

New 2006!

NAME \_\_\_\_\_ HR \_\_\_\_\_ DUE DATE \_\_\_\_\_

## ★ THE "SELECTED WRITING" PAPER ★

This paper, based on the lessons learned on effective writing, is called the SELECTED WRITING PAPER. This is a creative paper which may take many forms.

### ● PAPER LENGTH

This paper is to be between two and three double-spaced typed pages (or two to three single-spaced hand-written pages). If you go on to a fourth page, you will lose points unless you get pre-approval from your teacher. If your paper is formatted in a non-traditional way, you should provide a word count. An average paper has about 300 words per page. So, this paper's word count should be between 300-600 words.

### ● TOPIC

You will choose ONE of the journals or drafts you have done this unit as a basis for this paper. Your choices are memoir, biographical sketch, mystery, journalistic article, critical review or a satire.

### ● FORMAT

You have flexibility in your choice of format. If you write a more traditional paper, adhere to the manuscript format we have used for previous papers. However, you may choose another format such as: a magazine or newspaper article format, a brochure format, a book format, a handbook format, a script format, etc. Remember that although the format is creative, you must have the equivalent of a minimum of 2 double-spaced lines of writing.

### ● PLENTIFUL USE OF EFFECTIVE WRITING TECHNIQUES

You must use plentifully and well the effective writing techniques we have learned this term. Here are the critical components of writing you will need to incorporate:

#### 1. EFFECTIVE WRITING TECHNIQUE #1:

### SHOW; DON'T TELL: USE SENSORY DETAILS.

Use vivid visual images, vivid sounds, vivid smells, tastes, emotions, and the sense of touch.

#### 2. EFFECTIVE WRITING TECHNIQUE #2:

### USE STRONG VERBS.

A. Use interesting, exciting, UNUSUAL VERBS rather than weak, boring verbs.

B. Avoid OVERUSE of LINKING VERBS (both TO BE and SENSORY linking verbs)

#### TO BE LINKING

am was be being been  
appear become seem look sound stay grow feel smell taste remain turn

NOTE: When "to be" verbs are used in a sentence to assist a main action verb, that is fine. These "to be" verbs are actually called "helping verbs."

Example: \*She is working hard. (OK, because "is" is helping the main verb "working")  
\*She is happy. (NOT OK, because "is" is linking)  
\*She grows roses. (OK, because "grows" is action)  
\*She grows angry. (NOT OK, because "grows" is linking)

C. Use ACTIVE rather than PASSIVE voice.

The use of active voice in this sentence, "He jumped the fence" is preferred over the passive voice, "The fence was jumped by him."

#### 3. EFFECTIVE WRITING TECHNIQUE #3:

### Use an eye-catching, attention-grabbing TITLE and LEAD.

Engage your audience's attention immediately. Make the opening memorable!

#### 4. EFFECTIVE WRITING TECHNIQUE #4:

### Use SENTENCE VARIETY.

- A. Vary the length of your sentences.
- B. Vary the beginnings of sentences.
- C. Do not overuse the traditional SUBJ-VERB-OBJECT sentence pattern.

#### 5. EFFECTIVE WRITING TECHNIQUE #5:

### Choose an interesting, effective AUDIENCE and VOICE.

- A. Experiment with an unusual yet interesting audience, and gear your writing appropriately to that audience.
- B. Consider experimenting with a VOICE other than your own if appropriate and possible

#### 6. EFFECTIVE WRITING TECHNIQUE #6:

### USE APPROPRIATE DICTION (WORD CHOICE)

- A. Clear the clutter! Avoid redundancy!
- B. Avoid use of CLICHES, IDIOMS, HYPERBOLES
- C. Make sure the JARGON is appropriate for the audience for whom you are writing.
- D. Be aware of the impact DENOTATION and CONNOTATION can have on meaning and such things as loaded language and euphemisms.

#### ● GRAMMATICAL CORRECTNESS AND PROPER MLA FORMAT

Specifically, you will be graded on the following:

- \_\_\_ a. no spelling mistakes (sp -1 and NX sp -2)
- \_\_\_ b.. correct use of homonyms (H -1 and NX H -2)
- \_\_\_ c. correct use of capitalization (cap, lc -1)
- \_\_\_ d. no fragments or run-ons (frag, ro -1)
- \_\_\_ e. correct use of apostrophes (pa -1)
- \_\_\_ f. correct use of quotation marks and underlining (pq, pund -1)
- \_\_\_ g. correct use of semi-colons and colons (psc, pco -1)
- \_\_\_ h. correct use of endmarks (pend -1)
- \_\_\_ i. correct use of comma rules (pc -1)
- \_\_\_ j. correct subject-verb agreement and pronoun-antecedent agreement (agr -1)
- \_\_\_ k. correct use of pronoun case (subject pronoun vs. object pronoun) (pro case -1)
- \_\_\_ l. no misuse of confusing verbs: lie/lay, sit/set, rise/raise (ew -1)
- \_\_\_ m. correct choice between the adjective and adverb forms such as bad/badly, good/well, easy/easily, sure/surely, safe/safely, etc. (ew -1)
- \_\_\_ n. proper manuscript form (msf -1)

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# Selected Writing Paper

## TIMELINE

HERE IS THE PLAN YOU WILL FOLLOW:

**STEP ONE:** Look carefully at your WORKS IN PROGRESS IDEA SHEET/TABLE OF CONTENTS and any journals or drafts you have done this term. Choose the one that appeals most to you and which appears to have the most promise.

Informing the teacher of your topic is due \_\_\_\_\_

**STEP TWO:** You will start by revising this original, thinking about each of the critical components of EFFECTIVE WRITING listed above. Write a new, revised draft for your "selected writing." This new draft must be at least two sides of a page (double-spaced). Remember, as always, to number the lines.

Your Selected Writing draft is due \_\_\_\_\_

**STEP THREE:** You will pair up with another student in our class who will edit your draft and conference with you about it. This editing will focus more on content and EFFECTIVE WRITING SKILLS than on grammar problems.

Peer conferencing will take place on \_\_\_\_\_

**STEP FOUR:** After considering the suggestions made by your peer, you will now revise your draft. Be sure to consider each of the critical components of EFFECTIVE WRITING listed above. Write a new, revised draft for your "selected writing." As before, this new draft must be at least two sides of a page (double-spaced). Remember, as always, to number the lines.

This revised Selected Writing draft is due \_\_\_\_\_

**STEP FIVE:** You will now turn the revised Selected Writing draft over to an adult editor—either a parent, a teacher in ACE or in the ERC, or another adult who would be willing to help edit your third draft and conference with you about it. Focused attention is now to also be made to correction of grammatical errors as well as ideas to revise content and effective writing techniques.

Parent/teacher/adult editing will take place on \_\_\_\_\_

FEEDBACK AND EDITING SHEET is due \_\_\_\_\_

**STEP SIX:** You will now make your final changes based on the adult feedback given you in step six. THE FINAL COPY (following all msf rules) is due \_\_\_\_\_

**★ NOTE: MAKE SURE YOU START THIS ASSIGNMENT SOON!**  
This will be a major grade! Buybacks will NOT be allowed, so start early so you have plenty of proofreading time.

## Characteristics of Selected Writing Choices

Memoir	Biographical Sketch
<p>1. personal reflective essay: short, non-fiction work that focuses on the writer's thoughts about a personal experience</p> <p>2. autobiographical narrative essay: recalls a memorable incident from the author's life. It tells a story.</p> <p>3. contains facts and shares personal anecdotes</p> <p>4. reflects the author's opinion, perspective, and attitude; personality should be revealed</p> <p>5. gives the author's feelings and observations</p> <p>6. the purpose is the lessons learned from the experience. The main idea can be stated directly or implied. The memoir can be highly inspirational.</p> <p>7. uses sensory details to recall the experience</p> <p>8. very personal voice; first person</p> <p>9. audience can be flexible</p> <p>10. _____</p>	<p>1. nonfiction; a short, very concise profile of an interesting person</p> <p>2. usually focused on one aspect of a person</p> <p>3. contains the author's opinion of the significance of the facts, so the information is, in some respects, an interpretation</p> <p>4. tells a story about a person</p> <p>5. instead of focusing on a lengthy exploration of a whole human life, the biographer focuses on predominant character traits and on brief periods of a person's life</p> <p>6. faithful chronicle of events</p> <p>7. great emphasis on the development of character; subject's and biographer's personality should come out</p> <p>8. can be reflective, personal, emotional</p> <p>9. flexible audience</p> <p>10. _____</p>
Mystery	Journalistic Article
<p>1. emphasis is on the plot; sequenced happenings that revolve around the uncovering and piecing together of clues usually from a fictional crime that has occurred (either prior to the start of the action or rather quickly once the story starts). Plot elements should be logical. Stay away from plot manipulation. the "thrill" for the reader is the process of solving the puzzle</p> <p>2. conflict—struggle of two opposing forces</p> <p>3. well-developed imaginary characters; avoid stereotypes</p> <p>4. problem → clues → solution</p> <p>5. use a well-defined imaginary setting</p> <p>6. point of view is critical. It can sometimes indirectly establish the author's intentions.</p> <p>7. foreshadowing and suspense evident</p> <p>8. first or 3<sup>rd</sup> person narrator who usually knows less than the detective/crime solver</p> <p>9. unless it's a cliffhanger, the story should be brought to a satisfying resolution</p>	<p>1. non-fiction of several types—the feature story and letters to the editor and commentaries</p> <p>2. the information is carefully structured so the reader gets all the main facts—who, what, when, where—right away and usually in the first sentence. Then the article will gradually expand adding in the why and the how of the topic.</p> <p>3. contains interesting information about the subject and usually has "human interest" (evokes an emotional response in the reader)</p> <p>4. writer can go beyond the reporting of facts to create something that is not just useful but enjoyable to read</p> <p>5. catchy headlines and lead that draws reader in to read entire article, gets to point quickly</p> <p>6. accurate, factual</p> <p>7. may be controversial, take the "other side" into consideration, represent different views, audience taken into account</p>
Critical Review	Satire
<p>1. an article written for a newspaper or magazine to objectively evaluate a book, movie, TV show, product, etc.</p> <p>2. conveys the author's opinion about the thing being reviewed</p> <p>3. persuasive</p> <p>4. supporting evidence, factual details to support the opinion</p> <p>5. clear point of view</p> <p>6. audience is well-specified</p> <p>7. follows the typical components for the type of review it is</p> <p>8. author sounds like an expert, authority</p>	<p>1. focuses on a single subject and criticizes it by ridiculing it, evoking an attitude of amusement, contempt, or scorn</p> <p>2. exposes, instructs and thereby attempts to correct human foibles and institutional evils</p> <p>3. uses sarcasm, exaggeration, humor, absurdity, irony</p> <p>4. well-defined audience</p> <p>5. tone ranges from playfulness to scorn to outrage</p> <p>6. _____</p>

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# Sample A

p.5

Catie Busch

Mrs. Wallenberg

English 9B

20 December 2001

## The Secret at the Lodge

The evening drifted on slowly into a cold, crisp night. Driving up to a Colorado ski lodge was the Bachelor family. The family consisted of the middle-aged mom, her husband, their young daughter, who was six years old, and a toddler son. They all huddled close together trying to stay warm as the three of them walked inside, the boy sleeping against his dad's shoulders. As they walked inside the lodge, they felt a toasty-warm chill tingling their spines. In the lounge of the lodge, there was a magnificent fire blazing, warming up the whole lodge. A faint smell of pine made their noses twitch, and the soft murmur of holiday music tingled their ears. It was going to be a wonderful family vacation.

Once the Bachelor family checked in and settled into their room, they went to bed. In the middle of the frail night, the little girl awoke to a small scratching noise that she heard coming from her window. The soft carpet tickled her little toes as she walked across it toward the noise. Out of the corner of her eye, she noticed a red-bandanna blowing in the wind against the window. The little girl heard a scratching noise which came from a small piece of teal-colored glass attached to the bandanna. She stretched her tiny arms as far as they would reach, curiously seeking the window latch to secure her treasure. But as she did so, there was a loud, high-pitched scream coming from downstairs.

Everyone in the lodge awakened to the loud scream and ran towards the noise. The little girl, also interested in what happened, ran towards the stairs to go down. But, her legs were unable to keep up with the adults' larger legs, so she trailed behind. When she was at the top of the stairs, she noticed an older woman carrying a small, golden box,

PG

SAMPLE B

Hooser 1

Kim Hooser

English 9B/3rd Hour

Mrs. Wallenberg

24 May 2001

### Snow Lodge

It was a dark, eerie December night. The wind was howling, the tree branches were snapping, and the snow was blowing all around. The Snow Lodge was a dot of faint light standing in the middle of nowhere. Suddenly, a tall, old man crashed through the doorway, knocking Mindy over. The man was wiping warm, red blood off of his hands with a torn, blue bandana when Dave came running in. Helping his wife up, he sternly asked what was going on.

The old man replied quivering, "Nothing. I need a place to stay. It's freezing outside. Please, let me stay." Uncertain about the whole situation, Dave pointed the man in the direction of the soft, cotton couch by the warm, crackling fire. The man noticed the couple staring at him coldly.

"Who are you, and what happened?" Dave asked as his wife stood timidly behind him.

Cautiously, the man answered, "The name is Bill. I was out hunting in the cold, crisp air. Then this dang ol' blizzard came pounding in. I wasn't about to stop when I had a big ol' moose with a bullet in 'em. So, I followed that moose until I got 'em. By then, the worst storm of '96 Colorado has ever seen got here. Wasting that moose would've been a bad idea, so I took what I could. It'll sure look good on my wall!"

After seeing the disgusted look on Mindy's face, he added, "Don't worry. The head is in the snow near the side of the lodge."

**PEER FEEDBACK SHEET ON SELECTED WRITING DRAFT**

(rev. term 3 '6)

WRITER'S NAME \_\_\_\_\_ DATE: \_\_\_\_\_

TITLE OF SELECTED WRITING DRAFT:

\_\_\_\_\_ (give it a temporary one now if you haven't titled it already)

PEER EDITING PARTNER'S SIGNATURE \_\_\_\_\_

\*\*\*\*\*

Peer editor, please read the draft over carefully BEFORE answering the following questions.

**CONTENT**

1. What is the basic/overall **topic** of this selected writing draft:

\_\_\_\_\_

2. What did you like most about this draft?

3. What did you think needs the most improvement about this draft?

**USING SENSORY DETAILS**

5. Comment on the use of **sensory details (showing vs. telling)** in the draft.

**USING STRONG VERBS**

(You hope to answer the following questions "YES." If not, the writer needs to work on the verbs in the next draft.)

6. Take a close look at the verbs in the preferred draft.

Are there interesting **EXCITING, STRONG verbs** used? YES NO UNSURE  
Comments or suggestions on this?

7. Go through the draft quickly looking for **LINKING VERBS**. Mark "LV" above each **LINKING VERB** you find. Evaluate whether you think there are too many.

Are there are **more action verbs** than linking (to be and sensory) verbs? YES NO UNSURE  
Comments or suggestions on this?

8. Did the writer use more **ACTIVE** rather than **PASSIVE VOICE**? YES NO UNSURE

*EXAMPLES--Active: He ran the play. Passive: The play was run by him.*  
Comments or suggestions on this?





**EFFECTIVE TITLE AND LEAD**

9. Evaluate the chosen title for the selected writing. In your opinion, what rating (from 1-5, with 1 meaning weak and 5 meaning excellent) would you give the title?

I'd give it a \_\_\_\_ because \_\_\_\_\_

10. Read the LEAD (or opening few sentences) several times. Circle below how effective you think the LEAD is.

Circle: very effective      effective      somewhat effective      not very effective

11. What might be done to improve the lead?

**VOICE**

12. Identify the writer's voice in draft: \_\_\_\_\_

Was this difficult to identify? (circle) YES    NO    SORT OF

13. Suggest another voice for this Selected Writing assignment: \_\_\_\_\_

Explain why you think this voice might work better:

\_\_\_\_\_

14. What else needs to be done to make this selected writing's voice crystal clear?

**AUDIENCE**

15. To what audience do you think this draft is geared? \_\_\_\_\_

16. What else needs to be done to make this selected writing's audience choice clear?

17. Give another idea for an audience. \_\_\_\_\_

Explain why you think this audience might work better:

\_\_\_\_\_

18. Check the draft over for the use of appropriate diction (word choice).

A. Clear the clutter! Avoid redundancy!

B. Avoid use of CLICHES, IDIOMS, HYPERBOLE

C. Make sure the JARGON is appropriate for the audience for whom you are writing.

D. Be aware of the impact **DENOTATION** and **CONNOTATION** can have on meaning and such things as loaded language and euphemisms.

What did you find? (Circle your response to each area.)

·CLUTTER & REDUNDANCY    no problem    needs uncluttering/less repetition    unsure

·CLICHES:    no problem    needs to change clichés to more original expressions    unsure

·JARGON:    no problem    needs to define jargon better    needs less jargon    unsure

**FINAL COMMENTS**

19. In your opinion, does the draft need to be shortened, lengthened, or is it just right in length? (CIRCLE)

20. Give one last suggestion as to what the writer needs to do to get a great grade on this paper: \_\_\_\_\_

(rev. term 4 '06) **SELECTED WRITING PAPER**  
**EDITING SESSION #1: CONTENT EDITING**

Writer's Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_  
 Adult Editor's Name \_\_\_\_\_

--->NOTE: THE ROUGH DRAFT MUST BE DOUBLE-SPACED AND ALL LINES MUST BE NUMBERED.

To the writer: Make sure the editor understands the commitment it will take to complete this editing packet. Make sure YOU understand your responsibility, too! You are to sit alongside your editor to assist him or her. Allow plenty of time for this work.

**Writer, complete these four questions first.**

1. What is your temporary title for this selected writing? \_\_\_\_\_
2. Briefly, describe the topic of this writing. \_\_\_\_\_
3. Describe the audience to whom this selected writing is directed: \_\_\_\_\_
4. Describe the voice you have chosen to use for this selected writing: \_\_\_\_\_

**A note to the editor from the teacher:**

First of all, thanks! This is a detailed, time-consuming task! Your time is certainly appreciated! The writer was told in advance to give you the two of you at least two hours to complete this task, to ask you early enough to allot time for the session, not to do this late at night, and to sit beside you as you complete the editing feedback sheets.

In addition, an adult was requested as an editor for this paper. This process works best when you sit with the student while giving him or her the feedback requested on this editing packet. It is expected that you (or the student may do it for you) write down the feedback requested on these sheets.

X \_\_\_\_\_  
 Editor's signature: I verify that we discussed all the information requested here

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p. E1 Edit

Please check off each part as you complete it.  
 -->Editor, before you begin, read through the writer's draft at least twice.

**CONTENT COMMENTS**

1. In your own words, briefly summarize what you think the draft is about.  
 •done
2. Jot down here what you liked most about the draft.  
 •done
3. **What parts seem confusing?** What parts need to be worked on further?  
 What was unclear? Where could something be added?  
 Write down line numbers here of confusing parts the writer might need to clarify or revise. Line #: \_\_\_\_\_  
 •done
4. **What do you think of the title?**  
 Should it be changed to be more effective? (circle) YES NO UNSURE  
 Please comment below.

**COMMENTS ON EFFECTIVE WRITING TECHNIQUES**

Now it's time to give feedback on how well this selected writing included the critical components of effective writing that we have been studying.

\_\_\_\_ EFFECTIVE WRITING TECHNIQUE #1:

The student should emphasize **SHOWING** rather than **TELLING** by incorporating the use of **SENSORY DETAILS (sights, sounds, smells, tastes, emotions, touch)** in the draft. The piece should, wherever possible, "show" rather than merely "tell" or "describe."

In your opinion, does this selected writing do that? YES NO SOMEWHAT

Give at least ONE example where this is done well.

LINE(S) \_\_\_\_\_ WHICH SENSE IS "AWAKENED" HERE? \_\_\_\_\_

Think about each of the following. Comment on how well the draft uses each of these to "show" rather than "tell."

- VIVID VISUAL IMAGES: (circle) GREAT GOOD OK WEAK NONE USED  
 VIVID SOUNDS: (circle) GREAT GOOD OK WEAK NONE USED  
 SMELLS: (circle) GREAT GOOD OK WEAK NONE USED  
 TASTES: (circle) GREAT GOOD OK WEAK NONE USED  
 EMOTIONS/TOUCH: (circle) GREAT GOOD OK WEAK NONE USED

3

4

**NOTE TO THE EDITOR:**

THE PART ON USING STRONG VERBS AND SENTENCE VARIETY GETS PRETTY TECHNICAL GRAMMATICALLY. THE STUDENT WRITER SHOULD BE ABLE TO IDENTIFY SUBJECTS, VERBS, AND OBJECTS SINCE WE HAVE COMPLETED THE APPLICABLE PARTS OF SPEECH UNITS. HE OR SHE CAN ALSO GO TO ACE TO GET HELP WITH THIS PART.

**2. EFFECTIVE WRITING TECHNIQUE #2:**

**USE STRONG VERBS.**

The student should use **interesting, exciting, unusual verbs** rather than **weak, boring verbs**. Powerful rather than weak, boring verbs (such as go, see, make, use, do, say, show, get, give, look, have) are desirable.

Look carefully at the verbs in this selected writing. Go through the draft and circle all the verbs that you think are particularly strong.  
**Put down at least 3 of the best ones below:**

Now, go back to the draft and look for the boring, overused ones. UNDERLINE them and put a *change?* above them.

If there was one that stuck out as being used way too often, identify it here: \_\_\_\_\_

In your opinion, does the selected writing need to add more unique and exciting verbs?

Circle: YES NO UNSURE

**B. Avoid OVERUSE of LINKING VERBS (both TO BE and SENSORY linking verbs)**

**TO BE LINKING**  
am was be  
are were being been  
is

**NOTE:** When "to be" verbs are used in a sentence to assist a main action verb, that is fine. These "to be" verbs are actually called "helping verbs."  
Example: \*She is working hard. (OK, because "is" is helping the main verb "working")  
\*She is happy. (NOT OK, because "is" is linking)

**SENSORY LINKING**  
appear become seem  
look sound stay  
grow feel smell  
taste remain turn

**NOTE:** When any of these sensory linking verbs are used as action verbs, that is fine.  
Example: \*She grows roses. (OK, because "grows" is action)  
\*She grows angry. (NOT OK, because "grows" is linking)

Go through the draft and underline any of the verbs on the above list that you find.

Above each "to be" linking verb or "sensory linking verb, write *LV?* to point them out to the writer.

In your opinion, does the selected writing need to revise many sentences to eliminate LINKING VERBS?

YES NO UNSURE

**c. Use ACTIVE rather than PASSIVE voice.**

The use of active voice in this sentence, "He jumped the fence" is preferred over the passive voice. "The fence was jumped by him."

Look carefully through the selected writing for PASSIVE VOICE. Key words to look for to recognize PASSIVE VOICE are forms of the verb TO BE and the word BY in the latter part of a sentence. However, the sentence can still be written in the passive without the word BY.

Examples: She was elected. They were frustrated. It is stated.

Go through the draft and **BOX IN** any sentences that you find written in the passive voice. Above the sentences you find, write *PASSIVE?* to suggest that these sentences should be rewritten in the ACTIVE VOICE.

In your opinion, does the selected writing need to revise many sentences to eliminate PASSIVE VOICE?

YES NO UNSURE

1/5

**3. EFFECTIVE WRITING TECHNIQUE #3:**

**Use an eye-catching, attention-grabbing TITLE and LEAD.**

Engage your audience's attention immediately. Make the opening memorable! The choice of title and the lead (or how the writing starts out) is VERY IMPORTANT.

Circle how effective the TITLE is for this selected writing.

GREAT GOOD OK WEAK NONE GIVEN

In your opinion, does the TITLE in this selected writing need to be revised to be more effective?  
YES NO UNSURE

Comment on how effective the LEAD is for this selected writing.

GREAT GOOD OK WEAK

In your opinion, does the LEAD in this selected writing need to be revised to be more effective?  
YES NO UNSURE

**4. EFFECTIVE WRITING TECHNIQUE #4:**

**Use SENTENCE VARIETY.**

A. Vary the length of your sentences.

B. Vary the beginnings of sentences.

C. Do not overuse the traditional SUBJ-VERB-OBJECT sentence pattern.

To check for "sentence variety," go through the draft and start marking the subjects with an *S* above them and the verbs with an *AV* or an *LV* or an *HV* above them and the objects with an *O*. When you've gotten about half way through the draft, think about what you've seen.

Does there seem to be too many sentences starting with SUBJ-VERB or SUBJ-VERB-OBJECT?  
YES NO UNSURE

Are the sentence lengths all about the same?  
YES NO UNSURE

Do the sentences start with a variety of beginnings?  
YES NO UNSURE

In your opinion, does the writer need to spend some time revising sentences in this selected writing so that they show more variety?  
YES NO UNSURE

**5. EFFECTIVE WRITING TECHNIQUE #5:**

**Choose an interesting, effective AUDIENCE and VOICE.**

A. Experiment with an unusual yet appropriate and interesting AUDIENCE, and gear your writing appropriately to that audience.

B. Consider experimenting with a VOICE other than your own if appropriate and at all possible

Describe as best as possible who you think is the intended AUDIENCE for whom this selected writing was written.  
Be as specific as possible. \_\_\_\_\_

If the AUDIENCE seems too vague, check this line. \_\_\_\_\_

In your opinion, does the writer need to spend some time revising this selected writing so that it is clearly geared to a targeted audience?  
YES NO UNSURE

**The writer was asked to try to experiment with a VOICE other than his or her own if possible**

Describe as best as possible the VOICE of the narrator/writer. \_\_\_\_\_

If you think the writer/narrator is very unclear/vague, check here. \_\_\_\_\_

In your opinion, is the writer or narrator chosen (be it the actual writer or someone fictional) the best choice?  
YES, keep the chosen voice! NO, do something different. UNSURE

1/5



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6. EFFECTIVE WRITING TECHNIQUE #6:

Use appropriate DICTION (word choice).

Ask the writer to show you the section of the Effective Writing Packet explaining this concept.

- A. Clear the clutter! Avoid redundancy!
- E. Avoid use of CLICHES, IDIOMS, HYPERBOLE
- F. Make sure the JARGON is appropriate for the audience for whom you are writing.
- G. Be aware of the impact DENOTATION and CONNOTATION can have on meaning and such things as loaded language and euphemisms.

Check the draft over for the use of appropriate diction (word choice).

What did you find? (Circle your response to each area.)

- CLUTTER & REDUNDANCY no problem needs uncluttering/less repetition unsure
- CLICHES: no problem needs to change clichés to more original expressions unsure
- JARGON: no problem needs to define jargon better needs less jargon unsure

SUGGEST ANY CHANGES TO ANY PROBLEMS WITH THESE THREE.

OVERALL COMMENTS

Overall, how effective is this selected writing? In your opinion, is currently ENGAGING, ORGANIZED, and EFFECTIVE in its purpose?

- YES
- SOMEWHAT
- NO
- UNSURE

FINAL COMMENTS ON CONTENT EDITING SESSION

NOTE FROM THE TEACHER TO THE EDITOR!

THANK YOU SO MUCH FOR HELPING THE WRITER. Although these editing sheets are time-consuming, they allow the writer to make a thorough check of what needs to be changed, added, edited to adhere to the requirements of the assignment. The quality of writing assignments has improved dramatically since we started using these in class!

How long did this editing session take (from start to finish)?

Did the writer inform you ahead of time that this packet would be very time consuming and not to start this late at night? yes no

Did the writer give you adequate advance notice and adequate time to complete this CONTENT

EDITING PART of the editing packet? yes no

Did the writer sit alongside you (as he or she was instructed in class) and assist you (pulling out handouts if needed, explaining terms and requirements, etc.) to make this process go smoother?

yes no some of the time

Would you be willing to complete such a task for this writer again? yes no perhaps

Comment on how productive both of you felt this was. Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother):

Editor's comment:
Writer's comment:

TAKE A BREAK NOW!

Next session, you will deal with the technical--the grammar and mechanics--aspects of the paper!

75



Writer's Name \_\_\_\_\_ Hr. \_\_\_\_\_ Due date \_\_\_\_\_  
Adult Editor's Name \_\_\_\_\_

--->NOTE: THE ROUGH DRAFT MUST BE DOUBLE-SPACED AND ALL LINES MUST BE NUMBERED.

To the writer: Make sure the editor understands the commitment it will take to complete this technical editing packet. Make sure YOU understand your responsibility, too! You are to sit alongside your editor to assist him or her. Allow plenty of time for this work. If your adult editor does not feel comfortable doing the technical (or grammatical editing), plan to go to ACE for help instead.

In the left hand column below, put a ✓ check mark indicating that you have LOOKED FOR and MARKED (ON THE DRAFT WITH A COLORED PEN) any technical errors you find. This means write the abbreviations (listed below to the right) for the errors in the draft above the place where you think there is an error.

NOTE: If you think there is an error but are not sure, put an abbreviation indicating the possible problem and a ? above the place where you think there might be an error.

EXAMPLE OF HOW TO MARK IN THE DRAFT:

Chris is dedicated to her family, and likes to volunteer in her community.

Put a ✓ check here beside each that have been checked

\_\_\_\_\_ a. there are no spelling errors (regular spelling mistakes (sp -1) or "no-excuse spelling" (sp -2))  
Ex. He has a prejudice (rather than "prejudiced") viewpoint.

\_\_\_\_\_ b. all homonyms are used correctly correct use of homonyms (H -1)  
A homonym is a word that sounds the same as another word, but it is spelled differently.  
Ex. of a homonym problem: He is to tired two do any homework.  
(rather than He is too tired to do any homework.)

\_\_\_\_\_ c. all endmarks are correct (pend -1)  
Correctly use periods, question marks, and exclamation marks at the end of sentences.

\_\_\_\_\_ d. all capitalization is done correctly (cap -1 or lc -1)  
You forgot to capitalize or should not have capitalized a word.  
Ex. I really like studying english (rather than English) with my best Friend (rather than friend).

\_\_\_\_\_ e. there are no fragments (frag -1)

✓ done

A **fragment** occurs when you write a group of words as a complete sentence (starting with a capital letter and ending with an endmark). In reality, this group of words was not a complete sentence. It was missing either a subject or a verb or both or the expression of a complete thought. *Often times, a group of words fragment may only look complete because they are dependent on either the sentences that come before or after them. Remember, to be a complete sentence, a group of words must have a subject and a verb and make complete sense all by itself.*  
**Example of a fragment: When I left home.**

\_\_\_\_\_ f. there are no run-ons (ro -1)  
A run-on is when the writer "runs" together or connects two independent clauses. In effect, these "clauses" should have been two separate sentences OR if the two clauses were closely related, they may have been written as one sentence with a semi-colon connecting them.)  
**Ex. of a run-on: David Letterman is a riot his show is popular.**

Another type of run-on is a **comma splice**. This means that two independent clauses have been spliced (or put) together in one sentence with a comma when they should have been either two separate sentences or if the sentences were closely related, they might have been connected with a semi-colon in place of a comma.  
**Ex. of a comma splice type of run-on: The fog lifted, the plane took off.**

\_\_\_\_\_ g. all apostrophes are used correctly (pa -1)  
Check both words that need correct use of apostrophes to show possession.  
**Example: The childrens' (should be "children's") father is Atticus.**  
Also, check the use of apostrophes in contractions.  
**Example: They dont believe Tom is guilty. (should be "don't")**

\_\_\_\_\_ h. correct subject-verb agreement and pronoun-antecedent agreement (agr -1)  
An agreement error means that your subjects, pronouns, or verbs do NOT agree in number or gender.  
Ex. You wrote "An athlete must watch their diet" (incorrect) instead of "An athlete must watch his or her diet" or "Athletes must watch their diets."

\_\_\_\_\_ i. no misuse of confusing verbs: lie/to lay, sit/set, rise/raise (ew -1)

\_\_\_\_\_ j. correct choice between the adjective and adverb forms such as these:  
bad/badly, good/well, easy/easily, sure/surely, real/really, safe/safely, etc. (ew -1)

FINAL COMMENTS ON TECHNICAL EDITING SESSION

k. correct use of pronoun case (subject pronoun vs. object pronoun) (pro case -1)
You have chosen the wrong case of the pronoun--either a subject pronoun when you needed an object pronoun or vice versa.

EXPLANATION

Use a subject pronoun when the pronoun is the subject in the sentence.
ex. Sam and I (not Sam and me) went to the game together.

Use the subject form of the pronoun when the pronoun follows a form of the verb "to be."
ex. The best runners were Jason and he (not him).

Use the subject form of the verb when the sentence ends in an incomplete construction--the verb is technically missing. This situation most often follows the words "than" or "as."
ex. She can swim faster than he (not him).

Use the object form of the pronoun when the pronoun is acting as the object of the verb in the sentence.
ex. The teacher gave Sally and me (not I) the test.

Use the object form of the pronoun when the pronoun is the object in a prepositional phrase.
ex. Between you and me (not I), this worksheet is getting long.

l. correct use of comma rules (pc)

You either put a comma in for no reason or forgot one.
Ex. He went to see the Bulls, but never went to see the Timberwolves.

corrected sentence: He took her to see the Bulls, but he never went to see the Timberwolves.

Ex. I like the Bulls but I don't like the Blackhawks.
corrected sentence: I like the Bulls, but I don't like the Blackhawks.

m. correct use of semi-colons and colons (psc, pco)

Proper manuscript form (msf)--each error is -1

NOTE: The student should have the rules for proper manuscript formatting for a formal paper in the msf section in the SURVIVAL PACKET in his/her 3-ring notebook.

If needed, go to the Survival Packet and review these rules (margins, spacing, headings, etc.)

LOOK THROUGH THE DRAFT TO SEE IF YOU CAN FIND ANY MSF ERRORS.
IF YOU FIND ANY MSF ERRORS, CIRCLE THE ERROR AND PUT "msf" ABOVE THE ERROR.

JUST A FEW SPECIFIC MSF QUESTIONS:

a. Is the proper msf for a formal paper (heading, pagination, spacing, margins, etc.) done correctly?
YES NO UNSURE
b. Are all the numbers done correctly? (all numbers that can be said in ONE or TWO words MUST be written out)
YES NO UNSURE

c. Are all titles done correctly? (underlining or in quotation marks of books, magazines, movies, plays, articles, chapters, pamphlets, paintings, etc.)
YES NO UNSURE

d. Are all punctuation marks placed correctly in relationship to quotation marks? (periods and commas always go inside quotation marks, colons and semi-colons always go outside quotation marks, question marks and exclamation marks depend on the situation)
YES NO UNSURE

NOTE FROM THE TEACHER TO THE EDITOR!

THANK YOU SO MUCH FOR HELPING THE WRITER. Although these editing sheets are time-consuming, they allow the writer to make a thorough check of what needs to be changed, added, edited to adhere to the requirements of the assignment. The quality of writing assignments has improved dramatically since we started using them in this class

How long did this technical editing session take?
Did the writer inform you ahead of time that this packet would be very time consuming and not to start this late at night?
Did the writer give you adequate time to complete this technical editing?

Did the writer sit alongside you (as he or she was instructed in class) and assist you (pulling out handouts if needed, explaining terms and requirements, etc.) to make this process go smoother?
Would you be willing to complete such a task for this writer again?

Comment on how productive both of you felt this was. Please jot down any comments/suggestions on this procedure/editing packet (for the teacher to make this process go smoother):
Adult Editor's comments:
Writer's comments:

P. TI  
2006

NAME \_\_\_\_\_ Hr. \_\_\_\_\_ DUE DATE \_\_\_\_\_

**SELECTED WRITING TEACHER GRADING SHEET**

(Wallenberg: revised for term 2 '06 1/26/06)

**TO THE WRITER:**

ANSWER THE FOLLOWING QUESTIONS IN THIS BOX BEFORE TURNING IN THIS ASSIGNMENT:

1. What is the title for this selected writing? \_\_\_\_\_
2. Briefly, describe the topic. \_\_\_\_\_
3. Circle the TYPE of writing this is: MEMOIR MYSTERY STORY BIOGRAPHICAL SKETCH  
JOURNALISTIC ARTICLE CRITICAL REVIEW SATIRE
4. Describe your voice. \_\_\_\_\_
5. Describe your audience for whom this piece is directed. \_\_\_\_\_
6. Comment on how it felt doing this assignment. Here are some suggested questions you might address:  
What worked? What didn't? What challenged you? What might you have done differently? What have you learned? What did you like or not like about it? Share whatever you like!

**\_\_\_/35 CONTENT**

- \_\_\_ 1. Emphasize **SHOWING rather than TELLING** by incorporating the use of **SENSORY DETAILS**

3 Included should be many examples of the following:

\_\_\_ VIVID VISUAL IMAGES      \_\_\_ SMELLS      \_\_\_ EMOTIONS/TOUCH  
\_\_\_ VIVID SOUNDS      \_\_\_ TASTES

Does the selected writing include plenty of sensory details?

YES, DEFINITELY      SOMEWHAT      NOT NEARLY ENOUGH      NONE  
3 pts.      2 pts.      1 pt.      0 pts.

- \_\_\_ 2. Use an eye-catching, attention-grabbing **TITLE** and an effective, memorable, and inviting **LEAD**.

3

Are the title and the lead in this selected writing eye-catching, attention-grabbing, effective, memorable?  
more effective?

YES, DEFINITELY      SOMEWHAT      NOT NEARLY ENOUGH      NO TITLE and/or  
3 pts.      2 pts.      1 pt.      VERY POOR LEAD  
0 pts.

- \_\_\_ 3. Use interesting, exciting, unusual, and **STRONG VERBS** rather than weak, common, boring verbs.

3 Whenever possible, the selected writing should use powerful and perhaps unique verbs rather than weak, boring verbs (such as go, see, make, use, do, say, show, get, give, look, have).

Does the selected writing use exciting, strong verbs?

YES, DEFINITELY      SOMEWHAT      NOT NEARLY ENOUGH      NONE  
3 pts.      2 pts.      1 pt.      0 pts.

4. Avoid **overuse of both "TO BE" LINKING VERBS AND "SENSORY" LINKING VERBS** as:

3	<b>TO BE LINKING</b>	<b>SENSORY LINKING</b>
	am      was      be	appear   become   seem   taste
	are      were    being	look      sound    stay      remain
	is              been	grow      feel      smell      turn

Does the selected writing keep the use of LINKING VERBS to a minimum?

YES, DEFINITELY	SOMEWHAT IN BALANCE	NOT REALLY IN BALANCE	WAY TOO MANY UNNECESSARY LV
3 pts.	2 pts.	1 pt.	0 pts.

5. Use **ACTIVE** rather than **PASSIVE** voice.

3 For example, the active voice in this sentence, "He jumped the fence." is preferred rather than the passive voice, "The fence was jumped by him."

Does the selected writing employ the use of ACTIVE rather than PASSIVE VOICE?

YES, DEFINITELY	SOMEWHAT IN BALANCE	NOT REALLY IN BALANCE	WAY TOO MANY PASSIVE VOICE SENTENCES
3 pts.	2 pts.	1 pt.	0 pts.

6. Use **SENTENCE VARIETY**.

- 3 a. vary sentence lengths
- b. vary the beginnings of sentences
- c. vary the normal S-V or S-V-O pattern of sentences

Does the selected writing use a good variety of sentence types?

YES, DEFINITELY	SOME VARIETY	NOT MUCH VARIETY	WAY TOO MANY OF THE SAME TYPES OF SENTENCES
3 pts.	2 pts.	1 pt.	0 pts.

7. The writer should take his or her **AUDIENCE** into strong consideration.

3 An applicable, yet interesting **AUDIENCE** should have been chosen, and the writing, then, should have been appropriately geared to that audience.

Does the selected writing seem clearly and effectively geared to the targeted audience?

YES, DEFINITELY	SOMEWHAT	NOT THAT MUCH	NOT AT ALL
3 pts.	2 pts.	1 pt.	0 pts.

8. The writer was asked to try to experiment with a **VOICE** other than his or her own if appropriate and possible.

3 Does the voice of the writer or narrator chosen (be it the actual writer or someone fictional) seem to be the best choice? For the most part, is the voice of the writer/narrator developed as fully as it might be?

YES	SOMEWHAT	NOT REALLY	NOT AT ALL
3 pts.	2 pts.	1 pt.	0 pts.

9. USE **APPROPRIATE DICTION** (WORD CHOICE)

- A. Clear the **CLUTTER!** Avoid redundancy!
- H. Avoid use of **CLICHES, IDIOMS, HYPERBOLE** (except if necessary such as in a satire)
- I. Make sure the **JARGON** is appropriate for the audience for whom you are writing.
- J. Be aware of the impact **DENOTATION** and **CONNOTATION** can have on meaning and such things as loaded language and euphemisms.

Does the writer use appropriate diction in this selected writing?

YES	SOMEWHAT	NOT REALLY	NOT AT ALL
3 pts.	2 pts.	1 pt.	0 pts.

P.T3

**10. ADHERE TO THE CHARACTERISTICS OF THE TYPE OF SELECTED WRITING IT IS**

5

Overall, did the selected writing exhibit the characteristics of the type of writing it represented?  
(     memoir,      mystery,      critical review,      biographical sketch,      satire, etc.)

ABSOLUTELY      FAIRLY WELL      OKAY      SOMEWHAT      HARDLY AT AL      NOT AT ALL  
5 pts.                      4 pts.                      3 pts.                      2 pts.                      1 pt.                      0 pts.

**Characteristics of Selected Writing Choices**

<p style="text-align: center;"><b>Memoir</b></p> <ol style="list-style-type: none"> <li>personal reflective essay: short, non-fiction work that focuses on the writer's thoughts about a personal experience</li> <li>autobiographical narrative essay: recalls a memorable incident from the author's life. It tells a story.</li> <li>contains facts and shares personal anecdotes</li> <li>reflects the author's opinion, perspective, and attitude; personality should be revealed</li> <li>gives the author's feelings and observations</li> <li>the purpose is the lessons learned from the experience. The main idea can be stated directly or implied. The memoir can be highly inspirational.</li> <li>uses sensory details to recall the experience</li> <li>very personal voice; first person</li> <li>audience can be flexible</li> </ol>	<p style="text-align: center;"><b>Biographical Sketch</b></p> <ol style="list-style-type: none"> <li>nonfiction; a short, very concise profile of an interesting person</li> <li>usually focused on one aspect of a person</li> <li>contains the author's opinion of the significance of the facts, so the information is, in some respects, an interpretation</li> <li>tells a story about a person</li> <li>instead of focusing on a lengthy exploration of a whole human life, the biographer focuses on predominant character traits and on brief periods of a person's life</li> <li>faithful chronicle of events</li> <li>great emphasis on the development of character; subject's and biographer's personality should come out</li> <li>can be reflective, personal, emotional</li> <li>flexible audience</li> </ol>
<p style="text-align: center;"><b>Mystery</b></p> <ol style="list-style-type: none"> <li>emphasis is on the plot; sequenced happenings that revolve around the uncovering and piecing together of clues usually from a fictional crime that has occurred (either prior to the start of the action or rather quickly once the story starts). Plot elements should be logical. Stay away from plot manipulation.</li> <li>the "thrill" for the reader is the process of solving the puzzle</li> <li>conflict—struggle of two opposing forces</li> <li>well-developed imaginary characters; avoid stereotypes</li> <li>problem → clues → solution</li> <li>use a well-defined imaginary setting</li> <li>point of view is critical. It can sometimes indirectly establish the author's intentions.</li> <li>foreshadowing and suspense evident</li> <li>first or 3<sup>rd</sup> person narrator who usually knows less than the detective/crime solver</li> <li>unless it's a cliffhanger, the story should be brought to a satisfying resolution</li> </ol>	<p style="text-align: center;"><b>Journalistic Article</b></p> <ol style="list-style-type: none"> <li>non-fiction of several types—the feature story and letters to the editor and commentaries</li> <li>the information is carefully structured so the reader gets all the main facts—who, what, when, where—right away and usually in the first sentence. Then the article will gradually expand adding in the <u>why</u> and the <u>how</u> of the topic.</li> <li>contains interesting information about the subject and usually has "human interest" (evokes an emotional response in the reader)</li> <li>writer can go beyond the reporting of facts to create something that is not just useful but enjoyable to read</li> <li>catchy headlines and lead that draws reader in to read entire article, gets to point quickly</li> <li>accurate, factual</li> <li>may be controversial, take the "other side" into consideration, represent different views, audience taken into account</li> </ol>
<p style="text-align: center;"><b>Critical Review</b></p> <ol style="list-style-type: none"> <li>an article written for a newspaper or magazine to objectively evaluate a book, movie, TV show, product, etc.</li> <li>conveys the author's opinion about the thing being reviewed</li> <li>persuasive</li> <li>supporting evidence, factual details to support the opinion</li> <li>clear point of view</li> <li>audience is well-specified</li> <li>follows the typical components for the type of review it is</li> <li>author sounds like an expert, authority</li> </ol>	<p style="text-align: center;"><b>Satire</b></p> <ol style="list-style-type: none"> <li>focuses on a single subject and criticizes it by ridiculing it, evoking an attitude of amusement, contempt, or scorn</li> <li>exposes, instructs and thereby attempts to correct human foibles and institutional evils</li> <li>uses sarcasm, exaggeration, humor, absurdity, irony</li> <li>well-defined audience</li> <li>tone ranges from playfulness to scorn to outrage</li> </ol>

**11. OVERALL EFFECTIVENESS OF THE SELECTED WRITING**

3

Overall, was the selected writing engaging, organized, effective in its purpose?

YES                      SOMEWHAT                      NOT REALLY                      NOT AT ALL  
3 pts.                      2 pts.                      1 pt.                      0 pts.

**/35 TOTAL CONTENT POINTS**

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55 points	
A	50-55
A-	49.5
B+	48-49
B	46-48
B-	44-45
C+	43
C	41-42
C-	38.5-40
D+	37-38
D	34-36
D-	33
F	0-32

**TECHNICAL ASPECTS: 20 pts.**

# of errors	Type of error
	AWKWARD word choice [awk (-1)]
	AGREEMENT faulty S-V agr or pronoun-antecedent agreement [agr (-1)]
	CAPITALIZATION [cap / lc (-1)]
	EXACT WORD word chosen is not precise or correct to convey clear meaning [ew (-1)]
	FRAGMENTS [frag (-1)]
	HOMONYM ERRORS [H (-1)] AND [H no excuse (-2)]
	MISPLACED MODIFIER [mm (-1)]
	PUNCTUATION--APOSTROPHES [pa (-1)]
	PUNCTUATION--COMMAS [pc (-1)]
	PUNCTUATION--OTHER [pend] AND [pund] AND [pq] AND [pco] AND [psc] --- ALL ARE (-1)
	PRONOUN CASE [pro case (-1)]
	REFERENCE UNCLEAR [ref (-1)]
	RUN-ONS [ro (-1)]
	SPELLING [sp (-1)]
	NO-EXCUSE SPELLING [sp no excuse (-2)]
	TENSE [t (-1)]
	MANUSCRIPT FORM MSF (-1)

\_\_\_\_\_ = Your total number of pages = \_\_\_\_\_ Your total word count = \_\_\_\_\_

TOTAL # OF TECHNICAL ERRORS \_\_\_\_\_ divided by TOTAL # OF PAGES \_\_\_\_\_ =

Errors per page (EPP)

**/20 TOTAL TECHNICAL POINTS**

**/35 TOTAL CONTENT POINTS**

**/up to +2 EXTRA CREDIT** typing AND/OR using 5 vocab words. **Box** them in!

**/55**

FINAL TOTAL = FINAL GRADE

**TEACHER COMMENTS:**

A	20 = 0 EPP	
	19 = 1	
	18 = 2	
B	17 = 3	11 = 9
	16 = 4	10 = 10
		9 = 11
		8 = 12
		7 = 13
C	15 = 5	6 = 14
	14 = 6	5 = 15
		4 = 16
		3 = 17
D	13 = 7	2 = 18
	12 = 8	1 = 19
		0 = 20

POSITIVES	SUGGESTIONS