Name:_____ Date:_____

Success Center
Directed Learning Activity

EMLS 100
Writing Assignment 5B

EMLS100.10

Directed Learning Activity — Writing Assignment 5B

Description: Again, you will receive instructions to write the rough draft, revise, edit and finish with a final draft. Follow them carefully. You are responsible to complete all the instructions.

STEP ONE: Writing the Rough Draft
Now take the information from the outline and write your rough draft. Follow the directions.

1. Use lined 8½ X 11" paper
2. Write the first draft in pencil.
3. It must be 125-150 words.
4. Skip lines.
5. Add a title.
6. Don't worry about spelling, punctuation or grammar.

STEP TWO: Revising Your Paragraph

Use the rough draft you wrote earlier. Make sure you have a highlighter. Follow the instructions below. **Put a check (✓) next to each item after you have completed it.**

1. _____Circle the topic and underline the controlling idea of your topic sentence.

2. _____Underline your conclusion. If you didn't write a conclusion, add it to the paragraph.

3. _____Make sure that each supporting point in your paragraph is introduced with a transition. Underline the transitions that you used.

4. _____Look through your paragraph and choose ONE sentence that you can improve by adding more specific and/or colorful details. Add a new detail or description to that sentence. Highlight the changes you made and show the tutor.

5. _____Read through your paragraph and make sure you have at least two compound sentences. If you don't have two compound sentences, see if you can join two simple sentences together by using the coordinating conjunctions. Use your highlighter and highlight the two compound sentences. Circle the conjunctions.

NEW:

6. _____Most paragraphs begin with a topic sentence; however, many topic sentences that students write are somewhat boring. One way to improve your writing is to write a more effective topic sentence. Below are five different ways to form a topic sentence.

A. Basic topic sentence: This kind of topic sentence states the topic in a simple sentence. It's short and to the point. Here are two examples:

Owning a pet is a big responsibility.	*The iPhone is not as good as other smart phones.*

B. A topic sentence that adds a description: This is a basic topic sentence with a brief descriptive phrase added to clarify the subject of the paragraph.

Owning my dog Sandy and my cat Remington is a big responsibility.	*The iPhone 5 is not as good as the Samsung Galaxy.*

C. A topic sentence that creates a contrast: A contrast is another effective way to start your paragraph. To form this type of sentence, you will need to write a complex sentence that begins with ***even though***, ***although*** or ***while***. In the first clause, you are going to write a contrasting statement. After that clause put a comma and then state your main idea. Look at the example:

Although owning a pet can be a lot of fun, it is also a big responsibility.	*Even though many people like iPhones, they are not as good as other smart phones.*

D. A topic sentence that identifies your supporting points: In this type of topic sentence, you identify the main idea and briefly state the supporting points that you will develop in your paragraph. This type works only if you can summarize the points in one or two word phrases.

Owning a pet is a big responsibility because of the training, the time and the cost.	*The iPhone is not as good other smart phones because they are slower, more fragile and more expensive.*

F. A topic sentence that uses creative language: This type of topic sentence is written in such a way that it grabs the reader's attention. It requires some imagination and creativity.

Having a baby doesn't take as much time, energy and money as owning a pet.	*After owning a Samsung Galaxy, I don't know how I could ever buy another iPhone.*

Look at the topic sentence you wrote for your paragraph. Choose from sentence types 2, 3, 4, or 5 above and rewrite your topic sentence. You can add a description, start with a contrasting statement, summarize your supporting points, or be totally creative. Highlight

your new topic sentence to show the change you made. You MUST make changes to your topic sentence to show that you used TYPES B, C, D, or F as described above.

STEP THREE: Editing Your Paragraph

Rewrite your paragraph on another piece of paper, but this time separate each sentence and number them. This will make it easier to look for errors. Follow the instructions below. **Put a check (☐) next to each item after you have completed it.**

1. _____SPELLING: Go through each sentence and make sure every word is spelled correctly. If you are in doubt about any words, look them up. If you make a correction, cross off the misspelled word and write the correctly spelled word above it.

2. _____SUBJECT/VERB AGREEMENT: Again, read through each sentence and draw a single line under every subject and a double line under every verb. Make sure that the verbs agree with the subjects.

3. _____VERB TENSE: Go back and check each verb in your sentences. Make sure they are written in the correct tense. Put a check (☐) next to each sentence if you think the tense is correct.

4. _____PRONOUNS: This paragraph is about types of classes offered in college. You can choose to talk about the *classes* in the plural. If you do, you have to use the pronoun "they." You can also choose to write about *a class* instead of *classes*. If you do, your pronouns will be "it." Look at the two examples below:

> *In online classes there is no personal contact with the teacher. They can be difficult for students who like to see a teacher face-to-face.*
>
> *A class that meets in a classroom with a teacher doesn't allow students much freedom. It has a set schedule and students have to arrange their personal lives around it.*

Read through your paragraph again, and look at all of the pronouns. In this type of assignment, you should not be using the pronouns "you" or "we." Take a highlighter and highlight all the pronouns in your paragraph. Check to be sure they correctly replace a noun. Make corrections as needed.

5. _____COMMA SPLICES: Check your commas and make sure you have not put them between two complete sentences. If you have, correct the mistake by changing the comma to a period or by adding a conjunction with the comma.

NEW:

6. _____In this paragraph, you will most likely be using the comparative form of adjectives. Make sure that you have used the correct forms and spelling. Here is a brief review of the rules:

One-syllable adjectives: add *–er to the adjective + than*

Today is hotter than yesterday.
Online classes are harder than traditional classes.

Adjectives ending in "y": *change the "y" to "i" and add –er*.

busy = busier than ugly
= uglier than heavy =
heavier than

Students in online classes are happier than students in traditional classes.

Adjectives with two or more syllables: *more + adjective + than*

A BMW is more expensive than a Toyota.
Traditional classes are more restrictive than online classes.

Irregular Forms: *good = better than* *bad = worse than*

Make sure that you have used at least ONE comparative adjective in your paragraph. Highlight all comparative forms in your paragraph. Check to see if you have used them correctly. If you don't have any comparative forms, add at least one to your paragraph and then highlight it.

STEP FOUR: Writing the Final Draft

After you have finished revising and editing, it is time to write the final draft. Follow the instructions below:

1. Rewrite or type your paragraph on a clean piece of paper.
2. Use pen.
3. If you are writing it by hand, make sure you use 8 ½ x 11" paper.
4. Double space
5. Make sure to indent and include a title.

When you have finished the final draft, take it to a tutor. The tutor will go over it with you and make further corrections. Have the tutor sign off that you completed this part.

STEP FIVE: Rewriting the Final Draft

After the tutor has helped you to further revise and edit the paragraph, rewrite it on another piece of paper. Turn in the second draft to the tutor and have the tutor initial and sign the back page again. If your first final draft doesn't need much revision or correction, you may not have to do this step.

PRINT STUDENT NAME **STUDENT #**

Tutor Feedback:

STEP 1

_____The student wrote a rough draft of 125-150 words.

STEP 2

_____The student circled the topic and underlined the controlling idea.

_____The student included a conclusion and underlined it.

_____The student introduced each supporting point with a transition and underlined each one.

_____The student selected a sentence and added more specific/colorful details and highlighted the changes.

_____The student highlighted two compound sentences and circled the conjunction.

_____The student rewrote the topic sentence to match one of the types described in Step 1.

STEP 3

_____The student separated the sentences and numbered them. The student then corrected spelling errors and underlined the subjects and verbs for each sentence.

_____The student also checked each sentence for verb tense errors. Each sentence should have a check by it to show that the student did this part of the editing.

_____The student highlighted all the pronouns and fixed the ones that were used incorrectly.

_____The student checked for comma splices. Ask the student if s/he did this.

_____The student has at least one comparative form and it is highlighted.

STEP 4

_____The student wrote the final draft following the instructions. **At this point, read through the student's paragraph and (together with the student) make corrections and revisions as needed.** Then print and sign below. Have the student rewrite the paragraph one more time. If the student has only a couple of errors, s/he doesn't need to rewrite it again.

PRINT INSTRUCTOR/TUTOR NAME DATE

INSTRUCTOR/TUTOR SIGNATURE

TURN OVER

STEP 5

_____The student rewrote the final draft making the proper corrections and revisions.

_____No rewrite needed.

_____ _____

Instructor/Tutor Name **Date**

_____

Instructor/Tutor Signature