



ENG 122 Assignment 2, Milestone 1 Guidelines and Rubric

First Draft

Overview: Writing is a craft that people spend a lifetime refining, and one which 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. The writing process can be very intimidating; however, the more you work with it, the more comfortable the process becomes. Something key to remember is that the writing process is never truly complete.

Prompt: For this milestone, you will return to your Writing Plan and create a first draft of your analysis essay. To help with this process, you will participate in a guided walkthrough activity that asks you to expand on the answers you submitted for Assignment 1: Finalized Writing Plan in Module 5. This guided activity is the same eLearning paper generator that was used for Assignment 1, except that the questions will be aimed towards developing a working draft. You will pull out quotes and paraphrases and develop summaries that will be used to further support your points. You will also apply your instructor's feedback from Assignment 1. When you are done responding to the prompts in this guided activity, you will have a transformed, more developed draft. You will be able to use the reverse outline in Module 6 to make sure that this draft has a clear, fluid, detailed approach. Whatever is completed in MindEdge by the deadline will be sent to your instructor for grading.

Specifically, the following **critical elements** must be addressed:

I. **Introduction**

This is where readers will have a chance to get an idea of what your essay will be about and what you will prove throughout. Do not give all of your information away here, but give readers a sample of what is to come. Do not forget to review your writing plan to make sure you are hitting all of the points that you planned out, while also stating your claim. (Note that if your claim and points have changed since the Writing Plan, that is okay, but you are advised to seek feedback on your new approach, either through your instructor or the SNHU Online Writing Center).

- A. Provide an **overview** of the work you have analyzed, briefly describing main points and your thoughts about your selected article.
- B. Compose an engaging **thesis** that states the claim that you will prove and support throughout your essay. This statement will give direction to your essay and should be well thought out.

II. **Body**

The body is your opportunity to describe and support your claim in depth. Make sure your thoughts and evidence are clear and organized in a way that is easy for readers to follow and understand.

- A. Be sure to write multiple paragraphs that are focused, clearly state their **intent**, and move logically from one to the other, building the thesis argument as the essay progresses.
- B. Your **body paragraphs** should support your claim by combining thoughts and ideas with evidence from the selected reading. There is no such thing as a right or wrong claim; the key is how your claim is supported and the quality of the evidence used.

III. Conclusion

Think of the conclusion as a review of your analysis. Use this section to restate your claim and remind readers of your supporting evidence. Think of this as your last chance to prove your point.

- A. **Review** your claim and summarize key supporting points. This section should consist of a review of your main points employed to support your argument.
- B. Your conclusion should articulate **insights** about your claim established through your analysis. This should follow logically from your argument, referring to key points or quotes used to support your claim.

Rubric

Guidelines for Submission: The draft of your analysis essay should be 1–2 pages in length and will be completed and submitted through the interactive Assignment 2, Milestone 1 activity provided in your MindEdge eLearning materials and submitted within the course.

Critical Elements	Proficient (100%)	Needs Improvement (75%)	Not Evident (0%)	Value
Introduction: Overview	Provides an overview of the work being analyzed	Provides an overview of the work being analyzed, but it contains issues regarding clarity	Does not provide an overview of the work being analyzed	15
Introduction: Thesis	Composes a thesis that states the claim that will be proven throughout the essay	Composes a thesis, but contains issues related to clarity or relevancy	Does not compose a thesis	15
Body: Intent	Writes multiple paragraphs that are focused, clearly state their intent, and build the thesis argument	Writes multiple paragraphs, but writing does not build the thesis argument	Does not write multiple paragraphs	15
Body: Body Paragraphs	Body paragraphs support claim by combining thoughts and ideas with evidence	Body paragraphs support claim, but do not combine thoughts and ideas with evidence	Does not support claim through body paragraphs	20
Conclusion: Review	Reviews claim and summarizes key supporting points of essay	Reviews claim and summarizes key supporting points, but contains issues regarding alignment to the intent of the thesis	Does not review claim	15
Conclusion: Insights	Articulates insights about claim established through your analysis, and follows claim logically, referring to key points or quotes used to support claim	Articulates insights about claim established through your analysis, but does not follow claim logically or refer to key points or quotes used to support claim	Does not articulate insights about claim	15

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Articulation of Response	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	5
Total				100%

Assignment 2, Milestone 1: First Draft (GRADED)

Now that you've had time to step away from your selected reading and your analysis (hopefully it was a productive break!), it's time to return to it and reconsider your approach as we enter the second half of the term. So far you've written your initial reaction to your selected article (Writing Notes) and expanded on those reactions by revisiting the article and applying active reading and analysis (Writing Plan)—now, you are at the official drafting part of the writing process.



In this guided activity, you'll walk through the answers you submitted for Assignment 1: Finalized Writing Plan and expand on them by re-reading and re-evaluating your selected reading. Remember, writing is a continuous process—it's important to re-explore the materials so that you can write the most effective essay you can write this term. You'll also pull additional quotes and paraphrases and develop summarizations that will be used to further support your points. Finally, you'll apply your instructor's feedback from the Assignment 1 submission to this assignment, which will prepare you for your Assignment 2: Critical Analysis Essay submission in Module 8.

Before you work on this assignment, look over 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 \(ENG_122_Assignment_Two_Milestone_One_Guidelines_and_Rubric.pdf\)](#).

Planning for Assignment 2, Milestone 1

First, you should re-read your selected article and jot down any new ideas or reactions you have to the reading. Then open up the Word document that you submitted for the Writing Plan. (You can return to [5-1 \(/content.php?cid=116920\)](#) to download another version of the document.) Look over your instructor's comments and consider how you could have improved your answers to any of the questions. Also think about how your answers might change now that you have had some time to step away from the reading.

Constructing Assignment 2, Milestone 1

Answer the following questions to help you construct a draft of your Critical Analysis essay. Follow the instructions at the bottom of the page to download all of your responses to a single Word document that you will proofread and format before submitting to your instructor.

Enter your responses into the textboxes provided and then click "Submit." Your responses will be saved to the Notebook, which can be found under the "Course Tools" menu. This assignment is a large part of the writing that you will perform in this course, so allow yourself plenty of time to complete this section, and fill out each textbox carefully.

1. After re-reading your selected article, write a 3-4 sentence overview of the work, briefly describing main points and your thoughts about the writing. Include the author's name and title of the article in this overview. These sentences will be part of your Introduction.

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2. In Assignment 1: Writing Plan, you wrote a **claim** to be addressed in your analysis essay. The claim should again clearly state what you believe is the author's goal in his or her article, your reaction to this goal (e.g., do you agree or disagree?), and why you had this reaction. After re-reading and re-evaluating the article, do you want to change your claim? If so, re-write your claim in the textbox below. If you are still happy with your original claim, enter it again in the textbox.

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3. In Assignment 1: Writing Plan, you listed three possible **key points** that the author used to support his or her goal. Re-write the first supporting point in the textbox below. Then list one way in which the reading supports this point.

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4. Now look for specific **evidence** to support this first key point. The evidence should be a direct **quote** from the article, a **summary** of a section of the article, or a **paraphrased** section of the article. Include the evidence in the textbox. (Remember to put quotation marks around direct quotes and cite the source in either MLA or APA format. [Click here \(/content.php?cid=116915\)](#) to access the MLA and APA Formatting Handbooks.)

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5. Write 1-2 sentences that explain how this piece of evidence supports the author's goal (from Question 2). Then, write 4 or more sentences that explain your reaction to the author's key point (e.g., do you agree or disagree with this key point and its evidence? Do you think the author met his/her goal with the evidence that is being presented? Does additional information need to be included?) Remember to elaborate on your reaction.

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6. Write the second key point/supporting point from your Assignment 1: Writing Plan notes in the textbox below.

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7. Now look for specific evidence to support this second key point. The evidence should be a direct quote from the article, a summary of a section of the article, or a paraphrased section of the article. Include the evidence in the textbox. (Remember to put quotation marks around direct quotes.)

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8. Write 1-2 sentences that explain how this piece of evidence supports your claim (from Question 2). Then, write 4 or more sentences that explain your reaction to the author's key point (e.g., do you agree or disagree with this key point and its evidence? Do you think the author met his/her goal with the evidence that is being presented? Does additional information need to be included?) Remember to elaborate on your reaction.

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9. Write the third key point/supporting point from your Assignment 1: Writing Plan notes in the textbox below.

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10. Now look for specific evidence to support this third key point. The evidence should be a direct quote from the article, a summary of a section of the article, or a paraphrased section of the article. Include the evidence in the textbox. (Remember to put quotation marks around direct quotes.)

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11. Write 1-2 sentences that explain how this piece of evidence supports your claim (from Question 2). Then, write 4 or more sentences that explain your reaction to the author's key point (e.g., do you agree or disagree with this key point and its evidence? Do you think the author met his/her goal with the evidence that is being presented? Does additional information need to be included?) Remember to elaborate on your reaction.

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12. In conclusion, rephrase your claim as stated in Question 2.

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13. Write 3-4 sentences that summarize your reaction to the author's key supporting points (Questions 3-11).

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14. Explain at least 2 **insights** about your claim established through your analysis.

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Submitting Your Writing Notes

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 the questions above 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=56225,56226,56227,56228,56229,56230,56231,56232,56233,56234,56235,56236,56237,56](/tools/ExportFile/component_doc.php?clds=56225,56226,56227,56228,56229,56230,56231,56232,56233,56234,56235,56236,56237,56)

A Finalized Writing Plan on “Some Lessons from the Assembly Line”

[Name]

[Institution Affiliation]

[Course]

[Date]

The author, Andrew Braaksma, includes some key points in order to achieve his goal in the article. The author attempts to explain the challenge in the industrial job life compared to college life. He explains how it this life affects his school life once he is back to college after summer. He gives a comparison of the industrial life where he describes, “As I stood behind the bright orange guar doors of the machine...I thought about how different my life had been weeks earlier” (Braaksma 2005). He is basically giving a highlight on the benefit of going to school and the challenges of the industrial life. The audience whose this essay is meant for is the college students. These is the category of his friends who prefer easier jobs who do not get why he feels much better and free when he is back in school. The goal of the essay is to portray the reality that exists in industrial and college life. College life is so lavish for them that they do not realize the rough nature of the outside world. In comparing the two life situations, it’s evident that it is out of the author’s personal experiences that indeed bring out the brilliant life lessons about the real situation as it is. I will require a perfect revision strategy in this essay in order to establish a reasonable understanding of why the author wrote the article. Peer evaluation will be an appropriate strategy. This is because evaluation or criticism by a third party would be quite reliable and free from bias. Receiving feedback or critique from a third party will be quite important. It creates a potential corrective arena for the whole argument. It will help identify the reasonable side of the matter and the critical side from a fair judgment of a third party.

Reference

Andrew Braaksma, (2005). *Some Lessons from the Assembly Line*