**Class 7**: Revising & Proofing +
Choose-your-own VOTE ON Adaptive Narrative Essay rubric + How to grade sample Narrative with rubric + HW3 due

Results of Career Services?

\*Give out HW5 (yes we are skipping HW 4 for now): QUESTIONS on Revising suggestions for “Meet: What’s for Dinner”

HW 5 due THURSDAY

\*Agreed upon Rubric/ What is a rubric?

**Authorative
reliable**

**credible**

\*After brainstorming and intro: Revising & Proofing DRAFTS

NEXT CLASS:

No quiz

For next class: GROUP Grading a REAL sample narrative, USING OUR AGREED RUBRIC…

REWARD?: **If at least ¾ of groups come within 6 points of actual grade, ARGUMENTATIVE ESSAY goes down by 1 more argument**

**Narrative Essay due: TUES 9/17 but it’s same day as GBS exam so… 9/19 THURS??**

|  |
| --- |
| OPTIONAL ACTIVITY: +2???This week, the Writing Center will kick off our Workshop series with a great workshop on Worry-Free Writing! Here are the details:  Worry-Free Writing: Thursday, September 12, 3:45 - 4:45 Pecos, Room LIB237 Presenter: Diane Chardon This workshop will make writing easier and more fun by showing you how to get rid of the worry or fear that often comes with big writing assignments. You’ll also learn how to write better papers by turning negative emotions into positive energy.**We hope that you will inform your students and encourage them to attend!** We also offer optional verification slips for students to complete to show you that they attended.  |

1. Revising & Proofing

**All-Purpose (Creative or expository) 7 Writing Steps**

**I. Prewriting steps including P.A.R.T.S. and Audience**

**II. Brainstorming on Paper**

**III. starter draft/ zero draft**

**IV. first draft**

**V. Revising [for content] drafts**

**VI. Proofreading [for errors]**

**VII. Submission draft**

**REVISING and PROOFING**

**1)The Writing Checklist**

**2)Writing Center: LIBRARY 2nd floor +1 pts E.C. (bankable anywhere incl quiz)**

**3) Sentence, Grammar & Word Choice Problems**[**http://www.paperrater.com**](http://www.paperrater.com/) **(choose get report, NOT START)**

**ENTER INTO paperrater:**

Accounting

 The primary career I hope to have is to become an accountant. This career need much attention to the supply and demand curve. It also requires much needed attention to paying attention to the company’s revenue and spending. So the job of an account would be to help the company manage its self to be able make the best profit margin it can. I will need to get an associate’s degree, and get a job at a place that would be willing to train a greeny to the field of accounting. An idea that I have is to shadow one of my close friends that has been doing his accounting for the last 40 years, in which he will help me to understand the ends and out of accounting.

 The most important jobs skills that I will need are active listening, my persuasion skills, another ability that is very important is being socially perceptive to others, and one of the other ones that I will need as well would be being coordinated as in adapting to different situations very quickly and doing it with precision.

 Things that I will really need to focus most on so that I can reach this position will be focusing on my math skills and economics. Math is something very important in accounting because you keeping track of numbers and doing problem solving to make it so you can see the probably out comes to a certain input. The economic side of things is much needed because without this field you understand the important of both macro and micro economics and how with each one you can apply a needed group to allow our company grow in leaps and bounds. Accounting is a competitive job because there are a lot of people that are working towards being an accountant so to really keep your job or to get one you really need to be a go getter, you also need to stand out from the other accountants and go the extra mile.

 Some of the greatest risks that I face in this job would be instructing people to make certain choices so that the business can grow and make more money but know the way people work I know that many people don’t take heist to doing things that they don’t understand so they just don’t end up caring and they basically say to hell with that, and by doing this it could affect the company a big deal which in turn makes me look bad and worthless. Another risk that I face before me is being socially perceptive which is understanding the different situations that people are facing sometimes as people we say forget what’s going on at home and just get to work and put forth your best effort. But this thinking isn’t considerate but we think this way many times so actually being considerate to my fellow employees and understand that they won’t always have the best day or we won’t agree with something so I will need to adapt according to their needs.

 Some important things that I should really focus on perfecting in this field of work is my mathematic problem solving, understanding the role of the stakeholders in economics and how to satisfy their needs, focusing on being understanding and adaptable, getting familiar with all the accounting programs so that I can be able to do things more efficient and effective, and lastly focusing on the arts of persuasion to be able to more easily help others do what I need them to do. If I can master these five different skills I know without a doubt I will be a very competitive and successful accountant and I know that I can reach the job that I desire, and I know that I can reach it in 5 years at least if not more.

**Grammarly and pinpoint (business engine for paperrater) are used by Human Resource for cover letters/letter of inquiry**

**Most set threshold 85-95**

**Meaning if score less than threshold, instantly throws out resume**

**II. So how will it be graded: what is a rubric? Let’s give out the points!**

**Split Out of 70 pts…(grammar and sentences and paragraph = 30 pts)**

COPY EACH CATEGORY:

FINAL VERSION OF AGREED UPON RUBRIC FOR NARRATIVE ESSAY:

|  |  |
| --- | --- |
| **Narrative Essay Out of 100 pts (Negotiated)**  | **LAST YEAR’S Narrative Essay**  |
| **1. Topic Appropriate & product match\_\_10\_\_** | **1. Topic Appropriate [0-5]** |
| **2. Essay delivers its message/stays on topic/connects well w/product \_10\_\_\_** | **2. Essay delivers its message/stays on topic [0-10]** |
|  |  |
| **4. Creative/uncommon []5 \_\_\_\_** | **4. Creative/clever/uncommon [0-5]** |
| **5. Detailed/specific content/ enough ex. 10 \_\_\_\_\_** | **5. Detailed/specific content/ enough ex and not just fluff/stuffing. [0-10]** |
| **6. Essay breaks down into relevant para. 5\_\_\_\_\_** | **6. Essay breaks down into relevant para. [0-5]** |
| **7. Strength of imagery \_\_5\_\_\_** | **7. Strength of argument or Strength of imagery [0-5]** |
| **8. Grammar & Spelling \_20 pts** | **8. Grammar & Spelling [0-15]** |
| **9. Sentences& Para. 15 pts** | **9. Sentences & Para. [0-15]** |
| **10. Format \_\_AUTO\_\_\_** | **10. Format [0-5]** |
| **11. Consistent/Builds \_\_5\_\_\_** | **11. Consistent/Builds [0-5]** |
| **12. LENGTH (double spaced, Name, date at top)< min pages = 0/F****Between middle and bottom of page 4= -20****From top to middle of page 4 = -30** | **NOT NEGOTIABLE** |
| **13. Cohesive/Sounds Good /\_\_10\_\_** | **13. Cohesive/Sounds Good [0-10]** |
|  |  |
| **15. Introduction \_\_5\_\_\_** | **15. Introduction [0-5]** |
| **16. Conclusion \_\_0\_\_\_** | **16. Conclusion [0-5]** |

Last year NARRATIVE: 10 A’s, 7 B’s, 3 C’s, 3 F (all were too short), 2 drops

**Things to REMOVE from content drafts:**
Adapted from <http://www.du.edu/~mtursi/revising_fiction.html>

**1) preachy language** [open attack all bureaucracy by telling reader so, the ‘salvation’ purity effect]

2)remove **clichés** (dream sequence, ‘was a dark and stormy night’)

3) rewrite **boring, non-descript main characters**

4) **things that would be impossible for a character to know**
example:
The moment he laid eyes on the lifeless body of the socialite sprawled across the bathroom floor, Detective Leary knew she had committed suicide by grasping the cap on the tamper-proof bottle, pushing down and twisting while she kept her thumb firmly pressed against the spot the arrow pointed to, until she hit the exact spot where the tab clicks into place, allowing her to remove the cap and swallow the entire contents of the bottle, thus ending her life.

5) **bland or repetitive language** [avoid just using he said, she said, for dialogue

example:
The sun, setting, meant the end to a sunny day, and the beginning of darkening night until the sun rose again at sunrise. ]

6) **inappropriate imagery**

**example:** [‘turned up her nose like catching a whiff of the feces her lover had just eaten’]
 [from Throw Momma Off the Train: ‘Mrs. Hazeltine: [reading her manuscript]: His guts oozed nice, like melted malted ice cream.’]

7) **Too complex, too much detail, over the top language – especially in the middle of action or conflict.** [**http://bulwer-lytton.com/**](http://bulwer-lytton.com/) **example:**

 Gripping his six-shot Colt Python with 8-inch barrel and Royal Blue finish, and tightening the straps on his Paratec Speed 2000 parachute, Jake leaped from the left aft hatchway of the tumbling, green-and-silver, twin-engined Embraer Lineage 1000, which had seating for nineteen passengers.

8) **confusing sentence
[anguished English examples**]
”

“Benjamin Franklin died in 1790 and is still dead”

“Iraqi head seeks arms”

“A man eating piranha mistakenly sold as a pet fish”

“Donations fund set up for beating victim’s family” 🡪!!Donations fund set up for the family of the beating victim!!

“If Lincoln were alive today, he’d be turning over in his grave” President Gerald Ford

**BAD SENTENCE:** There would be jail time for the tomato throwers, while the Enron executive with his 12 lawyers and only slightly tomato-stained conscience would be released to celebrate festively with thousand-dollar bottles of champagne, an affront that would be less worse than the fates of thousands: the thousands of now unemployed forced to stand in line for free government cheese for the next years of their lives, frozen ghosts in line forever -- that is -- if the vines of their lives did not yield a more bitter fruit, meaning, of course, the cases of the thousands of despairing apparitions born of hundreds of suicides, suicides that would most likely happen so sadly on broken hearted Christmases without gifts, Turkey, or even, cold, ungarnished, one bean salads.

9**) too blatant & obvious symbolism** [The dirty cop could be anyone. We are introduced to a cop named Judas McMurphy, etc]

10) **pretentious or over precious language** (‘perpetual peregrinator’ when you can just say ‘jogger’

example: A single sparkling tear fell from Little Mary's cheek onto the sidewalk, then slid into the storm drain, there to join in its course the mighty waters of the Los Angeles (Lost Angels) River and, eventually, Long Beach Harbor, lost at sea like all the other lost at sea tragedies.

11) **Bizarre, fake sounding attempt, or too private a reference:** “I’m too raging caging to slather with swagger nothing to y’all but props Kanye, you know the bites off the handlebar like a megastar talent terror-phoning it in baggy, right, my slime?”

12) **gratuitous violence or sex or language**

**example** [ “She poured acid into his eyeballs, quick drying cement into his nose, and hand sewed his lips shut. Then she decided to begin to torture him]

15**) a neat “bow tie” conclusion**

[And the janitor came in just in time, leaping through the window. He knocked the gun out of the criminal’s hand, and said, I’m not just a janitor. I’m the father she never knew, and I trained many years to fight for just such an occasion”]

<http://withoutbullshit.com/blog/how-to-take-edits/>

REVISING: AFTER THE FIRST DRAFT

|  |  |
| --- | --- |
| CHECKLIST/I REVISED FOR CONTENT:\_\_\_1)Improving and Tightening of paragraphs\_\_\_2)Researched details / Fact checked\_\_\_3)storytelling flow: transitions, pace and organization\_\_\_4)Removed repetition and cut for size\_\_\_5)appropriate deep detail\_\_\_6)Edit language/word choice for audience\_\_\_7)Title Play\_\_\_8)At least one unique/memorable image from story**\_\_\_9**)Always print out and read one of the drafts on paper, not on computer\_\_\_10)Not generic/ could not be written by anyone off the street without ‘my’ experiences | CHECKLIST/ I REMOVED from drafts**:** Adapted from <http://www.du.edu/~mtursi/revising_fiction.html>\_\_\_1) removed preachy language \_\_\_2)removed clichés (dream sequence, ‘was a dark & stormy night)\_\_\_3) rewrote boring, non-descript main characters \_\_\_4)removed things would be impossible for character to know \_\_\_5) removed bland or repetitive language \_\_\_6) removed inappropriate imagery \_\_\_7) removed too complex, too much detail, over the top language – especially in the middle of action or conflict. \_\_\_8) removed confusing sentences \_\_\_9) removed too blatant & obvious symbolism \_\_\_10) removed pretentious or over precious language \_\_\_11) removed Bizarre or too private a reference \_\_\_12) removed gratuitous violence or sex or language \_\_\_13) removed a neat “bow tie” conclusion or ending |

For next class: GROUP Grading REAL sample narrative,

USING OUR AGREED RUBRIC…

REMEMBER: **If at least ¾ of groups come within 6 points of actual grade, ARGUMENTATIVE ESSAY goes down by 1 argument**

**GROUP # \_\_\_\_\_\_\_\_\_\_\_**

USE THIS SHEET FOR SCORING version NARRATIVE ESSAY

Members Present: (print names)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Instructions:

1) Either go thru each category as a team, or divide the categories below among the members (for example, team member Ann does categories 1, 2, 6 and 9; team member Bill does 3,5,11,13; etc)

2) Read the sample paper

3) TO DO :

**PART I**: **BELOW**, GIVE **A POINT VALUE FOR EACH CATEGORY**. Add up for **FINAL GRADE**.

**PART II:**

4) On a separate page(s), For each category that you did not score as perfect, list **at least one specific thing for the category that you could find wrong/could be fixed using the rubric suggestions for that category.** When necessary, specify the page# and paragraph #. For example, for category #15: INTRODUCTIONS, if it simply had one sentence with the thesis as a question, you could write:

a) Use a creative example to hook reader
b) State thesis argumentatively

c) Use two paragraphs for the introduction, one to hook the reader and one to set up and state thesis etc

SCORING:.

|  |  |  |
| --- | --- | --- |
| Category 1 (0-10):\_\_\_\_\_\_\_Topic Appropriate | Category 6 (0-5):\_\_\_\_\_\_\_Breaks down into relevant paragraphs |  |
| Category 2 (0-10):\_\_\_\_\_\_\_Essay delivers message/ stays on topic | Category 7 (0-10):\_\_\_\_\_\_\_Strength of imagery |  |
|  | Category 8 (0-15):\_\_\_\_\_\_\_Grammar & Spelling  | Category 13 (Cohesive/sounds good)(0-5): \_\_\_\_\_\_\_ |
| Category 4 (0-10):\_\_\_\_\_\_\_Creative/Interesting | Category 9 (0-15):\_\_\_\_\_\_\_Sentences& Paragraphs | Category 15 (0-3): \_\_\_\_\_\_\_\_\_\_\_Introduction |
| Category 5 (0-10):\_\_\_\_\_\_\_Detailed/specific content | Category 10 (0-5):\_\_\_\_\_\_\_Format | Category 16 (0-2): \_\_\_\_\_\_\_\_\_\_\_Conclusions |
| **FINAL GRADE \_\_\_\_\_\_\_\_\_\_\_** |  |

END

**SAMPLE TRANSITION WORDS**
(**IMPORTANT**: **don’t** use transitions before/after each paragraph, **only** **when NEEDED/ ONLY SOME WORK)**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Because of:**AccordinglyConsequently As a resultSimply becauseSincetherefore | **2. Conditionally**AlthoughAt any rateEven thoughIf In case ofProvided that | **3. Additionally/more examples**Additionally besides tooAgain furthermoreAlong with nextAlso likewiseAnd also not onlyAnd don’t forgetAs well as but also | **4. Resulting in**as a resultaccordinglyconsequentlythen thusthereforenot surprisingly  |
| **5. Emphasis**Above allAbsolutelyEven more importantlyCertainly EspeciallyChiefly In factMost importantly | **6. Listing an example for a point**For exampleFor instanceSuch asIllustrates | **7. Opposition contrast**But on the contraryContrary to on the other handConversely otherwise probablyHowever unlike nearly beyondIn contrast yet Almost SomewhatIs nothing like still Perhaps   | **8. Location**whereverwhere HereAbove underBeyond Over thereEverywhere NearbyNear |
| **9. Sequence**First initiallySecondly thenThirdly nextFinally lastlyonce | **10. Similarly**Just like likewiseCompared toIn the same waySimilarlyToo | **11. Time**After afterward soon thenAlways during thereafterFormerly in the meantime while seldomlyLater meanwhile when nowNever next sometimes since |

BONUS: HW 5: revising and giving feedback suggestions for “MEET: What’s for Dinner”: In class?

TWELVE THINGS:

1)Counterargument under developed

2)improve word choice ‘stupidly’

3)too many short sentences

4)improve imagery: bear no details

5)better word choice turn into poop

6)preachy language : GOD gave these animals….

7)overemphasis on animals: lists too much

8)focus on audience (mature vs kiddish TONE)

9)misuse of punctuation

10)sentence transitions/ fragments

11)underdeveloped paragraph: him and dad prepare bear COMBO

12)cliché I love…..