



# Essay Cycle #2 Assignment Sheet

\*\*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. [See full Engl1301 Assignment Calendar.](#)

## Class Schedule of Due Dates

<b>WK4</b>	Trimble Chpt. 12 or 13 on Punctuation --" <a href="#">Writing as a Mode of Learning</a> " --" <a href="#">What is Academic Writing</a> " Faraway Brothers pp. 90-134	16 <b>Draft Essay#1-3: Final Draft</b> Process Journal #4: Part A (in-class) Writing Review E1-3	18 E/G/W Exercise #4 Process Journal #4: PartB WK1 Freewriting Journals E2 Invention (in-class)
<b>WK5</b>	Trimble chpt. 2-3 AWREF C2 pp. 13-18 Faraway Brothers pp. 135-181	23 Draft Essay E2-1 Peer Response E2-1	25 Writing Review E2-1 E/G/W Exercise #5 (in-class) Process Journal #5 WK2 Freewriting Journals
<b>WK6</b>	Trimble chpt. 4 AWREF, Frags and Run-ons pp. 207-18 Faraway Brothers pp. 182-227	30 Draft Essay E2-2 Peer Response E2-2 Writing Review E2-2	Oct. 2 E/G/W Exercise #6 Process Journal #6 WK3 Freewriting Journals
<b>WK7</b>	Trimble chpt. 5 Sentence Combine AWREF pp. 128-34 AWREF Researching 327-340 Faraway Brothers (FBros) pp. 228-270	7 <b>Draft Essay#2-3: Final Draft</b> Writing Review E2-3	9 E/G/W Exercise #7 Process Journal #7 WK4 Freewriting Journals (Library Instruction)

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## Learning Objectives for Essay #2

- Review/Learn about essay writing including the essay basics of essay form, introductions, organization
- Continue to learn about and practice the writing process and the writing feedback loop
- Continue to learn about writing a story and various ways to approach narrative
- Continue to learn about the power of description and how to show and not tell
- Learn to write rhetorically toward a specific audience for a particular purpose within a context
- Continued work on editing and grammar, improving on punctuation and avoiding common errors like run-ons and fragments

## Readings for the Week

- Review AWREF C1-C2 pp. 3-18 on Audience, Purpose, Thesis, Drafting, Intro, Body, Conclusion
- [Irvin Writing Guides](#) on Essay Form, Organization, Leads and Introductions
- Process Journal #4B has you read "[Writing as a Mode of Learning](#)" by Janet Emig (the first half of the article deals speaking and writing) and "[What is Academic Writing](#)" by L. Lennie Irvin (Read the whole thing, but particularly pages 3-6.)
- Process Journal #5 on Invention has you read Chapt. 2 in Trimble's *Writing With Style* AND one of the essays in *Writing Spaces* <http://writingspaces.org/essays> that has "invention" in its title (you choose which one; I think there are three to choose from).
- Punctuation review: Trimble chpt. 13, AWREF pp. 257-302, [Guide to Punctuation](#).

## WEEK 4

Instructions for turning in the Final Draft of **Essay #1** are in the [Essay Cycle #1 Assignment Sheet](#)

### Readings

- a. Chapters 2 and 3 in *Writing With Style*  
Process Journal #5 is focused on responding to Trimble's chapters 1-3. These chapters should be read before doing Process Journal #5 in week 5.
- b. Review AWREF C1-C2 pp. 3-18 on Audience, Purpose, Thesis, Drafting, Intro, Body, Conclusion in addition to Irvin Writing Guides on these subjects.
- c. Irvin Writing Guides (<http://www.lirvin.net/WGuides/default.htm>) on Essay Form, Organization, Leads and Introductions
- d. Suggested reading *Faraway Brothers* pp. 90-134.

### WK1 of Freewriting Journals

4 per week. 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 loose-leaf pages in-class. Turn in to the appropriate forum.

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>

### Assignment Instructions for Writing Review 1-3

are found inside the [Essay Cycle #1 Assignment Sheet](#) pages 17.

### Getting Started with Essay #2

Take a look at the **E2 Topic** that follows on the next page. It will be important that you read this assignment description carefully and return to re-read it to make sure you understand what this assignment is asking you to do.

*Be sure to look at the example essay to get a better idea about this particular essay.*

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## Essay #2 Topic Sheet: The Illustrative Essay

### Topic:

Write an Essay in which you take a general truth or abstraction and "illustrate" it with multiple stories. You will write this essay with a specific audience and purpose in mind.

### Essay Explanation:

For this essay, I want you to express a larger, general truth (what we will call your "illustrative truth") and **illustrate that it is true** (synonyms for "illustrate" are show, demonstrate, exemplify, prove). You will illustrate that this kernel statement is true by developing a number of "illustrative stories"--the key to this paper is that you will back up your point with STORIES.

Whereas with the Family Story the purpose was to entertain and perhaps explain, and the audience was mostly unspecified, in the Illustrative Essay your purpose now is to make a point (to convince, persuade, to show) and your audience will be much more specific. *Determining your audience and your desired effect upon your audience is one of the main tasks of this essay.* You will want to be very clear about **what is your purpose** and **who is your audience**.

Your illustrative truth is your MESSAGE (your "thesis"). Who you send your message to can make a big difference in determining your purpose or desired effect. For example, let's say your illustrative truth is, "Tobacco is dangerous." If I were to send this message to teenagers, my purpose would be to prevent them from starting smoking. However, if my audience were 50 year old two-pack a day smokers, my purpose would be to get them to quit smoking before it is too late. **Your audience will determine to a large extent what your purpose will be.**

### Developing Your Essay with Stories:

In the body of your essay, you will support and develop your thesis (your illustrative truth) with stories. These stories should come out of your first person knowledge and experience and not from research. Each story should have its own section or paragraph, and each story should be tailored to fit the audience and purpose of the essay.

#### Let's repeat this special feature of this assignment:

You will use STORIES (short example narratives) to support your point and persuade the reader your truth is valid, reasonable, and true. Rather than back up your point with facts, and research, and quotes, and details—you will use stories.

No research is needed to back up your point. You should not be going out online or to the library to look up information about the subject of your essay.

Since you are using stories, you also can incorporate the Techniques of Description as you allies in making your stories more effective. For example, with our "Smoking is dangerous" example above, you might develop the body of the essay with three stories: 1) the story of Great-uncle Joe who had lung cancer, 2) the story of Aunt Mabel who had lip cancer from dip chewing, and 3) your Dad who had a stroke at 54. You will want to use REAL stories that you know of from your experience. You will want to make your stories specific!--specific place, specific person(s), specific time. It is ok to generalize, but follow with a specific example. Each story SHOWS that your illustrative truth is "true."

Look at this example essay carefully as a model that fulfills the essay goals.

[Example Illustrative Essay #1](#)

[Example Illustrative Essay #2](#)

### **Essay Goal: Write Using Essay Form:**

Essays are their own unique types of writing. Here are some of its features:

- An essay by definition is about one thing-it develops a single point.
- Typically, this point or thesis is expressed at the end of the introduction in a clear statement.
- An essay has a clear introduction, body and conclusion. For short papers, that means a single paragraph introduction, a multi-paragraph body, and a single paragraph conclusion.
- Introductions start generally and narrow down to the specific point of the essay.
- In the Body of the essay, the write "divides up the proof"-which means that the writer will put only one main support per body paragraph (in our case, one main supporting story per body paragraph)
- The conclusion will restate the main point of the paper as well as make general concluding statements.

### **Essay Goal: Writing to the Rhetorical or Writing Situation**

You will need to define these aspect of the writing situation:

- MESSAGE—What is the message (thesis, point, main idea) you wish to communicate?
- AUDIENCE—Who is this message directed toward (it should be a specific audience—a particular person or group of people)?
- PURPOSE—Why are you communicating this message to this particular audience? Why does this audience need to hear this message?
- CONTEXT/OCCASION—What is the occasion or particular circumstances into which this communication will occur.

### **Resources**

***--during the course of this essay, you will need to read and study all these resources***

- Review AWREF C1-C2 pp. 3-18 audience/purpose, drafting, organization, introductions.

<a href="#">Writing Guide on Essay Form</a> <a href="#">Writing Guide on Essay Organization</a> <a href="#">Writing Guide on Description</a> <a href="#">Writing Guide on Introductions</a>	<a href="#">More on the Rhetorical Situation</a> <a href="#">Example Illustrative Essay</a> <a href="#">Rubric for Illustrative Essay</a>
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## E2 Invention Exercise

### Guidance for Doing the E2 Invention Exercise

This kind of “invention” exercise is designed as an activity to help you select your topic and begin figuring how you will approach this topic. You can enter the exercise with no preparation other than looking at the Illustrative Essay topic sheet and reviewing AWREF part CI and what it has to say about planning and strategies for generating ideas.

\* Begin this exercise with an experimental, fun, open stance. Be loose and nimble with your thinking.

\* Whatever you put down is provisional. Test and prod your ideas.

To do your E2 Invention Exercise

--Open the <http://www.lirvin.net/1301sitebb/illinvent.pdf> exercise

(Here is the MSWord file version if it is easier to do the exercise from:

<http://www.lirvin.net/1301sitebb/illinvent.docx> )

--Then work the questions as best you can, saving your answers on your own computer (it should take you maybe 45-75 minutes to do this exercise)

--Save

--When you are done, copy and paste the text into the E2 Invention Discussion Board

Be sure to check out the invention exercises of your peers. It is extremely helpful to see how other people approach this topic. If you recognize that you were off track with this invention in any way, go back and redo your invention. You can always change your topic too.

Note: While important goals for this essay are reviewing and learning about Essay Form, Organization and writing Introductions, at this point you don't need to read these materials. We will get through a first “zero draft” before we start worrying about form and other essay features.

## E/G/W #4: Continued Work on and Punctuation

We continue to work on punctuation, so I encourage you to keep reviewing and studying our three resources on punctuation

--my guide on [Punctuation and Sentence Structure](#)

--chapter 13 in Trimble's book (found in the class FILES). If you have not yet read this chapter, be sure to read it before doing this exercise.

--AWREF P on Punctuation p.259-.

To do your E/G/W #4 Exercise focused on punctuation, go to [my guide on Punctuation](#) and work Practice Exercise #2 and #4 as you did exercises #1 and 3.

[Practice Exercise 2 \(MSword version\)](#)

[Practice Exercise 4](#)

## Process Journal #4: Speaking and Writing

### Part A:

Preparing to write on the topic—must be done with another person. Follow these directions closely.

#### Speaking—

Find a person you can try this experiment with. The first part of this experiment is to speak about something. Below is a list of some likely topics (just pick one):

- describe how you got to school or work today
- describe what you did for breakfast or lunch today
- describe what the weather has been like for the last few days

If your partner wants to share in this experiment, take turns speaking your descriptions. Try to be fairly detailed in your descriptions if you can. (This verbal sharing should take only about 5 minutes.)

#### Writing—

Now turn to computer or paper, and write out **this same** description that you just expressed verbally. Try to be as detailed in writing as you were in speaking--perhaps even more. (5-10 minutes)

You don't have to keep or turn in this description you have just written. Now you are ready to write on the real topic--

### Part A Topic:

What was different for you between speaking this description and writing it? Which was easier or harder for you--why? From this experience, what conclusions and statements can you make about the difference between speaking and writing for communicating? From this experience, can you say anything that you think are more deeply or philosophically true about the nature of either speaking or writing (and possibly their relationship)?

(length 250 words minimum—no ah hah responses needed)—turn in to the Process Journal #3A forum.

## Process Journal #4: Speaking and Writing--Part B Topic:

Before expanding and revising your own piece, read the Process Journal #4 Part A responses of your peers. Make note of particularly interesting insights and conclusions you read. Next read the articles by Janet Emig and Lennie Irvin listed below:

--"[Writing as a Mode of Learning](http://www.lirvin.net/1301sitebb/emiglearning.pdf)" by Janet Emig (the first half of the article deals especially with speaking and writing) <http://www.lirvin.net/1301sitebb/emiglearning.pdf>

--"[What is Academic Writing](#)" by L. Lennie Irvin (Read the whole thing, but particularly pages 3-6.)

Hopefully, from all this reading your thinking has developed and even changed on this topic. Now, for Part B of this Process Journal, **I want you to revise what you wrote in Part A** to reflect your more developed understanding. You might add to your original draft, totally revamp it, or re-stitch it. Your final version should make reference to at least two views expressed by your peers by name and two views from the Janet Emig article or the one written by me ("What is Academic Writing?")(you can quote them or paraphrase their ideas). Include your commentary/reaction to each view. Total FOUR views of others that you incorporate into your own discussion.

(Part B length 400 words minimum—notice it is longer!) Plus 4 ah-hah responses.

WARNING: The assignment sheet contains hyperlinks. It must be viewed as both a print text and a digital text.

**Writing and Speaking (example Process Journal 4--part B)**

The difference between speaking and writing about my trip to SAC this morning dealt mostly with how people talk and interact with one another. As K. mentioned “there is another person that I can speak to, I can receive positive or negative feedback on my description. In being able to receive this feedback I can alter my description to be more vague or more detailed. For example; if the individual I am speaking to does not understand what road or place I am talking about I would have to go into more detail for them to understand my path. If they know the area pretty well then I can “short-hand” my speech and generalize, because I know they will get what I am saying.” In addition when talking people tend to use slang make conversation less formal as well as incorporate body language which provides a sort of second language making it easier for the speaker to convey how they feel on the subject matter.

Shelby wrote “When it comes to communication, I think it really depends on the person as far as which is easier goes. It's all about how comfortable you feel doing what you do. Some people are far more comfortable writing, typing, expressing on paper than they are with actually verbally expressing it, especially to another person.” For me other hand, I found it to be just the opposite, speaking comes much more naturally to me than writing. I didn't have to pause for a moment to consider how I should structure a particular sentence, whether a word was misspelt, or if I was using correct punctuation. Speaking requires less thought process whereas with writing you have to think before you “speak.”

Janet Emig wrote in “Writing as a Mode of Learning” that “Talking leans on the environment, writing must provide its own context” which is supported by L Lennie Irvin in his paper, “What is Academic Writing.” “When we speak, we inhabit the communication situation bodily in 3 dimensions but in writing we are confined within the two dimensional setting of the flat page... Separate from our audience in place and time, we imaginatively have to create this context. Our words on the page are silent so we, must use punctuation and word choice to communicate our tone. We also can't see our audience to gauge how our communication is being received or if there will be some kind of response.” With writing it is imperative to take the time to ensure everything is as detailed, accurate, and descriptive as possible.

427 words



## WEEK 5

**Note:** Assignments not necessarily presented in sequence with when they are due.

### Reading Chapters 2 and 3 in *Writing With Style*

- a. Process Journal #5 is focused on responding to Trimble's chapters 1-3. These chapters should be read before doing Process Journal #5.
- b. Review AWREF C1-C2 pp. 3-18 audience/purpose, drafting, organization, introductions in addition to Irvin Writing Guides on these subjects.
- c. Suggested reading *Faraway Brothers*, pg. 135-181

### WK2 of Freewriting Journals

4 per week. 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. (Face-to-face class: Turn in loose-leaf pages in-class.)

### Write the first draft for Essay #2 (E2-1)

Read through this guidance closely TWICE. Then follow the instructions for doing this draft carefully. Count on this activity taking you roughly two hours.

For our class, I ask you to write "freewriting" first drafts, sometimes called "zero drafts." Many writers think first drafts should be perfect (often because first drafts are all they have written before), but we are experiencing writing as a process, and we recognize (or I hope will learn) that first drafts always are rough. The first draft is only a warm up swing (away from the plate, to use a baseball analogy). It is a sketch. Anne Lamont calls them sh\_\_y first drafts or "down drafts" (as in, "just get it down"). We can let them be rough, incomplete, and chaotic.

As a writer, you have to operate with a level of faith and courage to let your draft come out in this way. First, you need faith that this rough sketching will help lead you to a better end product. Second, you need courage because this draft will inevitably be flawed, and you will have to withstand potential criticism about its flaws. Your shield against this criticism is the fact that this draft is an early draft and should not be judged upon the same standards as a finished piece of work. It's rough. So what? Of course it is—it's a rough draft! For more see "[Approaching 1st Drafts](#)."

#### Guidance for Writing the First Draft of Essay #2 (E2-1)

Follow these sequenced instructions for writing our first "freewriting draft" of Essay #2.

- A) Read the topic sheet carefully and get a good grasp of the writing task and the particulars it is asking you to do. It is very important to analyze and understand any writing assignment you are given.
- B) Review (and even revise) your E2 Invention exercise.
- C) Rework the Key Topics of the invention exercise  
Get **six** separate pieces of paper and use these as sketching/planning/thinking spaces.  
**I--your message** (or Illustrative truth)

WARNING: The assignment sheet contains hyperlinks. It must be viewed as both a print text and a digital text.

Write out your illustrative truth at the top. See if you can't rephrase this sentence better. Rewrite FIVE different versions of this illustrative truth (i.e. your thesis). Use this space to think about and adjust your message.

**2—your audience**

Write out as much as you can about your audience. Who they are? What they expect? What they need? What preconceptions they have? Profile your audience here. Try as best you can to target a specific audience.

**3—your purpose**

Write down at the top what your main purpose is by communicating this particular message to this particular audience. Use this space to sketch down your thinking and adjustments about your purpose.

**4-6—your illustrative stories**

Devote a page to each story. List as many details as you recall about this story. Talk about the key aspects of this story that will work to illustrate and show your message. Use each page as a work space to think about and problem-solve how you will make this story work within your essay

These pages are spaces where you can be messy, where you can be abundant and put anything and everything down, where you can see possibilities and test how they work.

\*\*I have made a MSWord Template for doing this brainstorming for you to use if you like: <http://www.lirvin.net/1301sitebb/illustrativeBstormsheets.docx>

- D) After you have spent time working on these planning pages, you probably are ready to write your first draft. Take one last look at these pages  
—**then put them aside (out of sight).**
- E) Sit down and write your first draft as a “freewriting draft.” Perhaps it is better to call it a modified freewriting draft. Like in freewriting, you will write continuously, but since it may take you longer to write this draft than 10 minutes, you can certainly pause and stop at times. But try to keep moving forward. Like in other freewriting, with this draft you are not worried about grammatical correctness or essay form or any of that stuff. Just write. Don't correct misspellings or anything. Allow yourself 30-60 uninterrupted minutes to write this draft.

Most importantly, try to write all the way through to the end. You may find that you hit spots where you can't develop something or there are details that you can't remember. **DON'T STOP TO LOOK THEM UP.** Keep writing! Just make a note to yourself at that spot in the draft. Your stories in this draft may also not be fully described, but at least get the essence and important parts of the story into your draft.

Trick: Many people struggle with tailoring their message toward a specific audience for a specific purpose. To get you thinking in this way—**just for this draft**—you might try writing this draft as a letter to your audience. Think about speaking **TO** your audience (rather than at them or about them). Composing this draft as a letter will start you on the path of communicating to your audience.

When you have your messy first draft done, post it into the Essay2-draft1 (E2-1) inside Canvas

## Peer Response E2-1

Do THREE peer responses to drafts of your peers. You can do a fourth for extra-credit. To do your peer response, read the draft of your peer and hit reply. Look for classmates who have less than two responses to do yours upon. As you do your peer responses, copy and paste the questions into each response so it is easy for you to follow them.

### Before doing peer response:

Look again at the assignment sheet for this essay and the example essay(s). Get in your mind what the tasks and goals are for this essay

### Peer Response Questions E2-1

- I. 1) RESTATE what you hear is the author's real message (their illustrative truth). Offer any alternative illustrative truths that you think could fit or work.
  
- 2) WHO do you think is the true audience (or audiences) for this message? Try to offer SPECIFIC audiences and their specific circumstances that make them a good target audience.
  
- 3) WHY do you believe the author is sending this message to this particular audience? What is his "desired affect" upon this audience? (What does he want them to see, think, or do when they read this essay?) What's his purpose toward his audience with this essay?
  
- 4) Look at the stories the author has so far to "illustrate" his message. Each story should work to SHOW that this message is "true." Comment on the "workability" of the stories right now to fill this role of showing and illustrating—especially in terms of the writer achieving his or her desired affect upon his or her intended audience. What's working? What's not? What can be done to help them work better?

## Writing Review Draft E2-I

### Before Doing Your Writing Review

Before doing this writing review, look at the peer responses you received. Look over the assignment topic on pages 3-4 and the goals for this assignment again. Read the example essay carefully in terms of the materials below.—[Example Illustrative Essay](#)

### Also review and study the following Irvin Writing Guides:

- AWREF CI-2 on writing Thesis statements and Essay Form
- [Writing Guide on Essay Form](#)
- [Writing Guide on Essay Organization](#)
- [Writing Guide on Leads: The Art of Writing Introductions](#)

*Pre-thinking.* As you think about your essay and the draft you are working on, I want you to think of yourself as a “designer” or engineer. You are crafting and designing and making something. Right now, you have a “beta” version of it, sort of like an early version of a computer game or other kind of computer program. It isn’t finished and ready to ship to stores to be sold yet. It’s only a paper model or a sketch. What we’ve just done is take your “beta” version of your essay and show it to some of our “users” (readers), and they’ve given us some feedback on how it is working right now. You have also done some more reading about the general design specification you should shoot for (i.e. Essay Form, Organization and Introductions). You’ve even reviewed a model of what your eventual final “design” will be like.

As you answer the following questions, think about these two things:

What are your GOALS with this essay? What sort of TASKS does the assignment ask you to accomplish?

#### **E2-I Writing Review Topic:**

To do your E2-I WR, read your own draft and hit reply.

1) After reviewing the topic sheet, the resources on essay form, and the model essay, what particular problems do you see in your draft? In what ways do you need to align your message, audience, purpose, and supporting stories to all fit together better (that is, adjust your rhetorical stance)? Provide reasons and justifications for your self-critique.

2) What feedback have you received from your peers (in particular about your rhetorical stance) that helped you? Specify why it was helpful for decisions you are making about your own writing.

3) What is your plan for revising this draft? What specific things will you do to revise it? How will you go about actually doing these revision plans?

Response should be 250 words minimum (excluding questions).

## Essay #2-Draft #1 “On-Track” Check

To make sure you are “on-track” with this essay, I need you to state clearly the following information about your essay (so far):

1. State your Illustrative Truth (your message or thesis):
2. WHO is your specific audience you are sending this message to? It MUST be a specific audience.
3. WHY are you sending this specific message to this specific audience? What’s your purpose?
4. WHAT are the three or four stories that you will present to ILLUSTRATE that your truth is “true” to this particular audience to achieve your particular purpose?

Here is the [Example Illustrative Essay](#) charted out in this way:

1. Message: Speeding can cause pain for you and your loved ones.
2. Audience: People who speed and even those who like to street race
3. Purpose: Get these speeders to see how dangerous and even deadly speeding is and slow down.
4. Illustrative Stories to SHOW truth in order to accomplish purpose
  - story of Brian who had wreck speeding to class, killed people
  - story of Jamie who wrecked speeding around a curve, she nearly died
  - story of friend Chris who died speeding home from lake, killed passenger

Your E2-I “On-Track” Check should look something like this one. Post in the “E2-I On-Track Check Assignment.” Look for my feedback on this check.

### Having Trouble Stating a Sharp, Clear Thesis Statement (or “Illustrative Truth”)

Take a look again at CI pg. 7 in AWREF and what it says about writing thesis statements. Then try this trick that works for finding your thesis for this essay:

Write the kernel phrase, “It is true that \_\_\_\_\_” and then complete the sentence.

**It is true that** speeding causes pain for you and your loved ones.

**It is true that** rabbits are fragile pets requiring special care.

**It is true that** texting and driving is dangerous.

*Try writing your truth statement five or ten times until you find the best phrasing.*

Your thesis will be the phrasing after the introductory kernel phrase.

NOT: **It is true that** speeding causes pain for you and your loved ones.

YES: Speeding causes pain for you and your loved ones.

NOT: **It is true that** rabbits are fragile pets requiring special care.

YES: Rabbits are fragile pets requiring special care.

Place this thesis statement in the **LAST** sentence of your Introduction!

## Process Journal #5: Trimble Chapters 1-3

Look again at the first three chapters of Trimble's *Writing with Style* and find a passage that strikes you in some way. Include the passage (or an excerpt of it), and then write a response about what you found interesting about this quote and what you think it means. What is its significance for writing? (250 words minimum—in addition to the quote.)

If you aren't able to do the 250 word minimum with one quote, then grab another quote and comment on it as well.

## E/G/W #5: Playing with Writing Titles and First Lines

Read the [Writing Guide on writing Leads and Introductions](#) again carefully.

Also look C2a in AWREF on Introductions. Then view this [guide on Titles and 1st Lines](#) with excerpts from Donald Murray's book *The Craft of Revision*.

For this E/G/W #5 exercise, follow what Murray does but for your essay.

### Part 1: E/G/W #5—Playing with Titles

Take fifteen minutes, and list as many possible titles as you can for your essay.

You should come up with at least ten to twenty!

### Part 2: E/G/W #5—Playing with First Lines

Just as Murray does for his fictional article on roommates, I want you to write different first lines (or “lead sentences”) for your essay. Try out some of the different approaches suggested for Lead Sentences found in the Writing Guide on Leads. Take fifteen minutes to write as many different lead sentences as you can.

You should come up with seven to twelve different first lines for your essay.

### Turning in your E/G/W#5 Exercise

Put both parts of the exercise together into one document. Be sure you have the two parts clearly labeled: Playing with Titles, Playing with First Lines. After you have reviewed both lists, skip a few lines and write in your chosen favorite Title and your favorite First Line. (If you don't have anything usable, think about continuing this exercise until you do.)

Last, skip another line and write a few lines about why you have picked this title and this first line (Lead) for your essay. Post this document into the E/G/W#5 forum inside Canvas. Be sure and check out the posts of your peers. No responses needed.

And lastly, use what you come up with in this exercise inside your Draft #2 of this essay.

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## WEEK SIX

**Note:** Assignments not necessarily presented in sequence with when they are due.

### Readings for Week Six

- a. Chapter 4 in *Writing With Style*
- b. Writing Guides on Essay Form and Introductions  
<http://www.lirvin.net/WGuides/default.htm>
- c. Review AWREF C# on Reviewing, Revising, and Editing pp 19-35.
- d. AWREF G5 and G6 on Sentence Fragments and Run-ons
- e. Keep reading *Faraway Brothers*, pp. 182-227.

### WK3 of Freewriting Journals

4 per week. 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. (Face-to-face class: Turn in loose-leaf pages in-class.)

## Write the second draft for Essay #2 (E2-2)

### Guidance for Writing the Second Draft of Essay #2

#### Preparing to Revise

To accomplish these goals, I want you to go back to those scratch sheets of paper that I had you create for your 1<sup>st</sup> draft. You should have gotten some feedback on your draft, so be sure to look this feedback over before you review your scratch materials yourself. Remember, ultimately you are the AUTHOR, so you have AUTHORITY over your own paper as you evaluate what is working and not working.

I strongly recommend that you look once again at the [model illustrative essay](#) on “speeding kills” to get a good idea of what “essay success” represents for this assignment. Your essay will certainly be different, but this model essay fulfills most all of the goals of this assignment really well and can help you make decisions about your own draft and what to do.

Now go back to your scratch pieces of paper. Think and RETHINK what you are doing. As your thinking changes, so too should your draft. This rethinking about key aspects of your “rhetorical stance” is crucial to providing you direction for revision.

As you review these pages, WRITE DOWN THE NEW IDEAS THAT YOU HAVE:

1. Start by looking at what you wrote in your E2-1 Writing Review and at the feedback you received on your E2-1 On-Track Check.
2. Go to your page on your MESSAGE (thesis or illustrative point): do you need to adjust it in any way. Maybe rephrase it? Phrase it in a clearer way? Do you really want to say something else! This MESSAGE is your “thesis” and probably the most important sentence in your paper. You want it to be sharp and clear. See pg. 12 for more.

3. Go to your AUDIENCE page: do you need to specify your audience or adjust your audience in any way? Can you fill in more details about what your audience particularly needs or wants to hear in relation to your topic?
4. Review your page on PURPOSE: do you need to adjust or refine your purpose for why you are sending this particular message to this particular audience? Do you see more to this purpose or additional purposes?
5. Examine each page focusing on an illustrative STORY/EXAMPLE: ask if this story really does work to illustrate/show/prove/demonstrate/exemplify your illustrative point. Can you flesh out more details and specifics that work to show this point?

### **Write your Revised Draft**

I recommend that you write a fresh draft—your first draft was a “zero draft” and just a warm up, throw away draft. As you write this second draft, keep your scratch sheets handy and refer to them as you write each part.

Goals for this draft

- to create an “essay” with “essay form”: that means, you’ll have an Introduction paragraph, a Body, and a conclusion
- to create an Introduction that does the three basic things introductions do: connect with the reader, clarify the subject/issue, present your point (thesis) in the last line
- to create a Body that has multiple paragraphs (one paragraph for each main supporting point or in our case specific illustrating story/example).

I recommend that you write the essay in parts or sections.

1) write your Introduction, seeking to accomplish the goals of an introduction (have the handout on Leads and Introductions handy). USE your catchy title and lead sentence(s) from EGW#5.

2) write each Illustrative example/story paragraph one at a time

3) then write your conclusion

As you write, keep in mind:

A. *This is still a draft.* You don’t have to have it perfect grammatically or even perfect in any way. We are after good organization and development, but the draft still can have rough patches and gaps. Don’t obsess with it being finished or polished at this point. Tolerate it being imperfect. The main thing is to get out an entire draft as well as you can at this point.

B. *Let your “rhetorical goals” drive you.* What I mean is let your goal to achieve your desired effect upon this intended audience guide everything you say and do in this draft. You have a message to send to a particular audience in order for this audience to see, think, feel or do something as they read your essay.



*C. Use the Techniques of Description!* Powerful description within your stories will make them show and illustrate your point more effectively. These techniques of description will help your rhetorical goals. Notice description is now used strategically to enhance your point.

Most of all, be sure to get a draft in on time. Remember, each late draft counts off your grade, so get it in on time.

### Posting your E2-2 Draft: Add a Draft Letter

When you post your essay draft E2-2, write a brief “Draft Letter” specifying any particular feedback you would like from your peers. Include this brief note at the top of your draft. We did a similar draft letter with the second draft of Essay #2.

Example Draft Letter:

Dear Reader,

This draft is pretty rough, particularly in the conclusion and my third paragraph. I’m struggling with my sense of audience, and I’m caught between writing toward all women or just young women who are struggling with self-image. I could use your feedback on how you think I am doing in writing toward a specific audience. Thanks for your help.

Essay Draft E2-2

... now comes the text of the essay...

\*\*\*\*\*

## Peer Response E2-2

We will follow the same procedure for peer response as we have been doing. Do three peer responses (4<sup>th</sup> for extra-c). Hit reply to your peer's paper to do your peer review. Copy and paste the peer response questions into each response that you do.

### Before Doing Peer Response:

Review our resources regarding writing introductions and look again at the original writing assignment (i.e. re-orient yourself toward the task and goals for this assignment).

### Draft 2.2 Peer Response Questions:

- 1) Address something the author mentioned in his or her draft letter.
- 2) Has the writer incorporated "essay form"--introduction, body, conclusion? How about paragraphing? Does it have a single paragraph Introduction and Conclusion and "divide up the proof" in the Body by presenting one Primary Support per body paragraph?
- 3) Introductions should connect with the reader, clarify the topic/issue, and present the thesis (in the LAST sentence)? Copy and paste the writer's FIRST sentence here—how is it working as a "lead?" Copy and paste the writer's LAST sentence in the introduction—how sharp an Illustrative Truth thesis sentence is it? What suggestions do you have for making the introduction work better?
- 4) You've just commented on the author's MESSAGE (thesis). Comment now on how this writer is directing this message toward a SPECIFIC audience for a specific PURPOSE. This purpose should be to move this audience to do something. Is the writer explicitly speaking TO the audience and pushing for their purpose? What suggestions do you have related to audience and purpose?
- 5) Focus on the BODY of the essay: Has the writer used stories to develop their essay? POINT to the story you believe works best? Describe how this story supports the general illustrative truth and pushes the essay's purpose toward this audience? What story is not working as well? How can it be improved?

## Writing Review Draft E2.2

Before doing the writing review, look again at our essay assignment and its learning resources. Look at the example essay(s) also. Refresh yourself with the goals and particular aspects of this writing task. To do your E2-2 WR, read your own draft, and the peer responses it has received, and hit reply. Be sure to do this Writing Review BEFORE you begin revising your essay.

### Writing Review E2-2Topic:

1) Take a step back, and think about where you are in working on this essay. Where do you feel comfortable about your draft right now, and where are you uncomfortable? Where in particular do you feel you are struggling? Explore each of these feelings and why you may be feeling this way about your draft.

2) Discuss specific feedback you received on your introduction, rhetorical stance (message-audience-purpose), and development (with stories). Identify key problems you have right now in these areas and write about what you will do to address these problems and why.

3) Put yourself in your audiences' shoes and look again at your essay. What do you think you can do to better achieve your desired effect upon your intended audience?

--responses should be 250 words minimum

## Editing/Grammar/Writing Exercise #6: Avoiding Sentence Fragments and Run-Ons

Read AWREF pp. 207-218 on Sentence Fragments and Run-ons (and other sentence boundary errors) (If you want more on fragments and run-ons, look up about fragments and run-ons from Grammar Bytes

--Fused Sentences and Comma-splices: <http://chompchomp.com/csfs01/>

--Sentence Fragments: <http://chompchomp.com/rules/fragrules.htm>

- a. Listen to Grammar Girl on run-ons! -- <http://quickanddirtytips.com/education/grammar/what-are-run-on-sentences>
- b. View the best guide ever on avoiding run-ons: <http://leo.stcloudstate.edu/punct/avcsfsro.html>
- c. [Review my punctuation guide](#) on the two ways to connect complete sentences.
- d. Do editing exercises  
--[Editing Fragments and Run-ons Exercise \(MSWord version\)](#)  
--[same exercise as a pdf file](#)

Write out your answers to all the exercises and post them in the E/G/W#6 assignment inside Canvas.

## Process Journal #6

Initial response should be 250 words minimum, and don't forget to do the 4 "ah-hah" responses. Posted in WK 6 PJ forum.

### Process Journal #6: Invention

Before writing this Process Journal, you should have read --Chapt. 2 "Getting Launched" in Trimble as well as CI in AWREF on generating ideas --Also read one of the essays in *Writing Spaces* <http://writingspaces.org/essays> that has "invention" in its title (you choose which one; I think there are three to choose from).

One of the biggest tasks a writer has to do is get started. You have to "invent" what you will write. One of the five canons of Classical Rhetoric, in fact, is Invention and deals with how you come up with ideas for your piece of communication and how you decide you will go about communicating your ideas. Terms we have come up with for this "ideas" phase are "pre-writing" or "brainstorming."

For this process journal, I want you to share how you go about getting started with a piece of writing. Do you just sit and write? Do you do any particular invention activities that seem to help? Share some of the approaches and tricks that you have tried that seemed to have worked for you. We tried a couple brainstorming activities in our first essays--did they seem to help you as you got into the drafting of your essay? Talk about some of your impressions of Trimble's chapter 2 on "Getting Launched" and from your reading of the essay on invention in *Writing Spaces*. Be sure you reference each text.

\*\*\*Special Note: There is a misconception about the writing process that you come up with your ideas ONLY in the pre-writing phase of working on a piece of text (before you begin to write). This is complete balderdash! We are inventing and discovering and problem-solving and shaping and forming and seeing possibilities all along the way as we write.

--post in the Process Journal #6 forum, 250 word min. Don't forget to do the four "ah-hah" responses by the end of the next day.

## Make Final Revisions on your Essay #2 draft #2

### Guidance for Writing the Final Draft of Essay #2: E2-3

You have already worked very hard on this essay, and at this point hopefully your content is in pretty good shape. Often times, when students are asked to revise they think that revision is only about fixing grammatical mistakes, but that is too narrow a view of revising. It comes from the idea that writing is a matter of one-shot drafts: you write it once, fix it up, and you are done. Granted, much of our writing may be this way (such as in emails or letters), but for academic papers and other types of writing that have an important purpose, you need a broader view of writing that is aware our first drafts are always rough and that writing grows and improves with dedicated attention and effort. Writing is a matter of construction, and few (if any) writers pop out perfectly constructed pieces of writing the first time.

What is important is that you develop a mental model about revision that acknowledges this perspective of growth and evolution in writing.

Before you dig in to revise your paper for its final draft, you should have

- Done peer response on E2-2.
- Viewed the responses on your draft and done your writing review E2-2.
- Reviewed our learning materials to have a good sense of goals of this writing assignment
- Next, review C3-e and C3-f in AWREF. It talks about the difference between Revision (“Global Revision”) and Editing (“Sentence-Level Revision”) and then “Proofreading.”

As you revise, follow the sequence, revision, editing, and proofreading you just reviewed in C3 of AWREF:

- 1) **FIRST** revise by examining your essay regarding “global” issues and make whatever changes need to be made—purpose, audience, thesis, structure, support, language (the feedback you received from peers ought to help you here). See pg. 28 in AWREF.
- 2) **SECOND** closely edit the sentences in your paper for grammatical and other sentence-level issues. I strongly recommend that you print out a draft of your paper (double or even triple spaced) and mark it up. Try using these Standard Editing Marks (print this page): <http://www.lirvin.net/WGuides/editmarks.pdf>. Look especially for fragments and run-ons. Also, look at your punctuation. Perhaps you want to have the guide to punctuation and sentence structure next to you as you edit.

After you mark up your printed copy, go back to your electronic copy and make these changes.

#### \*\*\*A NOTE ABOUT GETTING EDITING HELP\*\*\*

Every writer needs help with editing and revising. The extra eyes and perspectives only help us see things we may be missing. If you ask for some help from someone in this editing phase, I strongly recommend that you not ask them to “fix” your paper

for you. You are the author! Instead, simply ask them to circle or underline places where they sense something may not be correct. You all can discuss together what may be the issue. Often just the simple act of drawing our attention to a particular place in our paper will help us see what is wrong.

- 3) LAST, proofread your paper. Students often give this step only a minor effort, but I urge you not to skip it. Once again, print a copy of your paper (double-spaced). Then re-read your paper looking this time only for surface errors like misspelled words or gaps or any small oversight. Everyone has these kinds of small errors. You could ask someone again to help you at this phase, and in this case you definitely want him or her only to circle problems they see in the text. You should be able to fix these once your attention is drawn to them.
- 4) When you feel that your masterpiece is ready, submit your paper within the E2-3 Final Draft forum inside Canvas.  
**Be sure that you have formatted it in MLA Manuscript Format**  
-- 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=rYC6U75hrFU>  
--characteristics include, 1" margins, double-spaced, with a heading and pagination with your last name in the header.

Essays not turned in in MLA Manuscript format will be returned for reformatting. BRAVO! You should feel a big sense of accomplishment finishing this essay.

**Late Draft Policy**—Remember that late final drafts count against your “On-Time Drafts” grade. Be sure to do the E2-3 Writing Review to complete this “on-time” draft. The E2-3 Writing Review is NOT due at the same time as the Essay—we will do the Writing Review in-class.

## WEEK SEVEN

**Note:** The remainder of WK 7 assignments are in the Essay Cycle #3 Assignment Sheet

## Rubric: Feedback on the Illustrative Essay

<p>Feedback is provided in these specific areas following our six point feedback scale (six being the highest, below three being not passing). The scores do not add up to a final grade, and any single criteria could have a large impact on the overall evaluation.</p>	
<p><b>Introduction—Title/Lead Sentence</b>                      1) Does the essay begin with an engaging and attention getting “First Line” or lead sentence or sentences?  <a href="http://www.lirvin.net/WGuides/Leads.htm">http://www.lirvin.net/WGuides/Leads.htm</a>  <a href="http://www.lirvin.net/WGuides/Titles1st.html">http://www.lirvin.net/WGuides/Titles1st.html</a></p>	
<p><b>Introduction—Thesis</b>                      2) Does the writer have a clear expression of their Illustrative Truth that is stated at the end of their introduction?</p>	
<p><b>Organization</b>                      3) Has the writer incorporated “essay form”—introduction, body, conclusion? Is there only one main support per body paragraph?  <a href="http://www.lirvin.net/WGuides/EsForm.htm">http://www.lirvin.net/WGuides/EsForm.htm</a>  <a href="http://www.lirvin.net/WGuides/Organization.htm">http://www.lirvin.net/WGuides/Organization.htm</a></p>	
<p><b>Development/Support</b>                      4) Has the writer used stories to develop his or her essay? How well do these stories fit or support the general illustrative truth? Are the stories specific in nature and targeted well toward their audience?</p>	
<p><b>Development/Description</b>                      5) Has the writer incorporated the techniques of description to make his or her stories more effective?  <a href="http://www.lirvin.net/WGuides/describe.htm">http://www.lirvin.net/WGuides/describe.htm</a></p>	
<p><b>Rhetorical Stance and Awareness</b>                      6) Does the writer have a good sense of audience and purpose in the essay? Have they targeted their message toward a specific audience for a specific purpose?</p>	
<p><b>Correctness/Grammar</b>                      7) Has the writer written in clear, readable prose? In particular, have they avoided problems with punctuation, sentence fragments and run-ons?  <a href="http://www.lirvin.net/WGuides/punct.htm">http://www.lirvin.net/WGuides/punct.htm</a>  <a href="http://leo.stcloudstate.edu/punct/avcsfsro.html">http://leo.stcloudstate.edu/punct/avcsfsro.html</a></p>	
<b>ESSAY Grade</b>	

Comments: