

LPC, Cole, English 1A

Essay 2: Studying the Student

No profit grows where no pleasure is taken.

In brief, sir, study what you most effect.

The Taming of the Shrew,
William Shakespeare

Assignment:

We have read many essays describing the primary and secondary educational system in the United States and authors' personal experiences dealing with this system. Michael Moore, Richard Rodriguez, Mike Rose, Malcolm X, and Francesca Delbanco all describe their own experience as learners and students. Drawing on their examples and / or the information in the other articles we read, write essay describing your own educational experience, focusing on your development as a student and a learner. Your essay should include the following:

Your definition of a student;

Your analysis of yourself as a student in relation to this definition;

Some major factors which shape your definition and self-analysis / self-perception;

Your assessment of the effects of your definition and self-perception;

Discussions of at least two of the readings (quotations, summary, and/or paraphrases), drawing a connection between the readings and your personal experience.

Objectives:

In writing this essay, you will practice the following:

Participating in the steps in the writing process;

Engaging in Peer Response;

Extracting information from readings;

Applying the readings to your own experience;

Accurately discussing the ideas and / or presenting information from these readings;

Accurately attributing ideas and / or quotations from the readings;

Engaging in meaningful self-analysis.

Grading:

As in your last essay, your paper will be graded on the strength of the following characteristics.

However, since the purpose of this writing task is different, the way you achieve each of the characteristics will differ as well. Numbers indicate the points you will receive for each characteristic (100 points possible).

Focus: 25 points

The essay has a clear thesis;

The paragraphs have clear points that develop the thesis and each other;

All of the information in the essay relates to and / or develops the thesis.

Development: 45 points

Content Requirements – The essay will contain . . .

The definition of a student;

An analysis of the writer as a student in relation to this definition;

Some major factors which shape the definition and self-analysis / self-perception;

An assessment of the effects of the definition and self-perception.

Discussion of at least two of the readings;

Accurate presentation of the ideas in the readings and attribution of those ideas;

Meaningful connections made between the ideas in the readings and the writer's experience.

Information from the writer's experience and the texts to support the points.

Explanations (as needed) of how the information supports the points.

Organization: 10 points

The paragraphing is logical;

The order of ideas is logical;

The transitions are smooth so that the essay is cohesive.

Style: 5 points

The word choice is fresh and appropriate;

The sentence structure is smooth and varied.

Mechanics: 15 points

The sentences are properly constructed, with no grammar or usage errors;

The punctuation is correct;

The writer has proofread for typographical and spelling errors.

Peer Response:

Arrive to peer response prepared with three copies of your rough draft. Arriving unprepared will result in the loss of 10 points on your final draft.

PR Date: _____

Final Draft Due:

Include in your manila envelope the final draft, all rough draft(s) with peer / instructor / tutor notes, all prewriting.

Due Date: _____

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Essay 2: Peer Response Questions

Directions: Refer to this list during peer response. Write the answers to these questions on your copy of the draft and sign the draft on which you make notes. Consult the assignment guidelines and /or the instructor if you have questions about what should be in the essay.

Focus:

(Look at these issues first -- if all is fine, move to development.)

1. Is there a clear thesis statement? If so, underline it. (If not, discuss this.) Does the writer explain the point she/he will prove in the essay? Does the thesis make an "observation" and present an "analysis"? Write a note about the effectiveness of the thesis statement.
2. Scan each body paragraph: Does each paragraph have a clear point that develops the thesis? Underline the point in each paragraph and note those lacking a clear point.
3. Does all the information in each paragraph relate to and develop the supporting points and thesis? Note any information that does not relate to or develop the thesis / supporting points.

Development:

4. Note any points that the writer makes that are not supported by information / evidence (specific examples, quotes or paraphrases).

5. Note any places where the writer needs to include or develop an explanation of how the evidence supports the point.

6. Note whether the writer addresses the content requirements for the essay. (Refer to the assignment sheet.)

7. Note where the writer has referred to at least two of the readings. Is the discussion of the readings accurate? Does the writer relate the readings to his / her experience? If so, how? If not, discuss this. Has the writer accurately attributed the ideas to the readings?

Organization:
(Consider this if the focus and development seem fine.)

8. Note any places that are unclear or where the paragraphing is confusing.

9. Note any places where the writer could work on a transition (between thoughts and / or paragraphs).

If time: 10. Make any suggestions regarding ways to improve the introduction and / or conclusion. Is the introduction engaging? Does it indicate the focus of the essay? Does the conclusion suggest the significance of the thesis and answer the question, "So what?"

Important: 11. What went best in this essay? What should the writer focus on the most to improve this essay?

Essay 2: Final Draft Evaluation Sheet

Name:

Focus: 25 points/ Points earned:_____

The essay has a clear thesis;

The paragraphs have clear points that develop the thesis and each other;

All of the information in the essay relates to and / or develops the thesis.

Notes:

Development: 45 points/ Points earned:_____

Content Requirements – The essay will contain . . .

The definition of a student;

An analysis of the writer as a student in relation to this definition;

Some major factors which shape the definition and self-analysis / self-perception;

An assessment of the effects of the definition and self-perception.

Discussion of at least two of the readings;

Accurate presentation of the ideas in the readings and attribution of those ideas;

Meaningful connections made between the ideas in the readings and the writer's experience.

Information from the writer's experience and the texts to support the points.

Explanations (as needed) of how the information supports the points.

Notes:

Organization: 10 points/ Points earned:_____

The paragraphing is logical;

The order of ideas is logical;

The transitions are smooth so that the essay is cohesive.

Notes:

Style: 5 points/ Points earned:_____

The word choice is fresh and appropriate;

The sentence structure is smooth and varied.

Notes:

Mechanics: 15 points/ Points earned: _____

The sentences are properly constructed, with no grammar or usage errors;

The punctuation is correct;

The writer has proofread for typographical and spelling errors.

Notes:

Peer Response: Yes No

(The failure to arrive prepared to engage in peer response will result in t a loss of 10 points.)

Points for Paper: _____

Endnote: