

**UNIT: Writing About Oneself**

You are to complete each stage of the writing process for one of the prompts below. You can only choose one. You will be directed to complete one task at a time and to put each completed activity into a **portfolio** for your teacher to evaluate. **You will be graded not only on your final paper but also on all the work you do to produce that paper.**

Read the rubric on page 9 of this document before you begin. Your final paper will be a five paragraph essay.

PROMPT 1: "The grand essentials to happiness in this life are something to do, something to love, and something to hope for."

Joseph Addison

What are your somethings?

PROMPT 2: "Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light." Tell about the people from your life who represent these re-kindlers and the time or times you felt like your "light had been blown out."

PROMPT 3: Picture your life years from now. Name one thing you hope is missing entirely, one thing you hope has changed somehow and one you hope has not evolved at all from this moment.

PROMPT 4: How has "your world" affected your dreams for the future? What is your world? (You may include your neighborhood, your church, your school, your family and home, a place where you are developing an interest or talent (on a team, in a studio, on a stage, as a volunteer, reading, etc.), and/or your favorite places.

### Assignment: Prewriting 1 / 'Dt clpuqt o lpi

1. Choose one of the four prompts to brainstorm.
2. Write or type your choice on paper.
3. Follow the model for this assignment. (You may not use the prompt given in the model.) Remember brainstorming is different from writing. Take 15 minutes and do nothing but write or type.
4. Submit whatever you have when you finish. You may type into a document. You may scan what you write.
5. Label your work Prewriting 1a and put it into a folder named Vj g'Rgtuqpcn'Guuc{ 'Wpk0. You will not submit this folder until you complete the unit. This folder IS your portfolio.
6. When you finish, decide if this is the prompt you will continue to work with throughout the section. If you realized during the activity that you could not write much about the prompt that first interested you, choose another. You need five well-developed paragraphs.
7. If you do choose another prompt, you need to brainstorm again. Label this Prewriting 1b and put this into the folder too. You may want to brainstorm each prompt before you choose. All work goes into that folder. You may have Prewriting 1a-1d in your folder when you finish. **YOU MUST HAVE A BRAINSTORMING ACTIVITY FOR THE PROMPT YOU FINALLY CHOOSE.** Do not brainstorm all in one sitting; exhaustion will affect your work.

## Model Prewriting 1

### Prompt:

If you were deprived of one of your five senses (sight, touch, smell, taste, or hearing), which one would you most hate to give up? Explain.

Sight no color smell and taste are connected like losing two for one without sound no music if no hear touch can get hurt on something sharp not feel loved ones face or hand never be tickled sight see snow and see cars not hearing a car horn dangerous, not tasting sour food like milk dangerous too but can feel lump if not taste sour...can still communicate if deaf but hard but never see a person's expression if blind...some stuff smells bad not really a sacrifice like skunk and garbage and sewer miss perfume though...hate smoke I want to see where I am walking darkness all the time cant imagine no but silence all the time might be peaceful but boring? silence better than dark? No smell better than either but then will I taste favorite foods...if no taste no overeat get skinny but miss going out to eat and thanksgiving and favoriter ice cream

*Notice that the ideas are random as they flowed. If you are working, you are not brainstorming. Just type or write. Leave any error (you'll notice a few above). As long as you know what you mean (you can understand the ideas despite the typos) keep writing.*

## **Prewriting 2 / Qwldlpi**

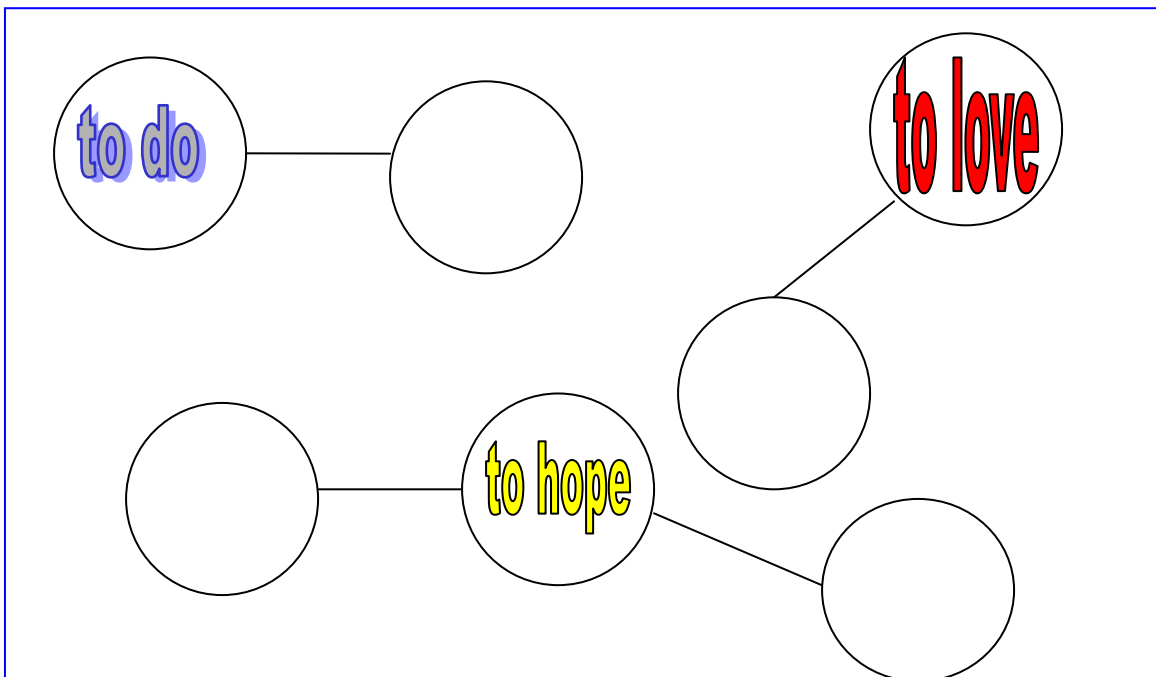
1. Create an outline for your prompt (your final choice) from your brainstorming notes.
2. Review each of the models before selecting which type of outline you want to create.
3. Scan your work or type it. Label it Prewriting 2 and put it into the folder you pco gf " Vj g'Rgtuqpcn'Guuc{ 'Unit. You will not submit this folder until you complete the unit.

An outline requires you to take the prompt apart. You are writing a five paragraph essay. The first paragraph is the introduction; the last paragraph is the conclusion. Do not worry about either of those yet. You need three paragraphs for the body of the essay. In each of the following outlines, three of the choices have been broken down for you. In an outline you do not need to write in sentences—{ qw'ecp use keywords and phrases. Do not y qtt{ "about capitalization or punctuation. You are not carving into stone. You will use y k'u'cu'a reference when you begin a first draft.

ANY PROMPT CAN FIT INTO ANY TYPE OF OUTLINE.

**PROMPT 1: “The grand essentials to happiness in this life are something to do, something to love, and something to hope for.” Joseph Addison**  
**What are your somethings?**

A **CLUSTER OUTLINE** may help you if you are a very visual person. It resembles mapping. This is just a miniature model with only main headings filled in. As you brainstorm or use notes from brainstorming, you fill in circles, or clouds, and connect them to the topic each fits with. You need to ask yourself: What are my hopes? What are the loves of my life? What are the things I want/ need to do?



**PROMPT 3: Picture your life years from now. Name one thing you hope is missing entirely, one thing you hope has changed somehow and one you hope has not evolved at all from this moment.**

A **LIST OUTLINE** is visual in a different way: it shows how many ideas you have for each paragraph or section in the body of your paper because you see the sections side by side. As you brainstorm, you can add ideas that fit under each section. You may want to list everything you can think of in each category and select the one in each category that you can speak the most about. Then, you'll need to brainstorm more. You need to ask yourself: What are things in my life I wish would be totally different or completely gone? Why? What are things I would like to change? In what ways? Why? What things do I hope will stay exactly the same? Why?

Missing entirely	Changed Somehow	No Change

**PROMPT 2: “Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light.” Tell about the people from your life who represent these re-kindlers and the time or times you felt like your “light had been blown out.”**

Whatever outline you use for prewriting, usually only a **FORMAL OUTLINE** is submitted with an academic essay. The model below shows a very simplified form. You would add ideas and numbers under each section.

You need to ask yourself: What three people have kept me going during tough times? How? When?

- I. Re-kindlers of my life
  - A. Introduction
  - B. First Person (Who?)
    - 1.
  - C. Second Person (Who?)
    - 1.
  - D. Third Person (Who?)
    - 1.
  - E. Conclusion

**PROMPT 4: How has “your world” affected your dreams for the future? What is your world? (You may include your neighborhood, your church, your school, your family and home, a place where you are developing an interest or talent (on a team, in a studio, on a stage, as a volunteer, reading, etc.), and/or your favorite spaces.**

To brainstorm this choice, ask yourself what parts of your world could you talk about? You need three or one that you can discuss in three paragraphs. This prompt allows for choices within the choice.

Fill in your outline with as many ideas as you can think of. Do not worry about wording or explaining. Just fill in thoughts. Remember, even though the section topics in your paper will be similar to the section topics of someone else who chose the same prompt, the information about you will make each section unique.

### Assignment: Reading 3 and Writing 3

- Read the models given (1-4) to see passages from published essays that show writing for different purposes.
- ~~Write~~ Choose one of the following four essays:
  1. "The Death of my Father" by Steve Martin
  2. "The Moon Under Water" by George Orwell
  3. "How to Say Nothing in 500 Words" by Paul McHenry Roberts
  4. "The Inaugural Address of Barack Obama" by Barack Obama
- Read your choice and take notes about the author's purpose and writing. Remember, **you** have a format to follow; the author wasn't completing an assignment. Put the notes about your reading into your folder. Name the document Reading 1.
- Write a rough draft of each paragraph in the body of your essay. Put one paragraph on each page. Name the document Writing 1 and put it into the folder

Types of Paragraphs: Examples from published essays. Read each of the following carefully.

**1.) This is a persuasive essay; the author is trying to prove something. She wants her reader to agree with her that a woman should have the right to vote. She has presented an argument that she tends to support.**

"Friends and fellow citizens, I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny."

Susan B. Anthony "On Women's Rights to Vote"

**2.) This is a narrative essay; the author is telling a story. Notice the use of chronological ordering (telling in the order in which events occurred).**

"I remember one splendid morning, all blue and silver, in the summer holidays when I reluctantly tore myself away from the task of doing nothing in particular, and put on a hat of some sort and picked up a walking-stick, and put six very bright-colored chinks in my pocket. I then went into the kitchen (which, along with the rest of the house, belonged to a very square and sensible old woman in a Sussex village), and asked the owner and occupant of the kitchen if she had any brown paper. She had a great deal; in fact, she had too much; and she mistook the purpose and the rationale of the existence of brown paper. She seemed to have an idea that if a person wanted brown paper he must be wanting to tie up parcels; which was the last thing I wanted to do; indeed, it is a thing which I have found to be beyond my mental capacity. Hence she dwelt very much on the varying qualities of toughness and endurance in the material. I explained to her

that I only wanted to draw pictures on it, and that I did not want them to endure in the least; and that from my point of view, therefore, it was a question, not of tough consistency, but of responsive surface, a thing comparatively irrelevant in a parcel. When she understood that I wanted to draw she offered to overwhelm me with note-paper.”

“A Piece of Chalk” by G.K. Chesterton

**3.) This is a descriptive essay; the author is describing what it is like to wake from a dream. He doesn't tell you about a specific event: he describes what the event is like overall. He is also using chronological or temporal ordering.**

**(What you see first when you wake, what you hear next...)**

“What a singular moment is the first one, when you have hardly begun to recollect yourself, after starting from midnight slumber! By unclosing your eyes so suddenly, you seem to have surprised the personages of your dream in full convocation round your bed, and catch one broad glance at them before they can flit into obscurity. Or, to vary the metaphor, you find yourself, for a single instant, wide awake in that realm of illusions, whither sleep has been the passport, and behold its ghostly inhabitants and wondrous scenery, with a perception of their strangeness, such as you never attain while the dream is undisturbed. The distant sound of a church clock is borne faintly on the wind. You question with yourself, half seriously, whether it has stolen to your waking ear from some gray tower, that stood within the precincts of your dream. While yet in suspense, another clock flings its heavy clang over the slumbering town, with so full and distinct a sound, and such a long murmur in the neighboring air, that you are certain it must proceed from the steeple at the nearest corner. You count the strokes--one--two--and there they cease, with a booming sound, like the gathering of a third stroke within the bell.”

“The Haunted Mind” by Nathaniel Hawthorne

**4.) This is an expository essay; the author is informing the reader about the car. At first it may seem persuasive or descriptive. If you continue reading, you realize, there is nothing to talk anyone into as the Model T was then going into automobile history and any description is informative.**

“The Model T was distinguished from all other makes of cars by the fact that its transmission was of a type known as planetary - which was half metaphysics, half sheer fiction. Engineers accepted the word 'planetary' in its epicyclic sense, but I was always conscious that it also meant 'wandering', 'erratic'. Because of the peculiar nature of this planetary element, there was always, in Model T, a certain dull rapport between engine and wheels, and even when the car was in a state known as neutral, it trembled with a deep imperative and tended to inch forward. There was never a moment when the bands were not faintly egging the machine on. In this respect it was like a horse, rolling the bit on its tongue, and country people brought to it the same technique they used with draft animals.

Its most remarkable quality was its rate of acceleration. In its palmy days the Model T could take off faster than anything on the road. The reason was simple. To get under way, you simply hooked the third finger of the right hand around a lever on the steering column, pulled down hard, and shoved your left foot forcibly against the low-speed pedal. These were simple, positive motions the car responded by lunging forward with a roar. After a few seconds of this turmoil, you took your toe off the pedal, eased up a mite on the throttle, and the car, possessed of only two forward speeds, catapulted directly into high with a series of ugly jerks and was off on its glorious errand. The abruptness of this departure was never equaled in other cars of the period, high with a series of ugly jerks and was off on its glorious errand. The abruptness of this departure was never equaled in other cars of the period."

"Farewell My Lovely" by E.B White

**Assignment: Writing'4**

- Write a rough draft of an introductory paragraph and a concluding paragraph. Put each paragraph on its own page, name the document Writing 2. and put the document into the folder.

**Assignment: Writing**

Copy each paragraph from the documents Writing 1 and Writing 2. Put them in order into a new document. There should be 5 paragraphs. Revise this rough draft. You might use the track changes or use the track changes or revise in a different colored font.

Revision 1.

**Assignment: Final Draft**

After you complete the unit, create a final draft to be edited before proofreading. Edit and proofread the final paper. The final paper should be typed, double spaced. Times New Roman or another standard font (size 10 or 12). Margins should be 1-1 ½ inches. The final paper should be saved as Final and put into the folder named The Personal Essay Unit.



90-100	<p>Essay is completed as directed. There is a clear focus, well-developed content, logical organization, and a distinct style. There is an obvious effort to show rather than tell throughout the paper, and an obvious or successful effort to develop style. Errors are minor and do not detract from readability.</p>	<p>Portfolio is complete. There is an outstanding effort to progress through the writing process as directed.</p>
80-89	<p>Essay is completed as directed. There is a clear focus, well-developed content, logical organization, and an attempt to show creativity. There is an effort to show rather than tell in the paper and a less obvious or successful attempt to develop style. Errors are minor and do not detract from readability.</p>	<p>Portfolio is complete. There is an obvious effort to progress through the writing process as directed.</p>
70-79	<p>Essay is completed as directed. There is a clear focus, developed content, and logical organization. Essay lacks originality. There is more telling than showing; there is no obvious effort to develop style. Errors are somewhat distracting or frequent but do not appear to be the result of carelessness or rushing. Some incoherence confuses content.</p>	<p>Portfolio is complete. There is a satisfactory effort to progress through the writing process as directed.</p>
60-69	<p>Essay lacks consistent focus or content represents more generalizations than specifics. Incoherence detracts from readability. Little evidence of applying material taught. Errors detract from readability. Reads like rough draft completed without revision or brainstorming.</p>	<p>Portfolio is incomplete: either an assignment is missing or an assignment or two appear to be the result of a perfunctory effort.</p>
Below 60	<p>Essay lacks focus throughout or sufficient content. Essay is too incoherent or illegible to read. Little to no evidence of applying material taught. Careless or frequent errors detract from readability.</p>	<p>More than one assignment is missing or more than two assignments appear to be the result of a perfunctory effort.</p>