



The Lantern English Co.  
The Growing Writer

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## **Growing The Essay II – Syllabus**

**Course Description:** This class continues the progression of essay-writing skills using the rough draft and revision method. While helping students practice good essay planning and outlining skills, we discuss how to further grow the essay, through using figurative language (descriptive essay II), using sources (expository essay), and creating debate (persuasive essay).

### **Course Outline:**

**Week One:** Using Figurative Language (The Descriptive Essay – An Idea) – Rough Draft

**Week Two:** Using Figurative Language – Revised Draft

**Week Three:** Using Sources: Historical Exposition – Rough Draft

**Week Four:** Using Sources: Historical Exposition – Revised Draft

**Week Five:** Creating Debate: Intro to Persuasive Writing – Rough Draft

**Week Six:** Creating Debate: Intro to Persuasive Writing – Revised Draft

**Week Seven:** More Persuasive Writing – Rough Draft

**Week Eight:** More Persuasive Writing – Revised Draft



## Growing the Essay II – Grading Information

Rough draft assignments (Weeks 1, 3, 5, and 7) will be graded using the rough draft rubric shown below. Assignments 2, 4, 6, and 8 will be graded using our standard grading rubric for *The Growing Writer*. All assignments will be averaged to receive a final course grade.

### Rough Draft Rubric –

<b>Exemplary 100%</b>	<b>Strong 99%-90%</b>	<b>Proficient 89%-80%</b>	<b>Developing 79%-70%</b>	<b>Emerging 69%-60%</b>	<b>Beginning 59%-50%</b>	<b>No Attempt 49% and below</b>
<p>Student has followed all assignment directions and has demonstrated exemplary understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted a complete assignment and demonstrated excellent effort.</p>	<p>Student has followed most assignment directions and has demonstrated strong understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted a mostly complete assignment and demonstrated strong effort.</p>	<p>Student has followed most assignment directions but has struggled to fully understand lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted a mostly complete assignment and demonstrated proficient effort.</p>	<p>Student has followed some or most assignment directions but has demonstrated a need for better understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted mediocre written work and demonstrated some lack of effort.</p>	<p>Student has followed some assignment directions but has demonstrated inadequate understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted inadequate written work so that the instructor finds it difficult to provide helpful feedback.</p>	<p>Student has followed few assignment directions and has demonstrated poor understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted short and poorly written work so that the instructor is unable to provide helpful feedback.</p>	<p>Student has followed few to no assignment directions and has demonstrated no understanding of lesson concepts.</p> <p>For drafts of outline, bibliography, and paper, student has submitted nothing.</p>



## Growing the Essay II

### Lesson Three: The Historical Exposition

#### *using sources*

#### SAMPLE LESSON

Expository writing is one that gives facts. Without knowing it perhaps, you have been writing expository essays throughout *Essay Basics* and this class. To an extent, both descriptive and narrative essays contain an element of exposition as well. Simply put, expository writing is used to inform, explain, define, or describe. Expository writing uses facts to drive the thesis rather than opinion or persuasive techniques.

You will learn more about expository writing if you eventually take our advanced class entitled *The Expository Essay*, but for now, we are going to keep it focused and simple by writing an historical exposition. This assignment will introduce you to the world of using sources, another important way to grow your writing.

At some point, you will reach a writing assignment for which you will not be able to rely on description or personal experience. There is much to learn about this world, and we do not know or remember everything. Learning how to use sources is vital to your growth as a writer.

#### STEP ONE: CHOOSE SOURCES –

When you are faced with a topic that you are not familiar with, you can choose from several different kinds of research sources. These include books, magazines, newspapers, videos, and even personal interviews.

Where can you find valuable resources for your research project?

- **Look around your house** for books, magazines, newspapers, or videos that pertain to your topic. You might be surprised what your parents have stashed on the bookshelves.
- If the topic really interests you, you **might even already have** some resources of your own that would be useful.

- **Go to the library** and look for books, magazines, and videos that talk about your topic.
- **Ask your friends or family** for resources if you know they might have something about the topic.
- **Use the internet** to find videos, online magazines and newspapers, articles, and other information about your topic.
- You can also **use personal interviews** if you know a person who is very knowledgeable about the topic.

## **STEP TWO: TAKE NOTES –**

Many students have a great memory, but when you are doing research, it is not a good idea to attempt to remember everything. Once you finish reading a source, you might not remember all of the stuff you learned. If you are reading several sources, you may not remember all of the information or where it came from. ***It is important to take good notes.*** Below are some helpful note-taking tips.

1. Use a notebook to keep track of the things you are learning while reading and researching.
2. Use one or two pages for each source.
3. At the top of the page, write the source information.
  - Book: write the title and the author.
  - Website: write the web address.
  - Magazine/Newspaper: include the name of the magazine along with the title, author, and publication date of the article.
  - Video: write the title of the video and where you viewed it (YouTube, Disney +, DVD, etc.)
4. Then, write notes on the page for that source. If you take notes from your first book, make sure you write those on the notebook page for the book, not on a notebook page for a video.
5. Do not have notes from three different books, videos, or websites all on one page. This is confusing!

6. Do not write notes on a loose piece of paper; it will probably get lost. Write in a notebook or binder.
7. Write down any interesting and important facts about the topic as well as anything you have learned. Always look for specific names, dates, and places.

### **USE YOUR OWN WORDS –**

When taking notes, remember that you must **use your own words**. You may not copy sentences directly from a book, unless you plan to use them as a quotation. Copying sentences word for word and using them as your own is called **plagiarism**, and it is illegal. ***As a good researcher, you should rephrase sentences and ideas in your own words. (If you do not understand what plagiarism is, please ask for clarity before beginning this week's assignment.)***

**SPECIAL NOTE –** For the purpose of this class, we ask that you avoid using direct quotations. We want the focus of this essay to be quality research and paraphrase/summary skills. Teaching the proper way to reference direct quotations is a bit beyond the scope of this class as well, so we prefer to save this information for upper-level classes.

### **STEP THREE: PLAN & OUTLINE –**

After you have completed your research, make a list of the most important facts, ideas, and information about the topic. Create a rough outline to guide your writing process. When you are writing about history, you have two choices concerning the order in which you include the facts.

- **Chronological Order:** For example, “First, Major Johnson bridled his horses. Next, he checked his pack to make sure he had all of his supplies. Finally, he mounted his horse and took off into the wind.” This is a common way to write about history, because you are often writing about an event which is best told in story-like form.
- **Order of Importance:** You can start with the most important part or you can start with the least important part. For example, “Major Johnson was a large, husky man. He had a rich-colored beard and prominent eyes. When he spoke, he spoke with an authoritative voice.” Order of importance is usually based on your preference. What do you consider to be the most important facts about this person or event? What you think are the most important ideas to express may not be the same as another person.

A historical exposition will also employ your skills in descriptive and narrative writing, so you should consider everything you have learned in this class thus far.

#### **STEP FOUR: CONSTRUCT A BIBLIOGRAPHY –**

A bibliography is a list of sources used for research (not a list of sources you quote directly from). This list is included at the end of your essay to demonstrate that you used sources and also to refer the reader to the sources that you used. In addition, these references can be used to check the accuracy of what you wrote if there are any questions or concerns. **When you have finished constructing your full list of sources, be sure to alphabetize it, for easy organization and reference.**

The trickiest part of creating a bibliography is finding all of the information and putting it in the right order. ***There are some very specific rules.*** Below we show you the information that must be included, in the appropriate order. Then, we show you an example.

**Pay close attention as well to use of punctuation marks, because placement of periods and commas, italics and quotation marks is an important part of constructing bibliography listings.**

**In addition, if your listing is more than one line long, each subsequent line should be indented .5 inch.**

#### **Book:**

Jacobs, Alan. *The Pleasures of Reading in an Age of Distraction*. Oxford UP, 2011.

#### **Book w/ more than one author:**

- (authors should be ordered the same way in which they are ordered in the book. The first author is listed using last name/first name format; additional authors are presented using first name/last name format.)

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Allyn and Bacon, 2000.

- (If a book is written by three or more authors, only the first author is listed – using last name/first name format – followed by the phrase *et al* [this means “and others”].)

Wysocki, Anne Frances, et al. *Writing New Media: Theory and Applications for Expanding the Teaching of Composition*. Utah State UP, 2004.

**Video/Film:**

*Title*. Director, Performers or Narrators, Publisher, year.

*Planet Earth*. Directed by Alastair Fothergill, performances by David Attenborough, BBC, 2007.

**YouTube Video:**

Last name, First name (Of Creator, If Applicable). "Title of Video." *YouTube*, uploaded by, date, URL.

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, [www.youtube.com/watch?v=mkdzy9bWW3E](http://www.youtube.com/watch?v=mkdzy9bWW3E).

"Scenic Palouse River Canyon LONG Train Pace 10/1/2018." *YouTube*, uploaded by Railfan Dan, 10 November 2018, [https://www.youtube.com/watch?v=\\_to8liroYUc](https://www.youtube.com/watch?v=_to8liroYUc).

**Newspaper/Magazine Article:**

Last Name, First Name (of author). "Title of Article." *Title of Periodical*, Day Month Year, page location.

Poniewozik, James. "TV Makes a Too-Close Call." *Time*, 20 November 2000, pp. 70-71.

Landes, Rachel. "Bright Spot." *Better Homes and Gardens*, January 2013, pp. 98-100.

**Website:**

Last Name, First Name (of Author). "Title of Article." *Name of Site*, Name of publisher (if different than site), publication date if available, URL. Personal Access Date.

Avey, Tori. "Explore the Delicious History of Ice Cream." *PBS Food*, The History Kitchen, 10 July 2012, <http://www.pbs.org/food/the-history-kitchen/explore-the-delicious-history-of-ice-cream/>. Accessed 22 May 2018.

## Personal Interviews:

Last name, First Name (of person interviewed). Personal Interview. Date of Interview.

Jameson, Stephen. Personal interview. 29 July 2013.

**NOTE: If using web sources, you may notice that the URL automatically becomes underlined when pasted into the document. This is to show that the URL is an active link, one that you could click on to go directly to the website. In order to get rid of the underline, you will need to right click on the link and hit “remove hyperlink.” In MLA format, URLs should not be underlined.**

### STEP FIVE: WRITE IT DOWN –

- **The introduction for an expository essay should contain the basics: a hook, a bridge, and a thesis.** When writing an expository essay, the thesis should be factual (remember this from *Essay Basics*). However, it should also be specific and strong, not general or weak. At the beginning of the introduction, you should hook the reader – even if they have heard about this person or event before, how you can interest them again? The bridge should create some context or significance if possible, to encourage the reader further that they should read your take on the person or event.
- **The body of the expository essay gives the facts. Here is where you will put your researched information to good use.** Typically, when writing an historical exposition, you will rely on chronological order or order of importance. Focus on giving clear facts with effective detail and description.
- **The conclusion for an expository essay restates the thesis, synthesizes the main ideas, and provides closure for the reader.** Do not merely reword the thesis or summarize the key points. Encourage your reader to see the overall importance or impact of this historical person or event.



**Assignment 3:** Choose any historical event that interests you. The list is endless! Write a rough draft for a seven (7) to ten (10) paragraph essay, following the steps provided in the lesson.

1. Choose Sources – you must use at least **TWO!**
2. Take Notes
3. Plan and Outline
4. Construct and Alphabetize a Bibliography
5. Write it Down

Remember, please avoid using direct quotations in your essay. Instead, focus on properly paraphrasing or summarizing the information that you learn through your research. Make sure to include the (alphabetized) bibliography as part of the final essay, as shown in the attached example.

Ensure that the essay is formatted properly. Include your name and the date in the upper left-hand corner of the page and a title centered above the essay. Properly format the paragraphs with an indent or a full space between each, and left-align the text. Justified text is optional but not required. Content should be typed in one of the standard fonts, size 12.