**Essay 6 at a Glance**

Essay 6 is your chance to use everything we have learned this semester to write an excellent essay. Here’s your chance to show the skills you have developed in carefully reading and understanding texts and making connections among the ideas in multiple texts to discuss the message your memoir shares about motivation, change, and response to adversity. This will require that you continue to choose strong specific examples from the text and explain your analytical connections to readers.

**Main Goals for Essay 6**

* Focus your essay with a strong **thesis statement** that makes a **claim** about your chosen memoir’s message about motivation, change, and/or response to adversity and states the **reasons** for that claim (your “because” statement).
* Provide effective and developed **support** **for your claim** by **summarizing** the ideas from your memoir as well as the other three texts you are using to analyze your memoir’s message.
* **Critically analyze** the ideas in the text to make a claim about your memoir’s message, and **explain this analysis** to readers, **making connections** among the ideas in the texts.
* Create **organized paragraphs** that focus on one main point and divide your argument into manageable chunks for your readers

**Prompt for Essay 6**

For your final essay assignment, you will be analyzing your memoir through the lens of the readings we have completed this semester. Your essay should focus on making a claim about the overall message of the memoir based on what we have learned about the different ways in which people are motivated, how people can change, and how people respond to adversity through the various texts we have read this semester.

In coming up with your essay’s focus, I encourage you to think about all that you’ve learned in the texts we’ve read this semester, but in your essay, you only need to discuss three of these texts:

* Grit from Angela Duckworth’s TED Talk “The Key to Success? Grit” and Angela Duckworth’s article “The Significance of Grit”
* “How Teachers Make Children Hate Reading” by John Holt
* Fixed Mindset and Growth Mindset from Carol Dweck’s article “Brainology”
* Sources of motivation, including autonomy, mastery, and purpose, from Daniel Pink’s book *Drive*
* Habit formation and change based on Charles Duhigg’s book *The Power of Habit*
* Outside influences on our habits based on Lauren Slater’s chapter “Rat Park: The Radical Addiction Experiment” from her book *Opening Skinner’s Box*
* Cruelty and human nature from Stanley Milgram’s essay “The Perils of Obedience” and Lauren Slater’s chapter “In the Unlikely Event of a Water Landing: Darley and Latane’s Training Manual—A Five Stage Approach” from her book *Opening Skinner’s Box*

Remember to consider the grey areas and to think about the complexities in both your memoir and other texts, and in your essay, be sure to include:

* Support for your argument with relevant ideas, information, and quotations from your memoir
* Support for your argument with relevant ideas, information, and quotations from at least **three** of the texts we have read this semester

Things to Shoot For:

* Show that you have carefully read your memoir and the other texts this semester and that you have fully and considered the different viewpoints and evidence.
* Show you are really thinking about the topic—these are complex ideas, so don’t settle for easy answers.
* Write so that someone who is not in our class could understand it. Assume your audience has not read any these texts.
* Write at least 6 complete pages.

**Turn-in Procedures:**

* Your final draft is due via email on **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* Your Writing Center formal conference must be completed by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
* Bring assignment folder with a hard copy of your final draft, any rough drafts, your completed Writing Center signature form, and a blank rubric to class on Wednesday, December 7th. If you complete your Writing Center conference after class this class, please scan and email the copy of the signature form with your final draft.

Writing Center Signature Form

Writing Conference Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing Conference Instructor’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date and time of your visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Remember,**

* The signature form must be completed by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* You must bring the prompt, this signature sheet, and any writing you have completed to get credit for a formal conference in WR 380.
* This sheet must be signed, dated, and completed in order to receive credit for your conference in WR 399.
* You can only get credit for one formal conference per writing assignment, but I encourage you to meet with an instructor more than once during your writing process.

**Main Goals for Essay 6**

* Focus your essay with a strong **thesis statement** that makes a **claim** about your chosen memoir’s message about motivation, change, and/or response to adversity and states the **reasons** for that claim (your “because” statement).
* Provide effective and developed **support** **for your claim** by **summarizing** the ideas from your memoir as well as the other three texts you are using to analyze your memoir’s message.
* **Critically analyze** the ideas in the text to make a claim about your memoir’s message, and **explain this analysis** to readers, **making connections** among the ideas in the texts.
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**Instructions for Your Conference**

For your formal conference, please have the instructor look at your thesis statement AND at least one section of your essay in which you discuss how one of the texts we read this semester connects to your memoir. Ask your instructor to focus on your summary of ideas from the text and, most importantly, your analysis of how this text connects to your memoir’s overall message about motivation, change, and/or reaction to adversity (goals 2 and 3 above).

Here, before your conference, prepare one specific question about your chosen section to ask your instructor. Your question should focus on your critical analysis in that section:

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**After Your Conference**

Use the space below to explain what you learned and how you will change your draft based on your conference:

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**Reading Activities Essay 6**

**See Assignment Grid**

**Blog Posts Essay 6**

**Blog 14**

* Share your first impressions of the book you are reading for Essay 6. What made you choose this book? What do you find interesting so far? What do you like about the book? Is there anything that’s confusing or causing you difficulty so far? What are you looking forward to in your reading?

**Blog 15**

* Would you recommend the book you read to others? Why or why not? What did you like about the book overall? What parts did you not enjoy so much? Share your overall opinion of the book you read.

**Blog 16 (Last one! Try not to cry! ☺)**

* In our last blog entry of the semester, please share your overall feelings about our class. How have your grown both as a student and as a writer? What in the class worked well for you? What caused you difficulty? What would you say to a student who was planning to take this class next semester?

Name:

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| **Critical Analysis** | **above expectations** | **meeting****expectations** | **developing the skill** | **not yet passing** |
| Use a critical voice to show you have thought critically about the topic |  |  |  |  |
| Discuss complexities and not make things seem more simple than they are |  |  |  |  |
| Make strong analytical claims in your thesis and topic sentences  |  |  |  |  |
| Explain how the supporting evidence connects to your thesis and analysis  |  |  |  |  |

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| **Using the text**  | **above expectations** | **meeting****expectations** | **developing the skill** | **not yet passing** |
| Use TAG (title, author, genre) statements to introduce texts |  |  |  |  |
| Explain the ideas in the text for readers who have not read the text  |  |  |  |  |
| Choose effective quotations to support your discussion  |  |  |  |  |
| Smoothly incorporate quotations into your writing  |  |  |  |  |
| Effectively paraphrase and/or summarize ideas from the text |  |  |  |  |
| Let readers know where you got the information by citing sources (MLA)  |  |  |  |  |

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| **Development**  | **above expectations** | **meeting****expectations** | **developing the skill** | **not yet passing** |
| Develop your intro paragraph(s) (hook, background information/context, and thesis statement)  |  |  |  |  |
| Control your essay with a strong thesis statement (topic, claim, and reasons) |  |  |  |  |
| Control your body paragraphs with topic sentences that connect to the thesis  |  |  |  |  |
| Use specific examples, quotations, and paraphrases to support main ideas |  |  |  |  |
| Explain how examples, quotations, and paraphrases support main ideas  |  |  |  |  |
| Develop a conclusion that provides final thoughts for readers to take away  |  |  |  |  |

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| **Organization** | **above****expectations** | **meeting****expectations** | **developing the skill** | **not yet passing** |
| Control the content and organization of your essay with your thesis  |  |  |  |  |
| Present ideas in an order that makes sense to readers  |  |  |  |  |
| Break your ideas into manageable chunks for your readers |  |  |  |  |
| Focus each paragraph on one main idea  |  |  |  |  |
| Close paragraphs with a sentence(s) that completes the discussion and/or prepares readers for the next paragraph  |  |  |  |  |

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| **Grammar and Mechanics** | **above expectations** | **meeting****expectations** | **developing the skill** | **not yet passing** |
| Observe conventions of standard written English |  |  |  |  |
| Write in a clear, readable style  |  |  |  |  |
| Write using well-chosen words and effective sentence variety  |  |  |  |  |
| Take time to carefully proofread your writing  |  |  |  |  |

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| **Minimum Requirements**—the “must dos”  | **meeting the requirements** | **developing the skill**  |
| Participate in all drafting activities, such as prewriting, peer review, and individual conferences  |  |  |
| Meet the minimum page length requirements for the assignment  |  |  |
| Format your paper according to MLA standards |  |  |

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| **Writing Center Conference**  | **Yes** | **No** |
| Participated in a conference at the Writing Center by the assigned deadline for this assignment.  |  |  |