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English 1A

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Essay 2 Complete Outline Example

Thesis: In order to write and read successfully at a college level, students should be willing and determined to practice the craft.

I. Introduction

- A. Hook (anecdote, rhetorical question, provocative quotation, interesting and relevant historical background, notable statistical evidence): College students often ask, “Why do I have to take writing in college when I just took four years of English in high school?” although if an incoming college student wrote this statement, it would look more like this: “why do i have to take writting in collage when I just took 4 yrs of english in Highschool.”
- B. Exigence: Oftentimes, students are not motivated to work on writing and reading skills perhaps due to how laborious these skills are and how frequently they need to be exercised.
- C. Suggest intended purpose and target audience: to inform incoming college students of the advanced plane that is required of them and to motivate them to reach for this higher level of reading and writing and its real-world application
- D. Thesis / Main assertion

- II. Assertion: The first lesson incoming college students need to understand is that reading and writing are not exclusive and, in fact, have an important symbiotic relationship.
- A. Reasoning: It is possible that students have not yet been asked to respond critically to texts that they have read.
 - B. Reasoning: Most non-college level assignments simply ask students to regurgitate ideas they read and were told are important in their writing, or worse, students are asked to write about how they personally *feel* about the reading.
 - C. Evidence: Nabokov's point on how simple readers feel that they need to connect personally, emotionally to the reading (517).
 - D. Analysis: He would cringe at this approach to reading and implore students to be "good" and "major" readers
 - E. Analysis: Careful reading and writing looks for deeper meaning through multiple reads and a quest for synthesized connections
- III. Assertion: However, the ways by which students learn reading and writing more often than not do not extend the craft to thinking further on the topic.
- A. Reasoning: It takes time to teach the craft. Parents and teachers each play their own roles, but if they do not take these opportunities, they cannot assist their pupils.
 - B. Evidence: What if there are parents who do not know how to teach their children to inquire, to determine, to assert?

- C. Evidence: What if there are teachers who also lack these skills or, also perhaps, are limited with the curriculum expected for them to teach?
 - D. Analysis: For both teachers and parents, they may simply not prioritize nor have the knowhow to teach their youth.
 - E. Reasoning: ...and if they do know how and do have the time, how do they teach their students the right mindset for learning the craft?
 - F. Evidence: They invite questions, posit theories, and propose conclusions—with encouragement and not with judgment
 - G. Analysis: This method fosters confidence and, in turn, curiosity
- IV. Assertion: The ramifications for when people do and do not use reading and writing successfully are frightening.
- A. Reasoning: The harms leave open the opportunity for societies to encroach on people’s understanding of others with meta-narrative framings
 - B. Evidence: (This will be an extended use of evidence, but with much analysis on my part) Offer Holtzman and Sharpe’s points on the meta-narratives regarding race / first establish why discussing institutionalized racism is particularly important / establish what H and S say about how the meta-narrative insinuates itself in people’s worldviews.
 - C. Analysis: And this is how ignorance is exploited and ignorance comes from a lack of reading and writing skills
- V. Assertion: There are exercises and demonstrations by which people can assume more command over reading and writing skills.

- A. Reasoning: There is one primary lesson: do not be selfish / explain rhetorical context
- B. Evidence: Stephen King learns the invaluable lesson to write for others and not for oneself
- C. Analysis: He was elated to finally have someone teach him this lesson that no other teacher nor professor could/would teach
- D. Reasoning: There are right ways and wrong ways for people can be greedy and want to manipulate the masses with their craft
- E. Evidence: Nabokov assumes that writers have three roles, in particular “enchanters”. Knowing this is knowing the *power* that a “storyteller” has
- F. Analysis: The “storyteller” can create any narrative and feels a lack of accountability to tell the “truth” (Nabokov’s point on storytellers and “truth”)
- G. Reasoning: The steps to better writing and reading can be stated in simple expressions but do take complex consideration
- H. Evidence: Use William Zinsser’s steps on careful writing from *On Writing Well* and synthesize with Nabokov’s points on reading well.
- I. Analysis: These are easy to understand yet take effort and practice to apply

VI. Conclusion

- A. Closing technique (anecdote, rhetorical question, provocative quotation, prediction, recommendation): “You don’t have to burn books to destroy a culture. Just get people to stop reading them,” a prolific American author Ray Bradbury claims

B. Summary of a final take-away point: teaching the masses to read and write—*really* read and write—has always been the force of social change and the preserver of cultures, and it important to give not just the elite the ability to wield this craft.