

# Essay Cycle #4 Assignment Sheet Fall 19

\*\*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 Calendars.](#)



## Class Schedule of Assignment Due Dates

<b>WK11</b>	Trimble chpt. 7 AWREF R, MLA 1-4 AWREF Parallelism pp. 111-113	Nov. 4 <b>Draft Essay#3-3: Final Draft</b> Writing Review E3-3	6 E/G/W Exercise #11 Process Journal #11 Extra-C Freewriting Journals
<b>WK12</b>	Review AWREF MLA1-4 AWREF Active Verbs pp. 143-155	11 Evaluating Sources Exercise	13 E/G/W Exercise #12 Process Journal #12 Preliminary Findings
<b>WK13</b>		18 Draft Essay E4-1 Peer Response E4-1	20 E/G/W Exercise #13 Process Journal #13 Writing Review E4-2
<b>WK14</b>	Review AWREF MLA pp. 361-426	25 Draft Essay#4-2 Peer Response E4-2	27 <b>Draft Essay#4-3</b> Writing Review E4-3

# Essay #4 Topic Sheet

## Personal Inquiry Project Over a Topic of Interest from *The Faraway Brothers*

*The Faraway Brothers* discusses a topic that has been a huge topic in the United States for many years, but especially in the last five years—immigration, especially the flood of immigration from Central America. For this project, you will pick some topic **generated from your reading of the book** which you found interesting and want to know more about. The more you have a personal “felt need” to know regarding this inquiry project the better. Learning about this topic will benefit you in some way personally. This isn’t a project to support what you already know but to investigate and discover something you don’t already know.

For this project, you will pick your own research topic. Then you will research it through library and web sources, and perhaps from field research where you talk to people or experts. The goal will be to find answers to whatever you set for your “Research Question.”

This essay is not a large research project—you aren’t writing a Dissertation or Report for Congress. The research paper you will write will be a 4-6 page paper that uses a minimum of five research sources. Your final project will be accompanied by an Appendix in which you evaluate the sources you used and why you selected to use them.

### Our Research Project will have the following phases:

1. WK2-7 Reading the Book—prospecting for possible topics
2. WK 7-8 Proposing Research Topics—deciding on a topic
3. WK 8-11 The Quiet Phase of Researching—thinking about and informally investigating
4. WK 11-12 Active Research—searching and gathering information, finding an answer to the research question
5. WK 13-14 Writing Up the Research Results—drafting our paper

### Our Final Paper Will Have These Part

- I. Introduction  
—set up personal connection to topic and research question and one sentence summary of findings (serves as thesis).
- II. The Story of Your Research Process  
—describe what you did to research so we can gauge your research results and appreciate them
- III. The Results of Your Research  
—here you will detail what you found out, the answer(s) you found out to your research question
- IV. My Thoughts on My Research Process and My Research Results  
—what have you learned from this project about researching and about your topic of interest.
- V. Conclusion
- VI. Appendix

### Essay Requirements:

The research paper will be 1000-1500 words and incorporate information from at least five research sources in addition to the Markham book (= six total sources). You will likely still quote Markham’s book. In addition to Markham’s book, you must have one other book and one peer-reviewed academic article in your mix of sources.

The final draft will be presented in MLA Documentation format with a Works Cited page and an Appendix in which you evaluate each of your sources according to the 5Ws Method for Evaluating Sources Test.

--see [Essay Criteria for evaluation](#)

## Essay #4 Outline

Below is an outline of the parts of the essay and likely paragraphing you will have in your essay:

Part I: Introduction	1 paragraph
Part II: Story of Research Process	1 (maybe two) paragraph
Part III: Finding #1	1 paragraph
Finding #2	1 paragraph
Finding #3	1 paragraph
Finding #4	1 paragraph
Part IV: Reflection/Self-Evaluation of Research Process and Results	1 paragraph (maybe two)
Part V: Conclusion	1 (short) paragraph
Appendix: Authorizing Sources	(listed in alphabetic order)

ALL of this needs to fit within 4-6 pages (1000-1500 words). Please keep within this range!

### Special Guidance for Each Part of the Essay--[See this Example Essay #4](#)

#### Drafting the Introduction (Part I)

As a short 4-6 page paper, your introduction should be all in ONE paragraph. Following our [guide on introductions](#), you should do these three things:

**Connect with the reader**

--seek to craft an attention-getting opener that connects your audience to the topic and to you.

**Clarify the Issue or Question**

--provide background about your personal connection to the topic and why you chose it for your inquiry project.

--Then state your Research Question

(The background information you provide should not be too long, but it should naturally set up the presentation of your Research Question.)

**Present Your Point**

--present a one-sentence version of the answer to your Research Question. This condensed sentence sums up what you found out from your research.

(You may not be able to write this thesis in your first draft.)

#### Drafting Section II: The Story of Your Research Process

You started this project picking a topic you knew little or nothing about, and now you are at a point where you know something about your topic.

Knew Nothing ←----- → Know Something

For this section you will recount WHAT YOU DID TO RESEARCH and WHAT YOU FOUND ALONG THE WAY (how your ideas and understanding grew).

**Here is the important point:**

You don't have to retell every little thing you did to research!

As you brainstorm on how to tell this story of your research process, start with your end point—your results and findings (what you have discovered and learned). Then backtrack to follow the steps and things

you did to get to this finding or answer to your research question. When you write your draft, retell this trajectory from the start of the project to the end, highlighting the significant route you took to get to the end results.

It is this “narrative of discovery” you want to tell, detailing what you did to get to this discovery. You should also recount the twists, turns, and missteps in your understanding along the way. The ultimate purpose of this section is so that the reader can understand where your results came from. The credibility of your results will be in proportion to the quality of your research process.

--This section might be multiple paragraphs and 1 to 1.5 pages.

WARNING: Be careful not to let this section get too long. Again, you don't have to retell everything you did.

### **Special Help for Parts II and IV: Use the Language of Researching**

In both Part II you describe your research process and then in Part IV self-evaluate it. As you do this description and evaluation of YOUR researching process, please try to use the language of research to talk about what you have done. NAME the activities you have done using this language.

What is this language of research, you ask???

--see the chapters in AWREF on Researching

--Also, skim these three guides on the research process and notice language it uses to describe and label the "steps" or "phases" or activities of researching: [site 1](#) | [site 2](#) | [site 3](#)

--Seek to be detailed in your description and evaluation.

### **Drafting the Results of Your Research (Part III)**

As you researched your Research Question, you found out many things that have helped you answer your Research Question. This section will consist of multiple paragraphs, and in it you will present the TWO to FOUR key findings from your research related to your Research Question.

Structure this section of the paper following the principle of “dividing up the proof” by presenting ONE FINDING per Body paragraph. As you compose these paragraphs, you should structure each one in this way:

Transition Sentence

--present a transition sentence setting up the particular finding that this paragraph will focus on

Explain and Detail What You Found Out

--Use quotes and possibly some paraphrasing from your multiple research sources to explain and detail what you found out and what this information means in terms of your Research Question.

Each body paragraph should present at least three bits of information from research—two of which (at least) need to be quotes. The other citation(s) could be a paraphrase, and you certainly can include more than three supports from research.

### **Signposting Your Way Through the Paper**

Just as in Essay #3 where we talked about "signposting" our argument, you will want to create clear signals to your reader as you move from one main part of your paper to the next. These are transition sentences to start paragraphs that communicate to the reader what the next paragraph will be about and how it fits into the overall plan for your paper. --review the [guide on signposting arguments from E3](#)

Signpost as you shift to discuss your research process when you start Section II and IV

Definitely signpost as you shift to discuss your Findings and as you move from Finding to Finding:

--The first thing I discovered from research is that \_\_\_\_\_  
--The second finding from my research is that \_\_\_\_\_

### **Drafting Section IV: My Thoughts on My Research Process and My Research Results**

If Section II was descriptive, Section IV is evaluative: in Part II you described and narrated the story of your research process, but in Part IV you will discuss what went well and what didn't go well. You need to self-evaluate your research process and reflect upon it. What went well and easy? What was hard and didn't go so well? Did you make any mistakes?

Talk about what you have learned about researching and about yourself as a researcher.

You and your research process produced the Research Results you came up with—what do you think of these results? Make connections between your research process and your results if you can.

--While this section might be multiple paragraphs, I recommend you squeeze it into one paragraph (but no more than two). Length should be .5 to 1 pages.

### **Drafting Section V: Conclusion**

In this last section of your paper, return to your RESEARCH QUESTION and why it is important to you. Present what you found out in a clear, single statement one more time. Then follow with two to four sentences about the implications of what you found out—what does it mean? What does it all add up to?

**NOTE:** You still need a Works Cited page! The Works Cited page will go **BEFORE** the Appendix (on its own separate page).

### **Drafting Section VI: The Appendix**

In the Evaluating Sources Exercise, you evaluated at least three of the sources you researched. Use the 5Ws Method of Evaluating Sources for all the research sources you cite information from in your paper.

For the Appendix section of Essay #4, you need to include two things about each source:

1. The MLA citation of the source (properly formatted)
2. The Explanation of what makes this source credible, according to the 5Ws criteria.  
--the explanation should identify the key factors that make this a good source to use and be  
--each explanation should be 100-150 words

#### **Guidance on the Appendix**

--[What the Appendix should be and should look like](#)  
--[5Ws Method of Evaluating Sources](#)  
--similar example from [what an Annotated Bibliography looks like](#)

#### **What Does an Example Essay Look Like**

The following example essay illustrates a writer who had done a good job in each of the parts of this essay. Study this model to see each of the separate sections of the essay and what they do.  
[See this Example Essay #4](#)

## Week 11 Activities

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

### Readings for the Week

Read Trimble’s chapters 6 and 7 on Diction and Readability for PJ#11. They are some of his best chapters (and closely related to the topic of conciseness).

Also, review the chapters on Researching in AWREF.

### 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.

### Writing Review E3-3: Processing our Essay #3

Like before, please post your answers to the following Writing Review topic inside the WR3-3 discussion board inside our CANVAS class.

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 research, 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 also 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

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## Researching for Essay #4

The goal for this week and the next will be to do the bulk of your research for this essay. At this point, you should have a clear sense of these things:

- your RESEARCH QUESTION
- the scope of your inquiry project
  - that is, how in depth you will go with your inquiries. We are writing a brief research paper, so you don't have to write a PhD dissertation.

### Guidance on Researching

#### A) Knowledge About How to Search Smart

Use the LibGuide created for our Project to help you research and evaluate sources

--[LibGuide for Our Class](#)

--Also, see AWREF Section R (Researching) on finding and evaluating information

#### B) Focus

Search with a laser focus on your Research Question and a sense of the scope of your project. This should be an inquiry project in which you find a suitable "answer" to your Research Question in anywhere from five to ten hours of research.

Keeping these two things (1—Your Essay Question and 2—the scope of the project) in mind will help you sort material based on relevancy and not get side-tracked. This focus will help you, but I also encourage you to remain open for unexpected discoveries that modify your initial inquiry.

#### C) Pace Yourself

Go in search waves according to the type of source

--search for books

--search for academic peer-reviewed articles

--search for web sources

--talk to an "expert"

Remember our required number and type of research sources you will need to cite information from in your paper: SIX sources (minimum) including the Markham's book.  
--ONE of the five sources needs to be a book (beyond Markham's' book)  
--ONE of the five sources needs to be an academic peer-reviewed article  
You can certainly have more than one book and more than one academic article if you wish.

#### D) Evaluate your sources as you go, following our [5Ws Method of Evaluating Sources](#).

--As you research, you don't need to do a formal evaluation, but you should evaluate each source you consider and only use sources that appear credible and appropriate for using in a college paper.

#### E) Keep track of information and sources you find

--as you collect information that helps you answer your Research Question, be sure to extract important information into notes and to keep track of where this information came from

**WARNING:** If you copy information word for word from a source, be sure to enclose those words inside quotation marks so that when you go back to these notes and perhaps use this information in your paper, you can enclose the words in quotes (and avoid plagiarism).

## Evaluating Sources Exercise

For this exercise, ONLY do this exercise for sources you are sure you will end up using information from in your eventual paper.

You want to use good, credible information in your paper, so this process of evaluating and certifying the credibility of the sources you use is important. You have been researching and finding sources with information on your Research Question. You have been reading and learning a lot from these sources. Now I am going to ask you do a more thorough evaluation of some of the sources you are finding and are likely to use in your paper, identifying what makes this source credible.

The Appendix of the paper will ask you evaluate all your sources, but for this exercise at this point, I am asking you to evaluate only THREE of your research sources. (You are welcome to do more than three, but I am only asking you to do three at this point. Don't evaluate Markham for this exercise.)

To Evaluate your source, for EACH source, you should:

- a) Print or have open by your side the [5Ws Method of Evaluating Sources](#)
- b) Use the following worksheet to evaluate each source.
  - [MS Word version of worksheet](#)
  - [PDF version of worksheet](#)

NOTE: Be sure that you evaluate the source in terms of ALL the factors found from the [5Ws Method of Evaluating Sources](#) for each question. For instance, for "WHO: Who is the author?" there are multiple questions to consider—not just the author's name.

When you are finished filling out this worksheet to evaluating your three sources, post this evaluation into the Evaluating Sources Exercise forum in Canvas.

## E/G/W #11: Parallelism

Read about what parallelism and parallel structure is in writing. Take 20-30 minutes studying this material.

--read AWFREF pp. 111-113 on parallelism and crafting balanced sentences.

--also read these the following guides with examples of parallelism from Richard Nordquist:

<https://www.thoughtco.com/parallel-structure-1211264>

<https://www.thoughtco.com/parallelism-in-grammar-1691569>

<https://www.thoughtco.com/parallelism-parallel-structure-1212405>

### Write:

Open and read this page with a passage called "The Beholder" that contains a great deal of parallelism within it -- <http://www.lirvin.net/1301sitebb/Beholder.pdf>.

Follow the directions within this page that ask you to write on a different topic but imitate the parallel structure found within "The Beholder." See the example. Your writing piece containing parallelism should imitate the parallelism found in this mentor text and be roughly the same length. Have fun with this assignment! Post into the E/G/W#11 forum.



## Process Journal #1 I: Diction and Readability

Topic: Read Trimble's chapters 6 and 7 on Diction and Readability.

What are the most important ideas for writing better and more readably that you take away from these chapters. Pick two “tips” or strategies these chapters discuss that are particularly significant to you.

Describe what that tip for readability is (you could quote it) and then why it is important to you. Can you relate these ideas about diction and readability to the strategies you are learning about being concise in your writing?

Post into the PJ#1 I Forum.

250 word initial response

Four 25-50 word “ah hah” replies

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## Week 12 Activities

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

\*\*The assignment for “Authorizing Sources” is found above in the WK1 I Activities.\*\*

### Keep Reading and Researching

We have a lot of different readings that are contributing to the writing of this essay. At some point during this week, you should read and study all of this material.

1. Keep researching on your Research Question this week .
2. Keep reading about researching in AWREF section R on Researching
3. Read about using and documenting quotes. Read/Skim AWREF MLA-2 – MLA-4. THESE ARE ALL IMPORTANT CHAPTERS TO REVIEW AND STUDY.

[You can also review the Purdue OWL information on MLA Documentation Style version 8.](#)

### E/G/W #12: Revising sentences following the Paramedic Method

BEFORE doing this exercise, you will need to do some reading. Read the following webpage [on the Paramedic Method](#). Be sure and read the [section from Richard Lanham’s Revising Prose](#) that explains what this editing method is and shows examples of using it. I suggest you print this excerpt so you can read and re-read it. You will find many similarities in what Lanham talks about and what Trimble discusses in his chapter on Diction (where do you think Trimble got a lot of that stuff?!).

To do your E/G/W#12 exercise, revise the twenty sentences found in [the Revising Sentences guide](#) following the Paramedic Method (and the other revision techniques summarized in the guide). Download the Word (<http://www.lirvin.net/WGuides/pmethodsentences1.docx>) or pdf (<http://www.lirvin.net/WGuides/pmethodsentences1.pdf>) version of the guide to do your revisions. If you check your answers, do so only after you have attempted to revise the sentences yourself.

POST your revised sentences in the E/G/W#12 Discussion Forum inside CANVAS.

## Process Journal #12--Using Quotes

Look again over Trimble's chapter 14 (or chpt. 13 in other editions) on using quotations as well as my guide for using quotes <http://www.lirvin.net/WGuides/quotes.htm>.

Topic: Pick one quote from Trimble's chapter that stood out to you as especially important to remember as you use quotes in a paper. Discuss why you think it is essential. Also, mention one thing you learned from the chapter that you did not know before. Turning to my guide on using quotes, discuss your experience attempting to apply the "sandwich principle" for using quotes.

--250 word minimum initial response

--4 ah hah replies to peers' posts

## Preliminary Findings Assignment

You have done a fair amount of researching investigating your Research Question. Now I want you to share what you have found out at this point. Please answer the following questions in around 250 words:

What is my Research Question?

What answer(s) have I found so far to this question? What have I learned?

What more do I need to find out? What else do I not know at this point?

Post your answers to these questions in the "Preliminary Findings" assignment in Canvas.

Note: Guidance on writing the first draft of Essay #4 is found in WK13 below.

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## Week 13 Activities

### Readings for the Week

1. The chapters on researching and handling and documenting quotes inside AWREF MLA are important chapters to know.
2. For PJ#13, you will need to read the Writing Spaces article "Walk, Talk, Cook, Eat: A Guide to Using Sources": <http://writingspaces.org/haller--walk-talk-cook-eat>
3. You will also read the guide on Coherence: <http://www.lirvin.net/WGuides/Coherence.htm>

## Write E4-draft I (E4-I): Just TWO sections fully developed.

All you have to do for this “draft” is to **post a draft of TWO parts of the paper.**

Below is the complete outline of the paper. For this draft you will ONLY write parts #1 and #3 (highlighted below in red):

### I. Introduction

—set up personal connection to topic and research question and one sentence summary of findings (serves as thesis).

### II. The Story of Your Research Process

—describe what you did to research so we can gauge your research results and appreciate them

### III. The Results of Your Research

—here you will detail what you found out, the answer(s) you found out to your research question

### IV. My Thoughts on My Research Process and My Research Results

—what have you learned from this project about researching and about your topic of interest.

### V. Conclusion

### VI. Appendix

**Note:** We will write a complete draft for draft #2. For this draft, you only need to write part I and III. See pages 3-5 for guidance on drafting each part of the essay.

### Review and Guidance on How to Use and Integrate Quotes Successfully

To write these paragraphs detailing your findings, you will need to include quotes from research, so you need to review how to use quotes.

Review and study the following *carefully*:

#### 1) [Guide for Using Quotations](#)

This is my one page “basics” (everything you need to know in a condensed form) handout on using quotes. You study this guide and follow its principles, and you’ll do well using quotes in your own writing. In particular, you should learn the “Sandwich Principle of Using Quotes.”--

<http://www.lirvin.net/WGuides/swichQuotes.htm>. AWREF MLA-3 and chapter 13 in Trimble also deal with using quotes.

2) Read the following guides on Integrating Sources that cover avoiding plagiarism and using quotes in your writing. These sections contain VERY important and fundamental principles and conventions for using other people’s words and ideas inside your own writing.

#### [The Art of Integrating Quotes](#)

--[yet more on integrating quote](#)

Below is an example of a sandwiched quote like you should do (color-coded here to highlight the “sandwich”):

The *Personality Tests and Type Profiles* website on a page titled “Extraverted and Introverted Preferences” presents a definition of extroverts as very social and outward focused: “Extraversion is a preference to focus on the world outside the self. Extraverts enjoy social interactions and tend to be enthusiastic, verbal, assertive, and animated. They enjoy large social gatherings, such as parties and any kind of group activity.” As this quote indicates, extroverts are energized by being around people.

## Last Notes about Draft E4-I

Remember this is just a draft. Don't worry about any grammatical issues, and don't worry about having your MLA Documentation correct. When you have your draft complete, please post it in the E4-I assignment in Canvas.

**ONLY** the draft is due on the due date. We will do the peer response in class and complete the Writing Review when we have finished peer response.

## Do Peer Response on draft E4-I

As we have done before, please do **THREE** peer responses with a fourth counting for extra-credit. To do your peer response, read your peer's draft and hit **REPLY**. (Look for people who have not had at least two responses.) Please follow the Peer Response questions below and number your responses (copy in the questions to help you follow them more easily).

### Peer Response Questions for Draft 4-I

1. Comment on the draft Introduction in terms of our goals of a) connecting to the reader (with a sharp lead sentence), b) providing needed background (including a clear statement of the Research Question, and c) presenting a one sentence statement declaring what the writer learned from his or her research. What is working so far? What is missing or not working?
2. **POINT** to the most significant **FINDING** the writer presents. What is intriguing about this finding? How does it tie to his or her original research question?
3. **POINT** to the **FINDING** that may be less clear or interesting. What is not working as well at this point? How well does it connect to the original Research Question?
4. As a reader interested in hearing an answer to the Research Question, what sorts of questions do you have? What would you like to see or hear more about?

## Writing Review E4-I

After you have completed peer response and the time period for peer response is over, review your own draft and any peer responses you have received. Then respond to these questions about your own draft.

### Writing Review Topic for Draft E4-I

You've just made an initial attempt at part of this essay. Nothing is carved in stone. How do you feel about your introduction and how you have chosen to open the paper? Is it working? What might you do to improve it?

You've also presented results of what you found out from your research. What particular problems are you experiencing with this Results section? What is the source of the problems and how might you address these problems? Do you need to do some more research? What more do you need to make this Results section good?

--responses should be 250 words minimum (excluding the text of the questions)

## Write E4-draft2 (E4-2): Adding the Remaining Sections

### General Draft Goals:

As we have done with our other essays, the second draft is the “development draft”—the draft where you get the entire draft down from introduction to conclusion. At this point, we are not pressuring ourselves for grammatical correctness or perfect documentation. Our focus is on content, on structure and development. You certainly can have gaps at this point, but this draft should be something like a dress rehearsal of the entire play.

In draft #1 (E4-1), you only had to do Section I (The Introduction) and Section III (The Results of Your Research). In this second draft, you are going to

- A. **REVISE** the sections of the paper from draft E4-1 (Intro and Results)
- B. **ADD** newly composed sections to have a complete draft

Below is the complete outline of the paper (color coded for the **revised** and newly **added** sections).

- I. Introduction**  
—set up personal connection to topic and research question and one sentence summary of findings (serves as thesis).
- II. The Story of Your Research Process**  
—describe what you did to research so we can gauge your research results and appreciate them
- III. The Results of Your Research**  
—here you will detail what you found out, the answer(s) you found out to your research question
- IV. My Thoughts on My Research Process and My Research Results**  
—evaluate your research process and discuss what you have learned from this project about researching and about your topic of interest.
- V. Conclusion**
- VI. Appendix**

See pages 3-5 for guidance on drafting each part of the essay.

As you work on writing this draft, I recommend that you work on one section at a time and follow the guidance for each section of the paper found on pages 3-5. You **MUST** view and follow the guidance provided for each section as you write.

## Peer Response 4-2

OK. We will follow our same drill. This is our LAST peer response. However, because these essays are longer, I am only requiring you to do TWO peer responses and a third can be for extra-credit. Do not do a third peer response on someone's paper until everyone in the class has at least two responses.

### Draft 4-2 Peer Response Questions:

1. This is the writer's second draft of his or her Introduction. How is it working? Comment on how well the introduction launches you into the inquiry project of the paper.
2. Focus on Section II: Comment on the "narrative of their discovery." Where was the story particularly interesting? Do you see the writer using the language of researching to describe what they did to find information? What questions or confusions do you have about the description of this story and what happened? (If there is no real story, note that fact.)
3. Focus on Section III: Comment on the writer's Results section. Is it organized clearly around "Findings"? What findings are clear and which ones are less clear? How well is textual evidence working in this section—is there enough? Are quotes properly sandwiched so that the meaning of this evidence is clear? Are you satisfied the writer found an answer or answers to his or her research question?
4. Focus on Section IV: What do you learn about the writer's view of his or her own research process? What more did you want to hear about? What questions do you have?

## Writer's Review Draft 4-2

Reply to your own draft 4-2 to do your Writer's Review. It should be a minimum of 250 words.

**WR 4-2 Topic:** Taking into account the responses you have received from your peers and the goals and resources of the assignment, self-evaluate your own draft. Please reference your peer response where you can.

1. What is good so far about your draft? What and where does it still need work?
2. Try to identify the problems in your draft, and express what you now realize about your essay and the assignment that you didn't know before.
3. Lastly, discuss what plans you have for revising the draft. Chart out a game plan for how you will go about addressing the weaknesses in your draft and reaching a final draft by next class.

## **E/G/W #13 Exercise--Continuing to Learn About Revising Sentences Using the Paramedic Method**

Review the link [on the Paramedic Method](#) and the [section from Richard Lanham's \*Revising Prose\*](#) that explains what this editing method is and shows examples of using it.

Then edit the following text using the Paramedic Method:

<http://www.lirvin.net/WGuides/Paramedicpractice1a.pdf> (pdf version)

<http://www.lirvin.net/WGuides/Paramedicpractice1a.docx> (Word version)

To edit, you will need to

--print this text

--and MARK IT UP following the steps of the paramedic method (as exemplified in this exercise assignment sheet)

--revise the original text following your editings: seek a 20-30% lard factor if you can! Go for it!

--if you can scan your marked up edited exercise, please do it and paste it into a word file of the revised version

NOTE: I will look for you to edit your final draft of this essay EXACTLY like you edited for this practice exercise.

## **Process Journal #13**

*Read Before You Write:*

Review MLA-2 and MLA-3 in AWREF on handling source information in your paper and MLA-4 on MLA Documentation Style (as well as my guides you have looked at for this essay on using quotes and avoiding plagiarism—even Trimble chapter 14.). Then read the Writing Spaces article “Walk, Talk, Cook, Eat: A Guide to Using Sources”:

<http://writingspaces.org/haller--walk-talk-cook-eat>

### **Reviewing about Avoiding Plagiarism (or Academic Dishonesty)**

Plagiarism (that dirty word) is not just about cheating, but also can come from mishandling other people's words and ideas in your work. *It is VERY important that you learn how to avoid it.* Look at these two sources to give you pretty much everything you need to know to avoid misrepresenting other's work:

- 1) Read MLA-2 in AWREF on Using Sources Responsibly and Avoiding Plagiarism
- 2) Irvin Writing Guide on [How to Avoid Plagiarism](#)  
You MUST know what “plagiarism” is and how to avoid it.

*Write After You Have Read:*

#### **Topic--**

In this response, be sure that you refer to the Writing Spaces article as well as the other sources on avoiding plagiarism.

You have read a lot about the approaches, the challenges, and the pitfalls of properly handling and documenting source material inside your own writing. Discuss your previous experience using and documenting quotations and what you struggled with in the past. What have you learned from the materials we have reviewed for this paper? What are the key principles about using sources that you will carry with you into the future? What are you still unsure or not confident about when using sources in your writing?

Initial response should be 250 words minimum

--4 short ah-hah responses of 25-50 words (done by the end of the next day)

## Week 14 Activities

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

### Revising and Completing the Final Draft of Essay #4

#### Special Notes about Drafting the Final Draft

A) The Final Draft needs to “document” its research sources correctly using MLA Documentation Style. --See our Handbook chapter MLA-4 for how to do in-text citations and a Works Cited page. See this my [MLA Guide](#). MANY of your sources will come from the web, so look especially for how to do in-text citations for web sources as well as how to format your Works Cited entry for a web source.

--Be sure to avoid mishandling your source materials and plagiarizing: [How to Avoid Plagiarism](#)

--Review how to handle quotes correctly: [Using Quotes Guide](#)

HINT FOR MAKING YOUR WORKS CITED PAGE: Use “Citation Machine” to help you format your references for the Works Cited page and Appendix: <http://www.citationmachine.net/mla>  
(Be sure and double-check citations created by these tools; they can be a bit off, but they are close.)

B) Review the Essay Requirements to make sure you are meeting them. Re-read page 2 of this assignment sheet describing this writing assignment.

#### Essay Requirements:

The research paper will be 1000-1500 words and incorporate information from at least five research sources in addition to the Markham’s book (= six total sources). You will likely still quote Markham’s’ book. In addition to Markham’s’ book, you must have one other book and one peer reviewed academic article in your mix of sources.

The final draft will be presented in MLA Documentation format with a Works Cited page and an Appendix in which each of your sources is evaluated according to the 5Ws Method for Evaluating Sources Test.

--see [Essay Criteria for evaluation](#)

C) Make an effort to “edit” your paper following the Paramedic Method and general principles of Readability and Conciseness. Edit to look for any grammatical and punctuation errors as well. PRINT a copy of the essay. Edit by marking up this print copy—then make the changes onto your final electronic copy. You might find it helpful to follow this [Editing Checklist](#).

D) Be sure that your final draft is formatted properly in MLA paper format

- [MLA Manuscript Format](#)
- [What a Works Cited page looks like](#)
- [How to format “hanging indents”](#)—see this collection of video guides

E) Make sure you do one final proofread. You may have had enough of the essay, but force yourself to go over it one more time. Perhaps ask a friend to read over your paper to catch anything that looks off. If you do get some help reviewing your paper for a last proofread, ask them only to circle what does not look right. Then you go back to look at each circle to see if there is something to fix.

Turn in your final draft when it is done the E4-3 Final Draft assignment inside Canvas.



## Writing Review Draft E4-3 Final Draft

### Topic:

This essay brought a whole new batch of challenges—researching, quoting, MLA Documentation, editing. You had to find information, select good information, read it and understand it, and then incorporate relevant information to help you communicate your ideas inside your paper. In this last Writing Review, discuss what was challenging for you about this paper. How did you work through these challenges? What is still challenging for you? How did editing go for you? Were you able to brighten and tighten some of your sentences? As our last essay of this semester, discuss how you think it shows the growth you have experienced this semester.

--responses should be a minimum of 250 words

### Process Journal #14: Portfolio Planning

Now is the time to pull together your entire semester of work in this class. You will select previous writings TO REVISE AGAIN (and in some cases for the first time) to put in your end-of-course portfolio. Read the description of our Final Portfolio <http://www.lirvin.net/1301sitebb/portfolio.htm>

Write in this journal about what you think you will include in the portfolio and why you will select those pieces of writing. Brainstorm on the work you will have to do to put together the portfolio. How will you go about it?

--250 word response

--4 ah hah responses

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### Information on the Final Portfolio and Final Exam

After you turn in Essay #4, your only tasks are to create your Final Portfolio and do your Final Exam—they are related. The Final Portfolio is worth 50% of your Final Grade, and the Final Exam is worth 10% of your Final Grade.

The following is a link with information on the Final Portfolio:

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

All students have the option to create an electronic portfolio or a paper portfolio. Both the Final Portfolio and the Final Exam are due at the Final Exam. Your final portfolio will be an electronic portfolio using Google Sites. I will provide guidance on creating your ePortfolio.

Our Final Exam will be a self-evaluation and reflection where you write an essay on what you have learned this semester, particularly centered around the questions of “What is good writing?” and “How do you create good writing?” The exam for online students will be a take-home exam, but face-to-face students will write the Final Exam essay in-class on the day of the final.

A Guide Sheet on Preparing for the Final Exam will be posted at least one week before the exam date. Reviewing our course learning materials as you work to revise ALL the pieces in your Final Portfolio is THE best way to prepare for the Final Exam.