Essay Prompt

Audience:

Purpose:

Requirements:

Assignment Context/Background:

In “Identity, Belonging, and Achievement: A Model, Interventions, Implications,” Cohen and Garcia provide an Identity Engagement Model. Use this model to help you analyze (meaning break down, examine the parts, and interpret their connections) one of the class readings.

Why are we doing this assignment? First, to practice our close, textual analysis. More importantly, though, we are analyzing social identities and the threats that accompany them in a given time or place. This exercise can help us become more aware of the social identity threats we might be under and how we can mitigate them.

Cohen and Garcia’s model provides us with a framework, but we might need more information to be able to break down and explain a writer’s performance. Therefore, we will practice research techniques as well.

Prompts (Topics):

Your task is to use this model to analyze one of the readings we have read in class this semester using this question: **What role has the writer’s identity played in their performance?**  See the suggested limited topics below. Choose ONE text and one social identity.

What to aim for in this essay:

* A thesis-based essay. What does that mean?
	+ A thesis that unifies and captures the main idea of the essay (that main idea should directly connect to the prompt you are writing on)
	+ Paragraphs that follow PIE
		- have a **point** in your topic sentence that connects/has a love connection to your thesis
		- support that point with **illustrations**, concrete showing details from your personal experience/observations and/or textual examples
		- **explain** those illustrations by analyzing them (in other words, break them down and explain how the details support/prove your point)
	+ An introduction that engages the reader, introduces the topic, defines any key ideas the thesis depends on
	+ A conclusion that reinforces the main ideas of the essay while answering the big so what: so why are these ideas in your essay important?  Why should the reader care?
	+ Cohesion throughout the essay; the essay has a clear organizational pattern
	+ A title that intrigues the reader about a key concept or image in your essay
	+ Sentences that have consistent s/v agreement and appropriate word forms. Work closely on sentence-level clarity

\* \* \*

Grade Breakdown for Project 2

|  |  |
| --- | --- |
|  | Project 2 (from syllabus) |
| Polished Essay | 15 pointsThe Polished Essay is a culmination of a lot of process work. Therefore, the 15 points will be broken up as follows:* *Typed introduction, thesis and main idea outline for in-class essay: 2 points*
* *In-class essay that reinforces the thesis: 1 point*
* *Peer Review: 1 point*
* *Library Workshop: 1 point*
* *Final draft: 8 points*
* *Revision Reflection: 2 points*
 |
| Writing Journals | 5 points\* |
| Reading Journals | 5 points\* |
| **Total Points per project** | **25 points** |

Due Dates

|  |  |
| --- | --- |
| W 10.18 | 1. Decide on your topic. How will you do that?
2. Peer Review/workshop of Revision Reflection
 |
| M 10.23 | 1. Writing Journal due
2. Typed Intro and main idea outline due
3. Revision workshop
 |
| W 10.25 | 1. Project 1 Revision Reflection due
2. Revision workshop
 |
| M 10.30 | 1. Hands-on revising time
 |
| W 11.1 | 1. Peer Review/Writer’s Workshop
2. Workshop Reflection:
 |
| M 11.6 | 1. Mentor Activities
2. Writer’s workshop: audience/purpose
 |
| W 11.8 | 1. Grammar Workshop
2. MLA Workshop
 |
| M 11. 13 | PROJECT 2 DUE |

**Writing Journal 1**: Breaking down the prompt

* Read and annotate the prompt, summarizing the assignment and asking questions.
* What do you need to know to write in response to the prompt?
* Choose a topic. You are using this model to analyze one of the texts. Choose a topic that stretches your critical reading and writing skills, but doesn’t overwhelm them. What does this model help you see about the writer’s identity?

**Writing Journal 2**: Start brainstorming

(Note: you may want to do some brainstorming before choosing a topic; writing is often not a linear process). And, be aware—when writing analytically, you often can’t start writing until you have spent a lot of time thinking and rereading critically.

Here are some questions to get you started:

1. Name of the text you are analyzing\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The specific social identity you are analyzing in the text\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Provide some context: what is the situation?
4. What time/place is this situation taking place in?
5. What stereotypes are linked with this social identity in this particular time and place?
6. What cues reinforce &/or contradict these stereotypes?
7. How does the writer (or group you are analyzing) perform as a result of these cues and/or stereotypes?
8. How does this writer (or group you are analyzing) cope with these cues?
9. So what happens as a result?

**Start Writing: The Child’s Draft**

Lucky you: you will write your “child’s draft” in class on 10/23. What can you bring to your in-class essay?

* A typed introduction, which includes your ***working*** thesis. This will not be your final introduction! It will just be one that provides some of the essential information: a summary of the Identity Engagement Model and a summary of the reading you are analyzing. You will also include a working thesis that responds to the prompt: how the writer’s social identity impacts his/her performance. Why will you type this before the in class essay? It will help you focus your ideas and prepare for writing.
* A main idea outline (three topic sentence/points), your texts.

**Start revising**

Lucky you: after you write for 80 minutes (the length of most in-class/timed writing in English classes in college), you will begin to revise your work in class. After making some hand written revisions, I will look at the content of your essays, giving you feedback to help you move your essays forward.

**Recursive Revising**

Things to work towards as you revise (with support and feedback):

* Global level concerns: organization, focus, development
* Local level concerns: sentence clarity, grammar, mechanics

\*\*We will give you more specific revision guidelines when we get to the revising stage.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 A Process for Revising: Critically Evaluating Your Own Work with the Prompt in Mind

Typed Introduction Checklist:

|  |  |  |
| --- | --- | --- |
| Does the introduction explain the main ideas of social identity, vigilance, threat, cope, and performance in your own words in 2-4 sentences?.  | Yes | Not Yet |
| Does the introduction include a **summary of the text** you are analyzing? This means you are explaining the main ideas of the text in your own words in 2-4 sentences. | Yes | Not Yet |
| Does the thesis—which comes in the last sentence of the introductory paragraph— respond to the prompt: how the writer’s **social identity** impacts his/her **performance**? | Yes | Not Yet |
| Does the main idea outline include **topic sentences** that relate to the thesis and **make a point** about how/why the writer’s social identity impacts his/her performance?  | Yes | Not Yet |

Essay Checklist:

|  |  |  |
| --- | --- | --- |
| Does the essay **stay focused on proving the thesis**: how/why the writer’s social identity impacts his/her performance? * How would you know? Annotate your paragraphs: P (for point), I (for illustration), E (for explanation). Then, read each section critically; does the:
	+ topic sentence make a point that needs to be proven?
	+ illustration provide an example that shows this?
	+ explanation break down and explain the illustration?
 | Yes | Not Yet |

Peer Review

(Notice that these questions come directly from the prompt).

Reader\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Writer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Does the thesis unify and capture the main idea of the essay (that main idea should directly connect to the prompt/topic)? How do you know?
2. Does each body paragraph have a **point** in the topic sentence that connects/has a love connection to the thesis? How do you know?
3. Is each point supported with **illustrations**, concrete showing details from personal experience/observations and/or textual examples? Do the illustrations match the point of the paragraph? Why/why not?
4. Are the illustrations **explained and analyzed?**  In other words, does the writer break them down and explain how the details support/prove the point of the paragraph? How do you know?
5. Does the introduction attempt to engage the reader, introduce the topic, and define any key ideas the thesis depends on? Does the introduction engage you as a reader? Do you want to keep reading?
6. Does the conclusion attempt to reinforce the main ideas of the essay while answering the big so what: so why are these ideas in the essay important?  Why should the reader care? Are you left with “goosebumps” after reading the essay?
7. Does the essay include a title that intrigues the reader about a key concept or image that the essay will capture? Does the title fit the essay? Why/why not?
8. Does the essay include sentences that have consistent s/v agreement, appropriate word forms, and clear sentence focus?
9. Is the essay cohesive? In other words, do the sentences and paragraphs “hold hands”? As a reader, do you follow the writer’s idea easily? Why or why not?
10. Overall comments: What are the strengths of this essay? What suggestions do you have? What can the writer do to help you as a reader follow his/her ideas more easily?

 A Process for Revising: Critically Evaluating Your Own Work with the Prompt in Mind

**Round III:** Now that you have worked on your points, making sure that they tie to your thesis, turn your attention to your paragraphs.

Checklist—this is what you are reading for:

|  |  |  |
| --- | --- | --- |
| Does the essay **stay focused on proving the thesis**: how/why the writer’s social identity impacts his/her performance? * Then, read each section critically; does the:
	+ topic sentence make a point that needs to be proven?
	+ illustration provide an example that shows this key concept
	+ explanation break down and explain the illustration, using the key word of the paragraph?

 \* \* \** + Look at paragraph unity/focus/cohesion: have you reminded the reader of your **key word** at least 2-3 times throughout the body of the paragraph? That’s how you reinforce the main point of the paragraph for the academic reader.
 | Yes | Not Yet |

A Process for Revising: Critically Evaluating Your Own Work with the Prompt in Mind

Local-level Concerns: Integrating sources, transitions/coherence

**Round IV:** Now that you have worked on your points, making sure that they tie to your thesis, turn your attention to your paragraphs

Checklist—this is what you are reading for:

|  |  |  |
| --- | --- | --- |
| Look carefully at each quotation you have included. * Have you introduced the quotation with a signal phrase?
* Have you cited the source in MLA format?
* Have you explained it?
* Then, read each section critically; does the:
	+ topic sentence make a point that needs to be proven?
	+ illustration provide an example that shows this key concept?
		- Analysis strategy: underline the reason why you chose this particular quote.
	+ explanation break down and explain the illustration, using the key word of the paragraph?
		- Analysis strategy: use/build on the words you underlined in the quotation. This will help your explanation be more cohesive.

 \* \* \** + Look at paragraph unity/focus/cohesion: have you reminded the reader of your **key word** at least 2-3 times throughout the body of the paragraph? That’s how you reinforce the main point of the paragraph for the academic reader.
 | Yes | Not Yet |