

E1 - Step 4

THE SECOND DRAFT

When I grade the first draft, I will have graded it on **details, paragraph structure, unity, support, coherence, the introduction and conclusion**, and other general considerations.

In general, I will have paid attention most to the basics: **structure, support, and details**.

Once you receive the graded draft, you will see my comments which will point out any problems with the 1st-draft issues. You will be expected to fix those.

However, that is not all that you will do. Fixing the errors of the first draft is *only about what the essay should have been in the first draft*. After fixing those errors, **you will be expected to then find and fix all the errors that you are expected to fix for the second draft**.

Once again, after you receive the corrected first draft, you must:

1. Fix the errors I pointed out
2. Fix other errors *that I did not point out*, **which will be emphasized in the second draft**

If you *only* fix the errors that I point out, your grade for the second draft will not be very good. As I mentioned before, the idea of writing class is **not** for you to write a bad essay, and then have the teacher fix it for you! **In college courses, you are fully expected to find and correct the errors on your own.**

As I mention above, when I return E1D1 to you, I will have marked up the draft. Let me explain what you will see in the markup (the teacher's marks to show errors in the essay), what it means, and how you should react to it.

Also, keep in mind that **the second draft is worth 25% of the total essay score.**

IMPORTANT!

You will need to keep all of your drafts. **After I have marked a draft, you may not change it; change no text, remove no markings, delete no comments.** Your work from this point will be on a **new copy of the first draft**.

Here is how you can do that:

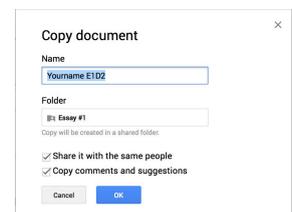
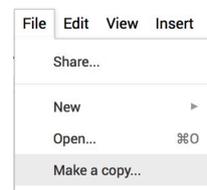
ACTION 4A: Open your E1D1 in Google Docs.

In the **File** menu in Google Docs, select **Make a Copy...**

In the "Copy document" dialog box that opens:

1. Change the name to **Yourname E1D2**
2. Check the box marked "Share it with the same people"
3. Check the box marked "Copy comments and suggestions"

Edit ONLY the new version from this point on.



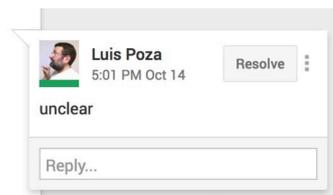
Step 4a: Responding to Teacher Markup

When I mark an essay, I typically make four kinds of markings:

1. I will **make comments** in the sidebar explaining the problem in detail
2. I will **cross out text** that you should delete
3. I will **add text** that I think you should add
4. I will **highlight text** to show that there is a problem

1. COMMENTS

n though he **made lines**,
tic as my other friends



Comments will be the most detailed corrections that I make.

The very first comment will be a long one in which I give you my general assessment of your entire essay; I make recommendations for the next draft; and I give you a detailed grade for the document.

After that, all comments are for specific parts of the text.

Such comments are for errors where I feel it is necessary to explain something to you. In these cases, if I just note that there is an error but don't tell you anything about it, you may not understand what is wrong.

I will select text where I see that an error has been made, and I will make a comment on that text. The comment may be one word, or it may be several paragraphs, depending on the seriousness or difficulty of the error.

Here are some notes that I may make:

Awkward: This means that the *meaning* of your text is perhaps clear (at least I can guess it), but the *way that you wrote it* is strange. You are probably using the wrong words, a strange expression, or a combination of words that is not used in English. You should find a more clear and normal way of writing it.

Unclear / Confusing: This means that I could not understand what you were trying to write. Again, it might be the wrong words, expression, or phrasing. You should find a more clear and normal way of writing it.

Repeated: the text I selected was already expressed, perhaps using different words, but giving the exact same information. Rewrite the text so the information is not repeated.

Otherwise, my comment will either suggest replacement text "in quotation marks" or else it will be specific text explaining what is wrong.

HOW TO RESPOND TO COMMENTS

First of all, you should be aware that I will not see what you do with the comments.

Every time a comment is "Resolved" or responded to, I get an email. This sounds like a great feature, but there is a problem: *I get hundreds of emails, and most of them are ones that require no response from me.* My email box begins to overflow with junk comment mail!

As a result, **I turn off notifications from comments.** This means that, although you might respond to a comment, **I will not see it.**

Naturally, I encourage you to respond to my comments if you have any questions, but you will have to do it by **sending me a separate email** in which you copy my comment text, and then ask your questions. Please respond to multiple comments in one email.

Otherwise, simply fix whatever problem the comment was about, and then **delete (do not "Resolve") the comment.** When you "resolve" a comment, it disappears from beside the essay and lives in a list of comments hidden in a menu. However, since the comments are copies from the first draft, we don't need to keep them in the second draft after you address the problem.

2. CROSSED-OUT TEXT

If I see text that does not belong in the essay (usually something that is off-topic, or otherwise ineffective), then I will use ~~the cross-out feature~~ to mark the text that you should delete.

Unless you have some special reason to believe that my advice is a mistake, then **delete the text, and repair that part of the document if something needs to be done** (for example, you might need to replace the deleted text with new text, or create a bridge between the beginning and the end of the deleted portion).

If you ignore my direction to delete the text, then **you must create a new comment** (do not respond to one of mine) **which explains why you think the text should not be deleted.**

3. ADDED TEXT

If I feel that some text must be added to your essay (usually only a few words here and there), then I will add it with **text that is red and bold.** Usually I only add text this way if I think that you might not know what to add or how to add it. If you disagree with my added text, you may try something of your own, but you should probably not just delete my text and change nothing. If I added text, it is because the original text was not complete in some way.

If you accept my change, then **make the text normal (not bold) and black.**

4. HIGHLIGHTING

I will highlight text (usually in yellow) to show that a problem exists in your text, *but I want you to figure out what the problem is without me telling you.* This means that I think you should be able to know the error. After fixing it, **remove the highlighting.**

ACTION: In the E1D2 document, go ahead and fix the points I marked.

Step 4b: Review, Revise, and Edit the Second Draft

Congratulations! You responded to my markup in the second-draft copy of your essay. The comments I left should be deleted (only in the second draft version), and none of my markings should remain.

You are **halfway done** with the second draft.

The other half is to then make *more* revisions and edits **based on the criteria for grading the second draft of the essay**.

As I pointed out before, the first draft should have good basic structure, organization, flow, unity, and details. After fixing the errors shown in my markup, most of these problems should be fixed.

However, your second draft will be graded on different criteria. The second draft should fix all problems with **sentence structure, details, style, and clarity**, along with some other considerations. The other considerations include **improvements in the general writing for the essay draft**, which could be any improvements to the essay so far.

Remember, I did **not** focus on pointing out any of these elements in my corrections so far! I may have mentioned one or two things if I believed they were serious problems, but for the most part, you must find the problems yourself. That is what you will need to do in future semesters, in writing and content classes.

GRADING

In order to get the best grade, here is the grading breakdown for the Essay 1, Draft 2 (E1D2), showing you where you should focus your attention for your independent corrections:

Intro. / Conc. Improvement:	5%
Coherence / Flow Improvement:	5%
Paragraph Structure Improvement:	5%
Style:	10%
Clarity:	15%
Details Improvement:	20%
Sentence Structure:	30%
Other considerations:	10%
Following instructions:	<up to -10%>
Lateness / Late Start:	<up to -100%>

Notice that you can lose points for not following instructions, working late, or submitting the draft late. Here are what each are about:

Introduction & Conclusion Improvement: If your introduction and conclusion were perfect in the first draft, then you get 5% without making any changes—but that almost never happens. This part of the score will recognize whether or not you were able to make these essay elements better.

Coherence / Flow Improvement: This is for improvement in transitions—connections between sentences, examples, and paragraphs of your essay.

Paragraph Structure Improvement: Again, if your E1D1 Paragraph Structure score was perfect, this 5% will be given so long as you did not make things worse. If your score was not perfect, then these points go to how much you improved those points.

Style: This part of the grade is given for the best word choice—words which are the most descriptive, expressive, and appropriate, *without* sacrificing clarity.

Clarity: If most of your essay's sentences are awkward, unclear, or confusing, this grade will be low. Make sure the meaning will be clear to anyone. Remember, it is possible to have good style *and* good clarity.

Details Improvement: You must have *more and better* specific, vivid descriptive details in your entire essay.

Sentence Structure: Your sentences must be well-formed, with correctly-structured clauses and phrases.

Other considerations: This includes formatting errors, excessive grammar mistakes, not correcting easily-found errors, and any other surprises I cannot predict.

Following instructions: I have gone to great length to spell out precisely what the instructions are in this mini-textbook handout. It is your responsibility to follow these instructions correctly.

Lateness / Late Start: If you do not start working early enough (if you delay starting by several days), I will subtract points. If you submit the essay between 1 ~ 24 hours late, I will subtract 10% from the grade. If you submit the essay between 24 ~ 48 hours late, I will subtract 20% from the grade. If you are more than two days late, you will receive a 0% score, **even though the assignment is still required and you must hand it in.**

ACTION: In the same E1D2 document, go ahead and **review, revise, and edit** your text, just as I described for the first draft in Step 3c—except this time, focus on the grading points listed above.

ACTION: Once you finish with E1D2, ***I will not know it unless you notify me.*** Again, do *not* leave a comment in the document. Instead, **send me a separate email informing me that you have completed the essay draft.**

If you do not inform me by email, I will mark an essay late even if you completed it on time.