

8 January 2016

- Pick your group with at least one new person different than day one or two to help better the writing. COED OPTIONAL
- Binder Blockade - Poetry Term Vocab Quiz
- Check TWA #3 Draft 3 During Quiz
- TWA #3 - Peer Editing
- **Homework - TWA #3 Revision #3 and Draft #4, the final draft to be evaluated, is due at the start of class Tuesday; time will be given all hour to revise and prepare a final copy. Anyone typing will receive an extra 5% on the final grade.**

**Original Version of Sample TWA 33**

Get ready for the best dish of your life. My steak is the greatest. It has great seasonings and is cooked to perfection. It is very juicy and tender and will cause you to want more after every bite. Get ready to want to try my steak.

**Draft #3**

Prepare to escape with a steak of unique sensation. The seared-in seasonings tickle the taste buds of the magnificently grilled bone-in rib-eye; additionally, juices stream as the fork, yes a fork, melts through the tenderness from one bite to the next. Chef Ramsey exclaimed following one morsel, "Bloody best presentation and flavor ever experienced!" Settle in and appreciate flawless perfection.

## Day 3 – Step 1

- Get into groups of no more than three
- Each person will evaluate each paper for the following:
  - a. Circle any auxiliary verbs (3<sup>rd</sup> time)
  - b. underline any active voice (action verbs) (3<sup>rd</sup> time)
  - c. box any form of "you", 2nd person POV (3<sup>rd</sup> time)
  - d. bracket any form of 1st person (I, me, my, mine, etc.) (2<sup>nd</sup> time)
  - e. "X" out any contractions - they use "to be" verbs (2<sup>nd</sup> time)
  - f. Place parenthesis around a transition used to connect one thought to the other. (2<sup>nd</sup> time)
  - g. hi-lite the quote

## Day 3 – Step 2

- Tabulate the results of the analysis (Now that each person has seen each paper, one person can tabulate the findings.)

List Issues on the paper for the author to see.

# of words: \_\_\_\_\_

List each use of a "to be" verb:

List each use of an active verb:

# of "you": \_\_\_\_\_

# of 1<sup>st</sup> person: \_\_\_\_\_

List the contractions to be removed:

Was a transition used effectively and correctly?

State on the paper either, "A quote was used." or "A quote WAS NOT used."

If the quote was not from a person of authority and/or a person not related to the topic, write the problem on the person's paper.

## Day 3 Step 2 (another reminder of the rubric)

Sample Rubric

\_\_\_ (4) No Auxiliary Verbs (all or nothing)

\_\_\_ (4) No 1st Person (all or nothing)

\_\_\_ (4) No 2nd Person (all or nothing)

\_\_\_ (4) No Contractions (all or nothing)

\_\_\_ (4) Format - paragraph, neatly written, double-spaced, and  
MLA heading with creative title (partial points possible)

\_\_\_ (2) Grammar - sentence structure and spelling (all or nothing)

\_\_\_ (2) Transition – purposeful and meaningful

\_\_\_ (4) Word Choice – Avoids weak verbs (all or nothing)

See Next Slide

\_\_\_ (4) Quote – credible source and bolsters position of paper

\_\_\_ (8) How Convincing (partial points possible)

Day 3- Step 3 (3<sup>rd</sup> and Final Revision – 60 words max)

- Rewrite to ensure the final paragraph results in a perfect score on each category.

## Action Verbs (weak or low quality)

Become(s)	Leave(s)(ing)	See(s)(ing)
Became	Left	Sit(s)(ing)
Cause	Like(s)(ed)(ing)	Sat
Come(s)(ing)	Look(s)(ing)(ed)	Talk(s)(ed)(ing)
Find(s)(ing)	Make(s)(ing)	Take(s)(ing)
Found	Made	Took
Go(es)(ing)	Put(s)(ing)	Tell(s)(ing)
Get(s)(ing)	Say(s)(ing)	Told
Got	Said	Try(s)(ed)(ing)
Keep(s)(ing)	Saw	Went
Kept		