

More Writing, Less Work

How to Keep Your Students Writing
And Still Have Time for a Life of Your Own

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Rationale

What's in a Name?

This is a getting-to-know-you assignment, and the writing portion is designed to be a simple writing sample. I use it to perform “triage” on my students’ writing skills and see who needs to most help right away.

Concrete Paragraph

This is a very short assignment but students find it very difficult. They pull an abstract word out of a hat and have to illustrate it with nothing but concrete descriptions. The assignment is designed to stretch their descriptive powers, to push them away from their weak abstract words and toward the more powerful concrete, specific descriptions.

Expository

I give my students as a chance for them to be experts. It’s a simple exercise designed to test their ability to be concise and clear.

Narrative

Middle school students love to tell stories, so in this assignment, I let them tell whatever sort of story they choose. It can be real or made up, long or short, but they must demonstrate their understanding of some of the literary elements we’ve discussed in the literature class.

The stories have to have beginning, middle, and end. With the story, I’ll ask them to list some of the literary elements, like protagonist, antagonist, characterization, expositions, suspense, climax, resolution, figurative language, and others.

Argument

In the eighth grade year, most of the writing focuses on argument (which my students confuse with persuasion). My students will write a new argumentative timed writing every 3 or 4 weeks, and I focus heavily on the logic behind the arguments. They must have claim and evidence, claim and evidence, claim and evidence. In the second semester, students must write a literary analysis paper, another type of argument.

Résumé

A middle school student is not likely to be entering his/her career very soon, but the way high school classes are tracked, middle schoolers need to start thinking seriously about careers. In Tulsa, 8th grade students attend a city-wide career fair, and in conjunction with the fair, I ask my students to write a résumé. The idea is not to write about what they have done. I ask them to think forward in time, five to ten years. Then they write about what they hope to have accomplished between now and then.

This is a creative exercise which requires students to set goals for themselves as well as learn to put their experiences into an attractive, presentable, concise, and powerful format.

What's in a Name?

“Tis but thy name that is my enemy.
Thou art thyself, though not a Montague.
What's Montague? It is nor hand, nor foot,
Nor arm, nor face, nor any other part
Belonging to a man. Oh, be some other name!
What's in a name? That which we call a rose
By any other name would smell as sweet.”

--Juliet in Act II, sc. ii, “Romeo and Juliet”
by W. Shakespeare

Part One: LETTER OF INTRODUCTION

All students must complete this letter of introduction.

Write a letter which tells me about you. Include information about your travels, schoolwork, pets, sports, and other activities. Tell me about your hopes and dreams, your fears. Tell me as much or as little as you like. But make sure you include:

- your goal in this class
- at least one activity you're involved in outside of school
- your feelings about your name

FOR EXAMPLE--Do you like your name? How do you feel seeing it in print? When you hear it spoken? If you could choose any other name, what would it be and why? Do you have a nickname? How did you get it? Do you like it? Do you pretend to like it when you really don't? Why? How important is it that people remember your name or spell it correctly? Why?

Your letter should be neatly written in ink, double-spaced, front only, and at least 2 pages long.

75 points

Part Two: ARTISTIC REPRESENTATION OF YOU

Choose ONE of the following—A, B, OR C :

A: “BASEBALL” BIOGRAPHY

Design a baseball-style trading card about YOU! It doesn't have to be related to sports! Include a small picture of yourself, a personal “logo,” and your name on one side. On the other side, design an attractive chart for your vital “statistics,” such as birthdate, birthplace, accomplishments, goals, heroes, talents, and a personal motto. Include any school, athletic, or other honors you've received.

50 points

B: PICTO-NAME

Write your name in large letters which are drawn to represent areas of interest in your life. Include pictures of your hobbies, talents, favorite sports, heroes, goals, etc. Be creative and inventive. Make something colorful you'll be proud to display on the classroom wall or in the hallway.

50 points

C: GOING MOBILE

Create a mobile of letters and pictures. Use all of the letters of your first name (or the name you go by). Use pictures or symbols which represent things about YOU! The letters should be large enough to be recognized from across the room. The pictures or symbols should be things that start with the letters in your name.

FOR EXAMPLE--SALLY might choose the following pictures:

Sailboat (because Sally loves to go sailing)

Apple cider (because Sally's favorite time of the year is fall,
when she drinks lots of warm apple cider with cinnamon sticks)

Lady and the Tramp (because it's her favorite Disney movie)

Lazy (To show her laziness, Sally might include a picture of a sloppy room.)

Yoga (because when Sally's mom does yoga in the living room,
Sally is embarrassed)

You can cut pictures and letters (if they're big enough) from magazines, or you can make your own letters from construction paper. Hang all the letters and pictures separately from a pair of crisscrossed wire hangers, and you have a mobile! (I have some hangers you may use.)

50 points

Part Three: PRESENTATION

Show us what you've done before you display it.

25 points

When you complete this project, you'll have two parts:

A letter of introduction, and **ONE OTHER PART WHICH YOU CHOOSE**.

Whatever you turn in, make sure it's neat, colorful, and sturdy.

Anything but your letter of introduction might be displayed in the classroom!

DUE DATE: Tuesday, August 24, at the beginning of the language hour

CLASS TIME TO WORK ON THE PROJECT: Wednesday, Thursday, and Friday,
August 18, 19, and 20.

Abstract and Concrete QUIZ

name _____

WRITE ON THIS PAPER!!

Circle the ABSTRACT words.

- | | | | |
|-----------------|-----------------|-----------|--------------|
| 1. Bad | 6. Fantastic | 11. Happy | 16. Love |
| 2. Red | 7. Mr. Lewis | 12. Nine | 17. Fight |
| 3. 14 feet tall | 8. 49th Street | 13. Alive | 18. Angry |
| 4. Delicious | 9. Bluish-green | 14. Dance | 19. Daughter |
| 5. Super | 10. Best | 15. Desk | 20. Favorite |

Write your own ABSTRACT judgment words to complete the following sentences:

21. The enchiladas were steaming hot, just out of the oven, and the smell of green chile and onion was making his mouth water. He _____ Maria's enchiladas.
22. When Sally found her mother's wedding dress in the attic, she thought it was the most _____ thing she had ever seen. It was made of white satin, rimmed in lace, and there were tiny pearls stitched into lily and rose patterns.
23. Mimi's costume at the "salon" was so _____ that nobody could bear to look at her. It was purple and turquoise and puffy at her shoulders. I think it had some polka dot pattern on it somewhere, but the worst part was that it was so tight and clingy on her that everyone could see every rippling bulge across her middle. It was _____ !

Fill in the blanks with your own concrete descriptions to complete the following sentences.

Each one is worth 3 points, so make your descriptions concrete and specific.

The more actions and actual objects you can include in the description, the better.

24. My dog (or other pet _____) is the greatest because _____

25. Francesca is so afraid of the dark that _____

Concrete Paragraph

Write a one-paragraph description of your abstract word.

The title of your paragraph must be the word you draw from the hat.

The final draft of your paragraph must contain **NO** abstract words.

HINTS: Choose a concrete thing which illustrates your word.

Choose an object or an event or even a long list of objects to describe.

Allow yourself to use abstract words in your rough drafts.

Then replace abstract words with concrete descriptions as you revise.

Rough draft is due _____ Final draft is due _____

AN EXAMPLE CONCRETE PARAGRAPH FOR *THRILLING*

I have never seen a game as exciting as last Saturday's game in Ft. Worth. I couldn't believe I was so lucky! I actually got to witness the greatest come-from-behind victory in OU history! It was awesome, and I'll never forget it no matter how long I live. No matter how many OU games I see, I know I'll never see a better game than the one I saw last weekend!

THRILLING--second draft

With two and a half minutes left in the game, my team was behind 9-0. I was terrified that we were going to lose the game and I'd have to ride all the way back to Oklahoma with my disappointed dad recounting every OU mistake and every missed opportunity. I was dreading the ride home, but I couldn't wait to leave the stadium. I was ready to leave the game. But I'm glad I didn't! With two and a half minutes left in the game, we got the ball, ...

THRILLING--third draft

With two and a half minutes left in the game, my team was behind 9-0. We had the ball, and for the first time in the game, we took a snap inside the TCU 20-yard line. We threw our first touchdown pass of the game and made it. We got the extra point and made it a closer game at 9-7 .

My dad said, "All we have to do now is kick an onside kick and recover it." He rolled his eyes to show he knew that would never happen. "Then we just score a field goal, and we'll win the game." None of us thought it could ever happen.

We did kick an onside kick, and to the sound of much OU celebration in the stands, we actually recovered the ball. About two minutes, six plays, one interception, and two penalties later, we set up to try for the field goal. Five seconds remained on the clock. We kicked the field goal and scored three points to win the game 10-9.

Hot

We live in a town where it never snows. Where it feels like the whole town is on fire. It never rains or hails. The children do not like to play outside. We don't have any gardens or flowers they all withered up and died. All we have is bare brown trees. Its always summer even when its winter. At christmas we go swimming instead of sleading. The sidewalk feels like a stove on high. The grass is hard and dry not soft and green like it should be. Oh how i wish It would snow!

Individual Grammar Assignments

Look at the end of your writing assignment. You should see a score and possibly some comments. You might also see a grammar code. Most writers will have a grammar code, but a few will not. If you do not have one this time, you might find one on later writing assignments.

Keep this paper in your portfolio, so you can refer to it again . Each time a writing assignment is returned to you, you can look at this paper again to find what your grammar code means.

Here's how to use this paper:

1. Find the grammar code that matches the one on the back of your writing assignment.
2. To the right, you'll find a few assignments you can do in your grammar workbook.
3. Read the notes on those workbook pages.
4. Do the assignments ON YOUR OWN PAPER.
5. Grade the assignments. (There's a key on the front counter.)
6. You should then be able to **correct that problem in your writing.**

(This is the ONLY part that's graded.)

Remember, it's about the WRITING.

To make your writing clearer, make sure your grammar is as close to perfect as possible.

CODES	MEANING	WORKBOOK PAGES
CAP	Capitalization	127-136
SS	Sentence Sense	84-85, 107-108
USAGE	Usage	171-174 and 39-45 and 51 (Find all of your usage errors. You'll be responsible for all of them.)
COM	Commas	Remember the list of 4 times to use a comma. Also, there's a worksheet you can read and work.
	Paragraphs	Create paragraphs, or make new ones.
SP	Spelling	163-170
AGR	Agreement	12-27
VT	Verb Tense	28-38 Plus, there's a worksheet about past perfect tense.
MM	Misplaced Modifiers	56-64
AWK	Awkward	110-122 Read your essay aloud to find awkward spots.
PROOF	Proofreading Errors	You must proofread your work. If you proofread and find no errors, ask classmates to proofread until someone starts to find the errors. Ultimately, you should be able to find these yourself.

Using Modifiers to Provide Detail

1. Start by choosing a topic from *The Crucible*. You might choose a character or a topic or a level 3 issue we listed on the board. It must be something related to the play. The following is a list of options, but you might think of something else that is not on this list:

witches	Salem	persecution	accusations
faith	dancing	prejudice	John Proctor
Abigail	Rev. Parris	regret	Tituba
Witchcraft	judgment	“I will not deal in lies” (Danforth)	

2. Write a sentence using only an article (a, an, or the), a noun, an action verb, and the object of the verb.
EXAMPLE: The hornet stung me.
3. Write the same sentence, but add at least one adjective and at least one adverb.
EXAMPLE: The angry hornet stung me repeatedly.
4. Write the same sentence as above, but add two prepositional phrases to it.
EXAMPLE: The angry hornet with the bright yellow markings stung me repeatedly on the leg.
5. Write the same sentence as above, but add at least one participial phrase.
EXAMPLE: Buzzing furiously, the angry hornet with the bright yellow markings stung me repeatedly on the leg.
6. Write the same sentence as above, but add at least one appositive phrase.
EXAMPLE: Buzzing furiously, the angry hornet with the bright yellow markings stung me, an innocent bystander, on the leg repeatedly.
7. Write the same sentence as above, but add at least one infinitive phrase.
EXAMPLE: Buzzing furiously and mad enough to fight a giant, the angry hornet with the bright yellow markings stung me, an innocent bystander, on the leg repeatedly.
8. Choose a new topic from *The Crucible*.
9. For your new topic, write a new sentence in the following pattern: S – LV – PA or PN.
EXAMPLE: Prejudice is pervasive.
10. Write the same sentence, but add a prepositional phrase to the beginning or the end of the sentence.
EXAMPLE: Prejudice is pervasive in our society.
11. Write the same sentence, but add at least one adjective and at least one adverb.
EXAMPLE: Unfortunately, prejudice is pervasive in our troubled society.
12. Write the same sentence as above, but add at least one appositive phrase
EXAMPLE: Unfortunately, prejudice, the fear of the unknown, is pervasive in our troubled society.

Use these two sentences for two purposes:

1. thinking about *The Crucible* will help you review for Friday’s test
2. adding modifiers to sentences will help you as you revise TW #1 (due Friday)

HOLISTIC SCORING

reminders
for in-class timed writing

- ✓ Read quickly for an overall impression of the piece.
- ✓ Score immediately, without rereading or analyzing.
- ✓ Read the entire paper before settling on a score.
The paper sometimes improves dramatically as the writer goes on.
- ✓ Read supportively. Look for and reward what was done well.
- ✓ Ignore handwriting.
- ✓ Do not judge by length.
- ✓ Use the full scale. Don't settle in the middle
There will be 1's, and there will be 6's.
- ✓ Each category represents a range: there are high 3's and low 3's.
- ✓ Remember the conditions under which students were working.
- ✓ A 6 paper need not be a polished, perfect essay.
- ✓ Remember that to the writer the ideas are fresh and original.
(Unlike the Reader, the Writer has not already read a hundred papers just like the one being scored now.)

SCORING GUIDE

Generically Adapted from the 9-Point AP Scoring Guide

General Directions: Your score should reflect your judgment of the essay's quality as a whole. Remember that students had only 40 minutes to read and write. Therefore, the essay is not a finished product and should not be judged by standards that are appropriate for out-of-class writing assignments. Instead, evaluate the essay as a draft, making certain that you reward students for what they do well.

All essays, even those scored 8 and 9, are likely to contain occasional flaws in analysis, prose style, or mechanics. These lapses should enter into your holistic evaluation of an essay's overall quality. In no case should you score an essay with many distracting errors in grammar and mechanics higher than a 2.

- 9 Essays earning a score of 9 meet the criteria for 8 papers and, in addition, are especially full or apt in their description or demonstrate particularly impressive control of language, such as strong voice.
- 8 Essays earning a score of 8 effectively address the writing task. Responses are clear, well organized and developed, and display a definite plan or strategy. They offer specific detail to support a clear argument. They refer to the passage explicitly or implicitly and offer adept analysis. Their prose demonstrates an ability to control a wide range of the elements of effective writing but is not flawless .
- 7 Essays earning a score of 7 fit the description of a 6 essay but provide a more complete description or demonstrate a more mature prose style.
- 6 Essays earning a score of 6 adequately address each part of the writing task. They refer to the passage explicitly or implicitly, but their discussion is more limited. Examples and detail might support the argument, but their relationship to the analysis might not be completely developed. The writing may contain lapses in diction or syntax, but generally the prose is clear.
- 5 Essays earning a score of 5 appear to address the prompt, but their discussion is inconsistent. The focus of these essays may be shallow. Lapses in diction and-syntax may be present, but generally the prose is clear.
- 4 Essays inadequately respond to the task. Their analysis is limited in accuracy or purpose. The writers of these essays may have misunderstood the prompt or the piece they're analyzing. The prose generally conveys the writers' ideas but may suggest immature control of writing.
- 3 Essays earning a score of 3 meet the criteria for the score of 4 but are less descriptive, less complete, or they are less consistent in controlling the elements of writing.
- 2 Essays earning a score of 2 demonstrate little success in addressing the task. Gaps in development or insubstantial organization may require the reader to form connections. They may lack development or substitute simpler tasks such as simply paraphrasing or listing qualities of the piece rather than analyzing it. The prose often demonstrates consistent weaknesses in writing, such as a lack of development or organization, grammatical problems, or a lack of control.
- 1 Essays earning a score of 1 attempt to address the task but may be vague or difficult to understand due to organizational or language problems that interfere with communication.

SCORING GUIDE

from the SAT II writing examination

General Directions: Scores given to papers range from 6 to 1. This score reflects a judgment of the essay's quality as a whole

- 6** A paper in this category demonstrates clear and consistent competence though it may have occasional errors. Such a paper: --effectively and insightfully addresses the writing task --is well organized and fully developed, using clearly appropriate examples to support ideas --displays consistent facility (ease or aptitude) in the use of language, demonstrating variety in sentence structure and range of vocabulary.
- 5** A paper in this category demonstrates reasonably consistent competence though it will have occasional errors or lapses in quality. Such a paper: --effectively addresses the writing task --is generally well organized and adequately developed, using appropriate examples to support ideas --displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary.
- 4** A paper in this category demonstrates adequate competence with occasional errors and lapses in quality. Such a paper: --addresses the writing task --is organized and somewhat developed, using examples to support ideas --displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction.
- 3** A paper in this category demonstrates developing competence. Such a paper may contain one or more of the following weaknesses: --inadequate organization or development --inappropriate or insufficient details to support ideas --an accumulation of errors in grammar, diction, or sentence structure.
- 2** A paper in this category demonstrates some incompetence. Such a paper is flawed by one or more of the following weaknesses: --poor organization --thin development --little or inappropriate detail to support ideas --frequent errors in grammar, diction, and sentence structure.
- 1** A paper in this category demonstrates incompetence. Such a paper is seriously flawed by one or more of the following weaknesses: --very poor organization --very thin development --usage and syntactical errors so severe that meaning is somewhat obscured.

Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed. Remember to leave yourself time to proofread.

One must be willing to _____
in order to accomplish great things.

ASSIGNMENT: consider the statement above and decide how best to complete it. Then write an essay that explains your choice(s). To support your view, use an example or examples from history, literature, the arts, current events, politics, science and technology, or your experience and observation.

STUDENT RESPONSE—typed here exactly as it appeared on her paper:

In order to accomplish great things, people must be willing to go through great risks. We wouldn't have many of the things we have today if other people hadn't taken a chance & tried it. We would never have gone into space if the first astronauts had said "No, I think it's too dangerous." We take it for granted, the bravery of the people who shaped our world. Were would we be if Albert Einstein had been scared of being different & hidden his high IQ to try & fit in? We would know a lot less about our world. We might even still be segregated if very couragous people like Martin Luther King Jr. had thought only of themselves & hadn't risked their lives telling others that the way they treated others were wrong. If great things were easy to accomplish they wouldn't be so great, would they. We need to remember to not just do the easy things & let others tackle the more difficult ones, because they might be thinking the same thing. Remember that others have struggled too. Like all of the new medicines we have because people were brave enough to try them. If Christopher Columbus had been afraid of the monsters that everyone said was in the ocean, then we wouldn't be here today. If George Washington had been afraid of fighting in the Revolutionary War then we might have stayed a British colony. think how many risks people have taken throught the centuries, & the great things they have accomplished because of them. This is a great World because of the brave people like them, but it can be even greater if we all also take risks for the good of the people.

Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed. Remember to leave yourself time to proofread.

One must be willing to _____
in order to accomplish great things.

ASSIGNMENT: consider the statement above and decide how best to complete it. Then write an essay that explains your choice(s). To support your view, use an example or examples from history, literature, the arts, current events, politics, science and technology, or your experience and observation.

STUDENT RESPONSE – typed here exactly as it appeared on her paper:

In order to accomplish great things people must be willing to give their best effort. I think this because of my own experiences. Whenever I want to accomplish something I try to give my best effort. If I don't give my best then I normally don't accomplish it. Like one time when I had a project to do for school. I finished the project but didn't exactly give it my best effort. Whenever I turned it in, it didn't get a very good grade. If that project had been something great, I wouldn't have accomplished it very well. So that is why I think that In order to accomplish great things, people must be willing to give their best effort.

THE PROMPT

Consider carefully the following statement and the assignment below it. Then plan and write your essay as directed. Remember to leave yourself time to proofread.

The opinion of the majority is a poor guide.

Assignment: consider the statement above and decide whether you agree or disagree. Then write an essay that explains your choice. To support your view, use an example or examples from history, literature, the arts, current events, politics, science and technology, or your experience or observation.

STUDENT RESPONSE--typed here exactly as it appeared on her paper

I agree with the statement "The opinion of the majority is a poor guide." Like tae-kwon do, soccer, school, and history.

Tae-kwon do is a self defense class that many people often say is karate. Tae-kwon do teaches you how to defend yourself in an attack. For instance, say I was attacked by a big man in a dark alley. I wouldn't like to be kidnapped at all. If I went with the majority, I most likely wouldn't be a black belt in Tae-kwon do, but a different belt in Apollo's karate or something.

In soccer, a lot more people would be playing than the soccer players we have now. If all the people wanted to try out for soccer, the teams would overflow and some people would get their feelings hurt. Most people in schools play soccer, others mostly play football, basketball, and do cheerleading. They made their choice to play a different sport than soccer. They went against the flow of soccer players.

In school, if everybody followed the "cool" people then they would lose their individuality and their inside value. If one person went against the flow, and dressed their way, talked their way, and acted their way, I bet other people will break off of the majority and get their individuality back.

In history, much of the majority ruled the earth. Women couldn't wear pants, skirts above their ankles, and speak out for themselves. African-Americans turned into slaves because everybody thought they were an inferior race and were there just to be slaves. A major example of the opinion of the majority is a poor guide is World War II in Germany. Hitler led the people to believe that Germany's faults were because of the smaller groups of people like the Jews.

The opinion of the majority is very much a poor guide and it will always be.

Consider carefully the following statements and the assignment below them.
Then plan and write your essay as directed.

There is strength in numbers.

The strongest person in the world is the one who stands alone.

Assignment: Consider the two contrasting statements above. Select the one that more closely reflects your view. Then write an essay that explains your choice. To support your view, use an example or examples from literature, the arts, history, current events, politics, science and technology, or your experience or observation to illustrate your response.

Write your answer on the front and back of one piece of paper. You may not carry your essay over onto a second piece of paper.

Do not write on another topic. An essay on another topic is not acceptable.

I will use student essays in class to discuss writing. I will always use them anonymously, which means that, as long as you don't identify yourself as the writer, no one has to know. You need to decide now whether you will allow me to use your writing in this fashion. Then on each piece of writing that you turn in, make sure you mark on your paper a YES to indicate that I may use your essay or a NO to indicate that I may not.

ZZ

“The strongest person in the world is the one who stands alone.” This statement simply means, that if you are a strong person, you basically will have a positive attitude about everything that comes to your view. And a positive attitude will get you anywhere in life. Using myself, you can’t just become the greatest in one day. No one’s that perfect. You have to be strong and face the consequences that might come your way. And believe me, there will be consequences. Even if you think you are already there and achieved your goal, there will always be another time for the consequence. But like I said, have a positive attitude about everything you view, don’t let someone’s “bad day” make you think otherwise. And don’t care what people think. But in reality, your not standing alone at heart, it’s really just your imagination. In the end, others will join you as well. You should be proud of who you are, and take the chance to express yourself, then you will really think that you are the strongest person in the world, who will stand alone, and proudly.

U

I think there is strength in numbers. I think this because there are more people who become famous or strong with the help of other people rather than by themselves. People always get help and advice from other people. It's kind of like when people get an award for a good performance like a Grammy, or something, they always say, "Thanks, I couldn't have done it alone." And they go on naming the people who helped them.

This theory is also portrayed in a band. They couldn't get good if they didn't play together. The guitarist couldn't become a rock-star by himself, he has to have vocals and a drummer and a bassist.

Another example is those guys who are physically strong. Those guys can't get ripped and muscular by themselves, they need a partner to workout with. Their partner spots them when they lift heavy things and he pushes him to work himself harder than he would if he was alone.

Do you think an army would be strong if they fought as individuals? No, they work together to defeat their enemies.

A soccer team would be horrible if they didn't play as a whole. If they played as individuals they wouldn't pass the ball which is the point of the whole game. You have to work the ball up the field not run it up by yourself.

I think there is strength in number rather than standing alone, and it is much funner.

H

The strongest person in the world is the one who stands alone.

I choose “The strongest person in the world is the one that stands alone” because I have heard it before. I believe this to be true for example if you have ever seen the world strongest man/woman competition you notice only one wins and he stands alone as the world's strongest. This has to do with being considerate of others. You have to be kind and generous, not mean and keeping everything to yourself. You can't act as if you know everything about everyone sometimes you have to step down and think about others before you think of yourself. If you are hateful and mean you will stand alone at the bottom or top whichever you consider as everyone being scared of you and not wanting to be around you. Sometimes you have to be “weak.” For example if you are mean, unconsiderate and hateful you are considered strong, yet weak as an individual. Sometimes just talking to someone that doesn't have many friends will bring you back to having friends, being weak, not standing alone. So in conclusion you should be nice, considerate, and “weak” not mean, hateful, and “strong.” For if you don't you will stand alone with no friends at all, but if you do you will have many friends and stand accompanied rather than alone.

BB

I believe that the strongest person in the world is the one who stands alone. I agree with this statement because I think that a person willing to stand up for what they believe in, even if they are all alone, is very brave. People would admire this person's courage and maybe even think this person's way. That is why I think it is important that people should always believe what they want to believe and not let other people's beliefs change their own.

Like when a class is taking a vote and one person votes another way and so the person changes their vote so they won't be different from everyone else. They shouldn't do that. They should believe what they want to believe even if everyone else disagrees with them.

Also during the Holocaust, I'm sure there were a lot of people here who didn't agree with what was going on in Germany but no one did anything or stood up for what they believed in because they were too scared. Maybe if at least one person would have stood up and said "hey I don't agree with what they are doing." Then maybe other people would have joined that person and maybe we could have done something.

In conclusion, I do believe that a person should stand up for what they believe it but, I also believe that everyone needs help. So if one person stands up for something then maybe others would join them. So I believe that it take one person to start something and others to help them finish it.

EE

The statement I agree with more is “The strongest person in the world is the one who stands alone.”

It is so much harder to be individualistic than to conform. If everyone around you wears black and you wear yellow, you are a strong-willed person.

Many famous people were loners: Leonardo da Vinci, for example was alone for most of his life. But he was a very good artist and still has influence on modern art today.

If Albert Einstein had not been a loner, he may have not made the discoveries that changed the way we do math & science

It takes strength to mask who you are, but it takes courage to be yourself.

X

I agree with that there is strength in numbers because the more people there are the more you can get done or do better, like if you play on a basketball team, you'll win a lot more games if everyone does their best, not just one. So that shows strength in numbers. And like a construction company, if you have more people, the job will get done faster and better than just having one person to do it all by himself.

Then there's Ali, he couldn't win a boxing match without his trainers. Even though they're not in the ring helping him fight, but they're there when a round is over to encourage him and to tell him things he needs to do to win. And to train him for a match so he doesn't just go in there and be killed by the other guy. So it is true that there is strength in numbers, because things go better with more people to help out in doing something.

But here's another example. Like football, in football you need a whole team to win a game or a championship, like Jenks, they win almost all of their games and they use strength in numbers by using the whole team to win a game not just one person, because it couldn't happen, you need blocking, running, passing to win and not just one person does that so there is strength in numbers.

Writing Scores become grades.

	early in the year	
out of 100	out of 50	out of 20
6-95	6-47.5	6-19
5-88	5-44	5-17.6
4-81	4-40.5	4-16.2
3-74	3-37	3-14.8
2-67	2-33.5	2-13.4
1-60	1-30	1-12

	late in the year	
out of 100	out of 50	out of 20
6-95	6-47.5	6-19
5-86	5-43	5-17.2
4-78	4-39	4-15.6
3-69	3-34.5	3-13.8
2-60	2-30	2-12
1-52	1-26	1-10.4

Résumé

You'll be writing a résumé based not on things you have already accomplished but on things you hope to accomplish.

Pretend that it's the year 2013, and you are getting ready to graduate from college. What will you be preparing for? Will you be looking for a job? Will you be applying for graduate school? What are your goals?

If you plan to be a lawyer, do you know that you'll have to attend law school for three years AFTER you finish your undergraduate degree? Do you even know what an undergraduate degree is?

If you want to learn how to work on planes, do you know what your best options are? Do you know when you need to get started? Do you know what kind of training is offered at Tulsa Technology Center? Do you know which classes you could take at Tulsa Community College before you start to add up the great expense of moving away from home and going to a university?

This assignment is a chance for you to set some goals and start to understand what your options are.

Use this website I made for you

<http://www.kn.sbc.com/wired/fil/pages/listresumeray.html>

to help you move through the steps of this assignment.

- Decide on a career.
- Find out how much schooling and special training will be required for your career.
- Pretend you have finished with all of that schooling and special training.
(You might pretend it's the year 2013 or 2016...or it might need to be an even later date.)
- Review the examples to think about how you might proceed.
- Write a resume which describes all of your wonderful accomplishments from now until then.

CRITERIA:

Fit your resume into one page.

Your name and contact information must be legible at the top.

You may type or write legibly and neatly in ink.

Avoid all of the blunders listed on the webpage above.

Joseph Philip McKlowski

820 W. Waco St.
Broken Arrow, OK 74011
555-4555 home 501-5555 cell
jpmack@cox.net

EXPERIENCE

Paralegal assistant Dewey, Cheatham, and Howe in St. Louis, Missouri
September, 2013 to present

Duties included assisting attorneys in the courtroom, compiling files for court, setting up court dates, and researching precedents at the OU Law Library. In *this* position, I became quite familiar *with* the WU Law Library, and I came to understand the subtleties of dealing with the district courts.

Legal Clerk Franklin, Delano, and Roosevelt in Norman, Oklahoma
September, 2011 through August, 2013

Duties included filing, transcription, some research, and some dealing with clients on the phone. In this position, I became familiar with law office filing systems, office etiquette, legal jargon, and some helpful ideas about dealing with clients.

EDUCATION

Bachelor of Science in Political Science
University of Oklahoma
Norman, Oklahoma May, 2013
2016
Suma Cum Laude, GPA 3.96

Juris Doctorate
Washington University
St. Louis, Missouri May,
Magna Cum Laude, GPA 4.0

Passed the Oklahoma bar examination in June, 2016

CLUBS AND ACTIVITIES

OU Debate Club-2010-2013
Debate club co-captain-2012, captain-2013
National HS Forensics Clubs Championship Host, 2010
National College Forensics Clubs Championship Winners, 2013

High School Debate club-2007-2009
Debate club captain-2009
National HS Forensics Clubs Championship Winners, 2007 and 2009

REFERENCES

available upon request

Melissa M. Franklin

820 W. Waco St. 555-4555 home
Broken Arrow, OK 74011 501-5555 cell
mmfrank@cox.net

OBJECTIVE: a teaching position in either elementary or middle school English

EDUCATION: Broken Arrow High School Broken Arrow, OK, 2009
GPA: 3.98 Graduated with Honors

Oklahoma State University Stillwater, OK, 2013
Bachelor of Science in Education and Middle School English
GPA: 3.79 Graduated with Highest Honors

EXPERIENCE:

BROKEN ARROW GYMNASTICS

Gymnastics coach for elementary school children: supervised children,
maintained safe learning environment, planned exercises and learning
activities, coordinated group learning and peer coaching sessions

August, 2007-May, 2009

BROKEN ARROW SOPHOMORE CHEERLEADERS

Cheerleading coach for cheerleaders

Won several blue ribbons and the spirit stick at National Cheerleading Association Summer
Camp; Stick is given to the group which gets along best and helps each other most.

June-August, 2007

BROKEN ARROW PUBLIC SCHOOLS

Observer of a middle school classroom

Helped the teacher grade papers, observed discipline procedures and other classroom routines

January to April, 2012

Intern teacher at Oliver Middle School

Created and implemented two literature units and one grammar unit, supervised the classroom
alone for two weeks, taking roll, disciplining students, and planning activities

January to April, 2013

CLUBS: National Council of Teachers of English
May, 2012 to present
OSU Future Teachers of America, 2010-2013
President, 2012-2013

REFERENCES: available upon request

In-Class Writing Assignments

About every three weeks, I give an in-class writing assignment. Students receive a prompt and have twenty to thirty minutes to write a response. I use the SAT II Writing prompts and scoring guide, but any simple, open-ended prompt will work.

Some examples: “The opinion of the majority is a poor guide.”
or “The more we know, the happier we are.”

My students figured out how to take Level Three questions and turn them into the kinds of prompts that work really well. Now I don’t have to write prompts anymore. Students write them instead.

Argument vs. Persuasion

Eighth graders think they already know how to argue. In fact, they are good persuaders, not good arguers, and I’m trying, with these writing assignments, to help them develop their arguing skill.

Argument employs the use of logic and evidence to support or refute a point. *Persuasion* moves a person to action, not necessarily through logic but through urging or other inducement—such as emotional ploys and perhaps fallacious logic.

Portfolios

Students have manila folders which they decorate as they want. There are two lists glued to the inside flaps of the portfolio: writing assignments—with spaces for students to write the prompt, their score, whether they
1. attempted a revision, what the new score was, etc.
2. scoring guide—with boxes for students to check off as they master various traits in their writing (traits listed on the scoring guide).

Every writing assignment has a scoring guide.

In fact, for most of my students, one scoring guide (SAT II) will cover all writing assignments.

The writing and the scoring guides stay in the folder.

The folder stays in the room until the end of the year when students use them to prepare for a final, reflective paper and conference. They discuss their progress, the hardest assignment, the easiest assignment, etc. When possible, parents are invited to these final, student-led conferences.

Conferences

I conference with each student at least twice a semester. I use their early writing assignments to perform “triage,” and I determine who is most in need of a conference.

When most students are busily working on individual grammar lessons, writing assignments, or revisions, I’ll conference individually with 4 to 5 students in one class period.

With a fairly well-behaved group, I can get through all students in 4 or 5 class days.

More
Student
Samples

This first set was written by sophomores in response to this prompt.

Write a How-To paper about one of the following topics: How To

change a tire

prepare for a vacation

care for a pet

train an athlete for a sport

K

There are many ways to care for many pets. These things can be easily scheduled if you are a busy person. They are easy to do and take little effort if you do not shirk off from it. Many pets require many different types of treatment. You should care for your pets and not neglect them.

If you have a dog there are a few things cannot forget to do with them. You need to make sure they are fed good food so they do not get sick. You especially need to have their shots taken by a vet. You need to clean up after them. And you should walk them to keep them happy and healthy.

If you care for birds you need to make sure their wings are clipped so they don't fly all around the house. You need to clean out their cages. Make sure they have food and water. They should have something to chew on so they don't get bored. And you should cover them up at night so they can sleep.

These are ways to care for different animals. There are different ways to care for different animals. But you should always love your animals. Every animal needs attention and needs to be cared for.

L

How to Care for a Pet

To care for a pet you must do a lot of things. First you must get the proper supplies. You need to buy a certain brand of food and stick with it because different formulas could upset your pet's stomach. Next you need to keep your pet clean and shield them from fleas. Do this by giving them baths and put on flea collars. Always have lots of toys to keep your pet entertained & happy. You need to give your pet lots of exercise by walking them or playing with them.

The next important thing is training your pet. You need to house train them so your house doesn't become a restroom. Do this by taking them outside a lot or showing them where a litter box is. Also congratulate them for going to the bathroom in the right spot. You also need to attitude train them. Show them who's boss so they won't disobey you. No one wants a mean pet so make sure to do everything you can to make them nice.

The most important thing is that you love them! Always be kind to them and they will do the same. Give them lots of attention. This is important if you want your pet to be social. Never abuse your pets!

J

How to Prepare for a Vacation

When going on vacation it is very common for people to leave important things behind. These steps will help you to better pack.

First thing you do is find out how the weather is expected to be where you are going and how many days you will be gone on your vacation. This will determine the amount and weather type of clothing you will need. Second thing you do is make out a list of the things you need and would like to bring on the vacation. An easy way to make the list accurate is to think about the essentials you use everyday to get ready. After your list is complete ask your neighbors or relatives if they could pick up your mail while you are on your vacation. The fourth thing to do would be to find out how many hours you're going to be in the plane, car, train, etc. You want to know this so that if you need to bring snacks or pillows for the ride you will be prepared. When packing make sure that all containers are sealed so that they won't leak all over your clothes. Zip lock baggies usually take care of that problem. When you're done packing and ready to walk out the door make sure you turn off all lights and shut your water off. Then lock your house up and you're ready to go.

That my friend is a good way to prepare for vacation.

P

How to prepare for a vacation

How do families prepare for a vacation? Will I don't know. But my family and I been on many vacation before. We're gonna tell you about our steps of preparing for a vacation.

Step 1: Plan where you going

Step 2: Gots too have money

Step 3: add up how much it cost like gas, Hotels, food and everything.

Step 4: Gave out Bathroom arrangement (stops)

Step 5: Tell everyone in your family the date, time and day.

Step 6: be prepare too go

Step 7: But all stuff in the car

Step 8: go too the gas station get gas, and restroom breaks.

Step 9: Always get some muchie.

Step 10: Always have you medicine. with you and always have Plan B.

These are all the steps that my family and I plan everytime we go on a vacation. If we don't following the steps we would be doom.

H

How to Prepare for a Vacation

Finally the bell rang. I gathered my things and threw away all my work. The school was loud, as I ran out the door and went home. My bus was the first here which made me smile and cheer.

As I got off the bus at my stop, I started to wonder what I was going to do for summer vacation. When I got near my house, I saw my parents cars in the driveway. My parents didn't get off work for another two hours, so I knew something was happening. After opening the door, my mom told me the good news. She said we were going on vacation.

My parents aren't the sharpest cryons in the box, so I knew I was to help them get all the plans together. The first thing I did was ask where we were going on vacation. I was told that we planned to go to Hawaii. This made me very happy and I skipped to the computer to get some information. The weather forecast there was bright and shiny with a low chance for rain. I ran to my parents and told them what they should pack for the trip.

After I learned the weather, I needed to find the best airline tickets. While looking at airlines, I found a good price for a family of three. I told my dad where to call and get the tickets. My dad got us tickets, and we started to pack.

While packing, it came to me. What we going to do with our dog, Dubya? I told my parents that I was going to Call Uncle Jeb and have him watch Dubya while we were gone. Jeb picked Dubya up a hour later and we gave him some money to buy his food.

All we had to do know was wait until tomorrow and catch our plane. I couldn't go to sleep that night because I was so excited about the vacation. After an hour of twisting and turning I fell asleep. When I awoke, I smiled and knew this was going to be a great vacation.

N

How to prepare for a vacation. First you must know where you are going and if you have the money to go. Second you start on your transportation are you going by car, train, bus, air. If you are driving you will need gas. If you take the bus or train you might want to take your own food. Airplane you might just need a few snacks. Third, packing you will need to dress for the conditions of where you are going.

If you wanted to go on a vacation to Colorado. You would need to make hotel reservations at a hotel, then get your transportation in line. Know what you are going to when you get there. Get your clothes & suitcases together, That is how to prepare for a vacation.

M

Hints to Preparing to Go on Vacation

When you are preparing for a vacation you first decide what kind of transportation you are using. Decide how much money is going to be needed. After you figure out what transportation you are using you need to figure out the direction of how to get to that location. After you figure out all of that you go online and look up hotel agencies and book hotel rooms that you are going to be needed, also if you are flying you can buy airplane tickets while online. Plan how many days you are going to be gone. Pick out clothes for everyday you are gone, iron clothes and then neatly put in a suitcase. Get & buy food that is going to be needed for trip. Pack clothes that are in the season of wherever you are going. Make sure to pack shoes & toiletries. Bring games, portable DVD players, I-pods, MP3 player, CD players or other entertaining things. If you are going to a theme park or a concert you should get the tickets ahead of time instead of waiting. Bring cell phone chargers with you, so you can charge your cell phone. Make sure to pack or put an emergency kit in the car. Bring medicines and/or tissue with you if needed.

This next set of student essays were written by 8th graders in response to the following prompt:

Consider carefully the following statement and the assignment below it.
Then plan and write your essay as directed.

The more we know, the happier we are.

Assignment: Decide whether you agree or disagree with the statement above. In an essay, support, challenge, or modify this statement using an example or examples from literature, the arts, history, politics, science and technology, current events, or your experience or observation. You have thirty minutes to plan and write your response.

Write your answer on the front and back of one piece of paper. You may not carry your essay over onto a second piece of paper.

Do not write on another topic. An essay on another topic is not acceptable.

I will use student essays in class to discuss writing. I will always use them anonymously, which means that, as long as you don't identify yourself as the writer, no one has to know. You need to decide now whether you will allow me to use your writing in this fashion. Then on each piece of writing that you turn in, make sure you mark on your paper a YES to indicate that I may use your essay or a NO to indicate that I may not.

J

Some people think that if you know more you will somehow become happier. Sometimes it's better not to know things. I don't believe that smarter=happier.

One great example is that in the Lord of the Rings trilogy the hobbits are very happy creatures. They don't have to worry about anything except their city, and so, they are a happy people. Then Frodo Baggins is told that the ring was forged in Mount Doom by the dark lord Sauron. Frodo isn't happy by this. If knowing more means becoming happy, Frodo would smile by knowing all of that. Instead, Frodo is sickened by it.

Also, when I was a small boy at the age of 5 or 6, I had a great dog named Maudy. This dog was very old, probably twice as old as I was. One day she fell asleep and died in her sleep. I never saw the body but I was told of her death. I wasn't happy about it, who could be happy about losing such a great pet.

These two examples have helped me by showing that happiness may be from a lack of knowledge. If I want to know something and I ask someone I prepare myself for the worst.

E

I have to say, that I disagree with this statement. There are all kinds of things that I could show you about this statement. My goal today is to show you as much as I can.

For my first example, I would like to say that if you get some bad news, does it make you happy? What if you are playing a soccer game and you are the goale for your team. At the last minute of the game the other team is coming to you with the ball, and if you block this shot your team win's the game, and you miss it do you woun't to hear what you coach is going to say to you? My answer would be no, because you know that you mistup, and this would not make you happy when you hear it from the coach.

What if you make a bad grade on a test, and you know that you mistup. Would you like to hear it from your parents? I thank I have proven my point about this saying. I thank strongly about what I have said, and I hope you feel the same way about this.

X

The more you know, the happier you are! That's true. For example: Say you loved ice-cream, and you didn't know where the ice-cream store was, well if you knew where it was, you would be able to go get ice-cream and you would be much happier! If you didn't know where the ice-cream store was, you would be disappointed.

Einstein knew a lot, and he was happy and grateful for who he was of how he could just think strategically in science that is. Some people don't know a lot, and so they're not as happy because maybe they're failing in class like math and they don't study so they don't know as much.

I agree because I've had the experience of not knowing much like in Math class. I didn't study much and so I didn't know much and I wasn't happy, but if I studied hard enough, I would have been happy because I knew more.

Another reason I agree is because some kids may not know where places are like around the neighborhood or the school, etc. It's good to know where you're going and what you're doing, and you'll be much happier.

That's why I agree with the phrase, "The more you know, the happier you are."

P

I think the more you know the happier you are!
And we all love being happy & smart!

When you know alot of things you feel more relaxed like, when you come home from work and your husband rubb's your feet. For those few minutes your not worried about anything!

Think about if you didn't know alot of things. You would all ways worry about if you got the answer's right on your science test or on your math paper! Knowing you know alot of stuff puts confidence in you, and having confidence in your self makes you happy.

When you know alot of stuff, you dont have to be like one of those genius guys! But, when you know you have the ability to know and learn alot of things...it make your life owrth wile! And it doesn't have to be with school or college. It could be in any kind of sport or Nintendo games anything you want! Just because you're not good in school doesn't mean you're not good an anything else!

G

I feel that the statement “the more you know, the happier you are,” is not true. If you were extremely ignorant, you’d be happy all the time because you wouldn’t know any better. If you think about it, the movie “Dumb and Dumber,” is a perfect example of my belief.

If someone were to tell me that the happier you are, the more you would learn, I would believe them. When you are in a bad mood, you concentrate only on what put you in a bad mood. When you are happy, you concentrate on what is going on around you because you almost want to share your joy with someone. You feel that you need to communicate with them, which in turn could lead to them telling you something that you did not know. It could also lead to you telling them something they don’t know. I learn something new every day because of this. I notice that when I’m mad at the world I learn almost nothing except that there is more to hate. When I am happy, I learn that there are millions of things I don’t know. It’s like a famous writer once said or wrote, “The more I learn, the more I realize how little I know.”

What I discussed in the first paragraph is true because when you are extremely intelligent, you are burdened. An example of this is from the novel, “The Giver.” The Giver is troubled because he is forced to hold all memories. When he gives them to Jonas, he becomes happier because he does not have the painful memories. While one person suffers, Jonas, everybody is happy because they do not know. That is proof that you would be happier if you are ignorant. That is why the statement “the more you know, that happier you are” is true.

Q

“The more you know, the happier you are.” I strongly disagree with this statement.

Would you be happy if you were married and you found out your spouse is having an affair? I wouldn't be. I also would be unhappy if my friend betrayed me.

Look at President Clinton. I don't think his wife was jumping for joy. The public wasn't very happy with him either. The only people that I think were happy was the media, but they will always agree to the statement.

In my personal experience, I have learned that the less you know the happier you are. I know how it feels when you know you been betrayed or know that your country is being attacked by terrorists. Terrorists that have went to school and learned how to fly planes in your country. The book *The Giver* is a book about people who don't know pain, color, and weather, but are very happy not knowing. I am much happier not knowing what I made on this paper even if it is good because assuming is much better. “It is better to be assumed stupid than to open your mouth and remove all doubt.” Mark Twain You would be much happier thinking you are smart, than knowing your dumb.

THE MORE WE KNOW, THE HAPPIER WE ARE

Timed Writing #1--January 14, 2005

These are the notes that I wrote to myself as I was scoring your essays.

- Do not include "I agree with the prompt" or "I disagree with that statement" or anything like it in your essay anywhere.
- BME= beginning, middle, and end. Make sure you include an intro and a conclusion.
- Sometime when you're alone or (if you're brave) when you're not alone, **READ YOUR ESSAY ALOUD**. If you're **REALLY** brave, hand it over to someone and ask him/her to read it aloud to you. You should be able to hear the problem places: words you left out, whole clauses that should have been explained more, words you wrong in place of others. Sometimes, I could tell what you meant to write, but you were very far off from what you actually wrote. You need to get to a place where you can spot that on your own, and that awareness will start with reading your essay aloud.
- I really mean that about **READING YOUR ESSAY ALOUD**. A lot of things will come clear to you when you try to make verbal sense of what you wrote. Don't skip over that suggestion.
- If you write about lit or film, **AVOID SUMMARY**.
- Choose one side of the argument and stick to it. Don't be wishy-washy.
- Write about **WHAT YOU KNOW**. "My babysitter" is always a better example to use than "Albert Einstein." This will change most of the essays a LOT. You have some big revision to do.
- Bad things happen in the world. When we find out about them, does it wreck our own personal, deep happiness? The fact that a tsunami happened and killed more people than we can comprehend is awful. It's unpleasant to hear about, and I hurt deeply for the individuals whose lives are affected. I watched "Hotel Rwanda" and sobbed in the movie theater about the pain of the people who were persecuted and threatened and finally killed for no good reason. These things don't change the deep happiness of my life, and that's the happiness the prompt is talking about.

If you believe that the less we know the happier we are, you'll have to come up with better examples than "terrorists brought down the Twin Towers" or a "tsunami killed more than 150 thousand people." Those examples make the writer sound as if s/he prefers denial.

- "The more we know" doesn't necessarily refer to getting higher grades and being "smart."
- Develop your examples with lots of details.
- Organize your essay with paragraphs that make sense.
- Writers' attempts at avoiding **YOU** are sometimes painful to read. Most of the time, it will take more than just changing *you* to *they* or *me*. Many writers tried this and still left several *you's* in the essay. Sometimes, the use of *they* created more problems because the writer meant to refer to one person but wrote *they* which is several people. Instead of simply replacing one word with another, you will have to shift your thinking. Use an entirely different example. Think about the whole issue differently.