



Essay Cycle #3 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 Engl 1301 Assignment Calendars.](#)

Assignment Calendar

WK7	Trimble chpt. 5 Sentence Combine AWREF pp. 128-34 AWREF Researching 327-340 Faraway Brothers (FBros) pp. 228-	7 Draft Essay#2-3: Final Draft Writing Review E2-3	9 E/G/W Exercise #7 Process Journal #7 WK4 Freewriting Journals (Library Instruction)
WK8	AWREF Researching pp. 341-359	14 (Evaluating Sources Lab) E4 Proposal	16 E3 Invention E/G/W Exercise #8 Process Journal #8 WK5 Freewriting Journals
WK9	Guide to College Writing Trimble chpts. 4 and 6 Using Quotations Trimble Chpt. 13 or 14 AWREF—MLA pp. 365-383	21 Draft Essay E3-1 Peer Response E3-1	23 Writing Review E3-1 E/G/W Exercise #9 Process Journal #9 WK6 Freewriting Journals
WK10	Trimble chpt. 7 AWREF chpt. W2-3 Wordiness AWREF MLA pp. 372-426	28 Draft Essay E3-2 Peer Response E3-2	30 Writing Review E3-2 E/G/W Exercise #10 Process Journal #10 WK7 Freewriting Journals
WK11	Trimble chpt. 7 AWREF MLA pp. 361-426 AWREF Parallelism pp. 111-113	Nov. 4 Draft Essay#3-3: Final Draft Writing Review E3-3	6 E/G/W Exercise #11 Process Journal #11 Extra-C Freewriting Journals

Week 7 Assignments

Readings for the Week

- Sentence Combine AWREF pp. 128-34
- AWREF Researching 327-340
- Chapt. 5 in Trimble's *Writing With Style*
- Faraway Brothers (FBros) pp. 228-270

WK4 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.)

Writing Review E2-3

Like before, please post your answers to the following Writing Review topic inside the WR2-3 discussion board inside Canvas.

Writing Review 2-3 Topic:

You've just completed our second essay. Write about three things you think you learned in writing this essay (or perhaps re-learned) that you think will prove useful to you in future writing situations. Describe your understanding of these concepts or strategies and how you think they may prove useful in the future (this may include contexts outside of a school setting).

Minimum length: 250 words

Essay #3: Topic Sheet

Exploring Arguments in *The Faraway Brothers*

Essay Task:

After reading *The Faraway Brothers*, write an argument/persuasion essay over one of the following topics in which you present Lauren Markham's views expressed in her book through the story of the Flores twins. For each of these essay topics, you need to find support for your argument exclusively from the book—not research or personal experience.

Each of these topics comes from Markham's "Author's Note" at the beginning of the book about what she believes her book communicates:

This book seeks to offer a complex understanding of why immigrants leave their country, what struggles they endure to get here, and the challenges they face setting roots in a

beware working from print copy of assignments alone—hyperlinks access important resources

foreign land. ... But something in their [the Flores twins'] story illustrates, roundly and heartbreakingly, the wounds of war, the spirit of a new generation of immigrants, and the impact of migration on the United States as well as on the tiny, time-battered country of El Salvador. (xv-xvi)

Topic #1: You are at a party where a discussion starts about our current and recent history with immigrants, especially unaccompanied minors, from Central America who are coming to the United States seeking to cross illegally or declare for asylum. A friend mentions, "They're coming for one reason and one reason only—economic." After reading Markham's book and learning about the Flores twins' experience, you see this reasoning is simplistic. Your friend's statement centers around this question: Why do these immigrants from Central America come to the United States? Markham expresses in her book that immigrants from Central America seek to enter the United States for complex reasons. Write an essay articulating Markham's reasoning on this question. You should support this claim with research the author presents in the book as well with the experiences of the Flores family depicted in the book.

Topic #2 and #3: You work for a local school district which has a large population of recent illegal immigrant "unaccompanied minors" or asylum seekers from Central America, Mexico, or other Latin American. The district has charged you with writing two persuasive/informational essays addressed to school teachers, administrators and staff who will be dealing with this population as they arrive in the districts schools. The purpose of these essays is to convince these audiences that each problem is real and will need their special attention and awareness on order to deal with this population of students with sensitivity and success. (*You will select one topic to write on.*)

Topic #2 Essay Question: Do these immigrants experience struggles getting to the United States and to our school that we as school employees need to be aware of?

--What are the key struggles and the kind of impact these struggles have on these children?

Topic #3 Essay Question: Do these immigrants face challenges as they attempt to set roots in the United States that we as school employees need to be aware of?

--What are the key challenges these students face and the kind of impact these challenges have on these children?

Topic #4: In the last sentence of Markham's "Author's Note," she states that her book is about what these unaccompanied minors' "stories reveal about who we are as a country, and what we will, or might, become" (xvi). You are writing an Op Ed for the San Antonio Express-News addressed to the citizens of San Antonio. Based upon what you have learned from reading Markham's book, what do you think these stories reveal about who we are as a country, and what we will, or might, become?

Essay Requirements:

Compose a 1,000 word essay presented in MLA Manuscript format (heading, double-spaced, 1" margins) that incorporates specific facts and details from Markham's book by quoting, paraphrasing or summarizing and citing according to MLA guidelines. You should incorporate quotes from only the Markham book.

Create an appropriate title for your essay that previews your purpose, an engaging introduction paragraph, a body which "divides up the proof" presenting one reason per paragraph, and a clear conclusion paragraph. Include a Work Cited page that lists **ONLY** Markham's book. No outside research is needed.

Discussion of Essay Topic and the Learning Objectives

This essay will build upon what we have done in the last two essays, so you will need to transfer things we have learned in these essays into your writing of this essay. Much will be a new challenge in this essay, but also much will be the same.

This next essay will be an essay with essay form—that is, it will have an introduction, body, and conclusion. We learned a lot about writing introductions in Essay #2, so we will practice crafting another sharp introduction following those same principles of connecting to your reader, clarifying the issue/question, and presenting your thesis (in the last sentence). Likewise, we will try to start with an engaging title and first line or lines. Also, in the Body of the paper, you will “divide up the proof” by putting one primary support per body paragraph.

Probably the biggest difference for Essay #3 is that you will be *writing from your reading*. That means your writing will depend upon your reading, so working on reading skills and also on strategies for moving from reading to writing will be fundamental. You will have to read well to develop your thinking and understanding in order to write well.

Another different for this essay is both the type of essay and the content we use to build support for our thesis. This essay will be an argument/persuasion essay. The most important feature of an argumentative essay is that it structures its support around REASONS. Last essay, your primary supports were stories that showed your illustrative truth; in this essay, each body paragraph will develop one primary reason that supports the thesis. Also, rather than narratives you pull from personal experience to develop the body paragraphs, you will use textual evidence in the form of quotes and paraphrases. That means you will need to use quotes from the book to back up your ideas. It also means we will have to “document” this source following MLA Documentation Style. This task of handling and documenting quotes correctly will be a big new aspect of this essay.

What Writing Skills Will You Be Building Upon From Our Last Two Essays

This essay incorporates the following skills, strategies, and knowledge you have learned and practiced from our Essay #1 and #2:

- Writing an “essay” with an introduction, body, and conclusion
- Building an introduction that does three things—connect with the reader, clarifies the topic/issue/question, and presents the thesis (or answer to the essay question)
- Creating an engaging title and lead sentence(s) as you connect with the reader
- Creating a body that “divides up the proof” by developing one primary support per body paragraph
- Writing to an audience with a purpose (or writing to the writing situation)
- Writing to make a point and persuade
- Using detail in writing to show and not just tell
- Continued work on punctuation and avoiding sentence fragments and run-ons
- Using the writing process effectively to craft an essay

What Is New in this Essay

- Using close critical reading skills for developing comprehension and for recall and reuse.
- Learning strategies for moving from reading to writing
- Writing an argument/persuasion essay
- Using textual evidence for support; how to handle quotes effectively (following the “sandwich principle” for integrating quotes into your text)
- Documenting your use of textual support from sources following MLA Documentation Style

Getting Started With Essay #3

Step One: Picking a Topic and Understanding It

Review the essay topics and pick one that you want to write on. Examine this topic closely for the issue it is asking you to investigate. Review the following breakdown of each topic to help understand what the topic is about and what it will ask you to argue for.

IMPORTANT: For each topic, I define the Essay Question and to a large degree the Thesis. In addition, embedded into the topic is a rhetorical situation defining an audience and purpose. Hence, the real task of the essay is finding and pulling together the support from Markham’s book for each thesis toward this topic’s audience to accomplish the stated purpose

Topic #1:	
Subject:	Reasons for Immigration
Essay Question	Why do these immigrants from Central America come to the United States?
Answer/Thesis	Markham expresses in her book that immigrants from Central America seek to enter the United States for complex reasons.
Audience	Your friend at this party who seems to think these immigrants only come for economic reasons and are not coming for legitimate reasons.
Purpose	To convince this audience that immigrants leave for many complex reasons.
Argumentative Task	Identify the key causes for why this population leaves and the complexity within these causes.

Topic #2:	
Subject:	The Struggles of the Immigrant’s Journey
Essay Question	Do these immigrants experience struggles getting to the United States and to our school that we as school employees need to be aware of?
Answer/Thesis	Yes.
Audience	Teachers, staff, and administrators at a San Antonio School District
Purpose	To convince this audience about this problem so your audience can deal with these students better with more understanding.
Argumentative Task	Identify the key struggles these children experience in their journey from their home country and the kind of impact these struggles have on these children.

Topic #3:	
Subject:	Difficulties Setting Roots in the United States
Essay Question	Do these immigrants face challenges as they attempt to set roots in the United States that we as school employees need to be aware of?
Answer/Thesis	Yes.
Audience	Teachers, staff, and administrators at a San Antonio School District
Purpose	To convince this audience about this problem so your audience can deal with these students better with more understanding.
Argumentative Task	Identify the biggest challenges these new immigrants face trying to make a new life in the United States.

Topic #4:	
Subject:	How the United States Treats Immigrants (especially these unaccompanied minors). The US Immigration System.
Essay Question	Based upon what you have learned from reading Markham's book, what do you think these stories reveal about who we are as a country, and what we will, or might, become?
Answer/Thesis	Your answer or what you think is Markham's answer
Audience	Citizens of San Antonio, readers of the Express-News
Purpose	To convince them that your claim is reasonable or valid.
Argumentative Task	Identify the key things this book and story reveals about the United States' immigration system.

Step Two: Reading Focused on Your Topic

Re-read/skim portions of the book related to your topic. Annotate with a focus around your topic. Take notes! This close review of the book is IMPORTANT. I know it takes time, but give it the time it needs. You might review the chapter outline of the book to see which sections of the book might apply to your topic, and then review these sections more closely.

You should be doing this focused reading around your topic through WK7 and most of WK8. This reading forms the foundation of your ability to write on this topic.

E/G/W Exercise #7: Sentence Combining

Before doing your exercise, learn more about sentences and Subordination and Coordination.

Review some basics about sentences by reading/skimming SFH chpt. 16a-d pg. 233-256. Then learn about Coordination and Subordination by reading 16e-h MUCH more closely. Then review my guide on Subordination and Coordination: [Coordination and Subordination](#) (it might help to have the guide to [punctuation and sentence structure](#) handy too since this is all about connecting sentences and commas after introductory elements).

Open the [practicing sentence combining](#) exercise sheet and combine sentences 1-10 using **both** coordination and subordination (just as in the examples). That is, you will combine the same sentences once using coordination and then again using subordination. Save these combined sentences on a new word processing document, and then post them into the E/G/W#7 Forum.

Process Journal #7: Drafting

Please comment on this post by one of my students about the drafting he did while working one of our class essays. What has been your experience "drafting" and revising in the past? What are you experiencing regarding the process of drafting now?

Erik C on drafting:

As I think about what I went through with this assignment, I've realized that I learned how to really plan and organize my thoughts before I began to write. Up until this class, my first draft was also pretty much my last draft. The only revisions I would make were solely on grammar. I had never edited the content of my essay. Adding things in and taking things out for this essay taught me that there's no such thing as a perfect essay in one draft. Taking these extra steps I think taught me the discipline it takes to do such tedious tasks. More so, I feel like they're helping shape the writer that I will be in the future and they're just helping me. As I mentioned earlier in the semester, I will definitely use this organization process in my "bag of tricks."

--initial response should be 250 word minimum plus four ah-hah responses.

Week 8 Assignments

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

Readings for the week:

- AWREF Researching pp. 341-359
- Review chpt. 4 Writing With Style
- Joseph William's essay [Guide to College Writing](#).

WK 5 Freewriting Journals

--Turn in your fifth week of freewriting journals. You should have four entries, and these should represent ten minutes of continuous writing, with no corrections. Let it be messy. Write without stopping.

--It is best to do ONE journal entry per day. Ten minutes.

--Turn in paper copies.

--Review the guide on Freewriting if you need to: <http://www.lirvin.net/WGuides/freew.htm>

E3 Invention

Before you do the Essay #3 Invention Exercise, it will be important that you have devoted sufficient time to read/review the book focused on your topic (see Step Two in Getting Started on Essay #3). Once you feel you are ready, do the E3 Invention. This exercise will ask you to think deeply about your topic and help you determine

- a) your thesis
- b) your likely primary supports
- c) a sketch of your support for each primary support

Open [this MS Word document](#) and follow the prompts for doing your invention exercise. When you are done, post it into the E3 Invention forum. <http://www.lirvin.net/1301sitebb/E3inventF19.docx>

E/G/W #8—

Before doing this exercise, take some time to review AWREF Researching pp. 341-359 on Evaluating Sources. Also, review the [LibGuide created for our class on evaluating sources](#).

This exercise reviews what we learned in our library instruction “rock lab for evaluating sources.” Be sure that you have studied the above materials and you have the 5Ws Method for Evaluating Sources handout with you as you do this exercise.

Instructions for Evaluating Sources for EGW#8

Do this two-step process for **each** of these pair of sources.

Step 1: Interrogate the pair of source

- Evaluate these sources following the 5Ws Method for Evaluating Sources we learned from our Library Instruction. [Print and use this handout as you do this exercise](#).

Step 2: Then write a 100-150 word answer to the following questions about the two sources

- Which one is more appropriate for college assignments?
- Which is more trustworthy and credible?
- What factors helped you decide?

Set #1: Compare the following sites.

- [The Effects of Pesticides from the Global Healing Center](#)
- [Pesticides and Public Health](#)

Set #2: Compare the following sites.

- [Antibiotic Resistance](#)
- [Antibiotic Resistance –excerpted article](#)

After your evaluation of these two pairs of sources, write a paragraph explaining to another student some of the elements to consider when evaluating a source for their research needs.

Process Journal #8: The Concept of Essay Writing

Before doing this journal, take a look again at Chpt. 4 in Trimble and at [Joseph William's essay Guide to College Writing](#).

Trimble states on page 29, "The entire concept of essay writing is fuzzy to them [most people]. This chapter is for the bewildered majority. It's an attempt to bring into focus the what and the how of the business [of writing essays]."

Reread his analogy and his "checklist" that "you'll find in every successful essay." Look at his model essay and especially at his model analyzed where he examines these checklists of things you'll find in every successful essay.

Topic: Write about how these chapters help you understand "essay" writing better. Write especially about specific items in his checklist and what you interpret them to mean. How does this checklist provide you guidance for writing essays (like the one we are working on in class which does not fit the neat 5 paragraph essay model)? Discuss also what Joseph Williams says about writing in college (especially about writing as argument) and how that might help you understand essay writing in college? Be sure to quote both Trimble and Williams in your discussion.

Glance at Trimble's "Final Tips": What strategies here seem particularly useful to you?
(250 words min. plus four ah-hah responses)

Writing Draft #1 of Essay #3

Before writing your first draft of Essay #3, review your E3 Invention exercise. Re-read/skim the book to explore more about ideas you are having related to the topic. Please please update your thinking as you look again at this brainstorming exercise. We are still very much in the “creation” phase of this essay where we are trying to figure out what we are writing about, so you are likely to see your ideas evolve a lot. That’s good! Once you’ve had a close review of your E3 Invention, and perhaps the book, put them away. Don’t refer to them as you write.

For this first draft, you will write a zero draft where you do some *freewriting* over your topic. That means

- You write without stopping as much as you can.
- It is NOT a formal draft or writing performance (let it be messy).
- Its goal is get your ideas down on the page and feel out your topic in written language.
- Remember, you are representing Foer’s views from the book, not your own or from research.
- This draft’s focus is not on “doing the draft” but on exploring your thinking and structure for the essay.
- You don’t have to provide quotes as support yet in this draft.
- It is OK to write meta-commentary to yourself about the topic and your ideas.

To get the mindset of doing a 1st draft, please review this guide: [Approaching First Drafts](#).

Please follow these steps to do your draft:

- 1) Take one last look at your E3 Invention and the book and put them away—don’t refer to them as you write this draft.
- 2) As you work on this draft, look at ONLY the Essay Topic and/or the Breakdown of your Topic. Let the writing topic keep you grounded in staying on topic.
- 3) Freewrite Paragraph #1: (5 min.)
Write into the prompt’s writing situation. Provide any background/introductory stuff you feel is needed, but move quickly to expressing the Essay Question and the Thesis. *Remember to freewrite. Just write without stopping.*
- 4) Freewrite Paragraph #2: (5-10 min.)
Make your argument for your FIRST reason/support for why you think your thesis is true, valid, or reasonable. *Remember to write from just what is in your head. You can refer to parts of the book without looking at it, and you don’t need quotes at this point.*
- 5) Freewrite Paragraph #3: (5-10 min.)
Make your argument for your SECOND reason/support for why you think your thesis is true, valid, or reasonable.
- 6) Freewrite Paragraph #4: (5-10 min.)
Make your argument for your THIRD reason/support for why you think your thesis is true, valid, or reasonable.
Repeat if you have a fourth reason/support
- 7) Freewrite Paragraph #5: (5 min.)
Restate the core issue of your Essay Question and your thesis. What have you established or proved with your argument—what does it mean? what does it all add up go?

Post this draft into our Canvas class in the Essay #3-draft #1 forum.

Week 9 Assignments

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

Readings for the Week

- AWREF—MLA-1 – MLA-4 on using sources responsibly, handling quotes, and documentation.
- Review and study the Writing Guides on Using and Integrating Quotes
- [Using Quotations](#)
 - [The Sandwich Principle](#)
 - [The Art of Integrating Quotes](#)
 - [yet more on integrating quote](#)
- Chpt. 13 or 14 Trimble on Quoting (this is a great chapter!)

WK 6 Freewriting Journals

--Turn in your sixth week of freewriting journals. You should have four entries, and these should represent ten minutes of continuous writing, with no corrections. Let it be messy. Write without stopping.

--It is best to do ONE journal entry per day. Ten minutes.

--Turn in paper copies. Review the [guide on Freewriting](#) if you need to.

Peer Response E3-1

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.

Before doing peer response:

Look again at the Essay topic sheet for this essay and the example essay(s) (found on page 1 of this assignment sheet). Get in your mind what the tasks and goals are for this essay

Peer Response Questions

1. Examine this writer's chosen topic. Respond in a broad way whether you see him or her addressing the core Essay Question. Where is the writer exactly on target and what might he or she be missing?
2. POINT to the REASON/SUPPORT you think is strongest and makes the most sense? Explain why you see this reason as stronger. Questions? Suggestions?
3. POINT to the REASON/SUPPORT you think is weaker and not as clear. Explain why you see this argument as not as strong. Questions? Suggestions?
4. What other ideas or suggestions do you have to help this writer structure his or her argument and develop it. Are there other arguments he or she could use? Other supporting evidence?

Writer’s Review Topic: Draft E3-I

Before Doing Your Writing Review

Before doing this writer’s review, you should have re-read your draft and considered the peer response you received on the draft. Look over the original essay topic as well.

E3-I Writing Review Topic:

1. What do you think about your thinking on the topic and plan for an argument so far? Where do you think you are headed in the right direction and where are you not sure?
2. Comment on the feedback you received and what has helped your thinking the most for your argument. (If you have not gotten peer response, skip this question.)
3. What particular changes do you think are needed to the plan for your argument—that is, to your Primary Supports or main reasons/support.
4. The next step draft will be the “Development Draft” where you also include textual evidence from the book to support your argument. How do you feel going into this development phase? You’ve already done some collecting of evidence so far. Where do you believe your evidence is strongest, and where do you need to search for more or better evidence in the book?

Writing Review responses should be 250 words minimum (excluding the text of the questions).

E3 Outline and Evidence Sheet

Once you complete your E3 Invention and first draft, you have a general plan for the structure of your essay and an idea about support. With this exercise, you will solidify your Primary Supports (each will form one paragraph in the Body of your essay), and you will COLLECT textual evidence from the book to back up your arguments. By working on this outline and evidence sheet, you will be preparing to write your more formal second draft of this essay. The more evidence you collect the better!

To do this outline, review the following Writing Guides

-- [Organization](#)

-- [Development](#)

Then review more closely these guide on finding Secondary Supports

[Strategies for Developing Support](#)

Review this [example of a partially filled out Notecatcher](#) Evidence Sheet.

Then open and fill out this E3 Outline and Evidence Sheet

-- [MS Word version for filling out electronically](#)

-- [PDF version to print and fill in by hand](#)

--post into the E3 Outline and Evidence Sheet assignment when you are done.

E/G/W#9: Using Quotes

Read about using quotations in your writing (this pre-exercise study may take 30-45 minutes):

- read [my guide to using quotes](#) (including the link to the “[Sandwich Principal of Using Quotes](#)”)
- read/skim the MLA section in AWREF (MLA-1 – MLA-4 on handling quotes and how to use MLA Documentation Style)
- study and follow this [MLA Documentation Guide](#) as you do the exercise
- see MLA Documentation Style in action by reviewing [this example MLA paper](#).

After this reading and studying, open [this Using Quotes exercise sheet](#). I will ask you to read two brief articles, and then write a short paragraph in which you use two quotes properly and effectively for evidence and meaning. Be sure to use the “sandwich principle” for using quotes. You will also “document” these sources following MLA Documentation Style.

Post this completed exercise as a document into the E/G/W#9 assignment so that you can maintain the formatting of your work.

Process Journal #9: Rhetoric

Take 15 minutes to read this definition of rhetoric from *Silvae Rhetorica* (<http://rhetoric.byu.edu/>) and do a general web search about what "rhetoric" is. Find one quote you like or strikes you from a website you discover that describes what rhetoric is or what it does or why it is important (and name the website where it comes from). Discuss this quote and what you think it means.

Talk also about your experience with developing a "rhetorical appeal" in Essay #2 and #3. How does rhetoric relate to your job as a writer? Remember our Process Journal #2 where you wrote about what we should strive to do as writers? How might you update your previous thinking about what writers should seek to do to reach readers.

--250 words minimum plus 4 ah-hah responses

Writing Draft E3-2

(done WK 9 for online class but done in WK 10 for face-to-face sections)

Guidance for Writing the Second Draft of Essay #3

Before writing this draft, you should have read AWREF MLA-1 – MLA-3 and the Writing Guides on Using and Integrating Quotes. Keep the E3 Outline and Evidence Sheets by your side as you work. The more you have collected evidence the easier it will be to write this draft.

Goals for this draft:

- Essay Form: To write a complete version of your essay containing an Introduction, Body, and Conclusion.
- Introduction: To write an Introduction that follows the approach to writing introductions we learned in Essay #2: <http://www.lirvin.net/WGuides/Leads.htm>. Connect with your reader, Clarify the Issue/Question, Present your POINT/THESIS
- Rhetoric: To write pursuing your rhetorical purpose—i.e. to present a convincing argument in support of your thesis to meet the writing situation of the prompt.
- Organization: to write a draft that roughly follows the organization and plan for development you established in your E3 Outline. Put ONE PRIMARY SUPPORT (reason) per Body paragraph
- Development: to write a draft with sufficient development. **Each Body paragraph should present two to four bits of textual evidence from the book in support of the thesis (at least two of which must be quotes, the others could be paraphrases), and each quote should be “sandwiched”** and the connection between the quote and the thesis should be clear.
- As you write the Body paragraphs, use your E3 Outline and Evidence Sheets. Select the best textual support to use! (You don’t have to use it all...)

This draft should be about the length of the final essay—approximately 1000 words. This Development draft is still a rough draft, so do not worry at this point about grammar, punctuation, or proper documentation. Worry most about content and structure.

Posting your E3-2 Draft: Draft Letter

When you post your essay draft E3-2, 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 and label it “Draft Letter.”

Week 10 Assignments

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

Readings for the Week:

- AWREF chpt. 17c Wordiness
AWREF MLA pp. 372-426
- Trimble chapter 6

WK 7 Freewriting Journals

--Turn in your seventh (and last!) week of freewriting journals. You should have four entries, and these should represent ten minutes of continuous writing, with no corrections. Let it be messy. Write without stopping. This is our LAST week of freewriting journals! (You can continue to do one more week for extra-credit if you wish.)

Peer Response E3-2

We will follow the same procedure for peer response as we have been doing. Do three peer responses (4th for extra-c). Hit reply to peer's paper to do your peer review. Spread the wealth as you choose drafts to respond to by seeking out people who have not yet had three peer responses.

Draft E3-2 Peer Response Questions:

1. Respond to the author's Draft Letter and request for custom feedback on something about their draft.
2. Comment on their Introduction following our principles of introductions: sharp Lead sentence(s), clarification of the topic/essay question, presentation of thesis. What's working? What is not?
3. Notice their ORGANIZATION. How clearly structured is the presentation of their reasons in support of their thesis? What is clear? Where do you get lost? Offer suggestions.
4. Notice the DEVELOPMENT of this writer's support inside the Body paragraphs. Consider the Adequacy of this support: Where do you see this textual support to be adequate to be convincing and where do you see more development needed? Consider the Relevance of this support: The textual evidence should connect to the thesis and make sense as support. Where do you see this connection of relevancy as particularly strong and where do you see the connection needing work? Offer suggestions for improving this support.
5. Ultimately, this paper should present a convincing argument based upon Foer's ideas. Comment on how this argument is getting across so far and offer suggestions for making the argument more convincing.

Writing Review Draft E3-2

Before doing the writing review. Look again at our essay assignment and its goals (see pages 2-5). Review the feedback you have received. To do your E3-2 WR, re-read your own draft and hit reply. –response should be 250 words minimum (without questions).

E3-2 WR Topic:

1. How are you feeling about your draft right now? What do you feel are its strengths and weaknesses?
2. Comment on at least two views expressed about your draft by your peers and how they help you think about your draft.
3. Where will you go from here? The next draft is the final draft. In the areas of your introduction and thesis, organization, and development, what are the key challenges you face and how will your revise to improve them. Identify key revision goals and explain why you are planning to pursue them.

--Writing Review responses should be 250 words minimum (exclusive of the questions)

E/G/W #10 Conciseness

Before doing this exercise, read about conciseness and strategies for cutting wordiness in writing.

--Read this [Conciseness Strategies guide](#). Trimble's chapter 6 on Diction, and AWREF W2-W3 pp. 150-156 on Wordiness. Really review and study the six different strategies they present for reducing wordiness and being more concise.

--Try out some of the interactive activities on conciseness at this website to see if you are getting the idea: http://grammar.ccc.commnet.edu/grammar/quizzes/wordy_quiz.htm .

To do this exercise, revise the first two sentences in each of the exercises 17.10-17.18 in the [Conciseness Strategies guide](#) (For the paragraph used for 17.14, just revise the first half of the paragraph through “a totally awesome experience.”) In total, you will revise sixteen sentences and one half of one paragraph. Please label the name of the strategy for each pair of sentences. Ideally, please include the original version, and then the revised version.

Example (done on sentences #3 and #4)

Condense sprawling phrases.

3. In the modern society in which we live today, many people still attend church regularly.

Revised: Many people still attend church regularly today.

4. By virtue of the fact that flood insurance rates are so high, many people go uninsured, risking their property.

Revised: Because of high insurance rates, many people go uninsured, risking their property.

Process Journal #10: Freewriting

You have just finished seven weeks of keeping a freewriting journal in this class. Take a second to review our [guide on freewriting](#) and to think about what the journaling was like for you. Also, read this piece on Peter Elbow's ideas [from his book *Writing Without Teachers*](#).

Write about what you felt was of value in this kind of writing/journaling. What did you find difficult or less valuable? Did you detect any change or impact from doing this kind of journaling? Summarize what you would consider is the "theory" behind the use of freewriting. What do you think of this theory? In what ways might freewriting be of use to you in the future?
--250 words minimum plus 4 ah-hah responses

Week 11 Assignments

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

Readings for the Week:

- a. AWREF MLA pp. 361-426
AWREF Parallelism pp. 111-113
- b. Trimble chapter 7 (review chpt. 6 because it relates and is so good).

Extra-Credit Freewriting Journals

--Turn in voluntarily one extra week of freewriting journals for extra-credit. You should have four entries, and these should represent ten minutes of continuous writing, with no corrections. Let it be messy. Write without stopping.

--Online students turn in journals in the WK7 Freewrite Journals forum in Canvas; face-to-face turn in paper copies.

Revising for the Final Draft of Essay #3 (E3-3)

Guidance for Writing the Final Draft of Essay #3

Before you dig in to revise your paper, you should have

- Done peer response
- Viewed the responses on your draft and done your writing review
- In both cases, reviewed our learning materials to have a good sense of goals of this writing assignment. See page 2-3 of this Essay Cycle Assignment Sheet.
- This final draft will need to follow MLA Documentation Style, so you will need to edit to include in-text citation and create a Works Cited page. See the chapter on MLA-4 in AWREF and [my MLA Guide](#).

As you revise, follow the sequence for revision:

1) **FIRST** examine your essay regarding “global” issues and make whatever changes need to be made: i.e. thesis, organization, development. The goals of this draft remain the same as those for draft #2, but only more refined and elaborated:

- **Argument/Persuasion:** To present a convincing argument supporting thesis using ideas and information from Foer’s book.
- **Introduction:** To write an Introduction that follows the approach to writing introductions we learned in Essay #2: <http://www.lirvin.net/VGGuides/Leads.htm>
- **Organization:** to write a draft that “divides up the proof” by presenting one Primary Support per Body paragraph (i.e. one reason per body paragraph)
- **Development:** to write a draft with adequate and relevant textual support to be convincing. Specifically, the draft should use at least two to four bits of textual evidence from the book in each Body paragraph (two of which must be quotes).
- **Using Quotes:** each quote used in the essay should be “sandwiched” and integrated into the text properly to be meaningful as evidence.

Don’t move on to the second step here until you have completed working on your content and structure.

2) **SECOND** closely edit the sentences in your paper for sentence-level issues like wording, phrasing, sentence variety and grammar. Can you combine sentences for flow and meaning? In particular, edit for correct punctuation (especially looking for sentence boundary errors and sentence fragments). Perhaps you want to have the [guide to punctuation and sentence structure](#) next to you as you edit. Also, edit for conciseness—trim where you can! Re-skim the [Conciseness Strategies guide](#), Trimble’s chapter 6 on Diction, and AWREF W2-W3 pp. 150-156 on Wordiness. Cut. Cut. Cut.

I strongly recommend that you print out a draft of your paper (double or even triple spaced) and mark up your paper. After you mark up your printed copy, go back to your electronic copy and make these changes.

3) **THIRD** include the proper documentation of your source. This includes creating the in-text citations and creating a Works Cited page.

--see [the MLA Guide](#) for how to format each one AND this [model essay using MLA Documentation Style](#) (8th edition).

4) **FOURTH**, proofread your paper. Go over it one more time. Get other eyes to go over it. Look for minor errors to fix. Do a spell check!!! Again, it helps to do this final proofreading on a print copy.

5) When you feel that your masterpiece is ready, submit your paper into the Essay #3-final draft (E3-3) assignment in Canvas.

Writing Review E3-3

Before doing this Writing Review, take a few moments to skim back through your first and second drafts (including the peer response and writing reviews).

Writing Review 3-3 Topic:

Writing is a process, right? This last essay, in particular, was a process of discovery. It called on you to read, re-read, think, plan, and draft. Write about your reading-thinking-writing process for this essay. Be specific about what you did as you worked on this essay and how your thinking and writing changed along the way.

As Ann Berthoff says, “Writing is about choices.” Speak specifically about significant choices you made while writing this essay and why you made them. We also worked on writing strategies related to using quotes and editing for conciseness. Write about how these strategies worked for you. Lastly, if you were to revise this essay for the portfolio, what would you work on first to improve it.

Minimum length: 250 words

Student Name:

English 1301 Grading Profile for Essay #3:

The feedback provided below is intended to assist you in understanding the strengths and weaknesses in your essay. Essays are evaluated holistically on a six point scale with 6 being the highest and 1 being the lowest (3 essays are not passing or <70). Responses in the categories below do not add up to a score, and poor performance in only one area could pull the score of an essay down considerably. Ask any questions you have regarding how to interpret this feedback.

	Excellent	Good	Satisfactory	Poor	Failing
<u>Introduction/Thesis:</u> An introduction that gains the reader's interest, provides needed background and restriction, clarifies the issue or essay question, and presents a clear thesis. The thesis should be a narrowly focused, clear statement that is interpretive in nature. It should answer the Essay Question and be placed at the end of the introduction.					
<u>Organization:</u> Ideas are organized around clear Primary Supports; each one is a reason in support of the thesis. One primary support per body paragraph in the body, and ideas organized logically.					
<u>Development/Support:</u> The quality and depth of ideas in the essay reflect good development in the thinking of the author. Also, support comes from the text and is adequate and appropriate to be convincing. (Minimum three secondary supports per body paragraph—two need to be quotes from the book, at least.)					
<u>Handling Quotations:</u> Use of quotations is done effectively for evidence and support (quotes are effectively “sandwiched”). Punctuation with quotes. Use of quotes affects development and mechanics too.					
<u>MLA Documentation:</u> Use of MLA Manuscript Format and Documentation Style. Includes particularly in-text citation and Work Cited page.					
<u>Mechanics/Grammar:</u> Punctuation, 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."					

Comments and Suggestions:

Score: