mother acts in his own good revealing to him that his father who had never allowed him to drive his vehicle not is willing to have him use the vehicle and he should acquire a job so as to start his life. On the other hand, Krebs thinks he does not need a complicated life. Even when his mother asks him to pray, he says he cannot. Thus, it is apparent that the effects of war have made him distance himself from God and no longer associates himself with the normal life of his hometown.

Furthermore, Krebs is alienated from reality and matters such as love, relationships, and marriage do not seem to him any relevant. He says though he likes watching the girls pay by, he does not want to try so much, do struggle to get one, to do anything that will bring to him consequences (Hemingway 3). He recalls when he was in the marine and the experiences some army men shared about girls and puts the thoughts off. He does not need love for the war must have affected him to a level that he thinks anything he will get affectionate with might face consequences.

Overall, Soldier's Home is a fascinating but sad story of an ex-soldier, Krebs who is affected by war. He shows that through loss of attachment to family members, the society, and women. He believes in lying about his experiences he might avoid consequences. Nonetheless, he is forced to look for a job and disappear from home because of the haunting life.

Paragraph short
AIM FOR A minimum of
five sentences per paragraph

*needs work.
See me.*

Works Cited

Hemingway, Ernest. "Soldier's Home." (1925): 1-8.

<<http://www.somanybooks.org/eng208/SoldiersHome.pdf>>.

