

NAME _____

DATE _____

ESSAY 3 GUIDELINES: REFLECTIONS ON FOLK GROUP

Follow the steps below to complete your reflective essay, DUE AT THE END OF THE PERIOD IN LESSON 16. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the essay. Your final draft must have a title, your name and the name of the class and the period, and the date. It should be typed, in Times or Times New Roman 12 point ONLY, and be a MINIMUM of 5 paragraphs.

Your paper MUST be handed in with a Circle Diagram, **Essay 3 Guidelines** sheet with teacher's initials, a 1st draft, suggestions for revisions, a 2nd draft, 1 peer edit for spelling, punctuation and grammar, and a final draft typed. You will lose points for each missing piece. Any essay turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work; that means you are missing your teacher's initials.

STEP 1: Complete your Journal Entry and **Circle Diagram**. Identify the message of your essay. Identify the qualities of the folk group that you want to include in your essay. Identify the incident(s) that will illustrate your message and decide on your descriptive details. Determine how you will analyze this incident in order to illustrate the message. When you have completed your circle diagram, get your teacher's initials below.

_____ teacher initials

STEP 2: Using your **Circle Diagram** as your outline, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. The following is how to write up your essay in paragraph form:

Paragraph 1= Introduction: Get the reader's attention with a hook; describe the incident that is the springboard for your message, including at least two details about the incident in your description: metaphors, similes, show not tell, etc. (You may also choose to follow a traditional format and include list your main idea, 3 supporting ideas you will cover, and a wrap up.) Make sure to include descriptive details about your folk group as well, the qualities you would want people to know.

Paragraph 2= Body: Describe a second, related incident to support your message, and back it up with at least 2 descriptive details and a closing sentence. OR expand on the first paragraph, offering another analysis of the incident, with descriptive details. Make sure to include descriptive details about your folk group as well, the qualities you would want people to know.

Paragraph 3= Body: Your third incident that supports your message and at least 2 details, and a closing sentence. OR expand on the incident described in the first paragraph, offering another interpretation of the incident. Make sure to include descriptive details about your folk group as well, the qualities you would want people to know.

Paragraph 4= Body: Extend your analysis of the incident/s, making sure your message is clearly illustrated in the analysis.

Paragraph 5= Closing: Your closing statement which should be your message restated in a new and different way, a way to tie all of your related incidents to your message, and a closing sentence that wraps all of your ideas up. Use the image you created to underscore your message about your place in the folk group.

If you have more than 3 incidents, the same format is true, you will just have more than 5 paragraphs.

*This is due at the beginning of the period in the next lesson for full credit. Make sure you get your teacher's initials below and on your first draft to receive your full credit. Make sure you save your first draft (or if you are typing the first draft, be sure you have saved it as a version), as you will need to turn it in with your final draft in order to receive full credit on this assignment.

_____ teacher initials

STEP 3: Have a partner revise your first draft using the following technique:

(Make sure your partner is writing directly on your first draft, using a different color pen or pencil! Or if you are typing your essay, be sure your partner is using Track Changes and Comments. If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) Directly on the first draft, check to make sure there is an original title. If not, highlight it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.



- 2) In their first paragraph, make sure that the writer starts by asking an engaging question, or relaying something enticing about the subject in a manner that commands attention (a hook). If they do not, write them a note that tells them it is not engaging. Suggest how they might make it more engaging.
- 3) In their first paragraph, make sure their autobiographical incident is described. If it is not, write them a note that tells them that the incident is not present.
- 4) In their first paragraph, check to make sure that they have at least 2 descriptive details about their incident. If they do not, write them a note that tells them they are missing a detail or their detail is not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 5) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 6) In their second paragraph, make sure they have described a related incident and explained how they believe it relates to their first incident. OR make sure they have expanded on one detail given in the first paragraph, presenting an alternate interpretation. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 7) In their first paragraph, make sure they have included descriptive details about their folk group, the qualities they would want people to know. If they haven't, write them a note that asks them to add this, and give a suggestion as to what kind of details to add.
- 8) In their second paragraph, make sure they have included at least 2 details to describe their related incident. OR make sure that they have provided some analysis of details related to the first incident. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 9) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 10) In their second paragraph, make sure they have included descriptive details about their folk group, the qualities they would want people to know. If they haven't, write them a note that asks them to add this, and give a suggestion as to what kind of details to add.
- 11) In their third paragraph, make sure they described a related incident and explained how they believe it relates to their first incident. OR make sure they have expanded on one detail given in the first paragraph, presenting an alternate interpretation. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 12) In their third paragraph, make sure they have at least included at least 2 details to describe their related incident. OR make sure that they have provided some analysis of details related to the first incident. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 13) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 14) In their third paragraph, make sure they have included descriptive details about their folk group, the qualities they would want people to know. If they haven't, write them a note that asks them to add this, and give a suggestion as to what kind of details to add.
- 15) In their fourth paragraph, make sure they have extended some analysis of the incident, relating it to a larger truth. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 16) In their fourth paragraph, make sure they made the larger truth of their incident clear, stating the message of the essay. If this is missing, write them a note that asks them to include it. Give them a suggestion as to how to add it.
- 17) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to add that sentence. Give them a suggestion as to what to add.
- 18) In their fifth paragraph or their closing paragraph, make sure they have restated their message in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to write it.
- 19) In their fifth paragraph or their closing paragraph, make sure they have incorporated an image that ties the message and the incidents together, and makes a statement about their place in the folk group. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to include it.

When your partner has finished revising your paper, have them write (or use track changes to type) at the top of your paper "Revised by and their name." (If they are typing, have them save this copy of the document as a version with their name in the comments section) Have them sign their name below. Be sure to print this draft out to prove that it was done, if you are typing.

student signature

STEP 4: Based on the suggestions of your partner, write your second draft (Or type your changes into the second draft using track changes. All of your changes will show up in a different color.) Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with your partner's suggestions and your second draft with the (track) changes to your teacher and have your teacher initial below to show that it was done on time. Save your changes as a version and be sure to print it out to prove that it was done.

_____ teacher initials

STEP 5: Have one of your classmates edit your essay (using Track Changes, if you are typing) using the **Editing Skills List** directly on your second draft. When they are done, have them save their changes as a version. Then ask them to print the version out and sign the top of the first page. Have them sign and print their name below.

_____ classmate's printed name

_____ classmate's signature

Show your teacher this edited version with all of your other versions. Get your teacher's initials below to show that it was done on time.

_____ teacher initials

STEP 6: Polish this final draft of your essay. Type it up. (Or using Track Changes, accept or reject the changes in your essay. Get rid of all comments, making sure that you have done each of them before deleting.) Follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this requirements sheet on top, your **Reflective Writing Rubric**, typed final draft free of all comments and track changes, edited version, your revised version, your partner's revisions version, your first draft, and your circle diagram. Have your teacher initial below to show that she received this final product on time. Turn it all in. (Your teacher may ask you to turn the essay in saved to a disk. Print the final version anyway so that you can place it in your portfolio.)

_____ teacher initials

GRADING PROCEDURE:

YOUR GRADE:

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____
Second Draft	6 points	_____
W/ your changes		
Peer Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____

total possible 42

YOUR _____
TOTAL

To figure out your grade, divide your total points by the total points possible. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below