**Essay 1: Argument from Experience plus multimodal element**

**Topic: Writing about writing**

**English 102**

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| **Video and visual resources for essay writing**In these links, you will find the same information in this assignment sheet presented with visuals (PowerPoint slides) as well as audio of my voice explaining each slide. These resources are designed to help you better understand the assignments and what I am looking for while I am grading. **Essay sequence (1-4) and writing about writing:** This video and PPT explains how each essay builds on the previous essay and gives an overview of the “writing about writing” topics. I designed this material to give the writer an overview of the course and the essays they will be asked to write throughout the semester.[Video on YouTube](https://youtu.be/eUkhq4JPFow)[Closed captions video](https://plugin.3playmedia.com/host?mf=6751969&p3sdk_version=1.10.7&p=14704&pt=632&video_id=eUkhq4JPFow&video_target=tpm-plugin-rzhtztyy-eUkhq4JPFow) [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/Essay-sequence-and-writing-about-writing-2.pptx)**Essay 1 walkthrough:** This video and PPT explains different approaches writers may take with Essay 1. The resources also go over what I will be looking for as I grade the essays.[Video on YouTube](https://youtu.be/1H5EoIbRPb8) [Closed captions video](https://plugin.3playmedia.com/host?mf=6751971&p3sdk_version=1.10.7&p=14704&pt=632&video_id=1H5EoIbRPb8&video_target=tpm-plugin-pjwe18bv-1H5EoIbRPb8) [PowerPoint](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/wp-content/uploads/sites/111/2021/12/argument-from-experience-walkthrough-Revised-Fall-21.pptx) |

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| [Student examples published in *Understanding Literacy in Our Lives*](https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/chapter/1-3-1-argument-from-experience-essays/) |

**Essay 1 project description**

This 1,200-word essay with a multimodal element asks writers to identify a context to discuss how reading, writing, communication, literacy, and/or education takes place. Writers will discuss details of reading, writing, communication, literacy, and education from observations from experience.

**Prompts**

1. **Your major.** What kinds of communication, reading, and writing go on in your desired career? What about your major classes? If you don’t have personal experience in this yet, it might be best to save this topic for essays 2-4. If you have experience taking classes in your major, you can describe the reading, writing, and learning necessary to succeed in the class. If you’ve had an internship or other relevant experience to your major, you can detail the reading, writing, communication, and learning that you need to do in that position.
2. **A job that you have.** Start with details about how your job uses communication. What kinds of reading, writing, and communication go on at your work? How does that communication help workers accomplish tasks? How is communication used to resolve problems? How do you speak with customers? What about coworkers? Is there reading and writing that you must use while working? If there’s a problem, or a situation that is not normal, is reading, writing, and/or communication used to overcome that issue? How did you learn how to do this job? How would you teach someone how to do the job?
3. **How do you use reading, writing, and communication in your own life?** Do you use YouTube to study? Do you use Instagram to stay in touch with family members? **Focus on a specific platform and get into details instead of covering two or more online platforms.** We all use technology and social media, and we all use it differently. Use very detailed observations of how you use one specific technology. You could answer questions like: when and why do you post? What kinds of content do you post? How do the people you follow post? What kinds of posts do you like? Why? Do you use the technology to connect with people in real life? Online only? What other insights can you give us into your use of the technology?
4. **Do you have experience teaching or learning a language or other skill?** How did you learn? How do you teach it? How is communication involved in conveying how to learn the language or skill? For language learning, you could detail how classroom work may or may not be helpful in communicating in the target language. What kinds of reading, writing, and communication do you do in a classroom? What about outside of the classroom? What is most effective for you?

For other skills (cooking, hunting, gardening, any other activity that you have learned), think about how you learned the skill. Was reading or writing involved? How so? What about other methods of learning? What would be the best way to teach or learn this skill?

1. **Hobbies.** Do you play cards? Boardgames? Are you part of an online fan community? Play sports? What kinds of reading, writing, education, and communication go on in these communities? How did you learn this activity? How would you teach it? How is reading, writing, and communication involved in becoming a member of the community?

*Possible multimodal additions to your project may include:*

1. Photographs that include evidence of your argument
2. Charts that illustrate your argument
3. A collage, painting, or other visual representation that illustrates aspects of your argument
4. A website that you design and place your essay on
5. A podcast where you discuss the topic with yourself or with a co-podcaster from the class or from outside the class
6. A song that you write and record regarding your observations
7. An exported PowerPoint slide as an infographic
8. I am open to other options as well, if you are the author of the content

Other multimodal requirements:

1. Incorporate the multimodal element in a spot where it makes sense with the rest of the essay (not tacked on at the end).
2. Fully describe the multimodal element (for someone who can’t see the screen) and fully interpret its meaning.
3. Describe what the element adds to the essay.
4. Don’t leave any interpretation up to the reader.
5. Don’t tack the image on at the end of the essay.
6. Don’t use an image, song, or any other element that you did not create.

**What is the Rhetorical Situation?**

The audience for this assignment is anyone interested in writing studies. The purpose of the assignment is to generate a discussion of the writers’ existing literacy practices and language ideologies. Throughout the semester, the writers will have opportunities to develop their thoughts more fully on writing and to critically investigate their own literacy practices. The genre is a first draft or brainstorming document for a writing studies article that includes observations of literacy. If writers continue with the same topic throughout the semester, they will create a research essay that speaks to conversations in writing studies.

**How will it be Evaluated?**

**Argument Without Sources Grade Breakdown**

*First Excellent Draft (800 words) due via SharePoint folder. See calendar for due date.*

*“Final” Superb Draft (1,200 words) due via SharePoint folder. See calendar for due date.*

Requirements:

Must make an argument about a topic in writing studies and accomplish the checklist above for this assignment.

1,200 words

Quoting the text and outside sources are NOT required

A Essays:

\*Unique, detailed, and insightful response to the topic

\*Draw a living picture

\*Thesis idea evident, strong, convincing, and supported by entire essay

\*Thoroughly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization that is clearly constructed and planned

\*MLA or APA format followed closely

\*Creative title

\*Analysis of argumentative strategies strongly apparent in writing

\*Strong command of grammar, punctuation, and usage

\*A wide variety of critical thinking strategies are used to dissect and incorporate sources into own writing

B Essays:

\*A clear response to the essay prompt

\*Draw a clear picture

\*Thesis idea clear, but not supported by every element of essay

Briefly consider the impact your experience will have on others, what the reader may find interesting, what the reader may learn, how they will react or respond, or how they may relate

\*Organization is planned, but not followed the entire time

\*MLA format followed for the most part (a few mistakes)

\*Creative title

\*Analysis of argumentative strategies apparent in writing

\*Command of grammar, punctuation, and usage

\*A variety of critical thinking strategies are used to dissect and incorporate sources into own writing

C Essays

Have a thesis and are missing one element from B essays

D Essays

Have a thesis and are missing two elements from B essays

Failure

No thesis statement/and or missing three elements from B essays

**Multimodal evaluation**

\*Must be created by writer (zero credit for images or other content from Google).

\*Must be discussed and integrated into the essay for full credit.

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| **Learning objectives** (for your reference only; you do not need to explicitly answer these questions in any place)-Summarize what “writing about writing” means. -Choose a context that you are familiar with and describe the reading, writing, and communication that takes place in that context.-Write details about the reading, writing, and communication in one context.- Organize an academic text based on audience awareness\*- Compose a text that follows all rhetorical expectations for academic writing\*- Demonstrate an understanding of rhetorical appeals\*-Analyze how reading, writing, and communication work with activities in your chosen context.- Argue a topic persuasively and accurately\*- Organize assignments with the steps of the writing process in mind\*  - Model the writing process in various formal essays\*- Prioritize higher- and lower-order issues in the revision stage of the writing process\*- Compose formal academic prose in a variety of genres by utilizing the writing process\*- Choose appropriate documentation style for academic writing\*-Understand what constitutes plagiarism\*- Recognize accepted ethical and legal standards of academic writing\*- Employ academic writing conventions in essays of various genres\*- Illustrate mastery of conventions of style, voice, correctness, and citation\*Compose essays in various genres that are error-free, organized, and clear\*-Value your peers’ experiences during peer review-Analyze how your experiences relate to your peers’ during peer review- Distinguish between higher- and lower- order concerns in the writing process\*- Rewrite essays based on feedback and self-reflection\*- Demonstrate effective strategies for rewriting and revision\*- Modify ineffective writing strategies and processes\*- Prioritize revision choices based on both external feedback and personal choice\*- Recognize the agency required to produce effective writing\*- Identify ways personal choice guides writing and revision\*- Identify assumptions about an author’s creative role\*- Weigh the relationship between the author’s and audience’s needs in writing\*- Integrate authorial voice and agency in multiple essays and various genres\*-Create a multimodal element related to your writing.-Incorporate the multimodal element into your writing.-Relate how different activities use reading, writing, and communication |