

AVID 1/30/19

Essential Question: How can I use peer feedback to refine and revise my draft?

CW: Argumentative Essay Revisions

HW: One page of focused notes, bring resources. No TRF tomorrow

Class

1. Listen and follow directions
2. Raise your hand before speaking or leaving your seat
3. Keep hands, feet and objects to yourself
4. Respect your classmates and teacher
5. Be nice

Agenda

1. Mindfulness Prompt
2. Argumentative Essays peer revisions and editing
3. Polish Essays

Open Ended Question

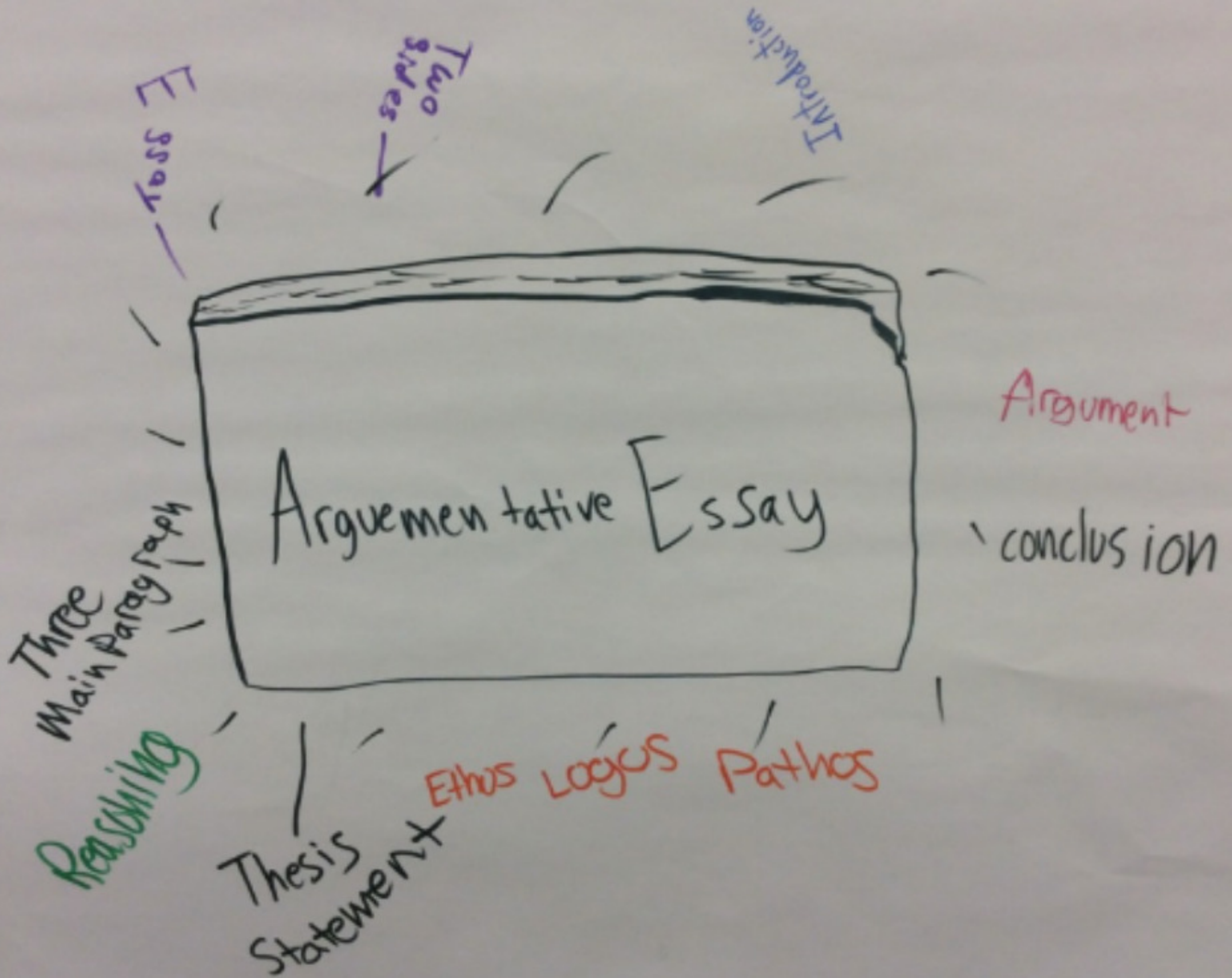
Write for three minutes without stopping: Write a poem about one of your classrooms at Cal Young.

Review: The Persuasive Essay:

- A Catchy Title
- Introductory paragraph with a “hook”, three main arguments and a thesis statement.
- One paragraph for each of your three arguments.
- Address the “counter-argument”
- Closing paragraph that re-states your thesis and challenges the reader to think about it.



Walsh Publishing Co. 2009



Thesis Statement

- The thesis statement expresses the MAIN IDEA of your essay, the central point that your essay develops/supports.

Thesis continued. . .

■ Your thesis SHOULD:

- Accurately predict your essay's direction, emphasis, and scope
- Make no promises that the essay will not fulfill
- Be direct and straightforward

Thesis Statement

Highlight your thesis statement in both your opening paragraph and closing paragraph.

If it is missing in either, make yourself a note to add it.

Questions to ask myself as a writer

- Where might my reader become lost?
- What changes can I make that would clarify my ideas for my reader?
- How do each of my paragraphs directly connect and support my main idea and thesis statement?
- Do I need to create new paragraphs or add information to existing ones?
- Would a different introduction or conclusion strengthen my writing?

My Role as a Writer

- Be willing to share my writing and any revisions I have made based on my own review of my writing.
- Be open to suggestions given and questions asked by my reviewer.
- Consider how I will use the feedback I receive.
- Prepare questions I can ask based on self-reflection on my writing.

When you revise a written document, what kind of changes



Collaborate!

When you revise a written document, what kind of changes

Structure/Organization

- **Argumentative essay:**
 - A. Introduction
 - B. Body Paragraph 1
 - C. Body Paragraph 2
 - D. Body Paragraph 3
 - E. Counter-Argument paragraph
 - F. Conclusion

Support

- Be sure to evaluate the information in your prewriting carefully in order to choose the best support for your topic.
 - Primary Support—major ideas or examples that back up your main points
 - Secondary Support—details which further explain your primary support

Support continued. . .

- Basics of good support
 - Relates to main point
 - Considers readers, i.e. provides enough information
 - Is detailed and specific

Creating Your Title

- Your essay's title should:
 - Be original
 - Be a reasonable length
 - Reflect your topic
 - Be lively and attention-getting
- Your title should NOT:
 - Be generic/repeat the assignment
 - Be in ALL CAPS
 - Be in **boldface**, “quotation marks,” underlined, or *italicized*
 - Be followed by a period

Titles, continued

- Capitalization Rules for Titles:
 - Always capitalize the first letter of the first word and the last word.
 - Capitalize the first letter of each “important” word in between the first and last words.
 - Do not capitalize articles (a, an, the)
 - Do not capitalize coordinating conjunctions (and, but, or, etc.)
 - Do not capitalize prepositions (on, at, in, off, etc.)

Effective vs. Ineffective Titles

- Topic: Cheating in College
- Effective Titles:
 - Cheaters Never Win!
 - Cheating in Higher Education
 - Why Do Students Cheat?
- Ineffective Titles:
 - Don't Do It!
 - Cheating
 - Students Cheat for Many Different Reasons.

Write Your Introduction

- Your introductory paragraph should do the following:
 - Be a minimum of 4-6 sentences
 - Tell the audience what to expect from your discussion (thesis)
 - Move from general to specific, with the thesis as the last sentence in the intro
 - Get the reader's attention
 - Set the tone for the rest of the essay

Introduction, continued

- Strategies for developing an Introduction include
 - Providing background information
 - Telling a personal anecdote
 - Beginning with a quotation
 - Using an opposite
 - Asking a question



Write Your Body Paragraphs

- Each body paragraph should develop one of the specific points mentioned in the thesis.
- Each BP should contain:
 - Topic Sentence—main idea of BP
 - Primary Support—examples
 - Secondary Support—details
 - Cite your sources!

Body Paragraphs: Topic Sentence

- A **Topic Sentence** expresses the main idea of the body paragraph.
- Begin each body paragraph with a Topic Sentence that
 - Narrows the focus of the paragraph
 - Accurately predicts the direction of the paragraph
 - Refers back to the Thesis statement

Body Paragraphs continued

- Body paragraphs must have
 - **Unity**—everything refers back to main point
 - **Support**—examples and details
 - **Coherence**—all points connect to form a whole; one point leads to another



Body Paragraphs: Unity

- **Unity** is achieved when everything refers back to the main point
 - ALL SENTENCES SHOULD RELATE BACK TO TOPIC SENTENCE & THESIS.
 - Do not include any ideas that are irrelevant or off-topic.

Body Paragraphs: Support

- **Support** is achieved through adequate examples and details.
- Each body paragraph should include at least two examples to support the main idea of the paragraph.
- Each example should include at least one specific detail that further illustrates the point.

Body Paragraphs: Coherence

- **Coherence** is achieved when all points connect to form a whole; one point leads to another.
- Coherence is mainly achieved through the use of transitions.
 - **Transitions**—words & phrases which connect your sentences so that your writing flows smoothly.

Write Your Conclusion

- The concluding paragraph should
 - Contain a minimum of 4 sentences
 - Refer back to the main point, but not simply *repeat* the thesis
 - Make an observation on what is written
 - NOT introduce any new ideas
 - Create a sense of closure

III. Revising

- Revising is finding & correcting problems with *content*; changing the ideas in your writing to make them clearer, stronger, and more convincing.
- Revising looks at the “Big Picture”—the Idea level.

Revision Strategies

- Look for

- **Unity**

- Does everything refer back to main point?
- Does each topic sentence refer to the thesis?
- Does each sentence in each BP refer back to the topic sentence?

- **Detail and support**

- Does each BP contain at least two examples?
- Is each example followed by at least one supporting detail?

- **Coherence**

- Are all points connect to form a whole?
- Are transitions used to move from one idea to the next?

Revision Tips

- Take a break from your draft before attempting to revise.
- Read your draft out loud and listen to your words.
- Imagine yourself as your reader.
- Look for consistent problem areas.
- Get feedback from peers.
- Get help from a tutor!

Revisions

1. Begin by writing on paper copies
2. Edit online - make changes, strengthen arguments, add sources
3. Cite sources (Include at least 3)

25 Minutes work time

IV. Editing

- Editing is finding and correcting problems with grammar, style, word choice & usage, and punctuation.
- Editing focuses on the “Little Picture”—Word level.

Editing Strategies

- When editing, review your paper for one type of error at a time; don't try to read through looking for everything at once.

Editing Tips

- Work with a clean printed copy, double-spaced to allow room to mark corrections.
- Read your essay backwards.
- Be cautious of spell-check and grammar-check.
- Read your essay out loud.
- Get feedback from peers.
- Work with a tutor!

Self-Review

- You should never move to peer review without first completing a self-review (revising & editing); you want your peer to look for mistakes that you were unable to catch yourself!
- After you have reviewed your own work, make the necessary corrections and print a clean, revised copy before moving on to peer review.

Peer-Review

- It is important to make the peer review process useful.
- Basics of useful feedback:
 - It is given in a positive way
 - It is specific
 - It offers suggestions
 - It is given both verbally and in writing