English 100          Essay #1         Spring 2010

Assignment meets Cabrillo Core Competency 1) Communication, 2) Critical Thinking and Information Competency, 4) Personal Responsibility and Professional Development, and English 100 Student Learning Outcome 1) write essays demonstrating sustained clarity of intention, awareness of audience, and various writing techniques.

Narrative Essay, **MLA format required**, 2-3 pages, *due at the beginning of class*

**Your topic:** Besides eating food to satisfy hunger, how do you use food?

To write an essay, *not* a report, you must have a thesis.

Your Essay must include the following. Please see the Meal of an Essay Handout for details

**MLA FORMAT** (Hacker 412)
**INTRODUCTION** hooks the reader, uses 1/6 strategies (Anatomy of an Essay Handout)
**STRONG THESIS**, an easily identifiable, arguable statement relevant to the essay topic (lecture notes, Hacker 67)
**SENSORY DESCRIPTION** abundant, 5 senses, and comparisons help the reader to understand the significance of the author’s experience (lecture notes and class activity)
**SENTENCE CONSTRUCTION** uses proper grammar and punctuation. (Hacker 93-119)
**PARAGRAPHS** one idea per paragraph (Hacker 24-26, 70-71, S-E-E paragraph handout)
**A REFUTATION** anticipates the reader’s objections and addresses them (Hacker 72-73)
**WORD** choice is effective and considers the audience while demonstrating a range in vocabulary. (Hacker 123-160)
**CONCLUSION** does not sum up. Uses 1/5 strategies (Anatomy of an Essay Handout)
**CAREFUL PROOFREADING** results in a paper free of distracting errors and typos. (no flies in the soup!) (Hacker 23)

**Process:** (Hacker 3-16) Participate in class description activity and Meal of an Essay lecture. Brainstorm, cluster, list, pre-write about the prompt. What events include food? Perhaps keep a food diary for 1 day and see what you notice. Find connections. Develop a working thesis. Write your essay and re-adjust your thesis as you discover more. Do over the above criteria and make sure that you have included each of them. Proofread carefully. Print out 1 copy of your paper and read it aloud to catch errors. Make corrections and print out 3 complete copies. Bring these to **Workshop Monday, March 1, due at the beginning of class**. Incorporate peer input and revise. Bring 1 final copy to class for a grade **Wednesday, March 3, due at the beginning of class**.
Essay #1  Workshop Worksheet

MLA FORMAT  check format and circle any errors and questions for the author. Does it meet the length requirement?

INTRODUCTION  Which 1/6 intros does the author use? Suggestions?

STRONG THESIS  What is the thesis? How can the thesis be more specific, clear, and/ or arguable?

SENSORY DESCRIPTION  Write your favorite description. Mark in the text where more description would help the reader.

SENTENCE CONSTRUCTION  Do not make corrections. You can circle or underline areas that lack clarity.

PARAGRAPHS  one idea per paragraph. Write an S next to each Statement. If the paragraph lacks an S, make a note. Underline any Es that do not support the S.

WORD  mark any words that distract the reader, are the wrong word, or could provide more specifics. Write suggestions here.

CONCLUSION  does not sum up. Which 1/5 conclusions does the author use? Suggestions.

CAREFUL PROOFREADING  A second pair of eyes helps. Gently mark any errors or questions.
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**CAREFUL PROOFREADING**  A second pair of eyes helps. Gently mark any errors or questions.
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ESSAY #1 GRADE