

Composition 1: The Writer's Craft

Teacher Edition



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Teacher Edition Introduction

This teacher edition is designed to help you guide students through Oak Meadow's high school English course, *Composition 1: The Writer's Craft*. This teacher edition provides information on what to look for in evaluating student work as well as tips on how to assess student responses to creative assignments. For lessons that include projects, you will also find suggestions on helping students develop organizational skills in project management and time management.

In this teacher edition, you will find the full text for all assignments. Teacher edition answers are seen in **orange**.

For obvious reasons, it is best not to share this teacher edition with your student. Each student is expected to produce original work, and any incidence of plagiarism should be taken very seriously. If you notice a student's answers matching those of the teacher edition word for word, a discussion about plagiarism and the importance of doing original work is necessary. While students in high school are expected to be well aware of academic honesty, any discussion about it should be approached as a learning opportunity. Make sure your student is familiar with when and how to properly attribute sources.

We encourage you to join your student in discussing (and, if possible, reading) the literature in this course. Taking a special interest in your student's work can result in greater engagement and effort. We hope this course helps your student gain insight into themselves and their writing preferences and abilities.

A Note About the Workload

Students vary greatly in terms of reading speed, reading comprehension, and writing ability. Some may find the reading in this course takes longer than expected; others may find the writing assignments take a great deal of time. In general, students can expect to spend about five hours on each lesson. Students who need more time to complete the work might modify some lessons to focus on fewer assignments or opt to complete some of the written assignments orally. Modifications like these can allow students to produce work that is of a higher quality than if they were rushing to get everything done. Each lesson in this course can be customized to suit your student's needs.

Keep an eye on the workload as your student progresses through the course, and make adjustments so they have time for meaningful learning experiences.



Coursebook Introduction

Welcome to *Composition 1: The Writer's Craft*. This single-semester course is designed to help you develop essential writing skills that will form the basis for your long-term development as a writer. As with most important things in life, learning to write is a journey rather than a destination. That is to say, becoming a writer is a lifelong endeavor that will improve and change as you grow and learn to perceive the world with an increasingly complex appreciation of meaning and purpose.

The essence of writing is a desire to communicate with others our own sense of self and ideas about the world. The journey toward becoming a writer is one of self-discovery and the recognition of the commonalities of the human experience. With this in mind, this course is designed to give you multiple ways of exploring who you are and finding your unique voice in the form of the written word. Once you develop the tools for understanding yourself and others, you have the basic ingredients needed to describe the things you understand or to argue a specific viewpoint—both key components of academic writing.

What to Expect in This Course

This course uses the following texts:

In Short: A Collection of Brief Creative Nonfiction (Norton)

Write It Right (Oak Meadow)

This course is divided into 18 lessons, and each lesson is designed to take about one week to complete. In the lessons, you will find the following sections:

An **Assignment Checklist** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete each one. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Reading selections focus on writing instruction and creative nonfiction essays.

Writing sections detail the writing and projects you will be doing in each lesson. The assignments are designed to help you analyze the literature selections and practice your writing technique.

The Writer's Craft spotlights different techniques and styles from a variety of writers. By studying how writers effectively convey their ideas, you can develop your own writing skills.

Further Study provides additional reading selections to extend your learning. All Further Study readings are optional.

The **Share Your Work** section provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher. Those who are working with a tutor independently might also use this submission schedule.

This course is designed for independent learning, so hopefully you will find it easy to navigate. However, it is assumed you will have an adult supervising your work and providing support and feedback. If you have a question about your work, please ask for help!

When you begin each lesson, scan the entire lesson first. Take a quick look at the number of assignments and amount of reading. Having a sense of the whole lesson before you begin will help you manage your time effectively.

Academic Expectations

This is a writing course and you are expected to proofread everything before you share it with your teacher. Your teacher will provide feedback on your writing assignments and you will have the opportunity to revise your writing to make it more expressive. You will repeat this process of writing, revising, and proofreading throughout this course, learning and improving with each piece of writing you produce.

The **appendix** contains important material that you will be expected to read and incorporate into your work throughout the year. Take some time to familiarize yourself with the resources in the appendix. You will find information about academic expectations, how to avoid accidental plagiarism, and details on citing sources and images.

It is assumed that you will be working with an adult who assesses and supports your learning whether you are enrolled in Oak Meadow or are using this course independently. This teacher—who may be a parent, tutor, or Oak Meadow teacher—is the one to whom you should turn if you have questions about your assignments or how to get the most out of this course.

A Note About the Workload

Students vary greatly in terms of reading speed, reading comprehension, and writing ability. Some may find the reading in this course takes longer than expected; others may find the writing assignments take a great deal of time. In general, you can expect to spend about five hours on each lesson. If you need more time to complete the work, you might modify some lessons to focus on fewer assignments, or you might opt to forgo the reading assignments in order to focus on your composition skills. Modifications like these can allow you to produce work that is of a higher quality. Each lesson in this course can be customized to suit your needs.

Keep an eye on the workload as you progress through the course, and make adjustments so you have time for meaningful learning experiences rather than rushing to try to get everything done. Please consult with your teacher when making adjustments to the workload.

Lesson

1

Letter to Self

Learning Objectives

In this lesson, you will:

- Identify specific words that express your sense of self.
- Explain your word choices.
- Write a self-reflective essay.

At the heart of writing is the need to communicate and, specifically, to express yourself. Consider what this means, to express your “self.” In order to authentically express your self, you need to understand who you are. This, then, is your starting point and guiding question for this course: “Who am I?” By examining your response to this question, you can begin to place yourself into the context of the world you inhabit and identify what you want to share with others in order to influence the world in some way. Searching for your own identity can help you better relate to the challenges, uncertainties, purposes, quests for knowledge, and ideas shared by other human beings.

The lesson introductions may include information you can use to guide your student and assess their work; sometimes ideas presented in the lesson introduction can be used as discussion prompts.

Self-expression is an on-going theme of this course. By learning to eloquently express their sense of self, experiences, or view of the world, students will gain confidence in effectively communicating their ideas in writing.

Reading

1. In *In Short: A Collection of Brief Creative Nonfiction*, read the following essay:

- “In Praise of the Humble Comma” by Pico Iyer

ASSIGNMENT CHECKLIST

- ☐ Read “In Praise of the Humble Comma” by Pico Iyer.
- ☐ Read a section of *Write It Right*.
- ☐ Choose three words to express who you are.
- ☐ Write a letter to yourself exploring the question, “Who am I?”

Notice how the author uses subtle humor, historical references, and analogy to impart valid writing instruction.

The literature included in *In Short: A Collection of Brief Creative Nonfiction* will help students examine the writer's craft and experiment with different writing techniques.

"In Praise of the Humble Comma" by Pico Iyer is a funny essay about the usefulness of proper punctuation.

2. Read the following section of Part II: Expository Writing in *Write It Right*.

- General Formatting

Reading selections in *Write It Right* present information that can be used to assess student work. For instance, formatting conventions include standard fonts, black type, consistent margins, headers or footers with page numbers and title/author information, and single line spacing. Essays can be formatted with the first line of each paragraph indented (and no spaces between paragraphs) or block style, using a space between paragraphs but no indentations.

Students are expected to incorporate information from *Write It Right* into their work.

The Writer's Craft

A run-on sentence, its phrases piling up without division, is as unsightly as a sink piled high with dirty dishes.

"In Praise of the Humble Comma" by Pico Iyer

Using proper grammar, punctuation, spelling, and writing technique is not just an academic exercise; it actually helps you express yourself more effectively. At the core of all writing is a desire to share your ideas. For readers, stumbling over errors in a piece of writing can be distracting and frustrating. Improving your writing technique will help your readers focus on your message and walk away with something to think about.

Writing

1. Writing is an expression of self, so your first assignment is to spend some time thinking about who you are. You might find a quiet place to sit, outside or in your favorite spot. You might take a walk, just pondering the question of your identity and how you came to be the person you are. You might try walking into your bedroom as though you are seeing it for the first time. What does this space say about the person who lives in it? Look at your favorite possessions, the activities you like to do, the ways you like to spend your time alone. Use this information to help crystalize your sense of self. Choose three words to express who you are.

The first assignment asks students to express themselves in three words. Choosing only three words can be challenging; if students use a few more words, that's okay. The goal is for them to think carefully about both word choice and their own sense of self.

2. After spending some time thinking, write a one- or two-page letter to yourself, reflecting on the essential question, "Who am I?" Feel free to write your letter by hand, if that feels more natural to you or helps you get your ideas on paper more clearly. (If you are writing by hand, doodles are encouraged!) Use your three words in your letter and explain why you chose them.

You might want to jump right into your letter, or you might want to gather your thoughts first with a prewriting exercise. (See the section, "Prewriting Exercises," in *Write It Right* if you aren't sure where or how to start.) Here are some additional questions that might help you explore this topic:

- What am I really good at?
- What do I need to work on about myself?
- What do I really know well?
- What do I want to learn or do?
- What do I worry about?
- What makes me feel happy or content?

Since you are writing to yourself, you can write either in journal form ("I like how I always notice . . .") or in letter form ("Dear Me, I like how you always notice . . ."). When your letter is complete, proofread it to correct any errors in punctuation, spelling, or grammar.

As the first writing assignment, this essay can be used as a baseline of the student's writing skills. Take note of the student's writing strengths and challenges, and use this information in guiding your student forward.



(Image credit: CCO Public Domain/Max Pixel)

SHARE YOUR WORK

When you have completed this lesson, share your letter to yourself with your teacher, and then continue to lesson 2.

If you are a student enrolled in Oak Meadow's distance learning school, be sure to look closely at the Google course doc your Oak Meadow teacher shares with you because the assignments or course requirements may have been modified.

Lesson

2

Essay #1

Learning Objectives

In this lesson, you will:

- Analyze two pieces of writing.
- Support your statements with textual evidence.
- Reflect on yourself as a reader.

Words, sentences, paragraphs—these are the writer’s basic tools. Most people take these tools for granted, and don’t give them much thought. But writers need to pay careful attention to every detail of a piece of writing to make sure the ideas expressed serve the intended purpose: to delight, intrigue, inform, persuade, entertain, provoke thought, or simply draw attention to the common bonds of humanity.

In this course, you will become a better writer. Part of that process is carefully examining what you like and don’t like about other writers’ styles. Everything you read can help you learn how to express yourself in your own personally meaningful way.

This week, you will read two essays that describe emotional experiences. In “Suspended” by Joy Harjo, the third sentence tells the reader what the essay is about, so the message or purpose is clear. How, then, does the author convey this “revelatory,” life-changing moment? Notice the use of sensory details to ground the reader in the experience of this “rite of passage into the world of humanity.” It is not the child’s first time hearing the music, but it is her first time *really* hearing it. Similarly, “Museum Piece” by David Huddle describes seeing something familiar in a new light.

In each of the essays you’ll read in this course, notice what makes the writer’s voice unique. What makes their writing powerful? What writing techniques do they use to express themselves so powerfully? Analyzing what works well can help you become a stronger writer.

ASSIGNMENT CHECKLIST

- ☐ Read sections of *Write It Right*.
- ☐ Read “Suspended” by Joy Harjo and “Museum Piece” by David Huddle.
- ☐ Write an analytical essay in response to the reading (Essay #1).
- ☐ Reflect on and describe your reading process.

Reading

1. Read the following sections of Part I: Writing Basics in *Write It Right*. Keep this information in mind while reading the essays in the next assignment and writing your own essay this week.

- Elements of Good Writing
 - Writing Style
- Sentences and Paragraphs
 - Varied Sentences
 - Dependent and Independent Clauses
 - Run-On Sentences
 - Concise Writing
 - Dangling and Misplaced Modifiers
 - Strong Paragraphs

In each piece of student writing, look for evidence of the writing mechanics described in these sections. For instance, every piece of writing should show evidence that the writer had in mind a clear subject, audience, and purpose. Sentences should be varied and grammatically correct. Paragraphs should be well organized, focused on a specific topic, and include relevant details that support or illustrate the key ideas.

2. In *In Short: A Collection of Brief Creative Nonfiction*, read the following essays:

- “Suspended” by Joy Harjo
- “Museum Piece” by David Huddle

Take active notes as you read. Use your notes to help you understand what you read. Write down any ideas the reading sparks in your mind. Underline, ponder, disagree. Look up words you don't know and write down the definitions in your own words. Taking notes about a text is your chance to interrogate it as much as enjoy and learn from it. Active note-taking helps you translate for yourself what the text means to you.

In “Suspended,” the author writes about a moment when she suddenly experiences a sense of music as a bridge uniting humanity.

“Museum Piece” describes how a Vermeer painting speaks to the viewer.

The Writer's Craft

Here is the opening paragraph of Brian Doyle's essay, "Joyas Voladoras":

Consider the hummingbird for a long moment. A hummingbird's heart beats ten times a second. A hummingbird's heart is the size of a pencil eraser. A hummingbird's heart is a lot of the hummingbird. Joyas voladoras, flying jewels, the first white explorers in the Americas called them, and the white men had never seen such creatures, for hummingbirds came into the world only in the Americas, nowhere else in the universe, more than three hundred species of them whirring and zooming and nectaring in hummer time zones nine times removed from ours, their hearts hammering faster than we could clearly hear if we pressed our elephantine ears to their infinitesimal chests.

Notice the evocative language Doyle uses. Consider this phrase: "their hearts hammering faster than we could clearly hear if we pressed our elephantine ears to their infinitesimal chests." The hummingbird's chest is not really infinitesimal, and our ears are not really elephantine, but feel how much more expressive that phrase is than simply saying "if we pressed our big ears to their tiny chests."

Writing

1. Using your notes about the two essays you read, write a one- or two-page response (this will be called Essay #1). What did you like or dislike about the essays? What were the authors trying to convey? Did the essays share a common thread? Which writing techniques did the authors use? Were they effective?

Here is a list of some of the features that define a writing style:

- Are there a lot of adjectives? Are the verbs strong?
- Are the sentences long or short? Does their structure vary? What structure does each author prefer?
- Are the paragraphs long or short? Does their structure vary?



A Lady Writing by Johannes Vermeer, 1665
(Image credit: National Gallery of Art)

- What sort of rhythm is achieved within the sentences and paragraphs?
- What is the tone of the writing? Is it intellectual, poetic, authoritative, or humorous?
- What kind of language do the authors use? Formal? Informal? Do they employ dialect or slang?
- Are the descriptions elaborate or subdued?
- Is the emphasis on plot? Character? Setting?
- Do the authors use metaphor or simile?
- What narrative point of view is used? Is it effective?

In your writing, reference at least one specific line, phrase, or word choice from each essay you read; make sure to cite the author's name and the title of the essay and enclose any direct quotes in quotation marks. When you have completed your essay, proofread your work. Share your essay with at least one other person (this can be a teacher, another adult, or a peer) and ask for feedback.

Students will write a series of essays in this course. For this essay, students will be analyzing and comparing the two essays assigned in the reading section. Students should address at least some of the questions in the checklist above. They will also include at least one text reference (with an in-text citation). Both reading selections (“Suspended” and “Museum Piece”) describe the experience of seeing something in a new way. “Suspended” uses vivid, sensory details and is written in the first person; “Museum Piece” uses specific, minute details and is written in the second person. Students will highlight various other elements as they analyze the two essays.

Students are expected to share their essay with you or another person for feedback; they will revise the essay (based on the feedback) in the next lesson. This pattern—write a rough draft, share with others for feedback, and revise—will be followed for each essay the student writes.

Throughout this composition course, students will be developing writing skills in different areas, such as writing mechanics, supporting evidence, and expressiveness. The following checklist can be used to assess student work, monitor progress, and identify areas needing additional support.

Not every piece of writing will need to display every skill listed. It is usually best to focus on a few specific skills at a time rather than overwhelm the student by trying to “fix” everything at once. You might like to divide the list into skills you’d like the student to address early in the course and skills to focus on later; or you might like to prioritize the list based on your student’s current skill level and strengths, first calling the student’s attention to skills that are present but need fine-tuning before introducing more advanced skills later in the course.

Use the writing rubric below in whatever way you feel will best support your student.

WRITING MECHANICS

✓	SKILL
	Uses complete sentences
	Uses a variety of sentence lengths and types
	Demonstrates correct use of punctuation
	Shows awareness of grammar rules
	Shows awareness of spelling conventions
	Focuses paragraphs on a main topic
	Presents ideas in an organized manner
	Uses transitions to introduce new ideas and connect them to previous ideas
	Uses introductory paragraphs to introduce the topic and scope of an essay
	Uses concluding paragraphs to highlight key elements or connections between elements

SUPPORTING EVIDENCE

✓	SKILL
	Cites specific examples or quotations to support ideas
	Includes relevant quotations
	Includes relevant images or graphics
	Articulates relationships between ideas, themes, or concepts
	Demonstrates proper use of in-text citations
	Creates a works cited page
	Uses correct format for citations

EXPRESSIVENESS

✓	SKILL
	Writes with originality
	Uses precise language
	Shows intentional, careful word choice
	Uses language appropriate to the audience and writing purpose
	Uses two or more artistic mediums (such as text, images, graphics, audio, video, art, etc.) to represent or elaborate on an idea or theme
	Explains ideas and concepts in their own words
	Expresses ideas with clarity
	Develops ideas and concepts from broad to detailed (or vice versa) or from simple to complex
	Shows ability to write with focus on a particular topic
	Addresses all elements of assignment prompts with purposeful intent
	Demonstrates relevant use of figurative language (such as similes, metaphors, and analogies)
	Uses descriptive language to connect the reader to a scene, event, or setting

2. Think about your experience reading the essays assigned in this lesson. Reflect on your individual reading process: your strengths, challenges, and approaches to reading. Do you read things once and only once? Do you go back and reread lines and passages that you like or that confuse you? Do you take notes as you read? If so, how and why? What do you do when you come upon a word that is unfamiliar to you? What do you do when you come upon a passage that delights you or resonates with you? What happens when you read an idea you object to or that baffles you? Reflect on how you read in general, how you read the two essays assigned in this lesson, and how your reading process differs depending on what you are reading. What are your reading strategies? What is your approach to reading?

Here are some of the things you may notice and focus on in your essay:

- your note-taking style
- your stylistic preferences for writing and reading different kinds of essays
- the kinds of writing you find confusing, frustrating, or annoying
- the kinds of writing you find appealing, exciting, or intriguing
- how you connect what you are reading to your own life

Write one or two paragraphs about yourself as a reader. Alternately, you might choose to complete this assignment as a discussion, as an audio or video log, or in a creative, visual, or artistic form.

Students can approach this as a writing assignment or in another format (audio, video, creative, visual, or artistic). The goal of this assignment is for students to reflect on their own reading process. There is no single right way for a reader to approach a piece of writing, and by understanding their own feelings about reading or their responses to different types of writing, students can become more active, analytical readers.

Further Study

All Further Study activities are optional. They provide additional ways for students to explore the lesson topics. Students may be given extra credit for these activities, or, with teacher permission, may use them as a substitution for another assignment. These activities can often be used as discussion points or for group collaboration.

Note: All Further Study readings are optional.

Social relationships have an ebb and flow. Even with casual relationships, the push-pull of emotions can sometimes be inexplicable, or at least hard to fathom. For one take on the impact of social relationships, read “On the Street” by Vivian Gornick (*In Short: A Collection of Brief Creative Nonfiction*). Try to figure out how the author expresses her conflicting emotions.

SHARE YOUR WORK

When you have completed this lesson, share the following work with your teacher:

- Essay #1
- Reflection of your reading process

Lesson

6

Essay #3

Learning Objectives

In this lesson, you will:

- Identify the central theme of a literary work.
- Explain how the author develops the central theme.
- Identify instances of figurative language.

In “Nostalgia” by Richard Shelton, the first line reads:

“Whatever happened to the crepuscular?”

Crepuscular describes something resembling or relating to twilight. The author continues by drawing the reader’s attention to other little-used words. Is the author lamenting the loss of a rich, varied, and nuanced language? Or is he missing the rich, varied, and nuanced experiences described by the words? Is he missing both? Is he saying the loss of one resulted in the loss of the other? These are some questions to ponder as you read the essay.

Reading

1. Read the following section of Part II: Expository Writing in *Write It Right*.

- Literary Analysis

Read the following section of Part III: Writing Fiction in *Write It Right*.

- First Sentences

2. Read “Nostalgia” by Richard Shelton (*In Short: A Collection of Brief Creative Nonfiction*). Take notes as you read, and let yourself absorb Shelton’s writing style and literary techniques. What do you like? What works for you and what doesn’t? How would you describe this essay’s theme or message? What is your take on it? You will be using these notes to write your essay so be sure to carefully identify direct quotations (using quotation marks) that you might want to use.

This essay looks at how language changes as well as how changes in language reflect cultural shifts.

ASSIGNMENT CHECKLIST

- ☐ Read sections of *Write It Right*.
- ☐ Read “Nostalgia” by Richard Shelton.
- ☐ Write an analytical essay in response to the reading (Essay #3).



Twilight (Image credit: Cyrille Dutrulle)

The Writer's Craft

Author Annie Dillard offers some bits of advice for writers:

- Learn punctuation; it is your little drum set, one of the few tools you have to signal the reader where the beats and emphases go.
- Always locate the reader in time and space—again and again. Beginning writers rush in to feelings, to interior lives. Instead, stick to surface appearances; hit the five senses; give the history of the person and the place, and the look of the person and the place. Use first and last names. As you write, stick everything in a place and a time.
- The way to a reader's emotions is, oddly enough, through the senses.
- Don't use any extra words. A sentence is a machine; it has a job to do. An extra word in a sentence is like a sock in a machine.
- Write for readers. Ask yourself how every sentence and every line will strike the reader. That way you can see if you're misleading, or boring, the readers. Of course it's hard to read your work when you've just written it; it all seems clear and powerful. Put it away and rewrite it later. Don't keep reading it over, or you'll have to wait longer to see it afresh.
- The work's unity is more important than anything else about it. Those digressions that were so much fun to write must go.

(Excerpted from "Introduction: Notes for Young Writers," *In Fact: The Best of Creative Nonfiction*)

Writing

1. Write a one- or two-page response to the reading (Essay #3). First, examine the writing: content, style, tone, technique, etc. What is the central theme? How does the author develop this theme through the piece? How is language used in both a literal and figurative way? How do the author's word choices create a tone that supports or highlights the theme? Include specific details in the writing to support your thoughts and opinions. When you have completed your essay, proofread your work before sharing it with your teacher and/or others.

For Essay #3, students will analyze “Nostalgia” by Richard Shelton, in which the author reminisces about words that are no longer in use (such as *bucolic*, *idyllic*, *nightingale*, and *gentility*) and explores the subtle qualities these words express. Students might suggest the author is really reflecting on the changes to society that have resulted in these words going out of fashion. Look for students to develop their thoughts in an organized way and to use direct quotes from the text to illustrate their ideas.

Students will seek feedback on their rough draft before revising it in the next lesson.

Further Study

“My Children Explain the Big Issues” by Will Baker (*In Short: A Collection of Brief Creative Nonfiction*) is structured around vignettes featuring insights gleaned when the author's children were young. Read this essay to see how the mundane events of daily life take on added meaning with a wide-lens perspective.

SHARE YOUR WORK

When you have completed this lesson, share the following with your teacher:

- Revision of Essay #2
- Description of your plans for your Book of Self
- Essay #3

Lesson

14

Final Essay: Topic and Outline

Learning Objectives

In this lesson, you will:

- Reflect on the process of developing a long-term project.
- Create an outline or other graphic organizer for an essay.

You have spent a great deal of time reading essays from a variety of talented writers. You've carefully examined writing styles and techniques, and you've worked to develop your own writing skills. Now it is your turn to write an original nonfiction essay on a topic of your choice.

ASSIGNMENT CHECKLIST

- ☐ Write an artist's statement for your Book of Self.
- ☐ Choose a topic and type of essay to write, and complete an outline.

Writing

1. Write an artist's statement of one paragraph, roughly 500 words, that describes your Book of Self. Address the following questions:
 - How does your Book of Self express who you are as an individual?
 - How was crafting this book different than writing an essay about yourself?
 - How does your Book of Self address the question, "Who am I?"
 - What challenges and positive discoveries did you encounter while working on your Book of Self?

Finalize your Book of Self and prepare it for sharing with your teacher by taking photos of all the pages you are comfortable revealing.

The Book of Self is a personal statement that expresses the student's individuality—the artist's statement should explain how the book accomplishes that. Some students will appreciate the chance to discuss their work or further elaborate on specific elements of their Book of Self; others might feel the book is a private statement or that it speaks for itself.

2. In this course, you have done a lot of writing about yourself. However, writers often aren't writing about themselves, but about other people, ideas, concepts, events, and information about the wider world. Now that you have a clearer sense of who you are—as a person, as a reader, as a

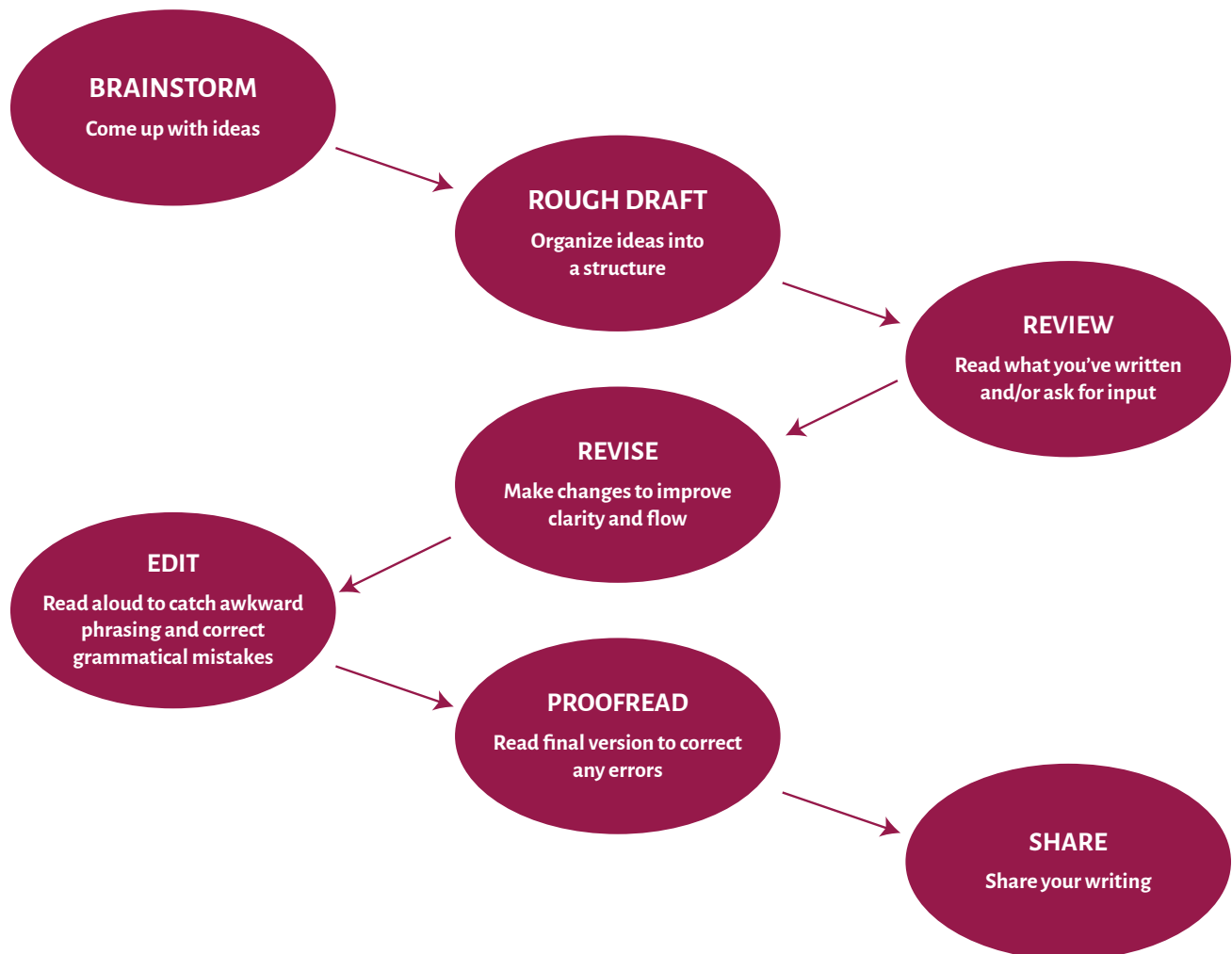
writer, and as a learner—think about what kind of writing you are drawn to. What kind of essay would you like to write?

You might like to write a persuasive essay, where you try to influence the opinion of your reader, or an opinion piece, where you state an opinion and support it with reason and specific examples. You might like to do an analytical or comparative essay, where you explore a topic in depth or compare two or more things. You might like to do a newspaper editorial or a piece of investigative writing, where you research a topic and try to bring to light unknown or little understood information. Or you might like to do a satirical or humorous piece—the list is endless!

After considering what kind of essay you'd like to write, you'll need to choose a topic. What would you like to write about? For instance, perhaps your chosen topic is food. You might write an essay persuading readers to try a new food or to eat more nutritious food; you might write about your cultural or personal experiences with food; you might analyze different traditional diets and compare them in terms of nutrition; you might investigate state health regulations and compliance in food trucks and report your findings; or you might write an essay poking fun at fad diets or people's unusual eating habits. Any topic can become the subject of any type of essay. Do you have a favorite sport or hobby? Maybe you want to write about that. Are you interested in current events or political maneuverings? You might write about that. Are you intrigued by personal and social relationships? Do you love art or music or animals or being outside in nature? You can write about anything that interests you.

In the next lesson, you will be writing your final essay. This week, you will choose the topic and the type of essay you will write. Compile your thoughts, ideas, and/or research, and organize them using an outline or other graphic organizer (mind map, idea web, etc.) that details your topic and how you will approach it. Make sure to clarify both your topic and the type of essay you plan to write.

Writing Process



For the final essay, students can choose any topic and type of writing. The assignment above includes many suggestions, but students who seem unsure of how or what to write might be encouraged to discuss their ideas. What are they interested in? What type of reading do they like to do? This can help them determine the form and subject of their final essay.

SHARE YOUR WORK

When you have completed this lesson, share the following with your teacher:

- Revision of Learning Profile
- Copy of your Book of Self and your artist statement
- Outline or graphic organizer for your final essay



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