Reflection

Peer Editing:

 Peer editing helped me to fix mistakes that I didn’t see or necessarily view as mistakes but others did. It helped me in a big way figure out how to write without using “I” so much. That is a problem I have and my partner’s suggested I fix that, so I was able to teach myself ways around using that word. Being the peer editor was good for me because it gave me a chance to see other ways of writing. But besides that, I feel like I did a pretty good job as a peer editor and gave the feedback to the best of my ability.

My Writing:

 Some strengths I had with this essay were writing the thesis statement and being able to talk about my past experiences. I also found it easy to use the MLA formatting, because I used it a lot in high school so this was just a review. Something I had a problem with was using the word “I” too much. Although this was an essay about myself, “I” will be used, I tend to overuse it because it is easy word to just put in a sentence. I eventually fixed my paper and took out some of those mistakes.

|  |  |
| --- | --- |
|

|  |
| --- |
| **Introduction Rubric**Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Hook**  | Hook captivates the audience and makes them want to know more.  | A hook was attempted and somewhat captivates the reader’s attention.  | Hook was attempted but the reader is not engaged.  | Hook is missing and/or reader is not engaged.  |
| **Length**  | Paragraph meets the length requirement.  | Paragraph is missing 1 sentence in order to meet length requirement.  | Paragraph is missing multiple sentences in order to meet the length requirement.  | Paragraph is not developed and does not meet the length requirement.  |
| **Thesis Statement**  | Thesis statement is easily identifiable and contains all the qualities of a good thesis. The location of the thesis is also correct.  | The thesis is identifiable but the statement does not contain all the elements of a strong thesis statement. The location of the thesis is correct.  | The thesis statement is lacking in areas and/or is in the wrong location.  | The thesis statement is not included in the intro. paragraph.  |
| **Progress**  | Substantial effort and progress has been made through the creation of the map, first draft, and now the second draft of the intro.  | Progress had been made through the creation of the map, first draft, and now the second draft of the intro.  | Little progress has been made through the creation of the map, first draft, and now the second draft of the intro.  | No progress has been made through the creation of the map, first draft, and now the second draft of the intro.  |

|  |  |
| --- | --- |
|

|  |
| --- |
| **Body Paragraphs Rubric** |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | **3**  | **2**  | **1**  | **0**  |
| **Transitions**  | Transitions are easily identifiable at the beginning of each paragraph and also are used correctly within the paragraphs to take the reader from one idea to the next.  | Transitions are identifiable and are used within the paragraphs to take the reader from one idea to the next.  | Transitions are only used at the beginning of paragraphs.  | No transitions were stated.  |
| **Topic Sentence**  | The topic sentence clearly informs the reader of the subject of the body paragraphs.  | The topic sentence informs the reader of the subject of the body paragraphs.  | The topic sentence does not directly link to the main idea of the body paragraph.  | The topic sentence does not inform the reader of what they should expect to see in the body paragraph.  |
| **Supporting Sentences**  | The sentences clearly support the topic sentences and there is enough details included to meet length requirement.  | The sentences supports the topic sentences and there is enough details included to meet length requirement.  | The sentences are not easily readable and do not support the topic sentence; in turn, does not meet the length requirement.  | Missing supportive sentences.  |
| **Wrap-up**  | The paragraph has a sense of conclusion about it with the last sentence tying the reader back to the topic sentence.  | The paragraph is complete but needs to be tied back to the topic sentence a little more clearly.  | The paragraph needs more wrap-up so that the reader is reminded of the topic sentence and main idea stated within the paragraph.  | The body paragraph is stopped abruptly.  |
| **Aligned with Thesis Statement**  | The paragraphs is directly aligned with the thesis statement  |    |    | The paragraphs is not aligned with the thesis statement.  |
| **Conventions**  | The paragraphs are free of most grammar mistakes such as cap., end marks, and spelling.  | The paragraphs are have few grammar mistakes such as cap., end marks, and spelling, but are still comprehendible.  | The paragraphs are difficult to understand due to grammar mistakes such as cap., end marks, and spelling.  | The paragraphs are not comprehendible due to grammar mistakes.  |

|  |  |
| --- | --- |
|

|  |
| --- |
| **Conclusion Paragraph** |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY  | 3  | 2  | 1  | 0  |
| Transition  | The transition into the paragraph are easily identifiable at the beginning of paragraph and also are used correctly within the paragraphs to take the reader from one idea to the next.  | Transitions are identifiable and are used within the paragraphs to take the reader from one idea to the next.  | Transitions are only used at the beginning of the paragraph.  | No transitions were stated.  |
| Topic Sentence  | The topic sentence clearly informs the reader of the subject of the body paragraphs.  | The topic sentence informs the reader of the subject of the body paragraphs.  | The topic sentence does not directly link to the main idea of the body paragraph.  | The topic sentence does not inform the reader of what they should expect to see in the body paragraph.  |
| Supporting Sentences  | The sentences clearly support the topic sentences and there is enough details included to meet length requirement.  | The sentences support the topic sentences and there are enough details included to meet length requirement.  | The sentences are not easily readable and do not support the topic sentence; in turn, does not meet the length requirement.  | Missing supportive sentences.  |
| Impact | The paragraph has a sense of conclusion about it leaving the readers strongly impacted and/or influenced. | The paragraph has a sense of conclusion about it leaving the readers slightly impacted and/or influenced | The paragraph needs more wrap-up so that the readers are reminded of the original purpose. The paragraph is lacking a sense of closure.  | The body paragraph is stopped abruptly.  |
| Restates the Thesis Statement  | Yes |    |    | NO  |

My Final Draft

Amanda Boehm

Jade Bittle

English 111.11

18 September 2012

Literacy

 Literacy has been defined as “using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential” (Literacy). Being literate not only means being able to read, but also to write and speak in a grammatically correct form. In life, people encounter positive and negative literacy situations. The things people do in these situations can greatly affect how literate they are for the rest of their lives. It is important that one is literate because it is a skill that will be used all throughout life.

One skill that is very important for everyone to learn is reading. Once someone is taught to read, they use that ability for the rest of their lives, everywhere they go, with everything they do. I learned to read in kindergarten. Before learning, I remember thinking that all I wanted to do was be able to read and I also remember being very determined. When I first learned how to read, it was one of my favorite activities. I read to everyone, every book I could find. Ecstatic is an understatement for how proud I was for myself. Learning to read was one of the biggest accomplishments of my life, because it is something that will be used throughout my entire life. Reading is a part of my everyday life and always will be. Therefore, being taught to read and actually comprehending and learning how to read has been one of the biggest accomplishments in my life which is why it is important for every child to learn.

Another important part of literacy is speaking. One should learn to speak in a grammatically correct form, and also be taught to speak in front of people. Speaking grammatically correct helps someone sound more intelligent not only in general, but in the topic they are talking about. Learning to speak in front of an audience should be learned because people have to make presentations and speeches many times throughout life. In the ninth grade, I was in an English class, and we were told to create a poem which we would then have to recite to the class. At the time I was not comfortable speaking in front of people at all. We had a few days to write our poem and practice reciting it. Practice makes perfect, but in this case I was too nervous and the practice did not help. When nerves kick in, my speech gets extremely fast. I got up to the front of the class, and began reading my poem. As the words came out, they started slow and steady, calm and cool. With one glance up from my paper at the crowd in front of me, my speech began to speed away from me. No one understood anything I had just read. Thankfully, I still received a good grade on the presentation, but had to learn to slow down. From that point on when speaking in public, I just have to take a few breaths to tell myself to calm down and that it will be okay. Now, speaking in front of an audience is no longer a challenge for me. Speaking is something that I will always do, for the rest of my life, and I am thankful for that experience because now I know how speaking should be.

Another important part of Speaking that ties in with being literate is learning to speak about things in front of an audience without having to look at anything or read off of something. It is important that someone knows how to speak fluently about a topic without having to read straight off of something. When being able to talk about a topic without looking, it makes someone look more intelligent and knowledgeable on the topic they are talking about. In twelfth grade, I was in a Native American class, and many times we had to do presentations about a specific topic we were learning about. One time in particular, the class was given a group project on Indian Tribes, and we were asked to make a poster board on the topic, present it to the class but without looking. We were then graded on how many times we had to look at the board for information while we were presenting. My group made the poster board, and tried to learn each of our sections to talk about. It was kind of difficult, because there was a lot of information. While presenting this project, it was hard not to look at the board. But my group did pretty good for our first time of having to do this. I only looked at the board twice. Having to talk about my subjects without looking, taught me to be a better speaker. I now know I have to be very familiar with the topic, because it made me more confident when having to publicly speak. I know that if I know my topic, everything should go okay. Now, when having to speak in front of people, I try to learn my topic to the best of my ability so I am somewhat comfortable when speaking about it. Being in college, I know I will have to do a few presentations, and maybe even at my job when I am older. But then I will know how to prepare for the presentation. I am thankful for being given these public speaking tasks and believe it is important that everyone have tasks like these to prepare them for speaking in front of an audience.

All in all, having these experiences has taught me many things. They have taught me to read, how to speak in front of an audience and how to speak in front of an audience without referring to anything to help me present. Being literate will not only help me throughout the rest of my college career, but also with my job and just about anything else I will do throughout my life. Someone who is not literate has a great disadvantage in life because of how much we use these skills. Being literate not only includes being able to read, but being able to speak and write as well.

Works Cited

“Literacy Statistics.” *Begin to Read.* Web. 27 Sept. 2012.

<http://www.begintoread.com/research/literacystatistics.html>.

My Second Draft

Amanda Boehm

Jade Bittle

English 111.11

18 September 2012

Literacy

 Literacy has been defined as “using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential”. Being literate not only means being able to read, but also to write and speak in a grammatically correct form. In life, people encounter positive and negative literacy situations. What people do in these situations can greatly affect how literate they are for the rest of their lives. It is important that one is literate because it is a skill that will be used all throughout life.

Reading is something that is very important for a child to learn. Once someone is taught to read, they use that ability for the rest of their lives, everywhere they go, with everything they do. I learned to read in kindergarten. Before learning, I remember thinking that all I wanted to do be able to read and also remember being very determined. When I first learned how to read, it was one of my only activities. I read to everyone, every book I could find. Proud is an understatement for I felt for myself. Learning to read was one of the biggest accomplishments of my life, because it is something that will be used throughout my entire life. Reading is a part of my everyday life and always will be. Therefore, being taught to read and actually comprehending and learning how to read has been one of the biggest accomplishments in my life which is why it is important for every child to learn.

Speaking is also an important part of being Literate. One should learn to speak in a grammatically correct form, and also be taught to speak in front of people. Speaking grammatically correct helps someone sound more intelligent not only in general, but in the topic they are talking about. Learning to speak in front of an audience should be learned because people have to make presentations and speeches many times throughout life. In the ninth grade, I was in an English class, and we were told to create a poem which we would then have to recite to the class. At the time I was not comfortable speaking in front of people at all. We had a few days to write our poem and practice reciting it. Practice makes perfect, but in this case I was too nervous and the practice did not help. When nerves kick in, my speech gets extremely fast. I got up to the front of the class, and began reading my poem. As the words came out, they started slow and steady, calm and cool. With one glance up from my paper at the crowd in front of me, my speech began to speed away from me. No one understood anything I had just read. Thankfully, I still received a good grade on the presentation, but had to learn to slow down. From that point on when speaking in public, I just have to take a few breaths to tell myself to calm down and that it will be okay. Now, speaking in front of an audience is no longer a challenge for me. Speaking is something that I will always do, for the rest of my life, and I am thankful for that experience because now I know how speaking should be.

Another important part of Speaking that ties in with being literate is learning to speak about things in front of an audience without having to look at anything or read off of something. It is important that someone knows how to speak fluently about a topic without having to read straight off of something. When being able to talk about a topic without looking, it makes someone look more intelligent and knowledgeable on the topic they are talking about. In twelfth grade, I was in a Native American class, and many times we had to presentations about a specific topic we were learning about. One time in particular, the class was given a group project on Indian Tribes, and we were asked to make a poster board on the topic, present it to the class but without looking. We were then graded on how many times we had to look at the board for information while we were presenting. My group made the poster board, and tried to learn each of our sections to talk about. It was kind of difficult, because there was a lot of information. While presenting this project, it was hard not to look at the board. But my group did pretty good for our first time of having to do this. I only looked at the board twice. Having to talk about my subjects without looking, taught me to be a better speaker. I now know I have to be very familiar with the topic, but because it made me a more confident speaker. I know that if I know my topic, everything should go okay. Now, when having to speak in front of people, I try to learn my topic to the best of my ability so I am somewhat comfortable when speaking about it. Being in college, I know I will have to do a few presentations, and maybe even at my job when I am older. But then I will know how to prepare for the presentation.

Having these experiences has taught me many things. They have taught me to read, how to speak in front of an audience and how to speak in front of an audience without referring to anything to help me present. Being literate will not only help me throughout the rest of my college career, but also with my job and just about anything else I will do throughout my life. Someone who is not literate has a great disadvantage in life because of how much we use these skills. Being literate not only includes being able to read, but being able to speak and write as well.

Works Cited

“Literacy Statistics.” *Begin to Read.* Web. 27 Sept. 2012.

 <http://www.begintoread.com/research/literacystatistics.html>.

My First Draft

Amanda Boehm

Jade Bittle

English 111.11

18 September 2012

Literacy Experiences

 Literacy has been definedas, “Using printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential”(“Literacy”). Being literate not only means being able to read, but also to write and speak in a grammatically correct form. In life, people encounter positive and negative literacy situations. What people do in these situations can greatly affect how literate they are for the rest of their lives.It is important that one is literate because it is a skill that will be used all throughout life.

Reading is something that is very important for a child to learn. Once someone is taught to read, they use that ability for the rest of their lives, everywhere they go, with everything they do. I learned to read in kindergarten. I remember thinking that all I wanted to do was be able to read. I was determined. When I first learned how to read, all I did was read, to everyone, every book I could find. I was so proud of myself. Learning to read was one of the biggest accomplishments of my life, because it is something I will always use. Reading is a part of my everyday life and always will be.Therefore, being taught to read and actually comprehending and learning how to read has been one of the biggest accomplishments in my life.

Speaking is also an important part of being Literate. One should learn to speak in a grammatically correct form, and also be taught to speak in front of people. Speaking grammatically correct helps someone sound more intelligent not only in general, but in the topic they are talking about. Learning to speak in front of an audience should be learned because people have to make presentations and speeches many times throughout life. In the ninth grade, I was in an English class, and we were told to create a poem which we would then have to recite to the class. At the time I was not comfortable speaking in front of people at all. We had a few days to write our poem and practice reciting it. I practiced, but it didn’t help. I was extremely nervous, and when I get nervous, I tend to talk fast. I got up to the front of the class, started to read my poem, but I started talking entirely too fast. No one understood anything I had just read. Thankfully, I still received a good grade on the presentation, but I had to learn to slow down. From that point on, I know when I get up to speak, I just have to take a few breaths tell myself to calm down and that it will be okay. Now, I do not have such a hard time speaking in front of an audience. Speaking is something that I will always do, for the rest of my life, and I am thankful for that experience because now I know how speaking should be.

Another important part of Speaking that ties in with being literate is learning to speak about things in front of an audience without having to look at anything or read off of something. It is important that someone knows how to speak fluently about a topic without having to read straight off of something. When being able to talk about a topic without looking, it makes someone look more intelligent and knowledgeable on the topic they are talking about. In twelfth grade, I was in a Native American class, and many times we had to presentations about a specific topic we were learning about. One time in particular, the class was given a group project on Indian Tribes, and we were asked to make a poster board on the topic, present it to the class but without looking. We were then graded on how many times we had to look at the board for information while we were presenting. My group made the poster board, and tried to learn each of our sections to talk about. It was kind of difficult, because there was a lot of information. While presenting this project, it was hard to not look at the board. But my group did pretty good, for our first time of having to do this. I only looked at the board twice. Having to talk about my subjects without looking, taught me to be a better speaker. Not only because I know have to be very familiar with the topic, but because it made me a more confident speaker. I know that if I know my topic, everything should go okay. Now, when having to speak in front of people, I try to learn my topic to the best of my ability so I am somewhat comfortable when speaking about it. Being in college, I know I will have to do a few presentations, and maybe even with something when I am older. But then I will know how to prepare for the presentation.

Having these experiences has taught me many things. They have taught me to read, how to speak in front of an audience and how to speak in front of an audience without referring to anything to help me present. Being literate will not only help me throughout the rest of my college career, but also with my job and just about anything else I will do throughout my life. Someone who is not literate has a great disadvantage in life because of how much we use these skills. Being literate not only includes being able to read, but being able to speak and write as well.

Works Cited

“*Literacy Statistics.”* Begin to Read. Web. 18 Sept. 2012.

<http://www.begintoread.com/research/literacystatistics.html>