

**Essay #2: On Reading and Writing****Basic Requirements:**

- Final submission due date: \_\_\_\_\_
- Value: 110 points
- Format: MLA (see manuscript requirements on Canvas or OWL at Purdue)
- Minimum Required Length: 4-5 MLA formatted pages
- Include an MLA formatted list of works cited for all of the sources cited in your essay.

**Reflection** (in preparation of forming your essay's exigence: issue and its importance):

Determine what it means to read effectively, in particular, to analyze, evaluate, and synthesize ideas from one text to another text. Explain what it means to develop writing, and what influence that the target audience, intended purpose, and writer's tone play in establishing a rhetorical context. Weigh the value of the relationship between reading and writing. Identify from where people learn, are expected to learn, and do learn to read and write effectually—and where they do not learn to read and write well. Consider what motivates people to learn to read and write. Posit the problems related to some people's unwillingness to read and write efficiently.

**Directions:** Develop an expository analysis advancing your main assertion on the definition, acquisition, and role of reading and writing.

(An expository analysis is a detailed, thoughtful, but decided explanation of an issue.)

In the essay's introduction, use a related and interesting attention-catching hook. Then briefly stipulate your own explanation of what are *reading and writing* and their reciprocal relationship. Conclude the introductory paragraph with your main assertion on the significance and practice of effective reading and writing. Throughout your introduction—and the entire essay—always consider for whom you are writing and why you are trying to tell this audience your perspective of reading and writing's connection.

In the next section of your essay, reason in more detail the definition of reading and writing and the importance of their symbiotic relationship. Consider situations—small and large—when people use reading and writing.

Continue with a section discussing the ways by which people acquire and do not acquire successful reading and writing skills.

In a following section assert the ramifications for when people do and do not use reading and writing successfully.

After analyzing these effects, provide exercises and demonstrations by which people can assume more command over reading and writing skills.

In your essay, try to limit your discussion of reading and writing to a certain context, like in academics, at work, in personal communication, in understanding complex texts (academic essays and college level writing, etc.)

Support your ideas with your own reasoning and examples. Also, use supporting evidence from the class sources. Responsibly and accurately cite your source use in MLA citation format; refer to examples on Canvas and OWL at Purdue.

### **Class Sources**

- Vladimir Nabokov's lecture "Good Readers and Good Writers"
- Stephen King's book excerpt "From *On Writing*"
- Eudora Welty's essay "One Writer's Beginnings"
- Virginia Woolf's essay "In Search of a Room of One's Own"
- Michael Chabon's essay "Kids' Stuff"

**Maintain your authority!** Begin the paragraphs with *your own* assertions. Develop *your own* reasoning and *your own* examples for why these are valid points. Create original specific examples, not just from the sources. However, also integrate the evidence from the sources into your discussion to back up your already asserted and established ideas. Then analyze any data and examples to connect back to *your point*. (AREA)

Build a logically progressive discussion of your thesis in consideration of your target audience and intended purpose. Use an effective tone by considering your audience's sensibilities and concerns and the purpose for why you are asserting your main point (thesis). Your tone is created by what you say and how you say it.

Cite your sources in your essay and develop a works cited page at the end of your paper using MLA source documentation format. Use formal TAGs and provide author credentials for each source. (See Canvas and OWL at Purdue Web site for the MLA documentation guide for citing sources—accuracy is crucial.)

Consider your tone: use an objective tone; write for the public not for yourself. Also, avoid using second person, first person plural, slang and colloquial expressions, contractions, and flat words so that your ideas are clear and understandable. Rely on your knowledge of vocabulary, and use a thesaurus to exercise definitions to fit the exact ideas that you try to convey.

**Tutor Conference EXTRA CREDIT OPTION—value 5 points**

You are required to bring the tutor a complete draft of your essay and this prompt to the conference. For each question, write thorough responses and explanations.

Date of your conference: \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Tutor's signature: \_\_\_\_\_

**Before you talk with a Writing Center Tutor:**

Briefly summarize the Writing Prompt for the Formal Essay:

If you already have one, state your thesis:

Prepare three questions to ask so that the Writing Center tutor can help you as you complete your formal essay.

Question 1:

Question 2:

Question 3:

**After the conference:**

Explain in detail how you plan to incorporate those suggestions and comments as you revise your essay.

Answer to Question 1:

Answer to Question 2:

Answer to Question 3: