

E2D1

THE DRAFT WRITING PROCESS

This will be very similar to what you did in Essay #1. Make sure to write full, grammatically correct sentences which are clear, meaningful, interesting, and vividly detailed. Use these sentences to create a larger structure, including an introduction, body paragraphs, and a conclusion. Make sure the sentences, examples, and paragraphs flow together smoothly. Make sure that the writing is concise and unified.

Step 3a: Brainstorm Vocabulary for Your Draft

Again, just like in Essay #1, brainstorm a vocabulary list.

ACTION 3A: In the Essay #2 folder in your Google Drive, create a **new Google Docs file**. Add the header and the top-left information. Make the document single-spaced. Give it the filename **Yourname - E2 Vocabulary Ideas**.

In the file, make four areas: **Nouns, Adjectives, Verbs, and Adverbs**. In each area, brainstorm words that you know will fit well and will effectively describe the main ideas. Use the full outline to remind you of the stories you will write about. For example, I might look at my last example, the story about the stolen film, and come up with words like these:

Nouns: smile, theater, back, behind the screen, stacks, canisters, films, money, cash
Adjectives: old, musty, dark, dim, crooked, unkempt, sly, amused, criminal, illegal
Verbs: sped, entered, spied, lied, counted, sold, bought, stole, took, paid, slipped, slid
Adverbs: mysteriously, vaguely, slyly, brazenly, openly, carefully, fraudulently

See how these words could really help a story? Can you understand how making a list like this beforehand could (1) help to remind you of the details you witnessed, (2) help brainstorm new ideas & descriptions, and (3) make it easier to write a more detailed, descriptive story?

Make a list like the one above for every one of the 6 example stories.

Step 3b: Begin Writing, With a Plan

You should be ready to write your first draft now. Here is some advice for how to do that.

PLAN YOUR WORK; DO YOUR WORK ON TIME

Immediately after I assign the first draft, make a plan and/or schedule to do your work in the time permitted. You must **not** be late in handing in assignments.

Note: Again, I will be paying attention to your work schedule; like Santa Claus, I will know when you are naughty! **If I see that you do nothing until just before the due date, I will take points off of your grade for the assignment!**

Note: It is a great idea to have a schedule for every day. The schedule should note what time you get up, plan for meals, transportation, and classes—and then **should have clearly scheduled times for doing your homework**. Do not schedule all your homework at one time. Schedule some work in the morning, some in the afternoon, and some in the evening. For every 30 or 45 minutes of work, plan a 10-minute break.

GRADING

Before you begin, remember the grading setup; the overall grade for Essay #2 is the same as it was for Essay #1:

Brainstorming:	5%
Outline:	5%
First Draft:	15%
Second Draft:	25%
Final Draft:	50%

It is also important to understand how I am grading each draft. Each one has a different emphasis. For example, **the first draft emphasizes structure, organization, coherence (flow), and unity**; **the second draft emphasizes sentence structure, style, and clarity**; and **the final draft emphasizes proofreading, revising, and grammar**. *All drafts score heavily for details and development.*

Here is a breakdown for how I will score Essay 2, Draft 1 (E2D1):

Introduction & Conclusion:	10%
Coherence / Flow:	10%
Paragraph Structure:	20%
Unity / Support:	20%
Details:	30%
<u>Other considerations:</u>	<u>10%</u>
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: You must have a fully-formed introduction and conclusion with a clearly-stated thesis statement and compelling techniques.

Coherence / Flow: The organization of the essay must make sense, and sentences and paragraphs should flow smoothly from one to the next.

Paragraph Structure: You must have the required parts (topic sentence, major supporting details, minor supporting details) with the correct length and underline/bold markings.

Unity / Support: Everything in the essay must support the thesis statement, with good evidence to support the main ideas.

Details: You must have many specific, vivid descriptive details in your examples.

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.**

NOTE: In this draft, you will have to integrate **researched material from sources**. Each time you use material, you will have to include:

1. An in-text citation at the end of the borrowed information, and
2. A Works Cited list with entries for all sources used in the essay.

You will have to cite Chua's article; we'll do the citation in class, so that part should be easy.

This will be a "practice" draft, in that I will allow more mistakes than usual. However, **you must try your hardest to cite your borrowed material as best you can!**

START WRITING

ACTION 3B: In the Essay #2 folder in your Google Drive, create a **new Google Docs file**. Add the header and the top-left information. Make the document single-spaced. Give it the filename **Yourname - E2D1**.

Write your first draft in this file.

Do **not** begin with the introduction!

An introduction is only possible if you know what you are introducing. However, you will not know what you wrote in the body paragraphs until you wrote it!

Therefore, begin by writing the **body paragraphs**, in the order that suits you best.

You will write the introduction after you finish the body paragraphs, and then the conclusion after you finish the introduction.

WRITING A BODY PARAGRAPH

Refer to your outline. **Do not just copy what you wrote in the outline.**

When you write, **you should be creating a smooth, coherent, and unified series of sentences.** If you just copy this and insert that, your writing will not be any of these things. Therefore, use the outline as a guide, but write original sentences.

ACTION: Make sure to underline your topic sentences. You will have two stories in each paragraph, one about a tiger family, and one about your family. Please **make the first sentence of each example bold**. A paragraph in Structure #1 should have:

- I. **One** sentence as the topic sentence; *this sentence may have to begin with some sort of transition from the previous paragraph. Underline this sentence.*
 - A. **Four ~ six** sentences as the tiger family example:
 1. Two or three sentences (possibly more) to tell the full tiger family example, full of as much detail you can add
 2. Two or three sentences (possibly more) to give your *impression* of the tiger family method, and how it works or does not work.
 - B. **Eight ~ ten** sentences as the tiger family example:
 1. Four or five sentences (possibly more) to tell the full example from your family, full of as much detail you can add
 2. Four or five sentences (possibly more) to (1) give your *analysis* of your family's method, and how it works or does not work, and (2) any comments on the differences between your family and the tiger family.
 - C. **Two ~ three** sentences which express your *conclusions* about the contrast or comparison; this should be similar to the topic sentence, but more detailed.

Example. Note that my example is single-spaced & has colored text; yours should be double-spaced & black. You should underline the topic sentence, and make **the example starts bold**.

My parents allowed me to make my own educational decisions, which strengthened my confidence—unlike tiger families, who force education on their hapless, uninterested children. **Diana Tsui, a writer and former “tiger cub,” recounted how her own desires did not matter at all.** She never wanted to study piano, but nobody asked her opinion. She just had to spend seemingly endless hours doing something she didn't like. The same was true for her career choice: she was going to be a doctor because her parents wanted her to. This made her feel like she had no control over her life; she was living for her parents, not herself. This lack of motivation made her education pointless and unrewarding. **My parents, on the other hand, had a completely different approach: let the child decide everything.** When I was in school, as early as the second grade, my parents told me that I could study or *not* study whatever I wanted. There was one class I did not like, so I asked to be excused from it. My parents spoke to the school, and just like that, I had independent study in the library. Eventually, I decided to rejoin the class—but that was *my* decision. This control over my own education made me confident. I was studying because *I wanted to*. It gave me greater motivation. Diana had no idea why she was studying, and no interest in what she was studying. In contrast, I knew what I wanted and did what I wanted. This might not have given me grades as high as a tiger cub, but it gave me something far more powerful: self-determination. I decided what to do, I decided how to do it. In the end, I was successful on my own terms.

ACTION: When you write each sentence, make the grammar simple. Do not use complex language or difficult expressions. **Clarity is far more important than style or high-level language.** Remember:

- Each sentence should be 25 words or fewer; use the **word count** to check that.
- Each sentence should have no more than three clauses, and no more than two independent clauses.
- Each sentence will have a conjunction or other transition at the beginning only if the relationship between sentences is unclear without the transition.

ACTION: Write simply at first. Use a subject and a predicate. Use sentences with fewer clauses. This allows you to set the grammar of the sentence. **After you write the simple sentence**, then you can add adjectives, adverbs, phrases, or subordinate clauses which will add more detail and description to the sentence. Then you may want to change the nouns and verbs for more descriptive ones.

If you begin by writing a long and complex sentence, the grammar is easy to lose.

ACTION: Don't forget that every sentence must support the main ideas.

- Every sentence in an example must support the major supporting detail sentence which introduces the example.
- Every sentence in a paragraph must support the topic sentence.
- Every sentence in a paragraph must support the thesis statement.

ACTION: Be concise. Don't repeat any information. Do not add information which is not necessary to support the main ideas. If it is possible to take two sentences and put them together into one shorter sentence, do that. **Then add more descriptive details.**

ACTION: You know more than the reader. Many writers forget that. They forget that the reader may know nothing about your topic. Make sure that you write in such a way that an unknowing reader will understand clearly.

ACTION: After you finish writing a complete part (an example, or a whole paragraph), stop, go back to the start of that part, and read it. When you read it, think of yourself as a person who does not know any of this, a person who did not just write this text. Read the part. How does it sound? Is there any part that disappoints you? Is there any part that sounds strange, or unclear, or confusing? As you see these problems, fix them. These can be called **immediate edits**. You will re-read the essay several more times in the same manner. Each time you may make changes.

When you do this, go back and add details. **You never have enough details.** Add adjectives which convey the main ideas better. Add adverbs. Add prepositional phrases. Add appositives. Add relative clauses. Change words that aren't clear enough. Make the verbs more expressive. Use more descriptive nouns.

WRITING THE INTRODUCTION

Refer to your brainstorming. Consider the paragraphs you just finished writing. What's the best way to lead into them?

You may want to start with a question or an interesting fact. This will probably lead to an anecdote (one of the most common introduction techniques). It can be a story that you brainstormed earlier, but decided not to use because it did not fit into an aspect category. You could also do what I did in my example previously, and use a different story about a different person or event (I used the YMCA story in my essay about my dishonest movie theater boss). Sometimes *disagreeing with someone* could be used before or after the anecdote.

There is no set number of different techniques you can use. Use your judgment, but *do not use only one short technique because it is the easiest thing to do*.

Also, be careful to make sure that the techniques flow smoothly from one to the other.

Don't forget to bridge the introduction.