

Writing Assignment #1 Text Based response (800-1250 words)

Learning Objectives: Students will learn to read and analyze texts by practicing annotation and brainstorming, and using the information from each to develop outlines.

They will read and analyze several thematically related passages in order to develop text-to (text, self and world connections). They will have many opportunities to share ideas with their classmates and to write mini-essays on relevant topics.

Students will practice writing grammatically correct, lexically diverse and sufficiently varied sentences, using an organized and cohesive paragraph structure. They will focus on using targeted grammar including simple, continuous and perfect tenses, as well as gerunds, infinitives and the conditional tense.

This paper will help students to develop strong skills in structuring essays. Students will begin their introductions by summarizing their passage. They will then develop their own thesis, the body paragraphs and a conclusion.

Finally, students will practice editing for content and sentence development and proofread for spelling, punctuation and grammar correction.

Procedure:

- 1) Warm up- Students will read a number of texts relating to shopping including a text on why consumerism has few benefits and another about the advantages of on-line shopping. In groups, they will analyze the texts for paragraph structure, content, lexical variety, sentence structure and transitional words and phrases. The class will then read the “Student Models” together to evaluate how other students respond to texts so they may notice important elements of the response process.
- 2) Students read **“My Year of No Shopping”**
<https://www.nytimes.com/2017/12/15/opinion/sunday/shopping->
and practice annotating the article and then outlining it to understand the author’s thesis and her process.

Instructions:

- 1) Please read and annotate the text “My Year of No Shopping.”
- 2) Identify challenging vocabulary using the various vocabulary development strategies we have been discussing in class.
- 3) Write five questions about which you are curious.
- 4) With a partner, develop an outline based on your shared annotations.
- 5) Using class and partner discussions, summarize the text making sure to include the author’s thesis.
- 6) Consider how you feel about the author’s idea. Do you agree with her plan? Or do you disagree. Decide on one point-of-view and make a list of all the reasons why you either agree or disagree.
- 7) Use this list to create the last sentence of your introduction. Your opinion and the reasons that you support that opinion will become the foundation of your own thesis statement.
- 8) Now that you have completed your introduction, you are reading to develop the topic sentences of each of your body paragraphs. Keep in mind that you should try to keep each reason separate in its own body paragraph, as long as you can support your reason thoroughly.
- 9) Write as many topic sentences as you have reasons. Develop topic sentences with the understanding that each topic sentence will serve to introduce it’s own body paragraph. Make sure to use appropriate transitions with each new paragraph.
- 10) Make a “reason” chart showing the reason on one side, and the text connection on the others:

Reason	Text connection
Reason # 1	Text-to-text connection
Reason #2	Text-to-world connection
Reason #3	Text-to-self connection

- 11) Use the information from your chart to develop your argument. Each body paragraph should be at least four sentences including the topic sentence, the text connection, your explanation of the text connection and a concluding sentence.
- 12) Once you feel you have adequately supported your point-of-view, you will need to include a concession statement. You will have to let the reader know that while you have an opinion, you have also considered the other side, but have decided it is a weaker position.
- 13) In the conclusion, make sure to summarize what you have said in your essay and then conclude using one of the strategies we have discussed for ending your response essay.
- 14) As you finish each paragraph, check for cohesion and unity. When you think you are finished, proofread just to make sure you haven’t misspelled any words, haven’t omitted punctuation and haven’t used incorrect grammar.
- 15) Please make sure that you follow the Writing Guidelines from the syllabus when you hand in your paper.
- 16) Once you have handed in your paper, you will ave two more opportunities to improve it based on teacher comments, peer review and other reading/writing elements we study during this period.

