



Essay Cycle #1 Assignment Sheet Summer 2019

**Note: Assignments subject to change, so be sure to check the Class Announcement for exact details or changes to assignments. Assignments listed on the date they are due. Full Engl1301 assignment calendars are found at: <http://www.lirvin.net/l301sitebb/Calendar.htm>

1301.031 Internet Class Schedule of Due Dates						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
9	10	11 E/G/W#1A Draft 1.1 Introduction	12 Peer 1.1 WR 1.1 PJ#1	13 Draft 1.2 EGW#1B Census Date	14 Peer 1.2 Freewriting Journals WK1	15 WR 1.2 E/G/W #2 PJ#2
16 Final Draft E1.3	17 WR 1.3 E2 Invention	18 Draft 2.1 E/G/W#3	19 Peer 2.1 WR 2.1 PJ#3A	20 Draft 2.2 PJ#3B	21 Peer 2.2 Freewriting Journals WK2	22 E/G/W #4 WR2.2 PJ#4

1301.018 Face-to-Face Class Schedule of Due Dates						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
9	10	11 E/G/W#1A Draft 1.1 Peer 1.1 Introduction	12 WR 1.1 PJ#1	13 Draft 1.2 Peer 1.2 EGW#1B Census Date	14 Freewriting Journals WK1	15 WR 1.2 E/G/W #2 PJ#2
16	17 Final Draft E1.3 WR 1.3 E2 Invention	18 Draft 2.1 Peer 2.1 E/G/W#3 E2 Check	19 WR 2.1 PJ#3A	20 Draft 2.2 Peer 2.2 PJ#3B	21 Freewriting Journals WK2	22 E/G/W #4 WR2.2 PJ#4

Due dates also in Canvas, but always double-check the Class Announcements (which is the final say on due dates).

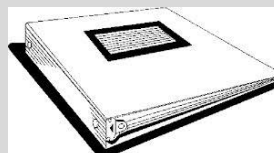
A Note About This Assignment Sheet

These assignment sheets contain **EVERY** assignment with detailed instruction and resources for all our work on this essay.

Whenever you work on assignment, be sure to read through the instructions in this assignment sheet to guide you in your work. Click on and read the material in EVERY link.

If you take one assignment at a time, it is not so daunting.

Read carefully; Follow directions closely.



Print this Assignment Sheet and put it in your Binder!

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Learning Objectives for Essay #1

- Learn about and practice the writing process and the writing feedback loop
- Learn about writing a story and various ways to approach narrative
- Learn about the power of description and how to show and not tell
- Write in a style appropriate to audience and purpose
- Learn/review and practice punctuation, in particular the five functions punctuation does in writing

Readings for the Week

- Get textbooks; Get oriented to class; Read Syllabus and Course Website
- Scott, Foresman Handbook (SFH) , Part I, pp. 2-73.
- Discussing the Writing Process--[PowerPoint](#) | [Handout](#)
- Studying Description--[The Power of Description](#); [Description examples](#)
- Studying Punctuation--Part IV (Punct.), SFH Chpts. 36-42; Sentence Basics SFH Chpt. d-e; Trimble Chpt. 13 on Punctuation
- Trimble chpt. 1

WARNING: SMART START and EARLY PARTICIPATION THRESHOLD

I will need to see you have joined this class by communicating with me and participating by turning in work--right away. If you have not participated in a visible and satisfactory way by the Smart Start threshold date, I will drop you from the class, following Alamo Colleges' policy. Participating = attendance.

Participation/Attendance Threshold: Completion of Assignments in the Smart Start Module

- Class check in
- Introduction
- EGW #1A
- Draft 1.1

--if these assignments are not completed on time, you will be dropped.

- **For Face-to-Face Students:** This means attending our first class day in person AND completing all the above smart start assignments by class time on Tuesday.
- **For Online Students:** This means completing and turning in all the above smart start assignments by midnight on Tuesday.

Review of Late Work Policy

Late Assignment Policy: All assignments are due on the due date indicated in the calendar, including drafts of essays.

For the Face-to-Face Class

--ALL assignments due Mon. – Thurs. are due at the beginning of class, unless otherwise indicated by me in class or in the Class Announcements page. (Some assignments we will do in-class.)

--ALL assignments due on Fri.-Sun are due by midnight, unless otherwise communicated by me through the Class Announcements page.

For the Online Class

--ALL assignments are due at midnight, unless otherwise communicated by me through the Class Announcements page.

Do NOT depend upon the Canvas due time as it may be inaccurate.

Late Daily Work: All work other than essays and essay drafts is considered “daily work.” Late daily work gets no credit.

Late Essay Drafts Policy: Late drafts of essays receive a late penalty as follows. *Late first and second drafts of essays result in the loss of -5 points off that essay's grade. Final drafts will lose -10 points and must be completed within three days or the grade is a zero.* Unacceptable drafts, either due to lack of effort, lack of substantial revision, incompleteness, or divergence from the assigned task, will be considered as "late" and have the late penalty assessed. Everyone has one late draft that will not count.

Required Rewrite Policy: I reserve the right to require students to rewrite unacceptable essays. In these cases, all rewrites are due in two days after the essays are returned to the student. Late rewrites will lose -10 points and must be completed within three days or the grade is a zero.

It is your responsibility to turn in work on time. *IF* you have circumstances that prevent you from turning in work in a timely fashion, contact me **immediately** to discuss your situation.

Special Note About Essay Drafts, Peer Response, and Writing Reviews:

In Canvas, I bundle these assignments all as one assignment, though they really are three separate assignments. Peer Response and the Writing Review are not due when you turn in your essay.

Below is the typical sequence for when these three assignments are sequenced:

Online Section

--draft due by midnight
--peer response and writing review due next day

Face-to-Face Section

--draft due by class time
--peer response due in-class or by midnight
--writing review due by class time next day

SMART START ASSIGNMENTS

As you begin, take time first to get oriented to our class and then do the Smart Start Module of Assignments. Participation = Attendance, especially for online classes.

Getting Oriented to the Class

- a. Get your textbooks!
- b. Read over the Syllabus, and the entire course website (all of which are found from our [course home page](#))

Introduction--Introducing Yourself to the Class; Who am I? Who I am.

Topic:

Don't be overwhelmed or intimidated by this question. Of course, in the deep, cosmic sense we probably will never have a complete answer to this question. That's not the depth at which I am asking this question. Instead, I want you to think of it as a question among acquaintances and peers who you are getting to know. I remember when I was in a phase of doing many job interviews, and the question I had the most difficulty with was, "So, tell me a little about yourself." It took me a while to figure out that they didn't want to know who I was in the depths of my soul--they just wanted a little general information about me. Below is a list of information you may or may not want to include in this piece to help us get to know you (or course, you can choose to put other things in):

Name

Age

Where you are from

Where you went to high school

Any accomplishments you've had worth mentioning

If you work, how much do you work and what do you do?

What you think you may get a degree in (if you know at this point)

Describe yourself as a writer--what are your strengths and weaknesses

What would you like to get out of this class?

What hobbies, sports, or activities you like to do

A person you admire (and a little about why)

What music do you like?

What are some of the values you hold strongly?

Name a place you'd like to visit someday and why.

Save this writing piece as a file on your computer, and then you will turn it in to the online learning environment. Please write this piece in complete sentences and paragraphs (not a list). This piece is an informal response, not a formal essay. The length should be 150-250 words.

Once you have written your Introduction, go to the Smart Start Module inside Canvas to post it in its assignment. See our [Course Videos page](#) for a video how-to guide on posting your 1st assignments.

Editing/Grammar/Writing Exercise #1 A: Description

A Note about Editing/Grammar/Writing Exercises

These exercises will be regular opportunities to learn and review topics and strategies related to writing and grammar. It is important to review the learning materials associated with these exercises **before** you do them.

Pre-Reading/Study: Read through and study my writing guide “[The Power of Description](#).” View this [video guide on using the techniques of description](#).

Exercise Instructions: At the bottom of the handout on The Power of Description are ten “telling sentences.” I am asking you to OPEN up **three** of the sentences you choose with more description (using the techniques of description). Each new version should be 3-5 sentences (at least) and attempt to “show and not tell.” Seek to practice the techniques of description as you write your “showing” descriptions.

Example Practice Description: (Can you tell which sentence this describes?)

Barry opened the big, worn out door that had signs that read, “Get out” and “Anyone who enters must die!” which also had a skeleton head with a big X through it right over the red oversized letters, typical for a teenage boy like himself. After walking in Barry smelled a strong stench like he had opened a spoiled carton of milk 2 days after its expiration date and left it in his room. All Barry needed was his hat but to attain it he had to tip toe like a ballerina through clothes and shoes just to try and find an open space to walk through. There were mountains of clothes as if he had been walking through a junk yard of clothes, a junk yard that had been hit by a tornado. Finally, after going through all the obstacles, Barry yelled in excitement, “I found it!”

Essay #1 Topic: The Family Story Essay

Think back to past gatherings of your family, either around the table with your parent(s) or on a visit to a relative for a holiday. In every family there are stories told of past events: the time when your father was a boy and accidentally put a sling-shotted rock through the evil neighbor's window; or grandpa's story of walking ten miles through snow and ice to get to school; or the time when, as a young girl, you put your kittens in the washing machine to clean them!

For this essay, I am going to ask you to tell one of these family stories. The type of story you want to focus on is one that is told often. It comes out of your own family's oral tradition.

Here is a sample story for you to look at (notice its use of good descriptive techniques):

THE GATHERING

As we drive along listening to the pitter-patter splat of the rain on the windshield, I stare at my watch dreading each minute that passes as we proceed along IH-37. Fifteen minutes remain until we reach our destination, which is Aunt Mona's house. I stare out

the car window and watch the blue sky quickly becoming amber as the sun begins to set over the horizon.

It is seven o'clock as we reach the gates of Fort Sam Houston. I begin to wish that we would turn around and go home, but we proceed, as always, checking our seat belts as we enter the black iron gates of the Fort. My anxiety reaches its peak as we round Artillery Post Loop, and I inhale a deep breath to calm myself. There it is: a huge red brick, two-story, nineteenth century house that is rumored to be haunted by a ghost named Alex. It is Aunt Mona's house. It is absolutely too late to turn back now. I'm forced to attend another Garcia family get together.

As I open the car door, I hear my mom ask, "Where's the invitation?" We are early again. You see, the Garcia's have a family tradition they each share and pass on which is to be "fashionably late" to every family get together. My mom after thirty-five years of marriage to a prompt Martinez has given up on that family tradition.

The clock on the fireplace indicates that it is 7:15 P.M. , and I hear the click-clack of heels on the hard oak floors and echoes of greetings bouncing off the ten foot high ceilings. I step into the hallway and begin to mumble a hundred or so, "I'm fines," to every cousin, aunt and uncle who steps through the doorway. Once everyone has arrived, we gather into the living room and the old family tales are dredged up and retold. My uncle Mac begins the story telling with a childhood memory from his days of picking cotton on the ranch.

As the laughter drifts upward and disintegrates as it hits the ceiling, the room falls silent with anticipation--who will begin the next story?

"I remember when," blurts out my mom. My earlier feeling of dread returns, and I inwardly plead with mom to tell about the time my brother, Bobby, and my cousin, Ralph, set fire to my parents '62 Chevrolet. "I stayed late at work," continues my mom.

My mother's voice fades as I remember back to that day, while she continues telling the story. My dad and my brother had to stay and take care of me because mom was working late. Bobby was hungry so he asked me to make tuna sandwiches for ourselves, and I agreed. I went into the kitchen pantry and rummaged around until I found a can. I can still hear the pop of the tuna can as it met the can opener.

The soft whir-whir of the can opener and the smell of tuna drifting in the air, and I hear my brother say, "Hmm-hmm that smells good." I served my father and brother, and they commented on how good the sandwiches were and thanked me.

When mom returned from work, she asked if we had eaten anything. My dad told her about the sandwiches I had made them.

Mom looked at us puzzled and asked, "What tuna?" Suddenly everyone got excited and began questioning where the tuna or whatever it was had come from.

I was brought out of my daydream to hear my mom say, "It was cat food!" Instantly, the laughter boomed and echoed through the room. I tried to protest over the roar of laughter, but to no avail. Soon I was forgotten, and the laughter turned to a few chuckles as the room slowly fell silent in expectation, and the story-telling resumed.

See other examples of Family Stories:

[Other Family Story Examples](#)

[Obama's Family Story about his father and the lost pipe](#)

Note: If using a story from your family does not work for whatever reason, you can use a story from among your friends or co-workers. The one criteria is that the story is "told often."

Essay Resources:

In the course of working on this essay, you should read and study each of these resources:

- [The Power of Description](#)
- [Description Examples](#)
- [Showing and Not Telling Examples](#)
- [Sentence Structure and Punctuation](#)
- [Other Family Story Examples](#)
- [Obama's Family Story](#)
- [Revising the Family Story](#)
- [Essay #1 Grading Rubric](#)

Writing the 1st Draft of Essay #1 (E1.1)

Before writing this draft, you should have studied the techniques of description and done EGW #1A.

- a. Read the Essay #1 Topic again.
- b. You might take a look at some of the Family Story examples (see above) so you get an idea about what type of story you are going to write. The important thing is that it is a story that is told often.
- c. Then follow the instructions below for writing your first draft (first, next, third, last of all). These steps guide you through doing a bit of brainstorming and invention before you write.

Here's how to get started on this essay:

1. **First**, jot down briefly a number of these type of stories you remember. For example: tuna fish story, grandma's "wee beastie" story, dad's slingshot story. Perhaps you need to do a bit of "field research" by asking family members if they remember stories. Ask them to retell a story—record notes.
2. **Next**, choose one of these stories to work on for the moment. **Freewrite** on the story for about ten minutes, trying to retell the whole thing as you recall it.
3. **Third**, get a blank sheet of paper and **list** as many details, impressions, and phrases as you can recall. Also list details that you remember from the actually telling of the story such as where you have heard it before, when it's told, and who tells it. As Trimble would say, "stock-pile" data—as much as you can. Some of these details of the story may need to be filled in by your imagination since you perhaps were not there when the story happened. Just get as much stuff down about the story as you can; don't worry about any sort of order.

4. Last of all, retell the story as fully and completely, and as entertainingly, as you can. **Be as descriptive as you can**, and include dialogue where needed. Imagine that your **audience** is your peers as well as your family and the original storyteller, and that your **purpose** is to get the original storyteller to nod their head and say, "yea, that's it, you told it just right." Try to practice **showing and not telling**.

When you have the draft of your story complete, post your draft as a new message into the EI-1 forum inside CANVAS (remember, to copy and paste the text in—no attachments please.)

Special Notes on Writing the First Draft

Remember the first draft is a ROUGH draft. You are in the “creative phase” of working on this piece of writing, so don’t worry about it being perfect or completely “correct” at this point. Just write. Just tell the story as fully and as completely AND as descriptively as you can at this point.

KEY REMINDER ABOUT LATE DRAFTS: ANY draft (and that includes first drafts) that is late counts off on the final grade of the essay. Late draft #1 or #2 = -5pts; Late final draft = -10 pts. Get your draft in—on time!

Guidelines for Writing Dialogue

You probably will have dialogue inside your story, so you should review how to properly handle this quoted material inside your writing. Look up the rules for punctuating with quotation marks.

Please follow these three general guidelines:

1. Set up quotes with a comma.
--He **said**, “**Good** morning.”
2. Put end punctuation **INSIDE** the quotation marks
--She replied, “Yes, it is a good **morning.**”
--“Yes, it is a good **morning,**” **she** replied.
3. Create a new paragraph each time someone speaks. Indent seven spaces or one Tab to create a new paragraph.

Here is a short example bit of dialogue showing all three of these guidelines. Look at our model essays for more:

...

It was a dark and stormy night, and the rain pelted the house like it was trying to wash it away. Suddenly, there was a noise at the door.

“What was that?” asked Frank.

Shiela replied in a quavering voice, “I don’t know. Should we check?”

Frank got out of bed, and rummaged around for his bathrobe. He tip toed down the hall and down the creaky stairs, listening carefully for the strange noise. After five minutes, he returned to bed.

“It was the cat,” he groaned as he sank again into his pillow.

...

Suggestion: Review this [Using Dialogue guide](#) with this same information.

Look at the example Family Story written by Barack Obama or even any fiction you happen to be reading right now. Notice how the writers punctuate and handle dialogue.

Reading and Studying about Writing and the Writing Process

- a. Read Part I on the Writing Process in the Scott, Foresman Handbook (SFH) pp. 2-73.
- b. Also, view my Powerpoint and handout on the Writing Process found from my website of writing guides: <http://www.lirvin.net/WGuides/default.htm>. Links are found in upper left --you may be reviewing this material all week or even the entire essay cycle.

Starting our Journals—Process Journals and Freewriting Journals

Please read the webpage describing our two kinds of journals.

<http://www.lirvin.net/1301sitebb/journals.htm>

--Note that for this summer class we will be doing **SIX** freewriting journals per week and **TWO** process journals per week.

Freewriting Journal Notes:

Read this guide focused on just doing freewriting: <http://www.lirvin.net/WGuides/freew.htm> . Here in short is what you will do for our freewriting journal entries:

- freewrite for 10 minutes: that is, write continuously (without stopping) for ten minutes. DON'T fix any errors. I expect it will have tons of typos and other problems. Don't worry about that. Just write!
- do only one freewriting a day so you get the full benefit; six total per week --Since we start the journal on Wed., you should have three to turn in this Friday.
- write on anything you wish, BUT keep in mind I do skim these so I ask that you keep things decent and not too personal. This is an area for some (semi) private writing.
- we will post our freewriting journals each Friday (these will NOT be shared with peers).
- be sure to label separate journals clearly by date. We turn them in electronically.

WKI of Freewriting Journals

We will start our Freewriting Journal on Wednesday, so this week you will have THREE entries due. Do no more than one per day. Write continuously for 10 minutes. Don't fix or worry about any errors. Just write. Please label each entry by date. Let these journals be MESSY. Don't go back and fix anything. Just write. Feel the flow of words and ideas on the page. Turn in electronically to the WKI Freewriting assignment on Friday.

Note: These journals are NOT public—only I will see them. Review our guide on journals if you need to: <http://www.lirvin.net/1301sitebb/journals.htm>

Process Journal Notes:

View [the Course Video on](#) doing and posting Process Journals:
<https://www.youtube.com/watch?v=BX43jfVCh8U>

How Process Journals will work:

<u>For Online Students</u> --the initial response to the topic is due on the due date by mid-night --read and review the journal posts of your peers --then do your four “ah-hah” replies due the following day by mid-night	<u>For Face-to-Fact Students</u> --the initial response to the topic is due by class time on the due date --you will have the first ten minutes of class to read and review the journal posts of your peers and write your four “ah-hah” replies --“ah-hah” replies not completed in class are due by the end of the day
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--initial responses should be 250 words minimum and ah-hah replies should be 25-50 words min.

Process Journal #1 What I Value as a Reader

All of us are readers. All of us are also picky readers. We know when we like something we read because we keep reading. But what keeps you reading? What are your values as a reader? Describe the qualities and features of writing that you value when you read. I'm not talking here about "genres" or kinds of texts you like to read (like mysteries or non-fiction or magazines) but the things the writer is doing with their words, sentences, paragraphs, and even document design that you like as a reader--that keeps you reading. These features might be things like you value a writer who makes their point clearly, or who uses good description, or who uses a certain level of vocabulary.

I recommend that before you write this piece that you find a piece of writing you like and read it and watch yourself as a reader as well as what the writer is doing.

--the initial response should be 250 words minimum + four 25-50 word “ah-hah” replies.

Doing Peer Response on Draft E1-1 (the first draft of Essay #1)

Understanding the Writing Feedback Look

For the first time, we will be “workshopping” a draft and revising it following the “writing feedback loop.”



This process will be a regular part of our writing in this class, so I want to say a few words about it. Once you turn in a draft, we will engage in peer response. Feedback is crucial for a writer, and you will learn (I hope) that you get as much or more out of providing feedback as receiving it. After we complete peer

response, and before we begin revision, we pause and reflect upon our draft and the feedback we have received and problem-solve for the next draft. We write a draft, do peer response, and then do a Writing Review. Then revise for the next draft—and repeat.

Please read my guide for doing peer response carefully as you engage in your first round of peer response: <http://www.lirvin.net/WGuides/peerresponse.htm>. Also view a how-to video guide on doing peer response and writing reviews from our [Course Videos page](#).

The Sequence for Assignments in the Writing Feedback Loop

Turn in draft ----- 1st
Do Peer Response ----- 2nd
Do the Writing Review ---- Last!

WAIT to do your Writing Review until the time period for peer response is finished. You need to be able to consider all the feedback your receive as you review your draft for revision. See [our assignment calendar](#) to review the sequence of when each step in this writing feedback loop is due.

Turning in your Writing Review on the day the draft is due tells me you have not waited to review and consider all possible peer response you have received.

NOTE: I bundle within one assignment the draft, peer response, and writing review. The due date for the assignment is for the draft only. The peer response and writing review typically are not due when you turn in your essay.

- For Online students, the draft is due by midnight of the due date and the peer response and writing review typically are due the following day.
- For Face-to-Face students, the draft is due by class time. We typically do peer response in-class and the writing review is due by class time the following day.

Principles of Doing Peer Response

The following are the guiding principles to follow for peer response:
As you reply to your peer's writing, please follow these guides:

1. **Respond in the spirit of helpfulness and respect.**
2. **Follow the peer response questions (provided to you) as you respond.**
3. **The best response are ones that are observational; they point directly to the writing in a specific way and observe something without making a judgment. Share observations of what you notice in the writer's text, but also share observations you notice of what occurs inside of you as you read the writer's text.**
4. **You need not respond in the role of the teacher or fixer of their writing. Respond as a fellow writer and as a reader.**

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I am asking that you complete responses on **THREE** of your peers' drafts. You can do a *fourth peer response for extra-credit* (and I highly recommend that you do).

To do your first set of Peer Responses

- A. Go to the EI-I Forum and read some of the drafts of your peers
- B. Pick a peer's paper to respond to and hit REPLY
- C. Copy and Paste in the Peer Response questions from this page (listed below)
- D. Answer the questions as best you can, following the principles for doing peer response outlined above.

NOTE: Look for people who have not received peer response. Everyone should get at least two peer responses. See our [Course Videos page](#) for a video how-to guide for peer responding.

Essay #1--draft 1 (EI-I) + Peer Response

Do THREE peer responses to drafts of your peers. You can do a fourth for extra-credit. These questions are included in the EI-I forum at the top. Please copy and paste these questions into each of your peer responses.

Draft 1.1 Peer Response Questions

1) Identify what you see as the "central image" in your peer's story. The central image is the main thing that "happens" in the story and that the story leads up to. Try to see it as if it were a photograph. What do you see inside this picture?

2) Suggest what he or she might do to describe this moment and scene more clearly. What, in particular, do you need to see more or understand better?

***Copy and paste these questions into each of your peer responses.

Doing Your First Writing Review –What is a Writing Review?

AFTER you have finished doing and receiving peer response and BEFORE you begin to revise your draft, I am going to ask you to do some self-evaluation and strategizing. These “Writing Reviews” are meant as chances for you to reflect upon your draft and how you are doing in terms of reaching what we might call “essay success” on this assignment. This goal encompasses the task requirements and learning objectives of the assignment as well as your goal to craft your meaning as effectively as possible. These writing reviews are informal, thinking pieces where you are dialoguing with yourself about your essay. Use this space to identify problems and explore what is really going on with the problem. Then strategize about what you will do to address these problems (and how you will go about fixing them).

Writer's Review Draft I. I

Before writing this Writer's Review, re-read your draft. Look at the resource links for the Family Story again, especially the one about Revising the Family Story.

<http://www.lirvin.net/1301sitebb/family1.htm>. Also, review the peer responses that you received. Copy and paste these questions into a REPLY to your Draft E1.I (as if you were doing peer response on your own paper).

- 1) What are your thoughts on how well you told the story in the first draft? What did you feel like you still need to do to it?
- 2) Consider feedback you received from your peers, especially regarding the central image of your story—recount at least two things peers have said (quote them) and talk about their feedback in terms of this essay's goals.
- 3) The particular goal of the next draft is to OPEN OPEN OPEN with more description. Where in particular do you think you can expand this draft?
- 4) What adjustments, perhaps, to how you are choosing to tell the story (the vantage point or sequence/structure) do you want to make?

Response should be 250 words minimum (excluding questions).

E/G/W #1—part B: Continued work on description

(To be done after completing the first draft and before you begin revising for the second draft). Review our [Power of Description](#) handout again, and look at more examples of description here <http://www.lirvin.net/WGuides/Description-b.htm>. In particular, look at the examples of taking “telling” sentences and opening them up with a more “showing” description. **Look also at this example** of a draft with highlighted sections needing more description as a model for finding places in your own draft to expand with more description: <http://www.lirvin.net/1301sitebb/telling2showingeg.pdf>. Also review this guide with [examples of telling to showing descriptions](#) (exactly what you are doing with this exercise). Your EGW#1B should look like these examples.

Find *TWO* places in your draft story where you have a “telling” sentence or phrasing. Like in the examples, write out the original telling sentence from your draft and then skip a line and write out a possible “showing” description where you open this limited description with more showing detail and description. Yours should be formatted like the example linked above. Look also at pg. 91 in

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the BG on the arrangement of details in our descriptions and see if it doesn't make you think more strategically about your descriptions.

Find TWO main characters in your story to describe more. SHOW what they look like in detail.

--Review these example see examples of [character descriptions](#) and use them to inspire your own character descriptions.

--Post these FOUR showing descriptions in the E/G/W #IB Forum.

Revising Your First Draft—Draft 1-2

This second draft is what we will call a “Development” draft. Its main goal is to work on content and organization. *Your main goal with this draft is to OPEN and describe more.* Remember, it is still a draft, so you may have gaps or problems in this draft. That's OK.

Follow this Sequence of Activities as You Revise:

1. Pre-Revision Reviewing/Thinking/Planning

- a. Read over your story again, particularly with the idea of your “central image” in mind.
- b. Read the [Revising and Developing the Family Story Guide](#) closely. (Have this guide open throughout your revising activities.)
- c. Review your peer responses as well as your own E1-I Writing Review. Consider this feedback and your own thoughts on your story.
- d. Reviews these two examples of revising from draft 1 to draft 2: [revision example #1](#) | [revision example #2](#)

Now that you have a sense of what you need to work on, focus your revision efforts on each of these tasks in turn.

2. **Don't stress of grammatical perfection:** You may be tempted to edit this draft a lot, and you, of course, are welcome to revise phrasing and word choice as much as you feel is needed. However, don't take a lot of time to edit your draft for grammatical perfection or feel stress over expectations for perfection in this draft. Focus on content and development.
3. **Perspective:** Revise the vantage point from which you tell the story (if needed). Do you want to redo HOW you tell your story?
4. **Sequence of Action:** Revise the sequence of action in the story (if needed). Clarify what happens and adjust the sequence and proportions of parts to the story (if needed). Perhaps, you need to trim your description in places? However
5. **Add Description: Seek to SHOW and NOT TELL**
 - a. Copy and paste in the showing descriptions you crafted for EGW #1-B. Replace the telling text with these showing descriptions. Highlight the two showing character descriptions in green and the two showing descriptions of “telling sentences” in blue.
 - b. Do MORE showing description where needed. Take “telling sentences” and open them up with more detailed descriptions that show. Take more characters and describe what they look like.
6. **Describe the “Central Image”:** Focus your attention on the scene where the main action of the story happens and try to describe this scene more. SHOW what happens in as much

detail as you can.

Turning in Draft E1.2

--Turn in your draft E1.2 to the “E1-2” Forum.

--Post a brief “Draft Letter” on top of your draft. See details about what a Draft Letter is below.

BEFORE YOUR POST YOUR DRAFT, write a “draft letter”:

Draft Letter 2.2

A Draft Letter is a message to your reader preparing them to understand and appreciate your piece of writing. When you have finished your draft and before you post the draft for peer review, write this brief “draft letter.” Post the draft letter so that it shows up first, before the text of your draft. Be sure to label it.

Topic:

What were the special challenges you faced writing this draft? The assignment called upon you to try to be descriptive and "show and not tell"--how did that go? What would you consider are your story's strengths and weaknesses? What special feedback would you like from your peers?

Post the draft with its Draft Letter into the forum for Draft E2.2

--REMEMBER: Turn your draft in ON TIME! Late drafts lose points off the essay grade.

Timing When You Do Revision

I am engaging you in the “writing feedback loop” as we create multiple drafts of writing pieces, and the timing of when you do activities makes a difference. Look up the meaning of the greek word *kairos*. In a broad sense, our drafting cycle goes like this:

DRAFT ---→	Activities to get you to rethink and understand your draft better	---→ REVISE
	Peer Response – Writing Review --Editing/Grammar/Writing Ex. Reading/reviewing course learning materials	

Your revisions will be stronger and better if you participate well in these between-the-draft activities. Complete these activities and then start to revise. Apply what you learn to your revision.

Peer Response on Draft EI.2

Like we did with our first round of peer response, please follow the peer response guidelines. Do THREE peer responses, and a fourth peer response counts as extra-credit.

As before, copy and paste the following questions into each reply textbox as you do peer response

Peer Response Questions for draft EI.2

1. Address one concern the author has expressed about his or her story in the Draft Letter.
 2. POINT to some examples of good description you liked in the story.
 3. POINT to what you think is the central image or central event of the essay?
 4. What MORE do you think is needed? Where? (any places in the story that need more description, any additional information you need to understand).
 5. What LESS is needed? (anything that detracts from following and seeing the core of the story)
- (COPY and PASTE these questions into your peer responses to help guide you.)

Writing Review on Draft EI.2

As we did before, the Writing Review is done as a reply to your own draft (like a peer response). WAIT to do this writing review until the time period for peer response has passed. Review this feedback as you consider the questions in this writing review.

I strongly urge you to write into these questions: what I mean is, let your writing on the questions direct your thinking and dig deeply. If you have not received any peer response, please do the best you can with this writing review.

Copy and paste the questions below into a response to your own draft EI.2.

Writer's Review I.2

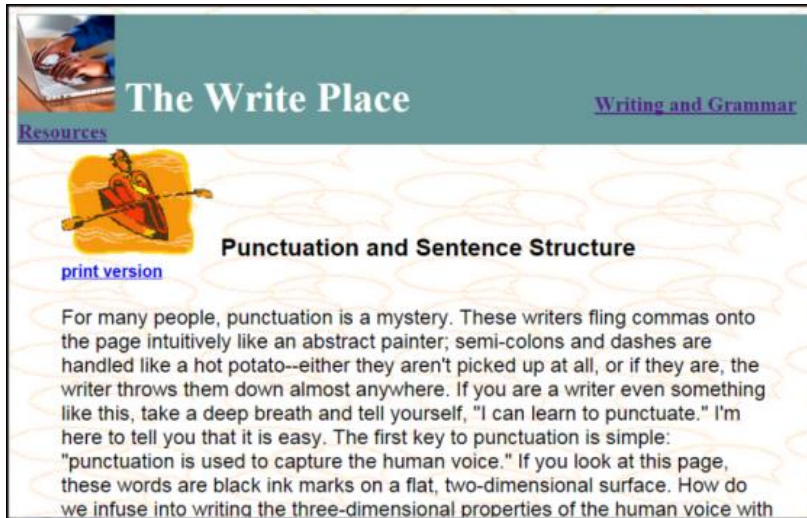
Before doing this Writing Review

Re-read the assignment, your draft, and the peer responses you received on this draft.

1. What was confirmed for you about your story by reading the responses of your peers and by re-reading your own story? (in particular think about things that are working or not working—problems)
2. What new perspectives did you gain on your own essay from these responses? (In particular, think about new possibilities or new insight on problems.)
3. What is the main thing you need to do to improve this essay? Explain what you will be doing (and why) to revise and improve your family story for the final draft?

--Writing Review responses should be 250 words minimum (excluding the prompt text)

Editing/Grammar/Writing Exercise #2: Reviewing Punctuation



The screenshot shows a webpage titled "The Write Place" with a sub-header "Writing and Grammar". Below the header is a "Resources" section featuring an illustration of a person writing. The main heading is "Punctuation and Sentence Structure" with a "print version" link. The text discusses punctuation as a mystery and provides a key to understanding it: "punctuation is used to capture the human voice." The text is partially obscured by a watermark.

For the next week (and really the rest of the semester), we will be reviewing punctuation and getting stronger at using it.

To start your review, do this experiment in reading: [Why Punctuation Matters! --an experiment in reading](#).

Then read and study these three resources:

1. my [guide to punctuation and sentence structure](#) (along with my [video version of this punctuation](#) guide with my commentary and example of editing writing for punctuation)
2. Read Trimble's chapter 12 or 13 on Punctuation in *Writing with Style*. It is excellent!
3. Review Part IV in SFH pp. 507-582. You should skim through this to reinforce what the two previous guides have said about punctuation.

Between these three resources on punctuation, **you have everything you need** to learn to punctuate better. Definitely, go back to these resources repeatedly and continue to study them throughout the semester.

To do E/G/W Exercise #2, work punctuation [practice exercise #1](#) at the bottom of [my guide to punctuation and sentence structure](#). On a word processing document, list the numbers of items for each exercise and write in which of the five functions of punctuation each punctuation mark fits.

- E.g.
1. 3 (comma separating interrupting element)
 2. 3 (comma separating interrupting element)
 3. 1 (connecting complete thought)

Process Journal #2: What We Should Strive to Do As Writers

What We Should Strive to Do As Writers

Before writing this journal, you have two tasks to do in preparation

Preparation Task #1:

With a word processing document open, read through the posts of your peers expressing the values they individually have as readers. As you read the posts of your peers, copy out significant values or values that you like and paste them into this open document. You should end up with a list of 20 to 25 values. At the top of this list put the Title: "What WE Value as Readers." Read through this list and think about it. Save the document.

Preparation Task #2:

Read chapter 1 in Trimble's text "Writing With Style." (If you did not order this text, the copy of the chapter is found in the FILE section of our Canvas class.)

Process Journal Topic:

Go back to your document with the list of "What WE Value as Readers." At the bottom of the list, skip a few lines, put this title—"What We Should Strive to Do as Writers"—and then write following this prompt:

We have spent some time thinking about what readers want--what they value. You've even read some from Trimble about how important readers are for writers. Now I want you to see a piece of writing from the perspective of the writer. Based upon what you now understand readers values (and want and need), write what you believe you should strive to do as a writer?

NOTE: I encourage you to consider "writer" and "writing" to mean more than just in terms of writing fiction. Please don't limit your view of writing to creative writing. Writers write all kinds of documents just as readers read all kinds of documents. Please consider what "writer" and "writing" means in its broad sense.

When you have completed this writing piece, paste in the complete text to the process journal discussion board forum for PJ2B

--250 words minimum (does not include the top list of what we value as readers); 4 ah-hah replies

Final Draft Essay #1: Revising Draft EI-2 for the Final Draft

Take into consideration the feedback you have received and your thinking in the Writing Review EI-2. Review the assignment again and its resource materials. Then follow these steps to revise and complete the essay.

1. Make any needed changes to content and organization FIRST! Review the [guide for revising the family story](#).
2. In particular, focus on good description in your story. Here is another example of the exercise we did for EGW#1-B where you took "telling" sentences from your first draft and opened them up to "showing" descriptions. [More examples of moving from telling to showing](#). (For this final draft, you can clear any highlighting you did for the previous draft of descriptions you added.)
3. Then review our punctuation guides, and EDIT your essay carefully for any punctuation errors. Check your answers to EGW#2 to check your understanding of punctuation. Try to use punctuation to capture your voice.

Of course, edit and correct any other errors you find in your essay. If you have dialogue, review the guidance on handling dialogue found in this assignment sheet to be sure you are punctuating the dialogue correctly.

I STRONGLY suggest that you perform your editing on a print copy of your essay—studies have shown that we edit worse on the computer screen.

4. Be sure to proofread your essay one last time before turning it in!
5. Put your essay into MLA Manuscript Form.
ESSAYS NOT PUT INTO MLA MANUSCRIPT FORM WILL AUTOMATICALLY BE RETURNED FOR REVISION.

What is MLA Manuscript Format you ask?

--See this page to describe the proper formatting of a document for this class: [MLA Manuscript Format](#) or view this video-- <https://www.youtube.com/watch?v=uDjfsIf0iBk>
--characteristics include, 1" margins, double-spaced, with a heading and pagination with your last name in the header.

Late Draft Policy—Remember that late final drafts lose -10 points off the grade. Unacceptable drafts, either due to lack of effort, lack of substantial revision, incompleteness, or divergence from the assigned task, will be considered as "late" and have the late penalty assessed.

Turn In the Final Draft: When you are ready to turn your essay in, go to the Essay #1 Final Draft EI-3 Forum.

Writing Review 1-3: Processing your completion of Essay #1

This Writing Review asks you to pull together some final thoughts on the last essay that you completed before we dive into our next essay. This may be an essay you decide to revise for the portfolio, so try and record your thoughts about the essay while they are fresh.

Writing Review Draft 1-3 Topic:

1) I want you to recount your process of writing this last essay. In other words, tell the story of what you did to write this essay from beginning to end with all its highs and lows and twists and turns. This recounting of your process will certainly recount follow my guidance for each draft; try to retell how following this guidance went for you.

(NOTE: By asking you to “retell the story of what you did to write this essay,” I’m not talking about the topic of your family story. The topic here is your experience writing the family story.)

2) Re-read the narrative you just wrote describing your writing process for Essay #1. What do you think about your writing process? If this story of your writing process had a “theme,” what would that theme be? For example, maybe you see how you write in bursts that you then struggle to pull together later on.

3) If you were to re-write this essay one more time, what would you do to it?

--250 words minimum required



English 1301 Grading Profile for Essay #1:

The feedback provided below is intended to assist you in understanding the strengths and weaknesses in your essay. Responses in the categories below do not add up to a grade, and poor performance in only one area could pull the grade of an essay down considerably. Ask any questions you have regarding how to interpret this feedback.

	Excellent	Good	Satisfactory	Poor	Failing
<p>Careful Construction and Organization The author has shaped their story clearly and presented it from a view point that is easy to follow and engage with.</p>					
<p>Development and Description Has the author developed the story adequately? Description—special focus Has the author incorporated the Techniques of Description to advantage in the story?</p>					
<p>Central Image Is the “central image” clear? Is it described enough to see this important scene/event?</p>					
<p>Punctuation Has the author used punctuation in a deliberate and conscious way to highlight their voice? Can you tell author has been studying our punctuation materials?</p>					
<p>Clean Copy: Grammatical Correctness Has the author avoided distracting grammatical and mechanical errors, especially sentence fragments, run-ons, subject-verb or pronoun agreement, spelling, typos, use of quotations, usage problems, or other grammatical issues. Essays with an excessive number of grammatical and mechanical errors (enough to distract the reader from receiving the ideas of the essay) will earn a grade of no higher than a "D."</p>					

Comments and Suggestions:

Grade:

Explanation of Grades—Dr. Irvin’s 1301 Class Summer 2019

Late work gets no credit

Work that does not follow directions either in content or length does not get full credit

I generally evaluate on a 4 point scale

4 = good solid effort, followed directions

3= ok effort and/or may have missed some element of directions

2= poor effort and/or definitely not following directions completely

1= very poor effort

As you will see below, I evaluate some assignments in multiples of 4.

Assignment	Points Credit	Explanation
E/G/W	8 or 12	poor effort gets half credit, 4 or 6 pts.
Process Journals	12	8 pts. Initial response 1 pt. each for 4 ah-hah responses = 12 pts. short initial response = 4 of 8 pts. (responses close to the 250 word minimum might get 6 of 8)
Freewriting Journals	24	4 pts. each, 6 per week = 24 pts.
Peer Response + Writing Reviews	20	4 pts. each peer response = 12 pts. 8 pts. for Writing Review 12 + 8 = 20 short Writing Reviews = 4 of 8 pts. +2 pts. for extra-credit peer response

Essay Drafts #1 and #2 are not graded. (The grade in Canvas for those drafts indicates your grade on Peer Response and the Writing Review.)

Late drafts #1 or #2, however, lose -5 pts. off the final grade each, and late final drafts lost -10 points off the final grade. Late drafts must be completed within two or three days or the grade will be a zero.

For the Essay Portion of the Final Grade (50%)

Essay #1 = 15% or 15 pts.

Essay #2 = 25% or 25 pts.

Essay #3 = 25% or 25 pts.

Essay #4 = 35% of 35 pts.