

ENG 122 Assignment 1: Finalized Writing Plan Guidelines and Rubric

"My mind," he said, "rebels at stagnation. Give me problems, give me work, give me the most abstruse cryptogram, or the most intricate analysis, and I am in my own proper atmosphere . . . But I abhor the dull routine of existence. I crave for mental exaltation."

—Sir Arthur Conan Doyle

Overview

The first final project for this course is the creation of a **writing plan**. Writing is a craft that people spend a lifetime refining, and one that allows people to express themselves in various ways. Effective writing has the ability to shape and inform the opinions of its readers. The ability to articulate a message through writing is essential in any career. Something key to remember is that the writing process is never truly complete.

In this assignment, you will select one of the provided readings and analyze it. Next, you will develop a claim about the information presented in that reading. In the next assignment, you will support that claim through a critical analysis essay. There is no right or wrong claim. It is how you support your claim that makes your essay effective.

The project has **one milestone**, which will scaffold learning and ensure quality final submissions. This milestone will be submitted in **Module 3**. **The final submission is due in Module 5.**

In this assignment, you will demonstrate your mastery of the following course outcomes:

- Discuss stylistically appropriate writing strategies for various audiences, subjects, and purposes
- Identify main ideas, supporting evidence, and conclusions through critical analysis for utilizing these components in one's own writing
- Interpret the writing process as a means for generating ideas, drafting, and revising for improving the quality and effectiveness of one's own writing
- Integrate appropriate and qualified evidence into one's own composition through effective research

Prompt

For this writing plan, you will analyze a reading and develop a claim about the intent of that reading. Once your claim is established, you will use examples from the reading to support your claim throughout your writing plan.

Critical Elements

Specifically, the following critical elements must be addressed:

- I. **Writing Plan:** Use this writing plan as a way to gather your thoughts and determine your strategy for writing your critical analysis essay. This process will allow you to develop a potential structure for effectively communicating and supporting your claim. This plan will be helpful in keeping your thought process on track when you begin writing and revising your essay.
 - A. Determine the **author's claim** to be addressed in your analysis essay. Your determination of the author's goal must be derived from one of the provided articles.
 - B. Determine **author's key points** and rationale that will be helpful in supporting the validity of your claim.
 - C. Identify the **audience** that will be reading your essay. What potential challenges will you have supporting your claim with this demographic?
 - D. Establish your **goal** that you hope to accomplish with your essay. For example, you may disagree with the author and demonstrate why he or she is incorrect, or you may agree but want to further substantiate his or her claim.
 - E. Based on your claim, determine potential places where **evidence** would be most effective. Defend your choices. For example, if you disagree with an author's point you would want to use evidence to support your view.
 - F. Identify a **revision strategy** that would be most effective in informing you while writing this essay. Why would this strategy be effective?
 - G. How will this essay benefit from receiving **feedback** from an outside party? How can that feedback be integrated?

Assignment 1, Milestone 1: Writing Plan Draft

In **Module 3**, you will submit your Writing Plan Draft containing your initial plan for writing your essay. **This assignment will be graded with the Assignment 1, Milestone 1 Rubric.**

Assignment 1 Submission: Finalized Writing Plan

In **Module 5**, you will submit your writing plan in its final form. It should be a complete, polished artifact containing **all** of the critical elements (above) associated with Assignment 1. **This assignment will be graded using the Assignment 1 Rubric.**

Assignment 1 Rubric

Guidelines for Submission: Your finalized writing plan must be 1–2 pages in length. Use double spacing, 12-point Times New Roman font, and one-inch margins. This assignment will be completed through the interactive activity provided in your MindEdge eLearning materials and then submitted within the course.

Critical Elements	Exemplary	Proficient	Needs Improvement	Not Evident	Value
Writing Plan: Author's Claim		Determines a claim to be addressed in the analysis essay, and claim is derived from one of the provided articles (100%)	Determines a claim to be addressed in the analysis essay, but claim is not derived from one of the provided articles (55%)	Does not determine a claim to be addressed in the analysis essay (0%)	10.67
Writing Plan: Author's Key Points		Determines key points and rationale that will be helpful in supporting the validity of the claim (100%)	Determines key points and rationale, but key points or rationale are cursory or inaccurate (55%)	Does not determine key points and rationale that will be helpful in supporting the validity of the claim (0%)	10.66
Writing Plan: Audience		Identifies audience and determines potential challenges (100%)	Identifies audience but does not determine potential challenges (55%)	Does not identify audience (0%)	10.67
Writing Plan: Goal		Establishes a goal to be accomplished with the essay (100%)	Establishes a goal for the essay, but goal is not aligned with the essay claim (55%)	Does not establish a goal (0%)	10.66
Writing Plan: Evidence		Determines potential places where evidence would be most effective and defends choices (100%)	Determines places where evidence would be most effective but does not defend choices or defense is illogical (55%)	Does not determine places where evidence would be most effective (0%)	32
Writing Plan: Revision Strategy		Identifies a revision strategy that would be effective and describes why it would be effective (100%)	Identifies a revision strategy, but does not describe why the strategy would be effective or strategy is illogical (55%)	Does not identify a revision strategy (0%)	10.67
Writing Plan: Feedback		Describes how essay can benefit from receiving feedback and how that feedback can be integrated (100%)	Describes how essay can benefit from receiving feedback, but does not describe how the feedback can be integrated or description is cursory or contains inaccuracies (55%)	Does not describe how essay can benefit from feedback (0%)	10.67

Southern New Hampshire University

Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format (100%)	Submission has no major errors related to citations, grammar, spelling, syntax, or organization (85%)	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas (55%)	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas (0%)	4
Total					100%

Feedback is below. Please help me address the assignment criteria

ENG 122 Assignment 1, Milestone 1 Rubric feedback: Vernon:

You are not addressing the assignment fully, so please review the assignment criteria and the prompt directly.

Have a good day,

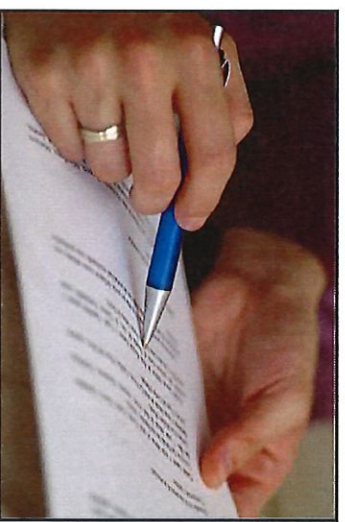
Assignment 1 Submission: Finalized Writing Plan

"I can't write five words but that I change seven."

— *Dorothy Parker*

In every form, style, genre, and medium, no matter what your skill level, **revision** is essential to good writing. It's the difference between showing talent and getting the job done. By revising your work, you transform it from a record of your own understanding to writing that connects with readers and is able to shape their understanding.

Last week was an "incubation period" in which you took a step back from drafting your essay to focus on building other skills. Now it's time to return to the writing process with a fresh perspective. As you revisit your essay, think about how you might incorporate new ideas that have formed in the past week to your current Writing Plan. Have you changed your perspective on your selected reading at all? Have you thought of new ways to approach the writing process?



Writers often think that if they didn't see a problem the first time, they won't see it the second time either. But this isn't the case with many problems you can identify and fix in the first few stages of revision. Revision allows you to come back to your paper with fresh eyes and read it as a reader rather than as the writer who already knows what he or she is saying. If there is a gap in evidence or paragraphs inserted where they don't logically flow, you're most likely to notice these problems after you've set your paper aside for a while. If you're lacking **topic sentences** for your paragraphs, you are going to have just as difficult a time figuring out what you were saying as your reader would. So come back to your paper "as a reader" and see what you can find during these revision stages.

As you prepare to submit Assignment 2, Milestone 1: First Draft, you'll want to re-read your selected reading and take additional notes. You will also want to review the material from Module 4 and start pulling specific lines, passages, and ideas from the text to help support the notes you took in the Writing Plan Draft.

Finally, it is important to carefully read over any instructor feedback that you have received for the Writing Plan Draft and to email your instructor with any remaining questions.

Remember that the Writing Center is also available if you need additional help with your assignments in this course. To contact them, [click here](#)

(<https://my.snhu.edu/Offices/COCE/WritingCenter/Pages/default.aspx>).

As you work on your Writing Plan, remember to refer to the [assignment guidelines and rubric \(click here\)](#) to make sure you're fulfilling each aspect of the assignment. You can also [download/print the rubric \(ENG_122_Assignment_One_Guidelines_and_Rubric.pdf\)](#).

Submitting Your Finalized Writing Plan

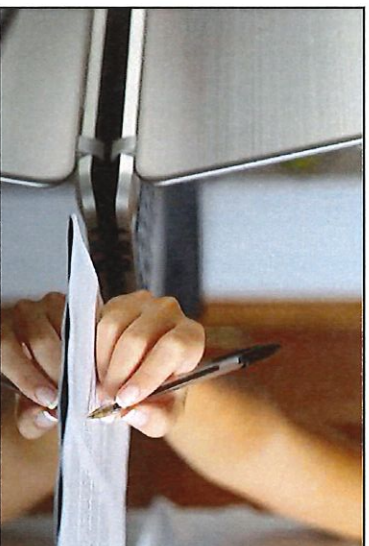
Incorporate any revisions, new insights, or helpful feedback into your Writing Plan Draft.

Then, **submit your assignment to your instructor through your learning environment.**

Assignment 1, Milestone 1 Submission: Writing Plan Draft (GRADED)

In Module One, you did a literal reading of your selected article. In Module Two, you learned some active reading strategies on how to dig a little deeper and apply critical analysis to "Turning Off, Dining In." Finally, you began to think about the intended audience for your critical analysis essay, and you reflected on your goal in analyzing your selected article.

This week, you'll answer specific questions to help you actively read and analyze your selected reading from Module One in its entirety. During the assignment, you'll use analysis strategies learned in Module



Two to determine the key significance of your selected reading. In doing so, you will respond to the author's intended goal of the article in a clear and engaging manner and produce a Writing Plan to inform your creation of your Critical Analysis Essay (which will be due in Module 8).

The assignment below will ask you to consider how the following critical elements relate to your selected reading:

- author's **claim**
- **key points**
- **audience**
- your **goal**
- **evidence**
- **feedback**
- **revision**

Constructing Your Writing Plan Draft

To complete this assignment, first actively re-read your selected article using the analysis techniques mentioned in Module Two. Write new notes (and revise old ones) to help you uncover the deeper meaning of your selected article (do not assume that your initial reading was the correct reading until you compare your notes from Module One with your notes in this Module). After you have finished re-reading the article and writing down new (or revised) notes, you will then build onto your Writing Notes assignment from Module One and determine your strategy for writing your critical analysis essay.

This process will allow you to develop a potential structure for effectively communicating and supporting your claim in the critical analysis essay. Your claim will have three components—1) it will clearly state the author's goal in his/her article, 2) it will identify your reaction to this goal (e.g., do you agree or disagree); and 3) it will explain why you had that reaction to the article (does the author meet his/her goal with the evidence that is presented, does the author ignore counterarguments to try to make his/her article stronger, etc.). The Writing Plan will also be helpful in keeping your thought process on track when you begin writing and revising your essay.

Keep in mind that you do not need to answer the questions in any specific order. **Each response should be one fully developed paragraph in length (5-8 sentences).**

As you work on the Writing Plan, remember to refer to the [assignment guidelines](#) and rubric (click [here](#)) to make sure you're fulfilling each aspect of the assignment. You can also [download/print the rubric](#) (ENG_122_Assignment_One_Milestone_One_Guidelines_and_Rubric.pdf).

Your responses will be saved to the Notebook, which can be found under the "Course Tools" menu. You can also download all of your responses to a single Word document by following the directions at the bottom of this page. This document must be submitted in your learning environment, and you should check it for errors and formatting prior to submission.

1. Re-read your selected article and take careful notes, using analysis techniques described in Module Two as guidance. For a review of these techniques, please [click here](#) ([/content.php?cid=116938](#)). Then, revisit your original interpretation of the author's goal and re-state the claim to be addressed in your analysis essay. Has the author's goal changed with this analytical reading of the text? If so, how? If not, why not?

If you need a copy of your article, click on the title of your selected reading to access another copy.

"Mother Tongue" by Amy Tan (2006) (<http://ezproxy.snhu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie;ip.url.cpid&custid=shapiro&db=f5h&AN=22499184&site=ehost-live>).

"Me Talk Pretty One Day" by David Sedaris (1999) (<http://ezproxy.snhu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=1592411&site=ehost-live&scope=site>)

"Some Lessons From the Assembly Line" by Andrew Braaksma (2005). (<http://ezproxy.snhu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=cookie;ip.url.cpid&custid=shapiro&db=mth&AN=18139488&site=ehost-live>).

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Saved

My TurnSweating away my summers as a factory worker makes me more than happy to hit the books.

Last June, as I stood behind the bright orange guard door of the machine, listening to the crackling hiss of the automatic welders, I thought about how different my life had been just a few weeks earlier. Then, I was writing an essay about French literature to complete my last exam of the spring semester at college. Now I stood in an automotive plant in southwest Michigan, making subassemblies for a car manufacturer.

I have worked as a temp in the factories surrounding my hometown every summer since I graduated from high school, but making the transition between school and full-time blue-collar work during the break never gets any easier. For a student like me who considers any class before noon to be uncivilized, getting to a factory by 6 o'clock each morning, where rows of hulking, spark-showering machines have replaced the green campus and cavernous lecture halls of college life, is torture. There my time is spent stamping, cutting, welding, moving or assembling parts, the rigid work schedules and quotas of the plant making days spent studying and watching "SportsCenter" seem like a million years ago.

I chose to do this work, rather than bus tables or fold sweatshirts at the Gap, for the overtime pay and because living at home is infinitely cheaper than living on campus for the summer. My friends who take easier, part-time jobs never seem to understand why I'm so relieved to be back at school in the fall or that my summer vacation has been anything but a vacation.

There are few things as cocksure as a college student who has never been out in the real world, and people my age always seem to overestimate the value of their time and knowledge. After a particularly exhausting string of 12-hour days at a plastics factory, I remember being shocked at how small my check seemed. I couldn't believe how little I was taking home after all the hours I spent on the sweltering production floor. And all the classes in the world could not have prepared me for my battles with the machine I ran in the plant, which would jam whenever I absent-mindedly put in a part backward or upside down.

Submit

2. Have you identified new key points that the author uses to try to achieve his or her goal in the selected article? If so, include them here. If not, explain why the key points from your Writing Notes have remained the same, even after conducting an active reading of the article.

Your response

Edit

In his essay winning award article "Some Lesson from the Assembly Line" Andrew Braaksma's present the hardship of industrial life and how it affects his perception of school and work in general. Through vivid description and personal reflection, Braaksma reveals the marked difference between working in a factory line and the lavish college life. He begins by contrasting the hard factory line life with that of his life in college. "As I stood behind the bright orange guard doors of the machine... I thought about how different my life had been just a few weeks earlier" (Braaksma, 2005). Braaksma thus effectively uses his job experience to reveal the hardship of industrial work and the importance of a college education.

3. Re-state the audience who will be reading your essay. What potential challenges will you have supporting your argument with this demographic?

Your response

Edit

Braaksma succeeds by engaging the reader with vivid and strong imagery of the factory. With description such as "where rows of hulking, spark-showering machines have replaced the lush campus and cavernous lecture halls..." the author captures the reader's attention and manage to not only bring the marked differences between industrial work and college life but also the huge significance of college education (Braaksma, 2005). This comparison brings out his nature of open-mindedness and ability to learn and draw valuable lessons from personal experiences. It's with no doubt that most valuable lessons come through experiences and personal interactions. It's the experience that the author gets from the factory that helps him comes with such important life's lessons.

4. Your goal is the end result that you wish to achieve in writing the critical analysis essay. What goal do you hope to accomplish with this essay? For example, you may disagree with the author and demonstrate why they are incorrect, or you may agree but want to further substantiate their claim.

Your response

Edit

Students generally have an inflated view of life, work and their place in the society. Due to the comfort of the lavish college life, most of them fail to see the big picture about the nature of the world outside the college door.

5. Evidence is the material that supports your argument. Based on your claim, determine potential places where evidence would be most effective. Defend your choices. For example, if you disagree with an author's point, you would want to use evidence to support your view.

Your response

Edit

This comparison brings out his nature of open-mindedness and ability to learn and draw valuable lessons from personal experiences. It's with no doubt that most valuable lessons come through experiences and personal interactions. It's the experience that the author gets from the factory that helps him comes with such important life's lessons.

6. You will be receiving feedback on this draft. Feedback is helpful information or criticism that explains what can be done to improve your essay. How can your own writing improve from receiving feedback from an outside party? How can that feedback be integrated in the final project?

Your response

Edit

It's with no doubt that most valuable lessons come through experiences and personal interactions. It's the experience that the author gets from the factory that helps him comes with such important life's lessons.

7. During the revision process, a writer rereads the essay and makes significant changes in content, organization, etc. to build the argument in a stronger, more logical manner. You will learn more about revision strategies in Module 7, but some of the most common revision techniques are peer evaluation (where you have a classmate review your essay and provide you with feedback), read aloud (where you print out a hard copy of your essay and read it aloud slowly), and read backwards (where you read the essay backwards word by word or paragraph by paragraph). Identify a revision strategy that would be most effective in informing you while writing this essay. Why would this strategy be effective?

Your response

Edit

At this time, the value of education becomes imminent. An analysis of this essay helps makes perfect sense of the author's context and why he wrote this essay.

Submitting Your Writing Plan Draft

Now that you have answered all of the questions above, click on the "Download Word Document" link below. When you open the Word document, you will see all of your responses from Questions 1-7 saved and collated in the document. Be sure to format, proofread, and edit the document before submitting it. **Save your document and submit it to your instructor through your learning environment.**

[Download Word Document \(/tools/ExportFile/component_doc.php?clds=56199,56200,56201,56202,56203,56204,56205\)](#)

Vernon__Lamb_English_122__Composition

“Some Lessons From the Assembly Line” By Andrew Braksma (2005)

My Turn Sweating away my summers as a factory worker makes me more than happy to hit the books.

Last June, as I stood behind the bright orange guard door of the machine, listening to the crackling hiss of the automatic welders, I thought about how different my life had been just a few weeks earlier. Then, I was writing an essay about French literature to complete my last exam of the spring semester at college. Now I stood in an automotive plant in southwest Michigan, making subassemblies for a car manufacturer.

I have worked as a temp in the factories surrounding my hometown every summer since I graduated from high school, but making the transition between school and full-time blue-collar work during the break never gets any easier. For a student like me who considers any class before noon to be uncivilized, getting to a factory by 6 o'clock each morning, where rows of hulking, spark-showering machines have replaced the green campus and cavernous lecture halls of college life, is torture. There my time is spent stamping, cutting, welding, moving or assembling parts, the rigid work schedules and quotas of the plant making days spent studying and watching "Sports Center" seem like a million years ago.

I chose to do this work, rather than bus tables or fold sweatshirts at the Gap, for the overtime pay and because living at home is infinitely cheaper than living on campus for the summer. My friends who take easier, part-time jobs never seem to understand why I'm so relieved to be back at school in the fall or that my summer vacation has been anything but a vacation.

There are few things as cocksure as a college student who has never been out in the real world, and people my age always seem to overestimate the value of their time and knowledge. After a particularly exhausting string of 12-hour days at a plastics factory, I remember being shocked at how small my check seemed. I couldn't believe how little I was taking home after all the hours I spent on the sweltering production floor. And all the classes in the world could not have prepared me for my battles with the machine I ran in the plant, which would jam whenever I absent-mindedly put in a part backward or upside down.

As frustrating as the work can be, the most stressful thing about blue-collar life is knowing your job could disappear overnight. Issues like downsizing and overseas relocation had always seemed distant to me until my co-workers at one factory told me that the unit I was working in would be shut down within six months and moved to Mexico, where people would work for 60 cents an hour.

Factory life has shown me what my future might have been like had I never gone to college in the first place. For me, and probably many of my fellow students, higher education always seemed like a foregone conclusion: I never questioned if I was going to college, just where. No other options ever occurred to me.

After working 12-hour shifts in a factory, the other options have become brutally clear. When I'm back at the university, skipping classes and turning in lazy re-writes seems like a cop-out after seeing what I would be doing without school. All the advice and public-service announcements about the value of an education that used to sound trite now ring true.

These lessons I am learning, however valuable, are always tinged with a sense of guilt. Many people pass their lives in the places I briefly work, spending 30 years where I spend only two months at a time. When fall comes around, I get to go back to a sunny and beautiful campus, while work in the factories continues. At times I feel almost voyeuristic, like a tourist dropping in where other people make their livelihoods. My lessons about education are learned at the expense of those who weren't fortunate enough to receive one. "This job pays well, but it's hell on the body," said one co-worker. "Study hard and keep reading," she added, nodding at the copy of Jack Kerouac's "On the Road" I had wedged into space next to my machine so I could read discreetly when the line went down.

My experiences will stay with me long after I head back to school and spend my wages on books and beer. The things that factory work has taught me--how lucky I am to get an education, how to work hard, how easy it is to lose that work once you have it--are by no means earth-shattering. Everyone has to come to grips with them at some point. How and when I learned these lessons, however, has inspired me to make the most of my college years before I enter the real world for good. Until then, the summer months I spend in the factories will be long, tiring and every bit as educational as a French-lit class.

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PHOTO (COLOR): Is that all? After an exhausting string of 12-hour days, I remember being shocked at how small my check seemed

~~~~~  
By Andrew Braaksma

Braaksma, a junior at the University of Michigan, wrote the winning essay in our "Back To School" contest.

In his essay winning award article "Some Lesson from the Assembly Line" Andrew Braaksma's present the hardship of industrial life and how it affects his perception of school and work in general. Through vivid description and personal reflection, Braaksma reveals the marked difference between working in a factory line and the lavish college life. He begins by contrasting the hard factory line life with that of his life in college. "As I stood behind the bright orange guard doors of the machine... I thought about how different my life had been just a few weeks earlier" (Braaksma, 2005). Braaksma thus effectively uses his job experience to reveal the hardship of industrial work and the importance of a college education.

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