

ERWC: Age Of Responsibility Writing Activities

Activity 1: Considering the Writing Task

Writing Prompt:

What is the age of responsibility? That is, when should a person be considered to be an adult? Use your notes, readings, observations, and experiences to support your position. In your response, be sure to consider all three “R’s” (rites, responsibilities, rights) involved in becoming a mature person (adult).

What do you believe is the age of responsibility? Why this age?	
What does responsibility mean to you?	
What is the difference between a rite, responsibility, and right?	

Activity 2: Taking a Stance--Formulating a Working Thesis

Prompt: What is the age of responsibility? That is, when should a person be considered an adult?

Identify the subject of your paper	The Age of Responsibility
Turn your subject into a guiding question	At what age should a person be considered an adult?
Answer your question with a statement	
Refine this statement into a working thesis	In defining the "age of responsibility," a person should be considered an adult at the age of _____ because _____ and _____.

Activity 3: Evidence, Counterargument, and Background Information

Directions: Review your Thesis Generator to answer the following questions.

Question	Detailed Examples (What you plan to use)	Defense (why it's valid/reasonable)
What evidence do you plan to use to support your thesis? (facts, statistics, statements from authorities, personal experience, anecdotes, scenarios, quotes from text)		
How much background information do your readers need to understand your topic and thesis? (Provide examples of what you think you might say and then defend <i>why</i> this information is relevant to the topic of your		

essay)		
If readers were to disagree with your thesis or the validity of your support, what would they say (counterargument)? How would you address their concerns? (What would you say to them?)		

Activity 4: Considering Structure--An Outline

Directions: Review the sample outline below and then draft your own (on next page)

I. Introduction

- A. Attention Getter--question, startling statement, quote, anecdote, definition
- B. Brief background information
- C. Establish importance of the topic
- D. Thesis statement

II. Body Paragraph 1

- A. Topic sentence for Point 1
 - 1. Evidence
 - 2. Analysis
 - 3. Evidence
 - 4. Analysis
 - 5. Closure

III. Body Paragraph 2

- A. Topic sentence for Point 2
 - 1. Evidence
 - 2. Analysis
 - 3. Evidence
 - 4. Analysis
 - 5. Closure

IV. Conclusion

- A. Connection back to the thesis statement
- B. Evaluation of the connections of the topic / thesis to larger ideas / significance
- C. Identification of new steps / new questions raised by the writing

Your Turn: *Draft your own outline to use for your in-class essay. These are just ideas; it is not a complete draft.*

1. Introduction

a. Attention Getter (how will you hook your readers' attention?)

b. Two-Three points of background information

c. Statement of the importance of the topic

d. Thesis statement

2. Body Paragraph 1

a. Topic sentence

b. Evidence 1

c. Analysis 1

d. Evidence 2

e. Analysis 2

f. Closure/Transition

3. Body Paragraph 2

a. Topic sentence

b. Evidence 1

c. Analysis 1

d. Evidence 2

e. Analysis 2

f. Closure

4. Conclusion

a. Restate Your Thesis in **Different** Words

b. Restate Your Two Main Arguments in **Different** Words

c. Connections to larger ideas / how topic is significant (important)
