Name:_____ Date: _____

Success Center
Directed Learning Activity

EMLS 100
Writing Assignment 2B

EMLS100.4

Description: You are now ready to write the rough draft, revise, edit and write the final draft. Before doing this step, review the checklists and guidelines from Writing Assignment #1.

STEP ONE: Writing the Rough Draft

Now take the information from the outline in Part A and write your rough draft. Follow the directions below.

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

Complete the instructions below. You must show your work on the rough draft.

1. Does your topic sentence have a controlling idea? If it doesn't, you need to change the topic

sentence to include one. Circle the topic and underline the controlling idea of your topic sentence. See example below:

Dogs make great pets.

(If you don't remember how to identify a controlling idea, go back to assignment #1 and review the definition.)

2. Read through your paragraph and look carefully at the details and examples. Make sure that each one is clearly connected to a supporting point. Are the details in a logical order so that the reader can easily understand them.

3. Does your paragraph have a conclusion? Underline it. If you didn't write a conclusion, add it to your paragraph now.

NEW:

Transitions are a very useful tool in writing. They guide the reader and make your writing more organized and logical. Below are some typical transitions that are used in writing:

First of all,	*Third,*	*One reason is . . .*	*Lastly,*
To begin with,	*Also,*	*A second reason is . . .*	*Finally,*
Second,	*In addition,*	*Another reason is . . .*	

Make sure that each supporting point in your paragraph is introduced with a transition. Underline the transitions that you used. Notice which transitions use commas. Here are some examples:

To begin with, texting is bad because it distracts people.
In addition, texting is a good way for parents to keep in touch with their kids.
One reason is that texting can be dangerous.

STEP THREE: Editing Your Paragraph

Rewrite your paragraph on another piece of paper, but this time separate each sentence and number them. Follow the steps below:

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.

NEW:

VERB TENSE/VERB FORM: Go back and check all the verbs in your sentences. Make sure they are written in the correct tense and the right verb form. Look at the sentences below:

Mike likes to tells funny jokes.

"Tells" is not the correct verb form. "To tell" is an infinitive and requires the base form.

He doesn't has money for school.

"Has" is the wrong verb form. It should be "have" because of the modal *does*.

I was surprising at her beautiful appearance.

"Surprising" is the wrong verb form. It should be "surprised".

Last year a student is texting while driving and caused a car accident.

"Is texting" is wrong because this sentence is in the past. The verb should be "was texting."

Look carefully at each verb and make sure you have written them correctly. Put a check (☑) next to each sentence if you think the tense and verb form are correct.

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 also included details and examples that clearly connected to the supporting ideas and were logically arranged.

_____ The student included a conclusion and underlined it.

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

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. If you find a lot of errors in these two areas, have the student work on this more. Don't just correct them for the student. You can also direct the student to *Understanding and Using English Grammar* by Betty Azar if you think s/he needs more help in this area.

_____ The student also checked each sentence for verb tense errors. Each sentence should have a check by it.

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, she doesn't need to rewrite it again.

Additional Comments:

_____

_____ _____

PRINT INSTRUCTOR/TUTOR NAME **DATE**

_____

INSTRUCTOR/TUTOR SIGNATURE