

ERWC: The Leopard Man Writing Activities

Activity 13: Consider the Writing Task

Reading the assignment carefully to make sure you address all aspects of the prompt is important. As you read the prompt, list the tasks it requires you to do.

Logan Feys argues, “To be human is to be an individual human, with individual tastes, talents, values, and aspirations that are distinct from those of others. Living in society, we are under constant pressure to surrender our individuality to the will of the majority, the school, the workplace, the family, etc.” (par. 6).

Do you agree with Feys? Write a well-developed essay discussing the degree to which you agree or disagree with Feys’ argument about individuality and society. Use examples from the text and your personal experience to support your opinion.

The prompt requires you to:

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Activity 14A: Getting Ready to Write (10 pts)

The following exercises will help you move from reading to writing.

Freewrite/Brainstorm: Read the essay topic again, and take a minute to think about it. When your teacher says “start,” write for 10 minutes about the topic. Don’t worry about spelling, grammar, or complete sentences at this point—just keep your pen moving on paper. If you run out of things to say, repeat some ideas you may have already written. Do not stop writing until your teacher tells you to

Discuss one example you can use to support this main idea.	
How does this example support your main idea?	
Main Idea #2	
What is your next main idea?	
Discuss one example you can use to support this main idea.	
How does this example support your main idea?	
Main Idea #3	
What is your next main idea?	
Discuss one example you can use to support this main idea.	
How does this example support your main idea?	
Main Idea #4	
What is your next main idea?	

Discuss one example you can use to support this main idea.	
How does this example support your main idea?	

Activity 15: Formulating a Working Thesis

A thesis statement is the controlling idea for your essay. The following questions will help you develop a tentative thesis statement. Record your answers to these questions in complete sentences.

- What is your tentative thesis? (Check your essay organizer for your topic and opinion.)

- What are the main ideas you want to write about in your essay?

- What evidence have you found for your main ideas (e.g., facts, statistics, statements from authorities, personal experiences, anecdotes, scenarios, and examples)?

- How much background information do your readers need to understand your topic and thesis?

- If readers were to disagree with your message, what would they say? How would you address their concerns (what would you say to them)?

Once you have responded to these questions and done some thinking about your focus and purpose, try the following activity:

Rather than writing a single-sentence tentative thesis or drafting a one-sentence thesis statement, try to capture the “gist” of your argument in a few sentences—maybe six. Once you have completed that task, read your statement and identify what is most important about it, what is the key message it is trying to send. Then, revise your statement by reducing your message to one or two sentences. Reflect on it again. Once you have completed that task, reduce it to one sentence. Now, write a title for your paper.

Space for working on thesis:

FINAL THESIS STATEMENT: _____

PAPER TITLE: _____

Activity 16: Preparing for In-Class Essay

Starting with your brainstorming notes, freewrites, and/or other materials you have generated, write an outline for your essay. Just get your ideas down on paper. You will be able to organizing your thoughts and develop more ideas on the day you write.

Activity 17: Considering Structure (40 pts)

Here are some suggestions to help you organize your thoughts:

Introduction

You will want to include the following in your introductory paragraph:

1. A “hook” to get the reader’s attention:

2. Background information the audience may need:

3. A thesis statement along with some indication of how the essay will be developed

Body #1

1. Topic Sentence- Identify First Main Idea:

2. Example to Support Main Idea:

3. How This Example Supports Main Idea/How it disproves a counterargument:

4. Close/Transition into New Idea:

Body #2

1. Topic Sentence- Identify Second Main Idea:

2. Example to Support Main Idea:

3. How This Example Supports Main Idea/How it disproves a counterargument:

4. Close/Transition into New Idea:

Body #3

1. Topic Sentence- Identify Third Main Idea:

2. Example to Support Main Idea:

3. How This Example Supports Main Idea/How it disproves a counterargument:

4. Close/Transition into New Idea:

Conclusion

You will want to include the following in your introductory paragraph:

1. A refresher of your most important points (Switch up your wording! Don't be repetitive!):

2. Indicates the significance of your argument—the “so what?” factor:

On the day of the in-class essay, make sure your essay includes the following:

Content:

- Information that presents support for your argument
- Information that refers to different points of view or what others have to say about the topic
- Information that addresses what others say by doing the following:
 - Refuting them
 - Acknowledging them but showing your argument is better
 - Granting them altogether but showing they are irrelevant
- Evidence that shows you have considered the values, beliefs, and assumptions of the audience; your own values, beliefs, and assumptions; and some common ground that appeals to the various points of view

Formating:

- MLA Header
- Creative Title
- Parenthetical citations when referencing the text
- Double-spaced, 12 pt font

When you finish, you will need to turn your essay in through Google Classroom.