Success Center
Directed Learning Activity

EMLS 100
Writing Assignment 3B

EMLS100.6

Directed Learning Activity — Writing Assignment 3B

Description: Just like with the first two writing assignments, follow the instructions to revise and edit your paragraph after you have written the rough draft. Remember, if you have questions or problems, ask a tutor to help you.

NOTE: You will need a highlighter pen for Step Two and Step Three.

STEP ONE:

Now take the information from the outline 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

For this step you are to use your rough draft. 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 the conclusion. If you didn't write a conclusion, add it to your paragraph now.

3. _____Make sure that each supporting point in your paragraph is introduced with a transition. Underline the transitions that you used.
(If you need to review the information on transitions, go back to Writing Assignment #2 and read that section again.)

NEW:

4. _____One way to improve your writing is by adding colorful and creative details. Look at the sentence below:

My grandma helped a lot of poor people.

This sentence is good, but it could be better by adding details. For example,

My grandma gave money and clothes to help a lot of poor people.

This is a better sentence because it is more specific about the ways that the grandma helped people. Here are other examples:

Good: *Beth was a good student.*
Better: *Beth got straight As and graduated with honors.*

Good: *Tim Tebow is a nice looking man.*
Better: *Tim Tebow is tall, muscular and strikingly handsome.*

Good: *The coffee tasted weird.*
Better: *The coffee tasted a little like soap and sour milk.*

Look through your paragraph and chose ONE sentence that you could improve by adding more specific and/or color details. Add a new detail or description to that sentence. Highlight the changes you made and show the tutor. Use the highlighter pen.

STEP THREE: Editing Your Paragraph

Rewrite your paragraph on another piece of paper, but this time separate each sentence and number them. 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.

NEW:

4. _____For this part of the assignment, you are going to focus on pronouns. Pronouns are words that replace nouns. Below are some of the more common pronouns:

Subject Pronouns: I, you, he, she, it, we, they

Object Pronouns: me, you, him, her, it, us, them
Possessive Adjectives: my, your, his, her, its, our, their
Possessive Pronouns: mine, yours, his, hers, its, ours, theirs

Pronouns must agree with the word that they replace. For example:

> ***Jack*** *registered late, so* ***he*** *wasn't able to get any of the classes* ***he*** *needed*.

The pronoun "he" is correct because it replaces "Jack."

One error students tend to make with pronouns is using "you" a lot. In speaking, we use "you" to refer to *people* in general, but in writing, your pronouns must clearly connect to the words they replace. The pronoun "you" is too vague and doesn't replace anything, so try to avoid using it (unless you are writing a process paragraph and directly addressing the reader.)

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." If you are writing about a man, you should use "he," and if you are writing about a woman, you should use "she." Take a highlighter and highlight all the pronouns in your paragraph. Check to be sure they correctly replace a noun. Make corrections as needed.

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.

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.

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**

_____