

Essay 1: Writing Your Own Story

ENGL 1101-D335

Technical Requirements

All drafts must:

- be 500–750 words (2–3 pages)
- be double-spaced, in 12-point Times New Roman font
- include your name, the course name, the date, and a title
- be revised, edited, and proofread

First draft:

- Bring two stapled, printed copies to use in lab/class on **Thursday, September 14, 2017**

Second draft:

- Bring old drafts with revision notes
- Bring two stapled, printed copies of second draft to use in lab/class on **Tuesday, September 26, 2017**

Final draft:

- Hand in old drafts with revision notes in class on
- Submit final draft through **turnitin.com** by 11:59pm on **Tuesday, October 3, 2017**

The first essay in English 1101 requires you to use description and reflection to write a personal narrative. You will write for an audience that includes your classmates and professors. The essay's style and tone should keep the reader engaged, but the final draft should be polished—so edit and proofread carefully. Choose ONE of the following options for your essay.

[A] Evaluate an ethical dilemma you have faced. Why was this a significant ethical dilemma for you? How did you handle it? What was its impact on you?

[B] Recount an incident or time when you experienced failure. How did it affect you? What lesson did you learn? How has this experience changed the way you deal with failure?

[C] Describe an event, incident, or accomplishment that you see as defining your transition from a child into an adult. Why does this incident mark the transition? Did you think this was an important event when it was happening or only afterwards?

[D] Discuss some aspect of your “self” that seems contradictory, either because two aspects of your identity are in conflict or because your identity is more complicated than the label someone else might apply to you. What is the contradiction? Why is it significant? How has it changed the way you think or behave?

	A	B	C	D	F
Content	Shows grasp of full assignment. Clearly and coherently states and explores a complex argument or thesis with thoughtful, specific analysis. Develops connections among text and student's ideas. Summarizes only to advance the argument, not to provide filler.	Responds to the entire assignment, but needs more thorough development. Connections among ideas, aspects of a topic, or texts are stated and explained. Paper does not overemphasize retelling of plots of sequences of events, but describes sequence of thoughts or events or presents brief summaries where necessary to develop and advance a thesis.	Thesis is acceptable response to basic assignment, but is too general and vague; more detail and clarity are needed. Relies mostly on brief assertions or summaries without much explanation or commentary, but assertions make sense or summaries are essentially accurate. Connections among ideas and texts are stated but not discussed in much detail.	Only responds to some parts of assignment or asserts a thesis that is so self-evident or superficial that it is hardly worthy of development. No connections to other texts. Texts/ideas are summarized and re-told in simple terms.	Does not fulfill the assignment; ignores directions or responds only to part of the assignment, without showing much detail or thought even on that part.
Structure	Structure reflects logical thinking. Paragraphs are well developed with precise use of detail and appropriate transitions. Quotations are selected to advance argument and support the thesis; they are introduced smoothly, enclosed in quotation marks, and properly cited. Meets length requirements.	Mostly logical and clear, but at times a transition is missing or connection is unclear. Paragraphs are developed, but could use more elaboration or explanation. Appropriate quotations are introduced and discussed for ideas already expressed. Meets length requirements.	Supporting ideas are related to thesis but are not presented in logical order or developed with adequate specifics. Lack of transitions and other disjunctions force reader to infer writer's meaning. Paragraphs set up ideas, but are developed inadequately. Quotations are dropped into text without introduction or discussion, are often not the best evidence for the points they are used to support, and/or are too long. Meets length requirements, but does not establish writer's own voice or demonstrate real engagement with the ideas expressed. Thesis is self-evident rather than thoughtful or perceptive.	Supporting ideas are not logically ordered; an absence of transitions makes it more of a list than an organized essay or academic paper. Paragraphs are not developed at all. Quotations are not introduced, do not relate to the ideas they are supposed to support, and are not discussed. Writer seems to be making a point, but repeats one or two ideas without elaborating or moving on. May or may not meet length requirements.	Lists limited ideas in no logical order. One or two ideas may result in paragraphs, but they are not developed. Quotations are missing or do not support ideas, and are not introduced or discussed. Does not meet length requirements or does so only by padding.
Sophistication of Language	Shows excellent control of language, appropriate use of vocabulary, and varied sentence structure.	Expresses thoughts clearly in standard English. Vocabulary is largely appropriate to subject; sentence structure is varied effectively.	Sentences and phrases express the thesis and supporting ideas but are repetitive in pattern. Occasional run-ons/ fragments show problems with sentence boundaries. Vocabulary is usually appropriate to subject, but not precise enough to express complex thoughts.	Sentences and phrases are often unclear and may prevent expression of coherent ideas, making paper illogical at times. Vocabulary is limited, often inappropriate to the subject, and inadequate for expression of complex ideas.	Sentences and phrases are generally illogical or simple and repetitive; thinking is difficult to follow. Vocabulary is simple or inappropriate; ideas are not explored.
Mechanics	Errors, if any, are typographical; paper is virtually error-free. Paper is in required format, follows proper system of documentation, and is handed in on time.	Very few grammatical or sentence-level errors (or patterns of error). Paper is in required format, and follows proper system of documentation	Follows overall format and documentation requirements, but shows grammatical or sentence-level errors (or patterns of error).	Many grammatical or sentence-level errors (or patterns of error), which interfere with clarity and coherence. Format and documentation requirements are ignored.	Many grammatical or sentence-level errors (or patterns of error), which impede understanding. Format and documentation requirements are ignored. Plagiarism is apparent. (See full rubric for plagiarism details.)

Comments:

Final Grade: