

Essay Cycle #3 Assignment Sheet SP18

**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 Engl301 Assignment Calendars.](#)

THREE different schedules for Dr. Irvin's **THREE** different Engl301 classes.

Be sure you follow the right schedule of due dates!

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

Internet Class Schedule of Due Dates

WK7	26 Freewriting Journal WK4	27	28 WR E2-3	Mar. 1 Library Instr- uction	2	3 E/G/W #7 PJ#7	4 Eval. Sources Lab Exercise E4 Proposal
WK8	5 Freewriting Journal WK5	6	7 [Spring Break 3/12-3/18]	8	9	10 E/G/W #8 PJ#8 E3 Invent	11 Draft 3-1
WK9	19 Freewriting Journal WK6	20	21 Peer 3-1	22	23	24 E/G/W #9 PJ#9 E3 Outline	25 Draft 3-2
WK10	26 Freewriting Journal WK7	27	28 Peer 3-2	29	30	31 E/G/W #10 PJ#10	April 1 Easter
WK11	2 Final Draft 3-3 Freewriting	3	4 WR E3-3	5	6	7 E/G/W #11 PJ#11	8 Evaluating Sources

Mon /Wed Class Schedule of Due Dates

WK7	Trimble chpt. 5 Sent. Combining SF chpt. 16 d-g SFH chpts. 43-44 Researching CAS Chpts. 11-Epilogue	26 Draft Essay#2-3: Final Draft Writing Review E2-3	28 E/G/W Exercise #7 Process Journal #7 WK4 Freewriting Journals (Library Instruction)
WK8	SFH—Research chpts. 43, 44, 45	Mar. 5 (Evaluating Sources Lab) E4 Proposal	7 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 SFH—chpts. 46, 47	[Spring Break 3/12-18] 19 Draft Essay E3-1 Peer Response E3-1	21 E/G/W Exercise #9 Process Journal #9 WK6 Freewriting Journals
WK10	Trimble chpt. 7 SFH chpt. 17c Wordiness SFH chpts. 49-50	26 Draft Essay E3-2 Peer Response E3-2	28 E/G/W Exercise #10 Process Journal #10 WK7 Freewriting Journals
WK11	Trimble chpt. 7 SFH 16f-1 Parallelism	Apr. 2 Draft Essay#3-3: Final Draft Writing Review E3-3	4 E/G/W Exercise #11 Process Journal #11 Extra-C Freewriting Journals

Tues /Thur Class Schedule of Due Dates

WK7	27 Draft Essay#2-3: Final Draft Writing Review E2-3	Mar. 1 E/G/W Exercise #7 Process Journal #7 WK4 Freewriting Journals (Library Instruction)
WK8	Mar. 6 (Evaluating Sources Lab) E4 Proposal	8 E3 Invention E/G/W Exercise #8 Process Journal #8 WK5 Freewriting Journals
WK9	[Spring Break 3/12-18] 20 Draft Essay E3-1 Peer Response E3-1	22 E/G/W Exercise #9 Process Journal #9 WK6 Freewriting Journals
WK10	27 Draft Essay E3-2 Peer Response E3-2	29 E/G/W Exercise #10 Process Journal #10 WK7 Freewriting Journals
WK11	Apr. 3 Draft Essay#3-3: Final Draft Writing Review E3-3	5 E/G/W Exercise #11 Process Journal #11 Extra-C Freewriting Journals

WK 7 Starting to Work with *The Case Against Sugar*: Starting Essay #3 and Preparing for Essay #4

WK 7 may be a confusing week because as we begin to focus on *The Case Against Sugar*, we will be laying the groundwork for BOTH Essay #3 and Essay #4. [See this video guide on Essay #3 and #4.](#)

In Essay #3, you will represent one of the causal arguments Taubes' writes about in his book: for instance, that sugar is a primary cause of obesity. See the [Essay #3 Topic Sheet](#) (also on the next page).

In Essay #4, you will pick some topic generated from your reading of the book which you want (or even need) to know more about. It is a personal inquiry project. See [Essay #4 Topic Sheet](#).

We will be working on both essays concurrently, so it is important that you understand the difference between the two essay projects. **Don't get these two essays confused!**

Timeline for Essay Projects

	Essay #3 Timeline	Essay #4 Time line
WK 7-8	Picking a topic, finding support for it in the text	Proposing Research Topics—deciding on a topic
WK 8-11	Drafting Essay #3	The Quiet Phase of Researching—thinking about and informally investigating
WK 11-12	Essay #3 Complete	Active Research—searching and gathering information, finding an answer to the research question
WK 13-14		Writing Up the Research Results—drafting our paper

E4 Proposal

Present 3-5 possible research topics you could write your Essay #4 about. Each topic should be

- something of interest to you that has been triggered from your reading of *The Case Against Sugar*
- something in general connected to sugar (health, nutrition, history, culture)
- something that you already don't know--the goal of the inquiry project is "to find out"
- something that seems "do-able" in a shorter inquiry project, but not too short
--you could probably discover good answers to your Research Question in five to ten hours of research.

For each proposed topic, present the possible topic AS A QUESTION. Then follow this possible Research Question by an explanation of why this topic is of interest to you.

EXAMPLE:

Topic #1: How good or bad in terms of sugar is my typical breakfast of cereal and a banana for me?

Explanation: I have eaten the same breakfast for years. Even though it seems "healthy" and I eat generally healthy cereals like Great Grains, I do eat it with a banana and milk. I know bananas are a fruit and sugar from fruits is not supposed to be as bad, but I wonder about bananas. Am I getting a bad sugar fix here in the morning? I wonder what sort of alternative or modifications I can make to this breakfast.

Essay #3: Topic Sheet

Exploring Cause and Effect Relationships in *The Case Against Sugar*

After reading *The Case Against Sugar*, choose **ONE** of the following topics to focus on a cause and effect/argumentation essay.

- You have had a conversation with your best friend about the book by Taubes that you are reading for your Freshman Composition course. You share with him Taubes' thesis that sugar is "the prime suspect for the dietary trigger of these conditions [including obesity, diabetes, heart disease, gout, cancer, and even dementia/Alzheimer's]" (Author's Note). Your friend responds in disbelief, "No way." In an essay, present Taubes' arguments that sugar is the primary cause of insulin resistance and metabolic syndrome which leads to these modern diseases. Illustrate Taubes' argument by discussing one of these conditions in detail. Be sure to acknowledge that this cause and effect relationship is not definitive, but explain how it is very likely.
- Your biology teacher has been teaching a unit on the scientific method and how our understandings based from scientific research are subject to error. In particular, she pointed out how faulty understandings from this research can have negative effects. As a case study, she has asked you to write an essay in which you present Taubes' support for the assertion that research on nutrition led to the continued consumption of sugar in high levels through the end of the 20th century with its resulting negative effect on the health of the human population.
- You have a good friend who is over-weight—in fact, he is obese. He is convinced that the only way he can lose weight is to reduce the amount he eats (and exercise). He says, "A calorie is a calorie" and "the important thing to weight loss is energy balance and making sure the energy in is less than the energy out." From reading Taube's book, you've learned the problems with this approach to explaining the cause of obesity and its solution. Write a letter to your friend in which you present Taubes' alternative view that sugar intake is a major cause of obesity, not simply energy balance.
- You have been recommended by your college professor to submit a paper to Advancing Science--Mayo Clinic Medical Science Blog. The editors of the blog have asked you to present Taubes' argument asserting that the partnerships between leaders in nutrition research and their sponsors in the food industry have affected scientific research and government policy on the role of sugar consumption in our diet and health.
- You have just received a scholarship opportunity that will cover full tuition to the university you want to transfer to when you complete your Associates Degree. The scholarship committee has asked you to write an essay that describes how Taubes' book highlights the history of sugar's unique place in the American society and diet and its effects on our health.

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 Taubes' book by quoting, paraphrasing or summarizing and citing according to MLA guidelines. You should incorporate quotes from only the Taubes' 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 or cause per paragraph, and a clear conclusion paragraph. Include a Work Cited page that lists **ONLY** Taubes' book. No outside research is needed.

Discussion of Essay Topic and the Learning Objectives

This essay will build from 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, 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.

What is also different in this essay is both the type of essay and the content we use to build support for our thesis. This essay will be a causal argument essay. One thing causes some effect (example, smoking causes cancer or eating sugar causes obesity), or an effect has some cause (obesity is the effect of eating sugar). I will have more to say later about the cause-effect nature of this essay. Another difference in this essay is how you will build support for your thesis. 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 to develop the body paragraphs, you will be using 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 whole enterprise 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 a cause/effect argument
- 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 cause/effect relationship it is asking you to investigate. In each case, I provide you the Essay Question and the Thesis for the paper—that means your task is to search for the SUPPORT for that thesis.

One important assignment constraint to keep in mind is that you are presenting Taubes’ arguments in relation to this cause-effect relationship—not your own and not what you find out from other outside research. That means you have to read closely and find what Taubes’ is saying on your chosen subject.

Review the following breakdown of each topic to help understand what the topic is about and what it will ask you to argue for:

Topic #1: “In an essay, present Taubes’ arguments that sugar is the primary cause of insulin resistance and metabolic syndrome which leads to these modern diseases.”	
Essay Question	What does Taubes’ say is the cause of insulin resistance and metabolic syndrome?
Answer/Thesis	Sugar is the primary cause of insulin resistance and metabolic syndrome.
Core EFFECT	insulin resistance and metabolic syndrome
Core CAUSE	sugar
Argumentative task:	Present Taubes’ arguments for WHY sugar is the primary cause of insulin resistance and metabolic syndrome and thus other diseases

Topic #2: “As a case study, she has asked you to write an essay in which you present Taubes’ support for the assertion that research on nutrition led to the continued consumption of sugar in high levels through the end of the 20 th century with its resulting negative effect on the health of the human population.”	
Essay Question	What does Taubes’ argue is one cause of the continued consumption of sugar in high amounts through the 20 th century?
Answer/Thesis	Flawed research on nutrition
Core EFFECT	The continued consumption of sugar in high amounts through the 20 th c.
Core CAUSE	Flawed nutrition research
Argumentative task:	Present Taubes’ arguments that show WHY flawed nutrition research has caused continued consumption of sugar through the 20 th century.

Topic #3: “Write a letter to your friend in which you present Taubes’ alternative view that sugar intake is a major cause of obesity, not simply energy balance.”	
Essay Question	What does Taubes’ argue is a major cause of obesity?
Answer/Thesis	Sugar intake
Core EFFECT	obesity
Core CAUSE	sugar intake
Argumentative task:	Present Taubes’ arguments for WHY sugar intake is a primary cause of obesity.

Topic #4: “The editors of the blog have asked you to present Taubes’ argument asserting that the partnerships between leaders in nutrition research and their sponsors in the food industry have affected scientific research and government policy on the role of sugar consumption in our diet and health.”	
Essay Question	What does Taubes’ believe has influenced the scientific research and government policy on the role of sugar in our diet and health?
Answer/Thesis	The partnership between leaders in nutrition research and their sponsors in the food industry.
Core EFFECT	Scientific research and government policy on sugar has been influenced.
Core CAUSE	The partnership between leaders in nutrition research and their sponsors in the food industry.
Argumentative task:	Present Taubes’ arguments demonstrating WHY this partnership has caused this influence.

Topic #5: “The scholarship committee has asked you to write an essay that describes how Taubes’ book highlights the history of sugar’s unique place in the American society and diet and its effects on our health.”	
Essay Question	What does Taubes’ believe has been a major cause of influence in American society and diet and its effects on our health?
Answer/Thesis	Sugar and the sugar industry
Core EFFECT	American society and diet and health have been majorly influenced
Core CAUSE	Sugar consumption and sugar industry
Argumentative task:	Present Taubes’ arguments that sugar has caused major influences in American society, especially its history, diet and health.

NOTE: In your paper, I recommend that you use the Essay Question as stated here. However, you will probably find a better way to phrase your thesis statement (or answer to the Essay Question).

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. Annotate! Take notes!

--[Chapter Outline of The Case Against Sugar](#)

For example: Let’s say I was doing Topic #5, I would re-read, re-skim the early chapters of the book (chpts. 1-3) for the major ways sugar and the sugar industry has influenced American society. For Topic #4 that has the thesis that the evil alliance between the nutrition researchers and their corporate food industry sponsors has influenced the scientific research and government policy on the role of sugar in our health and diet, I might focus my re-reading on chapters 6-8.

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.**

Week 7 Assignments

Readings for the Week

- Chapter 16a-h, 43-44 in SFH
- Chapt. 5 in Trimble's *Writing With Style*
- Complete reading *The Case Against Sugar*

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 that 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

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 complete thoughts 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:

- Chpt. 43-45 in SFH on researching and evaluating sources
- 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.

--Online students turn in journals in the WK5 Freewrite Journals forum in Canvas; face-to-face 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 have done this focused reading over your topic, do the E3 Invention. **Don't do this E3 Invention if you have not done this focused re-reading of the book over your topic.**

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.

(Here is the pdf version to view if you don't have MSWord www.lirvin.net/I30I sitebb/E3inventF17.pdf.)

E/G/W #8—

Before doing this exercise, take some time to review chapter 45 in SFH on Evaluating Sources. Also, review the [LibGuide created for our class on evaluating sources](#). [View the online Library Instruction Recording](#) (45 min.). Follow the instructions for downloading the “launcher” for watching this session.

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](#)
- [About Pesticides](#)

Set #2: Compare the following sites.

- [About Antimicrobial Resistance: A Brief Overview](#)
- [Antibiotic Resistance](#)

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's chapter can be found in the FILES portion of our Canvas class.

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 this chapter from Trimble along with William's essay help you understand "essay" writing better. Write especially about specific items in Trimble's checklist and what you interpret them to mean. How does this checklist provide you guidance for writing essays? 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!

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 Taube’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 (on pg. 4-5). 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 (the primary cause/effect relationship) 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 (the primary cause/effect relationship) 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 (the primary cause/effect relationship) is true, valid, or reasonable.
- 7) Repeat if you have a fourth reason/support
- 8) Freewrite Paragraph #5: (5 min.)
Restate the core cause-effect relationship 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

- Chpts. 45-46 in SFH on using sources responsibly and handling quotes
- 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 quotes](#)
- 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.

--Online students turn in journals in the WK6 Freewrite Journals forum in Canvas; face-to-face turn in paper copies.

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

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 cause-effect relationship. Where are they exactly on target and what might they 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?

E3 Outline and Evidence Sheet

Once you complete your E3 Invention, 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](#)

Then open and fill out this E3 Outline and Evidence Sheet

--MS Word version for filling out electronically

<http://www.lirvin.net/I30I sitebb/E3FI7notecatcherI.docx>

--PDF version to print and fill in by hand

<http://www.lirvin.net/I30I sitebb/E3FI7notecatcher.pdf>

--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 45-75 minutes):

--read [my guide to using quotes](#) (including the link to the "[Sandwich Principal of Using Quotes](#)")

--read 47 in SFH on handling quotes and skim chpt. 50 on 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 Chpts. 45-46 in SFH 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:

- Review in SFH chpts 46, 47, and 50 on handling and documenting quotes.
- 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.)

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

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

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 the core cause/effect relationship that is 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 Taubes' ideas. Comment on how this argument is getting across so far and offer suggestions for making the argument more convincing.

E/G/W #10 Conciseness

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

--Read Trimble's chapter 6 on Diction and chpt. 17c pp. 288-297. Really review and study the nine 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. (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*.

<http://myweb.wvnet.edu/~jelkins/writeshop/writeshop/elbow.html>

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. SFH Chpts. 49-50, also review chpt. 47 and using quotes material
- 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 chapter 50 in SFH 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:
 - **Causal Analysis Argument:** To present a convincing argument supporting your topic’s core cause-effect relationship using ideas and information from Taubes’ book.
 - **Introduction:** To write an Introduction that follows the approach to writing introductions we learned in Essay #2: <http://www.lirvin.net/WGuides/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. In particular, edit for correct punctuation (especially looking for run-ons 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 chpt. 16c in SFH and have it by your side as you edit. 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 you're 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