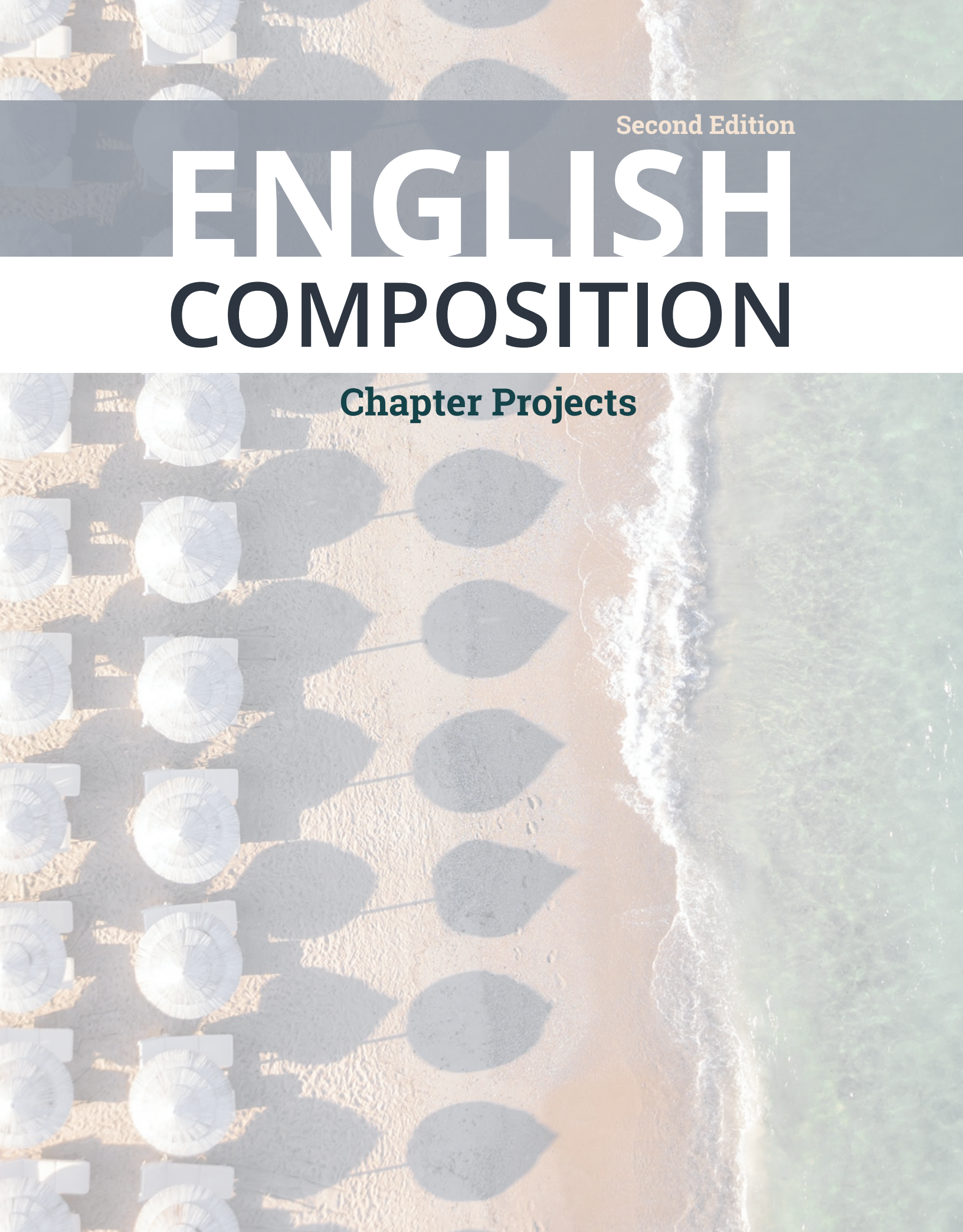


Second Edition

ENGLISH COMPOSITION

Chapter Projects



Chapter 1: Why We Write

Project Assignment

Project Goal

In this chapter, you have studied the three major writing situations: academic, professional, and everyday. You have also studied eight of the most common purposes you will encounter as a reader and writer: response, summary, proposal, discussion, description, argument, analysis, and evaluation. The goal of this project is to demonstrate your understanding of these situations and purposes. First, you will complete a table of these purposes and situations; then, you'll work with the information in that table to demonstrate and explain how purposes may intersect and cooperate with each other to best accomplish the goals of a text.

Directions

This project has three parts. Parts 1 and 2 should be completed in groups of three or four students, depending on the class size. Part 3 should be completed independently by each member of each group, using the table produced during Part 1.

Part 1

With your group, complete the following table to demonstrate understanding and application of the most common writing situations and purposes.

In each cell, provide an example of a document that represents each intersection of purpose and situation. For example, in everyday writing, you might write a text *responding* to a wedding invitation. In academic writing, you might compose an essay for a psychology class *responding* to a specific theory.

	Academic Situation	Professional Situation	Everyday Situation
Writing to Analyze			
Writing to Argue			
Writing to Describe			
Writing to Discuss			
Writing to Evaluate			
Writing to Propose			
Writing to Respond			
Writing to Summarize			

Part 2

Collaboratively with your group, discuss and identify three of the eight purposes to explore further. Using the internet, library catalogs, and online databases accessible through your school, find one document for each of the three purposes your group has chosen. Then, complete the following chart with information about that document, including the title, author, and purpose, and record two sentences from the document that demonstrate its purpose.

Document Title/Author	Document Purpose	Sentence #1	Sentence #2

Part 3

Individually, compose a paragraph reflecting on what you have learned during this project. Your paragraph should include a topic sentence, support sentences, and a concluding sentence. It should follow all rules of standard academic English. Respond to the following questions in your reflection paragraph.

- What writing purpose(s) do you anticipate using most in your academic life?
- What writing purpose(s) do you anticipate using most in your professional life?
- What writing purpose(s) do you use most in your everyday life?
- In what situation(s) (academic, professional, or everyday) do you find it easiest to write?
- What writing purpose(s) do you find most challenging?
- What can you do to improve your writing for these purpose(s)?

Project Materials

No additional materials are required.

Student Checklist

Part 1

Group

- Review writing situations and purposes.
- Complete the table with your group.
 - Make sure table information demonstrates understanding of three situations and eight purposes.

Part 2

Group

- Identify three writing purposes to explore further.
- Through online research, identify one document for each of the three identified purposes.
- Complete table information for each document, including author, title, purpose, and two supporting sentences.
- Revise/proofread work.

Part 3

Individual

- Write a reflection paragraph about what you learned from the project.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Writing Assignment

Writing Assignment Goal

In this chapter, you have studied the three writing situations: academic, professional, and everyday. The goal of this writing assignment is to explore writing situations and purposes by creating and modifying an original piece of writing.

Directions

Part 1

Write a mock e-mail informing your instructor that you are sick and unable to attend class on a particular day. It should be a full paragraph that includes a topic sentence, supporting evidence, and a concluding sentence thanking your instructor for their time.

Next, rewrite that e-mail twice, modifying it accordingly for the following audiences.

- The first revision should be addressed to your supervisor at an off-campus job, explaining why you will not be at work on a given day. This e-mail should include a topic sentence, supporting evidence, and a concluding sentence.
- The second revision should be addressed to a friend, explaining why you cannot meet that person for your original plans. This e-mail can be of varying length depending on your interpretation of informal writing.

Annotate each e-mail to identify and clearly label your use of formal and informal words and phrases. Underline or highlight formal language in one color and informal language in a different color.

Part 2

Write a paragraph reflecting on the writing situations and purposes you just practiced. Respond to the following questions in your paragraph.

- Which writing situation/purpose did you find easiest?
- Which writing situation/purpose did you find most challenging?
- Why do you think that is?
- What did you learn that you might apply to future writing experiences?

Writing Assignment Materials

Two different colored pens or highlighters (optional)

Student Checklist

Part 1

Individual

- Write a formal e-mail for an academic situation.
- Write a formal e-mail for a professional situation.
- Write an informal e-mail for an everyday situation.
- Identify and label informal and formal language in each of the three e-mails.
- Revise/proofread work.

Part 2

Individual

- Write a reflection paragraph.
- Address the provided reflection questions.
- Use standard academic English rules.
- Revise/proofread work.

Chapter 2: Modes of Writing

Project Assignment

Project Goal

In Chapter 2, you studied four major writing modes: descriptive, narrative, expository, and persuasive. The goal of this project is to demonstrate your understanding of these writing modes by first creating, with your group, a table of potential topics for each writing mode. Second, you and your group will explore popular culture and media to identify clear examples of each mode. Finally, you will write a personal reflection about your experiences in completing this project.

Directions

This project has three parts. Parts 1 and 2 should be completed in groups of three or four students, depending on the class size. Part 3 should be completed independently by using the table produced during Part 1.

Part 1

In a group, complete the following table with three examples of each writing mode. For example, next to descriptive writing, you might write, “essay describing campus study spots.” For persuasive writing, you might write, “email asking a professor to extend a paper deadline.” It is important to remember that all purposes and situations are acceptable for this activity. (Do not use the provided examples; each response should be original.)

	Example 1	Example 2	Example 3
Descriptive Writing			
Narrative Writing			
Expository Writing			
Persuasive Writing			

Part 2

For Part 2, remain in your groups and work collaboratively. Using any form of popular media (including but not limited to internet, TV, film, streaming services, commercials, and/or print advertisements), find an example that best demonstrates each mode. Complete the following chart with your group’s examples and the source of each (e.g., web address, print medium, billboard).

	Example	Source
Descriptive Writing		
Narrative Writing		
Expository Writing		
Persuasive Writing		

Once your chart is complete, discuss within your group how those modes are not limited to writing but can take shape in all forms of communication. Each group member should take notes on this discussion.

Part 3

Individually, write a paragraph reflecting on what you have learned in this project. Your paragraph should include a topic sentence, supporting evidence, and a concluding sentence. It should follow all rules of standard academic English. Respond to the following questions in your reflection paragraph.

- What mode example(s) were easy to find? Why?
- What mode example(s) were difficult to find? Why?
- What does this experience reveal about the modes we encounter every day?

Project Materials

No additional materials are required.

Student Checklist

Part 1

Group

- Review modes of writing.
- Complete the table.
 - Provide three examples of each writing mode.
- Revise/proofread work.

Part 2

Group

- Research popular media to identify one example for each mode.
 - Fill in the chart with examples and the source of each.
- Discuss various non-writing examples of each mode.
 - Take notes.
- Revise/proofread work.

Part 3

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

 **Writing Assignment****Writing Assignment Goal**

In Chapter 2, you studied four major writing modes: descriptive, narrative, expository, and persuasive, and you studied the three writing situations: academic, professional, and everyday. The goal of this writing assignment is to explore writing situations and purposes by creating and modifying an original piece of writing.

Directions

Part 1

In Parts 1 and 2, you will develop four separate paragraphs, one for each mode, on the general subject of “homework.” Part 1 is a pre-writing activity in which you will brainstorm narrowed, or more specific, topics for each mode. Fill in the following chart with two potential narrowed topics that are appropriate to and influenced by each mode. For example, a narrowed topic about homework for an expository paragraph might be “recent homework mandates in public high schools.” After completing the table, identify which of the two topics you will write about for each mode in Part 2.

	Narrowed Topic #1	Narrowed Topic #2
Descriptive Writing		
Narrative Writing		
Expository Writing		
Persuasive Writing		

Part 2

Using the narrowed topics you came up with in Part 1, write one descriptive paragraph, one narrative paragraph, one expository paragraph, and one persuasive paragraph. Each paragraph should include a topic sentence, support sentences, and a concluding sentence and follow all rules of standard academic English.

Part 3

Write a paragraph reflecting on the writing modes you just practiced. Respond to the following questions in your reflection.

- Did brainstorming and pre-writing help you complete Part 2? Why or why not?
- Which mode did you find easiest to use? Why?
- Which mode did you find most challenging to use? Why?
- What did you learn that you could apply to future writing experiences or projects?

Writing Assignment Materials

No additional materials are required.

Student Checklist

Part 1

Individual

- Brainstorm narrowed topics about the general subject “homework.”
- Complete the table.
 - Write two narrowed topics for each mode.
- Choose one narrowed topic to write about for each mode.

Part 2

Individual

- Use the narrowed topics you selected to write one paragraph per mode:
 - One descriptive paragraph
 - One narrative paragraph
 - One expository paragraph
 - One persuasive paragraph
- Use standard academic English rules.
- Revise/proofread work.

Part 3

Individual

- Write a reflection paragraph.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Chapter 3: The Writing Process

Project Assignment

Project Goal

In Chapter 3, you studied steps of the academic writing process: pre-writing, drafting, revision, peer review, editing, and submitting. The goal of this project is to demonstrate your understanding of the writing process by reinventing the steps of the writing process as tweets from a fictitious Twitter handle.

Directions

Part 1



For this project, you are creating a fictitious Twitter feed from a hypothetical account called @writingfortherealworld.

- You will develop six tweets total, one for each step of the writing process.
- Each tweet must comply with Twitter rules and guidelines, having no more than 280 characters per tweet (excluding spaces). Provide the character count for each of your tweets.
- Each tweet should also include a visual to reinforce its textual message. Be sure to cite all visual sources. (Citations do not count toward your 280-character limit.)

You do **not** need a Twitter account to complete this project. While these are not live tweets, you should imagine that they are. Your purpose for this assignment is informative, and the situation is informal. Your ultimate goal is to make each step of the writing process easily understandable to a wide audience outside the context of a writing class.

Use the Twitter worksheet under the “Project Materials” section to record and submit your tweets and visuals. One worksheet should be submitted per group, so consider designating one member to submit the assignment with all members’ names included.

Here is an example of what a tweet and visual might look like for the pre-writing step.

 TWEET 1: PRE-WRITING	
Text	Pre-writing = Capturing the storm of ideas! Use free-writing, brainstorming, questioning, or mind mapping to harness and unleash all of those great ideas inside you. (141 characters)
Visual	
Source	https://unsplash.com/photos/Vbvzt4BjdUU

Part 2

Individually, write a paragraph reflecting on your experience with this project. Your paragraph should follow all rules of standard academic English and respond to the following questions.

- How did you feel about the project format?
- Was it difficult to re-interpret the writing process for an informal situation?
- Was it hard to find visual support for your tweets?
- Do you think these tweets, if they were live, would help other students? Why or why not?


Project Materials


Consult the information at this link if you have questions about Twitter: (hawkes.biz/Twitter).


TWITTER WORKSHEET


Group members:


Due date:


 TWEET 1: PRE-WRITING	
Text	
Visual	
Source	

 TWEET 2: DRAFTING	
Text	
Visual	
Source	

 TWEET 3: REVISION	
Text	
Visual	
Source	

 TWEET 4: PEER REVIEW	
Text	
Visual	
Source	

 TWEET 5: EDITING	
Text	
Visual	
Source	

 TWEET 6: THE FINAL DRAFT	
Text	
Visual	
Source	

Student Checklist

Part 1

Group

- Review the writing process.
- Compose six tweets for each of the six steps of writing process.
 - Add visual content for each tweet.
 - Cite sources for visual content.
- Revise/proofread work.

Part 2

Individual

- Write a reflection paragraph.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Writing Assignment

Writing Assignment Goal

In Chapter 3, you learned about the steps of the writing process and how each step contributes to a final written work. The goal of this writing assignment is to create a draft by following the first three steps of the writing process.

Directions

Part 1

For this assignment, imagine that your supervisor at work has asked you to write a proposal to management that advocates for a four-day work week (ten hours per day). Complete a pre-writing exercise of your choice, such as brainstorming, mind mapping, free-writing, or questioning, to generate ideas to support your proposal.

Part 2

Based on the pre-writing exercise you completed in Part 1, draft a proposal of 100–250 words.

Part 3

Using your draft from Part 2, practice your revision skills. You can use a different color pen to mark revisions on a physical copy of your draft, or you can track your changes electronically in Word, Pages, etc.

Part 4

Write a paragraph reflecting on the first three steps of the writing process (pre-writing, drafting, and revision). Your paragraph should follow all rules of standard academic English and respond to following questions.

- Which step of the writing process did you find easiest? Why?
- Which step did you find most challenging? Why?
- What did you learn that you might apply to future writing experiences or projects?

Writing Assignment Materials

Colored pens (optional)

Student Checklist

Part 1

Individual

- Complete a pre-writing exercise to generate ideas for your proposal.

Part 2

Individual

- Draft a proposal that advocates for a four-day work week.
 - Include 100–250 words.

Part 3

Individual

- Revise/edit your draft.
 - Mark revisions clearly in colored ink or use an electronic track changes feature.

Part 4

Individual

- Write a reflection paragraph.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Chapter 4: Parts of the Essay

Project Assignment

Project Goal

In Chapter 4, you studied the six basic structural elements of an academic essay. The goal of this project is to demonstrate your understanding of these structural elements by recognizing and annotating them in a full-length essay.

Directions

Part 1

Locate the essay using the link in the “Project Materials” section.

In groups of three to five, read the essay several times with these key elements of Chapter 4 in mind:

- Rhetorical essay structures
- Introductions
- Body paragraphs
- Transitions
- Conclusions

Discuss with your group members the structural elements that make each paragraph successful (such as a clear topic sentence, intriguing supporting evidence, or a comprehensive concluding sentence). Remember, no paragraph stands in isolation. As discussed in Chapter 4, authors always seek to make connections between paragraphs using transitional words and phrases. Once you and your group have discussed the structures at work in these paragraphs, it is time to identify the other important structural elements of the essay.

Part 2

Copy and paste the essay text, in its entirety, into a blank Word document.

First, in the introduction, use the highlighting tool to highlight the “hook” sentence(s) in **yellow** and the thesis statement in **green**.

In each remaining body paragraph, apply **bold** font to the transitional clauses or sentences. Next, *italicize* the supporting evidence (facts, statistics, research data, quotes) in each body paragraph.

Finally, in the conclusion paragraph, underline each element of the main argument that the author repeats or summarizes in order to leave the audience with a lasting impression of the main ideas.

Part 3

Once your group has identified the key structural elements in this essay, present your findings to your classmates. If your classroom has a projection device, consider displaying your Word document for the class. For online classes, utilize screen sharing on a video conference platform, such as Zoom.

After everyone presents, discuss the choices that each group made in identifying key essay elements. Did everyone highlight the same thesis statement? Transitional phrases? “Hook” sentences? Compare and contrast each group’s choices.

Part 4

Individually, write a reflection paragraph discussing your experience throughout this project. Your paragraph should include a topic sentence, supporting details, and a concluding sentence. Use standard academic English rules and respond to the following questions.

- What essay structure elements were the most challenging to identify? Why?
- What essay structure elements were the easiest to identify? Why?
- In your opinion, what is the most important element of essay structure? Why?
- How could you apply what you've learned in this project to your own essay writing?

Project Materials

Essay: (hawkes.biz/CauseAndEffectEssay)

Microsoft Word or other word-processing program

Projector/presentation method

Student Checklist**Part 1**

Group

- Read sample essay.
- Discuss structural elements in each paragraph.

Part 2

Group

- Copy and paste the text of the sample essay into Microsoft Word.
- Introductory paragraph: highlight the “hook” sentence(s) in **yellow**.
- Introductory paragraph: highlight the thesis statement in **green**.
- Body paragraphs: **bold** each transitional clause or sentence.
- Body paragraphs: *italicize* the supporting evidence.
- Conclusion: underline restatements or summaries of the main argument.

Part 3

Group

- Present your group's key structural elements to the class.
- With the class, compare/contrast the key elements that each group identified.

Part 4

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting sentences, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

 **Writing Assignment**
Writing Assignment Goal

In Chapter 4, you studied the six basic structural elements of an academic essay. The goal of this writing assignment is to demonstrate your ability to compose a structural outline, including a clear introduction, effective body paragraphs, and a dynamic conclusion; this assignment should also illustrate your understanding of essay patterns and subject matter.

Directions

For this writing assignment, you will create the structural outline of a research essay on a topic of your choice. You will draft each part:

- An introductory paragraph with a clear thesis statement
- A topic sentence and support sentence for each body paragraph
- An effective conclusion paragraph

Part 1

Choose one of the suggested topics listed under the “Writing Assignment Materials” section or select a different topic with your instructor’s approval. Then, spend time researching and gathering important background information on your topic. Take notes on the sources you find during this initial research.

***NOTE: You must have a clear enough understanding of your topic to know which key elements to include in your thesis, and further, how you can support that thesis through topic sentences for each body paragraph.**

Part 2

Once you have researched your topic thoroughly, draft a clear introductory paragraph. Make sure to include a hook, relevant background information, and a thesis statement that introduces the main points you will discuss in your body paragraphs. Underline your thesis statement and **highlight** your hook sentence(s).

Part 3

Next, draft a topic sentence for each body paragraph. Each topic sentence should focus on one of the points you briefly introduced in your thesis. Consider this example:

Thesis: Though there is still room for improved representation, mainstream media messages in children’s movies, music, and toys have shifted into a more inclusive narrative over the last decade.

Topic Sentence 1: Today’s children’s movies generally steer away from the “damsel in distress” narrative and instead emphasize positive character traits like courage, confidence, and compassion.

Topic Sentence 2: While not all mainstream music is family-friendly, pop superstars sing messages of empowerment, equality, and self-confidence for all.

Topic Sentence 3: Children’s toys and clothes have long emphasized gender roles and expectations through colors (blue vs. pink) and themes (trucks vs. kitchen sets), but in recent years, gender-neutral designs have become more common.

Part 4

Once you have a topic sentence for each body paragraph, write one corresponding support sentence. This sentence should elaborate on your topic sentence with specific details. Consider researching relevant statistics, data, or evidence. Be sure to appropriately cite any outside source information.

Part 5

Last, draft your concluding paragraph. Make sure your conclusion restates the thesis and reviews the key arguments, ideas, and/or concepts you expressed in each topic sentence/body paragraph.

Writing Assignment Materials

Microsoft Word or other word-processing program

Suggested topics:

- Climate change
- The opioid epidemic
- Dating apps and safety
- Student loan crisis
- Virtual reality
- Technology and privacy
- GMOs
- Stem cell treatment
- The #MeToo movement
- Popularity of professional sports in the U.S.
- Stress impacts on health
- The #BlackLivesMatter movement

Student Checklist

Part 1

Individual

- Choose a topic from the provided list OR one that your instructor approves.
- Thoroughly research background information about the topic.

Part 2

Individual

- Draft introductory paragraph:
 - Hook sentence(s)
 - Introductory information about topic
 - Thesis statement
- Highlight** hook sentence(s).
- Underline thesis statement.

Part 3

Individual

- Write one topic sentence for each supporting body paragraph.
 - Each topic sentence should focus on one of the points you introduced in your thesis.

Part 4

Individual

- Write one supporting sentence that expands/explains your topic sentence in more detail.
 - Consider incorporating evidence (statistics, research data, facts).

Part 5

Individual

- Write a concluding paragraph.
 - Restate the thesis and review key ideas you expressed in each topic sentence/body paragraph.

Chapter 5: Reading & Rhetoric

Project Assignment

Project Goal

In Chapter 5, you studied many strategies for successful critical reading. One of the most important strategies is identifying rhetorical appeals. Recognizing how authors attempt to influence their audience will prepare you to think and write critically about a text. The goal of this project is for you to find visual texts that use rhetorical appeals and demonstrate your understanding of how appeals to *ethos*, *pathos*, and *logos* are used to persuade the audience.

Directions

Part 1

Rhetorical appeals are employed in both visual and written texts. In fact, visual texts are a good place to start when first learning about appeals to *ethos*, *pathos*, and *logos*. Commercials are common visual arguments, and almost all of them use strong rhetorical appeals.

Review this advertisement that aims to raise money for animal cruelty prevention: (hawkes.biz/AnimalCrueltyCommercial).

This commercial makes an appeal to *pathos* through distressing visuals and sad music to invoke an emotional response in the viewer. The commercial also appeals to *ethos* by endorsing a celebrity spokesperson to communicate the organization's message. Last, it appeals to *logos* by incorporating statistics that appeal to the viewer's sense of logic. The authors of this visual text incorporated all three rhetorical appeals in hopes that viewers would be inspired to donate money to their cause. Remember, most texts employ some balance of appeals to *ethos*, *pathos*, and *logos* for a well-rounded argument.

Part 2

Now that you've reviewed an example, it's your turn to find a visual argument. Get in groups of three and brainstorm a list of advertisements (on TV or in print) that have affected you through the use of rhetorical appeals.

Next, spend time with your group members doing online research. Use YouTube and Google Images to find each example on your list. Then, as a group, choose three visual texts that make the strongest rhetorical appeals.

Part 3

Next, take notes on these three visual arguments with your group. For each one, identify the rhetorical appeal(s) you noticed; then, write a few sentences explaining how the appeal is incorporated, what the author's ultimate purpose might be, and whether you think the argument is effective or not.

Part 4

Present your ideas to the class for discussion. Each group will show their top three advertisements and explain how rhetorical appeals are at work in each one. If your classroom has a projection device, consider projecting these visual arguments for the class. For online classes, send links to your classmates via your school e-mail or discussion board.

Part 5

Individually, write a reflection paragraph discussing your experience throughout this project. Your paragraph should include a topic sentence, supporting details, and a concluding sentence. Use standard academic English rules and respond to the following questions.

- How do you notice rhetorical appeals affecting your everyday life?
- How might you be able to use rhetoric inside and outside the classroom to connect to a variety of audiences?
- How could you apply what you learned in future visual and rhetorical analyses?

Project Materials

Commercial on animal cruelty: (hawkes.biz/AnimalCrueltyCommercial)

Internet access to Google and YouTube

Student Checklist

Part 1

Individual

- Watch the provided video.

Part 2

Group

- Gather in groups of two to three.
- Compile a list of advertisements that use rhetorical appeals.
- Choose your group's top three advertisements.

Part 3

Group

- Take notes on your three advertisements by identifying rhetorical strategies used.
 - Write a description of each text, addressing the following:
 - How are appeals incorporated?
 - What purpose do the appeals serve?
 - Do the appeals create an effective argument?

Part 4

Group

- Present your group's advertisements and descriptions.
- Discuss, as a class, how and why rhetoric is employed in each group's examples.

Part 5

Group

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Writing Assignment

Writing Assignment Goal

In this chapter, you've studied several strategies for reading critically. However, one of the most important strategies connected to all elements of critical reading is note taking. The goal of this writing assignment is to demonstrate your ability to annotate a text, pointing out key information while clearly illustrating your understanding of textual elements by making notes in the margins.

Directions

For this writing assignment, you will annotate a text from an outside source. You will read the text critically, then use Word to annotate it and write margin notes that define, summarize, challenge, respond to, and question elements of the text.

Part 1

Spend time carefully reading the essay linked under the “Writing Assignment Materials” section, or read another essay that your instructor has assigned.

Part 2

After you’ve read the essay at least once, copy and paste the full essay text into a blank Word document and begin annotating it.

First, highlight key information and important ideas in the text. However, highlighting everything will make it difficult to distinguish important concepts from less important ones, so be selective and prioritize key ideas.

Part 3

Next, take some notes in the margins. Under the Review tab in Word, use the Comments feature to insert notes that add meaning, clarification, and questions to the highlighted text. Make sure you address each of the following strategies at least once throughout your annotations:

- Define concepts, technical terms, and unfamiliar vocabulary.
- Summarize ideas that seem well-supported and logical.
- Challenge ideas that seem incorrect or poorly supported.
- Respond to any ideas that spark an emotional reaction.
- Question yourself about areas for further research.

Part 4

Now that you have fully annotated your text, it’s time to consider how critical reading leads to critical writing. Draft a thesis statement for an essay in response to the text you just annotated. The thesis can be argumentative, analytical, or explanatory, but it must be these things:

- A complete sentence
- Developed enough to indicate a “big idea”
- Written in your own words (no quotes or statistics)

Writing Assignment Materials

Essay: (hawkes.biz/OrwellPoliticsAndEnglish)

Microsoft Word or other word-processing program

Student Checklist

Part 1

Individual

- Read sample essay.

Part 2

Individual

- Copy and paste the text of the sample essay into Microsoft Word.
- Highlight helpful or important information in the text.

Part 3

Individual

- Using the Comments feature, add notes to the text you highlighted in Part 2.
 - Address each category on the note-taking checklist at least once in your comments:
 - Define concepts, technical terms, and unfamiliar vocabulary.
 - Summarize ideas that seem well-supported and logical.
 - Challenge ideas that seem incorrect or poorly supported.
 - Respond to any ideas that spark an emotional reaction.
 - Question yourself about areas for further research.

Part 4

Individual

- Draft a thesis statement for an essay in response to your reading.
 - Must be argumentative, analytical, or explanatory
 - Must be at least one complete sentence
 - Must be developed enough to indicate a “big idea”
 - Must be written in your own words

Chapter 6: Writing & Rhetoric

Project Assignment

Project Goal

In Chapter 6, you studied several strategies for successful critical writing. One of the most important parts of writing critically is understanding audience limitations. The goal of this project is to demonstrate your communication skills by taking on the role of both audience member and communicator.

Directions

As discussed in Chapter 6, communication is often constrained for a variety of reasons. We adjust our communication depending on our audience. For example, how do you discuss love and relationships when talking with friends versus parental figures? Use this example as a basis to conceptualize how audience influences author and vice versa. Here are a few communication constraints to consider:

- Why does the audience care about this topic?
- What is the most effective way to deliver this information to the audience?
- What are my audience members' characteristics, backgrounds, and perspectives?

In this project, you are going to practice working within these constraints.

Part 1

Divide the class into two groups.

Part 2

In your group, spend time brainstorming a list of ten to twenty topics that you can discuss without conducting extensive research, like current events, shared experiences, etc. Then, brainstorm a separate list of five to ten different types of audiences, like “classmates and instructor” or “extended family members.” Consider general communication constraints when brainstorming your topics and audiences.

Part 3

One group will play the role of “communicator,” and the other will play the role of “audience.” Flip a coin to designate the roles for the first round (the roles will swap in round two).

Part 4

Switch lists with the other group and review their lists of topics and audiences.

Part 5

The communicator group must choose one topic from the list they received, and the audience group must pick an audience from the list they received. The communicators should *not* share the topic they will discuss, but the audience *must* share the audience they selected with the communicators.

Part 6

The communicators will have five to ten minutes to prepare their message for the chosen audience. During this time, the audience should select a topic for when the groups switch roles.

Part 7

Now, the communicators will present their message to the audience. Throughout Part 7, occasionally pause to discuss how the communication is unfolding. Is the topic/message communicated clearly? Is the information tailored appropriately to the chosen audience?

Part 8

Switch roles and repeat Parts 4–7. (Make sure to choose a different topic and audience for the second round.)

Part 9

Individually, write a reflection paragraph discussing your experience with this project. Your reflection paragraph should include a topic sentence, supporting details, and a concluding sentence. Make sure to use standard academic English rules, and respond to the following questions.

- What was the hardest part of the exercise?
- What were your group's most and least successful communication strategies?
- How did you adapt your communication after learning more about the audience?
- As an audience member, did you understand the communicator's topic quickly?
- Were any rhetorical strategies employed in the communication?
- How might this exercise help you approach constraints in your own writing?

Project Materials

Pen and paper

Student Checklist

Part 1

Group

- Divide the class into two large groups.

Part 2

Group

- Brainstorm a list of ten to twenty topics.
 - Topics should be simple to communicate without extensive research.
- Brainstorm a list of five to ten different audiences.

Part 3

Group

- Determine which group will play the role of "communicator" and which will play the role of "audience" first. (Roles will switch later.)

Part 4

Group

- Swap lists with the other group and review their topics and audiences.

Part 5

Group

- Communicator group picks one topic.
 - Do *not* share topic with the other group.
- Audience group picks a specific audience.
 - Do share chosen audience with the other group.

Part 6

Group

- Communicator group prepares their communication.
- Audience group chooses a topic for the next round.

Part 7

Group

- Attempt communication.
- Pause frequently to discuss how communication is unfolding.

Part 8

Group

- Switch roles and repeat Parts 4–7.

Part 9

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

 **Writing Assignment****Writing Assignment Goal**

In Chapter 6, you studied several different strategies for writing critically. One key skill is the ability to identify your purpose and audience so that the tone and content in your writing is successful. The goal of this writing assignment is to demonstrate your ability to write for different purposes and audiences.

Directions

One of the first steps of successful critical writing is to understand the purpose of your composition. You can begin to identify the purpose of your writing by categorizing it in one of the following ways:

- Writing to respond
- Writing to summarize
- Writing to propose
- Writing to discuss
- Writing to describe
- Writing to argue
- Writing to analyze
- Writing to evaluate

Part 1

Choose any topic to write critically about. Consider selecting a topic that you are familiar with or can research quickly and easily. Here are a few examples:

- Culturally traditional foods
- Climate change
- Affordable travel destinations
- Existence of ghosts/the paranormal
- Shakespeare’s plays
- Budgeting skills and strategies

You must also choose **two** writing purposes from the list in the “Directions” section. Remember, your topic should influence your writing purpose and vice versa; not all topics will be appropriate for all writing purposes.

Part 2

Connect your topic and purposes to an audience. Consider the following examples of audience types:

- **Pupils:** audience members with virtually no knowledge about your topic; they need background information, definitions, descriptions, facts, statistics, etc. They are more connected to the personal elements of your writing. Writers often communicate to this audience through letters, narratives, instructions, or reflections.
- **Peers:** classmates or coworkers with similar levels of knowledge to your own. Writers often communicate to this audience through research papers, academic essays, or narratives.
- **Supervisors:** professors or managers who may be familiar with your topic but expect clear information to reinforce the concepts/topic at hand. Writers often communicate to this audience through business proposals, reports, research essays, or formal e-mails.
- **Experts:** authorities who have substantial knowledge about the subject matter/topic you chose; they expect technical language and can easily understand complex ideas and arguments. Writers often communicate to this audience through reports, research papers, or academic essays.

Select **two** audiences that are appropriate for the topic and two purposes you chose during Part 1.

Part 3

Your goal in Part 3 is to successfully communicate your topic to the audiences and purposes you've chosen. You will write two paragraphs of at least 250 words each. Refer to the following example outlines for how to structure your paragraphs:

Paragraph 1

Topic: Culturally traditional foods

Audience 1: Peers

Purpose 1: Writing to describe

- Topic sentence
- Support sentences
- Concluding sentence

Paragraph 2

Topic: Culturally traditional foods

Audience 2: Supervisors

Purpose 2: Writing to evaluate

- Topic sentence
- Support sentences
- Concluding sentence

You will write about the same topic in both paragraphs but adjust your writing style and supporting sentences based on the audience and purpose at hand. You must use standard academic English rules.

Part 4

Share your paragraphs with a classmate or present them to the class. Have your classmates try to guess your audience and purpose for each paragraph. However, before submitting the assignment to your instructor, clearly state your purposes and audiences.

Writing Assignment Materials

Pen and paper

Student Checklist

Part 1

Individual

- Choose one topic.
- Choose two writing purposes.

Part 2

Individual

- Choose two of the following audience types:
 - Pupils
 - Peers
 - Supervisors
 - Experts

Part 3

Individual

- Write Paragraph 1 on your chosen topic, first purpose, and first audience.
 - Include at least 250 words.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Use a writing style that connects with your specific audience and purpose.
 - Use standard academic English rules.
- Write Paragraph 2 on your chosen topic, second purpose, and second audience.
 - Include at least 250 words.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Use a writing style that connects with your specific audience and purpose.
 - Use standard academic English rules.
- Revise/proofread work.

Part 4

Group

- Share your composition with your classmates.
 - Ask classmates to guess your audiences and purposes.
 - Clearly state your audiences and purposes for your instructor.

Chapter 7: Research

Project Assignment

Project Goal

In Chapter 7, you have studied the research process. The goal of this project is to demonstrate your understanding of the various source types you will encounter during a typical research project.

Directions

Part 1

Imagine you are in the research stage of writing an argumentative essay on this topic: “Should tipping in restaurants be mandatory?” In groups of three or four, complete the Sources Chart provided under the “Project Materials” section. Using the internet and/or your school’s library databases, find one example for each source type listed in the chart. Use APA style to create proper citations in the “Source Reference (APA Style)” column.

Part 2

Individually, write a paragraph reflecting on your experience in Part 1. Your paragraph should include a topic sentence, supporting details, and a concluding sentence. It should follow standard academic English rules and respond to the following questions.

- What types of sources were easiest to find?
- What types were more difficult?
- Do you think that would change with a different topic? Why or why not?

Project Materials

Sources Chart

Source Type	Source Title	Source Reference (APA Style)
Primary Source		
Secondary Source		
Popular Source		
Scholarly Source		

Student Checklist

Part 1

Group

- Review Source Chart under “Project Materials.”
- Complete Source Chart based on provided topic: “Should tipping in restaurants be mandatory?”
 - Use the internet and/or a library database to find one example for each source type.
 - Complete APA citation for each source.

Part 2

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Writing Assignment

Writing Assignment Goal

In Chapter 7, you have been introduced to the principles of research. You have learned how to conduct, evaluate, and integrate research, and you’ve also learned how to avoid plagiarism and document research according to the guidelines of the MLA, APA, CMS, and CSE. The goal of this writing assignment is for you to practice evaluating and annotating sources.

Directions

Part 1

Read the three articles linked under the “Writing Assignment Materials” section. Imagine that you are writing a research paper advocating your stance on uniforms in public schools. Then, evaluate the credibility of each source using the following criteria:

1. Look for potential bias
2. Evaluate the relevance
3. Check the credentials
4. Research the source material

Next, write three paragraphs total—one for each article—that uses these four criteria to evaluate each source. Be sure to include the article titles in your topic sentences.

Part 2

Create an annotated bibliography using the three provided sources. For this assignment, use MLA style.

Part 3

Write a paragraph reflecting on the evaluation and annotation processes you just completed. Your paragraph should include a topic sentence, supporting details, and a concluding sentence. Be sure to follow standard academic English rules and respond to the following questions.

- What did you find most challenging about the evaluation and/or annotation processes?
- What did you find most useful about these exercises?
- How might you apply these skills in future writing situations?

Writing Assignment Materials

Source 1: (hawkes.biz/SchoolUniforms1)

Source 2: (hawkes.biz/SchoolUniforms2)

Source 3: (hawkes.biz/SchoolUniforms3)

Student Checklist

Part 1

Individual

- Read the three articles provided in the “Writing Assignment Materials” section.
- Evaluate each source using the four criteria provided.
 - Write an evaluation paragraph for each source.
 - The topic sentence for each paragraph should include the source title.
- Revise/proofread work.

Part 2

Individual

- Write an annotated bibliography entry for each of the three articles provided in the “Writing Assignment Materials” section.
 - Use MLA style.

Part 3

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Chapter 8: Writing beyond the English Classroom

Project Assignment

Project Goal

In Chapter 8, you have studied a variety of writing and argumentation formats. The first goal of this project is for you to analyze an oral argument to determine its effectiveness. The second goal is for you to relate the content of the oral argument to another discipline-specific format. You will also relate the oral presentation to visual argumentation.

Directions

Part 1

Watch the TED Talk “The New American Dream,” given by Courtney Martin and linked in the “Project Materials” section. While watching this video, fill out the “Oral Argument Chart” also provided under “Project Materials.” Include specific references to the speech by using time cues, such as (04:33). Refer to Lesson 8.3 for help with the analysis.

Part 2

Review the varying forms of writing across the disciplines in Lesson 8.1. Consider if Martin’s argument in “The New American Dream” could be revised/adapted to fit any academic writing genres, such as journal articles or research papers. To do this, complete the “Writing across the Disciplines Chart” under the “Project Materials” section. Column 1 provides types of academic writing. In Column 2, state whether that format would be exemplary, adequate, or deficient for the TED Talk content. In Column 3, provide a brief explanation of your Column 2 answer.

Part 3

Using the internet, find an example of a visual or digital argument with a similar premise to the oral content in “The New American Dream.” Write a short paragraph comparing and contrasting the TED Talk with the example you found. How are they similar? What are their differences?

Part 4

Last, write about your experiences with this project. Write a reflection paragraph that includes a topic sentence, supporting details, and a concluding sentence. Use standard academic English rules and respond to the following questions.

- Did you find the oral argument in “The New American Dream” effect or ineffective?
- Was it easy to reimagine this argument as an academic piece of writing?
- Was it easy to find a visual or digital argument with a similar message?
- Of all the forms this message could take, which one do you think would be most effective? Why?

Project Materials

TED Talk: “The New American Dream” by Courtney Martin: (hawkes.biz/NewAmericanDream)

Oral Argument Chart

TED Talk: "The New American Dream" by Courtney Martin	
Area of Analysis	Explanation and Reference
Target audience	
Topic/relevance	
Introductory strategy	
Thesis/argument	
Organizational strategy	
Use of visual aids	
Effectiveness of nonverbal signals	

Writing across the Disciplines Chart

Discipline-Specific Writing Type	Exemplary, Adequate, or Deficient?	Rationale
Research paper		
Process manual		
Position paper		
Lab report		
Annotated bibliography		
Journal article		

Student Checklist

Part 1

Individual

- Review TED Talk linked under "Project Materials."
- Complete "Oral Argument Chart."
 - Include time stamp references for each response.

Part 2

Individual

- Review types of writing across the disciplines.
- Complete "Writing across the Disciplines Chart."
 - In Column 2, rate whether the TED Talk contents would be an exemplary, adequate, or deficient fit for the academic writing formats listed in Column 1.
 - Include a brief rationale for each rating in Column 3.

Part 3

Individual

- Review visual and digital arguments.
- Locate a visual or digital argument with a similar premise as “The New American Dream.”
- Write a paragraph comparing similarities between your example and the original source.
- Revise/proofread work.

Part 4

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

 **Writing Assignment****Writing Assignment Goal**

In Chapter 8, you have studied a variety of unique writing and argumentation forms. The goal of this writing assignment is to show your understanding of visual arguments and writing for social media.

Directions**Part 1**

You will write a two- to three-page expository essay that analyzes the poster linked under the “Writing Assignment Materials” section. Here are some guidelines and requirements for your essay:

- Use what you’ve learned about expository writing and essay structure to organize your writing.
- The thesis of your essay should make a clear statement about the poster's effectiveness.
- The conclusion should synthesize your ideas.
- The essay should use MLA style.

Provide answers to the following questions, organizing your responses into cohesive, analytic body paragraphs:

- Who is the target audience?
- What is the purpose of the poster?
- Does the visual have a title or caption? How does it enhance/clarify the visual?
- Is there text within the visual? How does it help the viewer understand the purpose?
- Are there characters or symbols in the visual? How do they enhance the message?
- What argument does the visual communicate?
- Is that argument effectively conveyed?

Part 2

Imagine you are managing the social media accounts for the “People’s Climate March,” as advertised in the poster you analyzed for Part 1. Now, create a mock social media post for each of the following media platforms:

- Blog post
- Academic discussion board
- Twitter

Record your posts on the "Media Posts Worksheet" in the "Writing Assignment Materials" section. The blog and discussion board posts should be no more than 150 words. The Twitter post should be no more than 280 characters. None of the posts will be live, but imagine they are.

Sample posts for each media type are provided in the "Writing Assignment Materials" section.

Part 3

Write a paragraph reflecting on the intersection of social media and visual argumentation. Make sure to include a topic sentence, supporting details, and a concluding sentence. Use standard academic English rules and respond to the following questions.

- Is a visual argument effective for you as a viewer? If so, why and how? If not, why?
- Consider the different social media posts you created for this exercise. To which did you find visual argument most easily transferable? Why do you think that was your experience?

Writing Assignment Materials

- (hawkes.biz/ClimateMarchPoster)
- Sample blog post: (hawkes.biz/SampleBlogPost)
- Sample academic discussion board post: (hawkes.biz/SampleDiscussionBoardPost)
- Sample tweet: (hawkes.biz/SampleTweet)

Media Posts Worksheet

Use the following spaces to write the social media posts required in Part 2.

✓ Blog post:

✓ Academic discussion board post:

✓ Tweet:

Student Checklist

Part 1

Individual

- Review the poster linked under "Writing Assignment Materials."
- Write a two- to three-page expository essay.
 - Thesis makes overall statement about the effectiveness of poster.
 - Answer provided reflection questions.
 - Combine answers into cohesive, analytic body paragraphs.
 - Conclusion provides synthesis of ideas presented.
 - Format in MLA.
 - Use standard academic English rules.
- Revise/proofread work.

Part 2

Individual

- Write three different posts as if you manage the social media accounts for the “People’s Climate March,” as advertised in the provided poster.
 - Review sample posts linked under “Writing Assignment Materials.”
 - Write one blog post.
 - No more than 150 words.
 - Write one academic discussion board post.
 - No more than 150 words.
 - Write one tweet.
 - No more than 280 characters.
 - Revise/proofread work.

Part 3

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Chapter 9: Basics of Grammar & Mechanics

Project Assignment

Project Goal

In Chapter 9, you studied the fundamental principles of grammar and mechanics. The goal of this project is to practice grammar basics by identifying a variety of grammatical structures in a text.

Directions

Part 1

First, read Dr. Martin Luther King Jr.'s "I Have a Dream" speech; the link is provided under the "Project Materials" section. Next, fill out the worksheet, which is also provided under "Project Materials." The worksheet requires you to identify and provide examples of various grammatical components in Dr. King's speech. Be sure to quote the full sentence for each required example even if the grammatical component is a single word or punctuation mark. Also, provide the page number of the source material you use for each example.

Part 2

Reflect on your experience. Write a reflection paragraph that includes a topic sentence, supporting details, and a concluding sentence. Be sure to use standard academic English rules and address the following questions.

- How does using a variety of sentence types and structures affect the audience?
- How does using parts of speech (such as adverbs and adjectives) and punctuation marks (such as commas and quotation marks) affect the audience?
- Which grammatical components did you find difficult to identify? Which were easy to identify? Explain your experience.

Project Materials

Dr. Martin Luther King Jr.'s "I Have a Dream" speech: (hawkes.biz/DreamSpeech)

Worksheet

For each grammatical component listed, find one example in Dr. King's speech. Record the entire sentence on the worksheet, even if the example asks for a single word or punctuation mark. (This will provide helpful context for your audience.) Quote each sentence with quotation marks. Add the page number of the source material at the end of each quote.

Grammar Category	Example
Declarative sentence:	
Imperative sentence:	
Interrogative sentence:	
Exclamatory sentence:	
Descriptive adjective:	

Grammar Category	Example
Indefinite adjective:	
Adverb (time):	
Adverb (place):	
Adverb (manner):	
Adverb (degree):	
Interjection:	
Comma after introductory word, phrase, or clause:	
Comma within a compound sentence:	
Quotation marks:	

Student Checklist

Part 1

Individual

- Read “I Have a Dream” speech.
- Complete worksheet.
 - Provide one example for each grammatical term listed.
 - Record full source sentence.
 - Use quotation marks.
 - Cite the page number.

Part 2

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.



Writing Assignment

Writing Assignment Goal

In Chapter 9, you studied the fundamental principles of grammar and mechanics. The goal of this writing assignment is for you to practice grammar basics by writing an original descriptive paragraph.

Directions

Part 1

Write a paragraph in which you describe one of the following topics/experiences in detail:

- An academic accomplishment you are proud of
- A description of your childhood home
- A description of your favorite smell that brings back memories
- Your first job interview
- Your favorite teacher

Your paragraph must include the following elements:

- At least one example of each statement type: declarative, interrogative, imperative, and exclamatory
- At least two sentences that each use a combination of dependent and independent clauses
- At least one example for each of the following parts of speech:
 - Descriptive, demonstrative, indefinite, and numerical **adjectives**
 - **Adverbs** of time, place, manner, and degree

Part 2

Reflect on your writing experience. Write a paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. Make sure to use standard academic English rules and respond to the following questions.

- Do specific grammar constraints make writing more or less difficult?
- How does the revising/editing process change when you follow specific grammar guidelines?

Writing Assignment Materials

Pen and paper or word-processing program

Student Checklist

Part 1

Individual

- Write a descriptive paragraph about one of the suggested topics under Directions > Part 1.
 - Include the following:
 - A declarative sentence
 - An interrogative sentence
 - An imperative sentence
 - An exclamatory sentence
 - Two sentences that combine dependent and independent clauses
 - A descriptive adjective
 - A demonstrative adjective
 - An indefinite adjective
 - A numerical adjective
 - An adverb of time
 - An adverb of place
 - An adverb of manner
 - An adverb of degree
 - Use standard academic English rules.
- Revise/proofread work.

Part 2

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting details, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Chapter 10: Grammatical Sentences

Project Assignment

Project Goal

In Chapter 10, you studied a variety of ways to ensure your sentences are grammatically correct and varied in structure. The goal of this project is for you to explore grammar in the context of the internet.

Directions

Part 1

Use any search engine or social media platform (or a combination of both) to find five memes that mock errors in grammar, spelling, punctuation, or mechanics covered in Chapter 10. Then, document your five choices by copying and pasting each meme—or the link to it—in the worksheet provided under the “Project Materials” section. If you copy the meme, you must also cite its source. Then, identify the type of error demonstrated in the meme and fix the mistake(s).

Part 2

Write a reflection paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. Make sure to follow standard academic English rules and respond to the following questions.

- Are websites and social media platforms usually more accepting of grammatical errors than academic settings? Why or why not?
- What makes these memes popular and funny?
- What purpose do these memes serve for the average viewer?

Project Materials

Meme Worksheet

Meme 1:	
Error type:	
Correction:	

Meme 2:	
Error type:	
Correction:	

Meme 3:	
Error type:	
Correction:	

Meme 4:	
Error type:	
Correction:	

Meme 5:	
Error type:	
Correction:	

Student Checklist

Part 1

Individual

- Locate five memes about errors in grammar, spelling, punctuation, or mechanics.
- Complete the provided meme worksheet.
 - Provide a link to each meme or copy and paste them directly into the worksheet.
 - Include appropriate citations.
 - Identify the type of error in the meme.
 - Re-write the text to correct the mistake(s).

Part 2

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting sentences, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

Writing Assignment

Writing Assignment Goal

In Chapter 10, you studied a variety of ways to ensure your sentences are grammatically correct and varied in structure. The goal of this writing assignment is to practice finding grammatical errors in a text and correcting them through effective revision/editing.

Directions

Part 1

Read Chapter 1, page 1 of *Adventures of Huckleberry Finn*, which is included in the worksheet under “Writing Assignment Materials.” You will notice the text uses vernacular (conversational language); therefore, the grammar is often incorrect.

After reading the excerpt, annotate it for grammatical errors. Then, rewrite the excerpt on a separate sheet of paper or in a Word document, correcting all grammar, spelling, and punctuation mistakes.

Consider the following guidelines before starting:

- Read the whole excerpt at least once before marking it up. Consider reading it aloud.
- Annotate the excerpt before rewriting. Highlight, underline, or circle errors and add notes that will make the revision process flow smoothly.
- Look for errors in the following categories:
 - Sentence structure
 - Comma splices, fused sentences, and fragments
 - Subject-verb agreement
 - Pronoun-antecedent agreement
 - Pronoun reference and case
 - Consistent verb tense and point of view
 - Punctuation
 - Spelling

Part 2

Write a reflection paragraph about your experience. Your paragraph should include a topic sentence, supporting sentences, and a concluding sentence. Use standard academic English rules and respond to the following questions.

- What did the original text gain from your revisions? What did it lose?
- Why do you think Mark Twain deliberately used incorrect grammar in his novel?
- Are there times when grammatical errors are important for narration or effect? If so, in what situations? Explain your reasoning.

Writing Assignment Materials

Pen and paper or word-processing program

Full novel: (hawkes.biz/HuckFinn)

Worksheet

Original excerpt from *Adventures of Huckleberry Finn* by Mark Twain:

You don't know about me without you have read a book by the name of *The Adventures of Tom Sawyer*; but that ain't no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing. I never seen anybody but lied one time or another, without it was Aunt Polly, or the widow, or maybe Mary. Aunt Polly—Tom's Aunt Polly, she is—and Mary, and the Widow Douglas is all told about in that book, which is mostly a true book, with some stretchers, as I said before.

Now the way that the book winds up is this: Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. It was an awful sight of money when it was piled up. Well, Judge Thatcher he took it and put it out at interest, and it fetched us a dollar a day apiece all the year round—more than a body could tell what to do with. The Widow Douglas she took me for her son, and allowed she would sivilize me; but it was rough living in the house all the time, considering how dismal regular and decent the widow was in all her ways; and so when I couldn't stand it no longer I lit out. I got into my old rags and my sugar-hogshead again, and was free and satisfied. But Tom Sawyer he hunted me up and said he was going to start a band of robbers, and I might join if I would go back to the widow and be respectable. So I went back.

Student Checklist

Part 1

Individual

- Complete worksheet under “Writing Assignment Materials.”
 - Read the original excerpt from page 1 of *Adventures of Huckleberry Finn*.
 - Annotate the text to identify all the errors.
 - Rewrite the excerpt, correcting all errors in grammar, structure, mechanics, punctuation, and spelling.

Part 2

Individual

- Write a reflection paragraph.
 - Include a topic sentence, supporting sentences, and a concluding sentence.
 - Address the provided reflection questions.
 - Use standard academic English rules.
- Revise/proofread work.

