

## WRITING THE EXPOSITORY ESSAY

### CTY Course Syllabus

#### DAY 1: MONDAY

When	What	How
Morning	<ul style="list-style-type: none"> <li>▪ Students learn the importance of establishing a productive “Writers Community.”</li> <li>▪ Students demonstrate what knowledge they’ve brought with them to CTY and discuss what they’d like to take away from the experience.</li> <li>▪ Students are introduced to the classroom philosophy and the instructors’ philosophy of writing.</li> <li>▪ Students are introduced to “expository writing.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm class “rules” and design posters which will foster a dynamic writing community as an extension of the CTY Honor Code.</li> <li>▪ Sign the Honor Code.</li> <li>▪ Students write down goals, expectations, and ideas for our course.</li> <li>▪ Students are also asked to examine the selected text for titles that might be interesting to read or discuss.</li> <li>▪ Take the “Pre-test” for the course.</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Students learn elements of first-person, narrative essays and look closely at Amy Tan’s “Mother Tongue” and Judith Ortiz Cofer’s “The Myth of the Latin Woman” as examples.</li> <li>▪ Students begin brainstorming and writing about stereotypes and identity issues as a step toward developing their first essay.</li> </ul>	<ul style="list-style-type: none"> <li>▪ As a class we “debunk the myths” about writing by brainstorming a list of “rules” we know and separating the conventions from the myths on the chalkboard. Do we agree? Do any belong on both chalkboards?</li> <li>▪ Read “Mother Tongue” by Amy Tan (417-423) and answer question #4 on page 423.</li> <li>▪ Class discusses Tan’s essay overall and relates it to our own experiences with language and identity.</li> <li>▪ Free-write about their own cultural identity or about how others’ perceptions have affected their sense of self (“rules” of free-writing a briefly covered).</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Students are introduced to the triple A philosophy of reading—Appreciate, Annotate, Analyze.</li> <li>▪ This technique is applied to a close reading of a short passage</li> </ul> <p>Students will continue pre-writing and brainstorming for their identity essay</p>	<ul style="list-style-type: none"> <li>▪ Close reading of Sandra Cisneros’s “My Name” from <u>House on Mango Street</u>.</li> <li>▪ Discussion of themes and figurative language unearthed during triple A reading.</li> <li>▪ Students write a paragraph called “The story of my name.”(This prompt is purposefully open to interpretation).</li> </ul>

**DAY 2: TUESDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"><li>▪ Introduction to critical reading strategies</li><li>▪ Practice the Appreciate, Annotate, Analyze process</li><li>▪ Introduction to rhetorical strategies</li><li>▪ Examples of rhetorical choices authors make</li></ul>	<ul style="list-style-type: none"><li>▪ Finish and Share “My Name” passages</li><li>▪ Instructors deliver a more detailed lesson on annotating texts and other critical reading strategies, including keeping a Vocabulary Journal, which will be a required item in their final portfolios; students refer to pages 1-8 of <i>50 Essays</i> for further advice.</li><li>▪ Students read, annotate, and respond to “The Myth of the Latin Woman: I Just Met a Girl Named Maria” by Judith Ortiz Cofer (112-118)</li><li>▪ Mini-Lecture / Overview: The power of language, introduction to public resonance and civic engagement.</li><li>▪ Focused Free Write: How I see myself, How others see me, How I’d like to be seen. Students begin extending one of their identity paragraphs (my language, my name, how others see me, etc.) by working on detail, word choice, and figurative language. At least one completed, revised paragraph by break. (If finished, either read about paragraph strategies—pp. 39-57 in <i>Rules</i>, read an essay of choice in the main text, or look up and write down definitions of found vocabulary words.</li></ul>

When	What	How
Afternoon	<ul style="list-style-type: none"> <li>▪ Example of rhetorical choices authors make</li> <li>▪ Practice using and examining rhetorical strategies in student's own writing</li> <li>▪ Refer to textual examples if necessary (modeling)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hurston's "How it feels to be colored me" used to illustrate the abstraction line, especially focusing on the last paragraph.</li> <li>▪ Draw the abstraction line on the board and ask students to place particular words where they might go (in order to distinguish concrete and abstract language).</li> <li>▪ Students return to passages they've written and use different colored highlighters to identify the abstract and concrete language they've included.</li> <li>▪ Listen to "Strange Fruit" by Nina Simone and respond to the imagery and theme.</li> <li>▪ Place details from the song on the abstraction line. Which is more effective in making the reader believe? What other elements in the lyrics or vocals resonate or lend power to the message?</li> <li>▪ Read and discuss "Clack of Tiny Sparks: Remembrances of a Gay Boyhood" in 50 ESSAYS and discuss, focusing on the abstract and concrete language used therein.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Evening</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revision of rhetorical choices paragraphs, polishing paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>▪ We continue to cover passive versus active verbs; students volunteer to read sections of <i>Rules for Writers</i> pp. 84-87.</li> <li>▪ Online exercise; whole class participates. <a href="http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm">http://grammar.ccc.commnet.edu/grammar/quizzes/passive_quiz.htm</a></li> <li>▪ Students continue revising paragraphs to submit to the instructor for feedback.</li> <li>▪ Students finish revising paragraphs to submit to the instructor for feedback.</li> <li>▪ Students who finish early begin reading (appreciate, annotate, analyze) "On Being a Cripple" by Nancy Mairs (267-279)</li> </ul>

**DAY 3: WEDNESDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"><li>▪ In this session, students will learn the importance of pushing essays further by intensive and recursive prewriting.</li><li>▪ Students learn how to assemble varied prewriting into a focused and organized essay</li></ul>	<ul style="list-style-type: none"><li>▪ Share work completed in study hall</li><li>▪ Discussion of revising and strengthening paragraphs</li><li>▪ In small groups students do a close reading and answer prompts to present to the class, focusing on theme, structure, and technique. Passages include Mairs “On Being a Cripple,” Staples “Just Walk on By,” Liu “Notes of Native Speaker,” Mukhujee “Two Ways to Belong in America,” Walker “Beauty: When the Other Dancer is the Self,” Rose “I Just Wanna Be Average,” and White “Once More to the Lake.”</li></ul>
Afternoon	<ul style="list-style-type: none"><li>▪ Discussion of prewriting strategies</li><li>▪ Implementation of discussed prewriting techniques into student’s own work</li><li>▪ Opportunity for Peer Review/Group Feedback</li></ul>	<ul style="list-style-type: none"><li>▪ Class discussion of invention, planning, and drafting strategies</li><li>▪ Students might add some of their own strategies to the list.</li><li>▪ Students try a prewriting technique that they may not have tried before (Identity as the topic).</li><li>▪ Students search for a controlling theme for the identity essay and write it in one sentence or phrase.</li><li>▪ Introduction to brainstorming techniques and strategies, emphasizing the “Webbing” technique. Instructors show samples and have students create their own “Webs” using the theme of identity as the controlling thread.</li><li>▪ Students receive instructor feedback on original paragraphs and ideas from instructors for how to develop and organize their first essay.</li><li>▪ Students continue brainstorming for a focus and planning for how to organize their first essay.</li><li>▪ Students share prewriting, controlling theme, and organization ideas in small groups and get feedback from peers.</li></ul>
Evening	<ul style="list-style-type: none"><li>▪ Drafting Time</li></ul>	<ul style="list-style-type: none"><li>▪ Drafting time . . . Mini-Conference with Instructor (guidance, etc as questions arise)</li></ul>

**DAY 4: THURSDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"><li>▪ Continued drafting time</li><li>▪ Discussion of Peer Reviewing techniques</li><li>▪ Students given the opportunity to implement these strategies in their own and their peer's work</li></ul>	<ul style="list-style-type: none"><li>▪ Reflection on the writing and revision process so far</li><li>▪ Drafting time . . . One on one time with instructors (guidance, etc as questions arise) – commenting on and conferencing about essays . . .</li><li>▪ <b>SUGGESTED READING</b> (for those students finished and waiting to receive feedback)</li><li>▪ Introduction to the philosophy of peer review (TAG). <b>T</b>ell one you like, <b>A</b>sk one Question, <b>G</b>ive one suggestion. Emphasis placed on constructive criticism that will be useful to the writer in the revision process.</li><li>▪ Students will then form groups of three to practice the TAG technique of peer review.</li></ul>
Afternoon	<ul style="list-style-type: none"><li>▪ Introduction to revising / editing process</li><li>▪ Discussion of appropriate computer usage</li><li>▪ <b>COMPUTER LAB</b> to begin drafting Identity essay</li></ul>	<ul style="list-style-type: none"><li>▪ Brief introduction to the process of Revising vs. Editing and strategies of arrangement.</li><li>▪ Technology Contracts. Explanation of Library Computer Lab Protocol</li><li>▪ Students will have time to draft, focusing on arrangement and organization for their identity essay.</li><li>▪ Drafting time. Students will now draft incorporating the several types of feedback (peer, instructor, and personal) in order to improve their original drafts.</li></ul>
Evening	<ul style="list-style-type: none"><li>▪ Drafting</li></ul>	<ul style="list-style-type: none"><li>▪ Drafting time. Students should have a clean draft copy to take with them into the computer lab</li><li>▪ If finished, students are provided with guided Free Write topics and are allowed to revise a creative paragraph</li></ul>

**DAY 5: FRIDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Reflection / Discussion of the course and Sharing student work</li> <li>▪ Introduction to Utopian philosophy and literature</li> <li>▪ Introduction to Essay Assignment Two (Utopia)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Class readings</li> <li>▪ Focused Free Write/Brainstorm: “My Utopia”</li> <li>▪ Share “My Utopia” in groups – What are the important elements of a Utopia? We will draw from these responses to form a master list as a class and then discuss how can/does one achieve these elements?</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Considering the United States as a Utopian experiment</li> <li>▪ Prewriting for the Utopia essay</li> </ul>	<ul style="list-style-type: none"> <li>▪ More discussion / debate about the possibility of a utopia</li> <li>▪ Free-Write: Take us to your utopia (describe it)</li> <li>▪ Small Groups: Analyzing the rough and final draft of the Declaration of Independence (why the changes?)</li> </ul>

**DAY 6: SUNDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Evening	<ul style="list-style-type: none"> <li>▪ Analysis of Utopian/Dystopian Texts</li> <li>▪ Students look for inspiration in utopian and dystopian texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read Dystopia handout</li> <li>▪ Read Utopian/Dystopian compilation (<u>Herland, A Brave New World, Utopia, and 1984</u>). Students note and annotate the key elements of these work’s Utopian or Dystopian themes. Students are assigned to small groups to examine the elements and philosophies of these Utopias/Dystopias to present to their classmates informally</li> <li>▪ Read Fritzie Manuel Interview from <i>This is Enlightenment</i> magazine</li> </ul>

**DAY 7: MONDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Discussion of Utopia/Dystopia Readings</li> <li>▪ Personal Utopia Discussion</li> <li>▪ Drafting Time</li> <li>▪ Consider purpose, audience, and theme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students present, in groups, their findings from Study Hall</li> <li>▪ Discussion of CTY as a Utopia or Dystopia</li> <li>▪ Focused Brainstorming/Drafting time for the Utopia essay (what will be the students' approach?)</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Continue planning/drafting Utopia Essay</li> <li>▪ Consider voice, style, and detail (or other means of development)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to Ray Bradbury's reading of the first chapter of <u>Fahrenheit 451</u> and discuss the effects of tone, narrative pacing, metaphor and other stylistic elements, as well as how this is a dystopia and how the author conveys the idea to his reader.</li> <li>▪ Focused writing time: Drafting of our own Utopias/Dystopias/Arguments</li> <li>▪</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Drafting/Conference Time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students complete the first draft of the Utopia Essay, referring to the instructor for comments and with questions.</li> <li>▪ Those that are finished early may peer review with TAG</li> </ul>

**DAY 8: TUESDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	COMPUTER LAB DRAFTING, REVISING, AND EDITING	<ul style="list-style-type: none"> <li>▪ Type up Utopia essays</li> <li>▪ Learn strategies for smaller scale revisions and editing</li> <li>▪ Complete a polished draft to print</li> <li>▪ Early finishers may rework essay one if necessary or read around in the <i>nypl.org utopia exhibition</i>.</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Student Reading / Sharing</li> <li>▪ General introduction to the third essay assignment (What is an Argument?)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading in the chapel?</li> <li>▪ Definition of Argument discussion</li> <li>▪ Class discussion of what it means to "grow up online"</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Viewing and discussion of Frontline's documentary "Growing Up Online"</li> </ul>	← View and respond

**DAY 9 WEDNESDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Students will learn elements of argument, and Classical (Aristotelian) appeals to audience.</li> <li>▪ Analytical Practice (Multiple Sources)</li> <li>▪ Students will learn more about counterargument (what it is, why it's important, and how to do handle it effectively).</li> <li>▪ The elements of argument, argumentative structure, and evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm a list of possible issues to argue about based on the Frontline documentary</li> <li>▪ Read in 50 ESSAYS "Never Just Pictures" by Susan Bordo. Individual analysis of her argument, its claims, evidence, and analysis as well as structure. Students must be prepared to discuss her argument and how they feel they are affected by the media.</li> <li>▪ Brief introduction to argument using Bordo as a model.</li> <li>▪ Brief lecture: Introduction to the elements of academic argumentation</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Brainstorming and Pre-Writing arguments of our own</li> <li>▪ HOW TO DEVELOP A THESIS FOCUS! (SOMEWHERE IN HERE)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group Brainstorming for Argument essay topics and issues</li> <li>▪ Individual Brainstorming and Pre-Writing for Argument essay topics and theses.</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Review of argumentation structure, thesis, and supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read and discuss "Television: The Plug-In Drug" (50 ESSAYS pgs 457 - 466)</li> <li>▪ Answer Question # 2 on 351, focus on diagramming her argument, identifying thesis, claims, and counter argument</li> </ul>

**DAY 10 THURSDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Students learn how to find and narrow an argumentative thesis.</li> <li>▪ ALL ABOUT ARGUMENT</li> <li>▪ Students will practice reading and analyzing an Argument Essay.</li> <li>▪ Focus on and analysis of the 3 Rhetorical appeals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion of the 3 Rhetorical appeals—What kind of evidence is logical? Ethical? Pathetic?</li> <li>▪ Read and discuss Martin Luther King Jr.'s "Letter from Birmingham Jail." In small groups, students each closely read and analyze the rhetorical strategies included therein. We then discuss their effectiveness as a class.</li> <li>▪ Audience/Pre-Writing Worksheet to draw our topics into issues and thesis.</li> <li>▪ Consider how to apply the 3 Rhetorical appeals to your own argument</li> <li>▪ Students finish Audience/Pre-Write Invention Worksheet.</li> </ul>

<b>When</b>	<b>What</b>	<b>How</b>
Afternoon	<ul style="list-style-type: none"> <li>▪ Students will strengthen understanding of the elements of argument.</li> <li>▪ Students will learn how and why to use various types of evidence in support of an argument.</li> <li>▪ How to conduct research and cite sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peer review of thesis and evolving ideas, sharing of Invention Worksheets</li> <li>▪ Prewriting/Drafting time</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Evaluating Research Sources</li> <li>▪ COMPUTER LAB RESEARCH</li> </ul>	<ul style="list-style-type: none"> <li>▪ Handout on finding credible sources and conducting research</li> <li>▪ Evaluating Sources: bogus website <a href="http://www.martinlutherking.org">www.martinlutherking.org</a> and why not <i>always</i> Wikipedia?</li> <li>▪ Researching our arguments—find at least one but no more than three credible sources to use as supporting evidence for your argument</li> </ul>

#### **DAY 11 FRIDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Integrating research into an argument essay</li> <li>▪ Drafting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students read the research they found and begin thinking about how and where to include it in their argument</li> <li>▪ Exercises in paragraphing and avoiding plagiarism (Handout)</li> <li>▪ Prewriting / Planning / Drafting time</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ COMPUTER LAB DRAFTING</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students use all of their gathered research, comments, and drafts to compose or continue composing their argument essays (SUBMIT ROUGH DRAFT TO INSTRUCTORS)</li> </ul>

#### **DAY 12: SUNDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Evening	<ul style="list-style-type: none"> <li>▪ COMPUTER LAB DRAFTING</li> <li>▪ (Finish the argument essay)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Receive argument essays with instructor feedback, reflect on feedback, devise a revision plan and finalize the essay</li> <li>▪ Early finishers may work on revising the utopia or identity essay if necessary.</li> </ul>

**DAY 13: MONDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Reflecting on and sharing our work</li> <li>▪ Introduction to Image Analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflecting on the revision process – What did you choose to revise, what was most helpful in your revision process, what would you have liked to change if you had more time?</li> <li>▪ Readings from student work</li> <li>▪ Brief lecture on the Notice, Focus, Analysis: What details do we notice? What Patterns or Anomalies do we see? What might those things represent?</li> <li>▪ Image Analysis (Art). Practice image analysis with various images</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Short Film and Image Analysis</li> <li>▪ Introduction to <i>MirrorMask</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Practice in depth analysis of short film/ Video: Regina Spektor’s “Fidelity” Construct a sample thesis after Notice and Focus exercise for the video</li> <li>▪ <i>MirrorMask</i> preview</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Movie Night (Viewing for Critical Analysis Essay)</li> </ul>	<ul style="list-style-type: none"> <li>▪ We all watch <i>Mirror Mask</i>; students will receive a handout to preview the movie and help focus their viewing (critical watching advice). Open class discussion of the film.</li> </ul>

**DAY 14: TUESDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Students learn why and how to become more critical media analyzers</li> <li>▪ Students review analysis strategies.</li> <li>▪ Students further practice analytical thinking and note-taking.</li> <li>▪ Students learn how to funnel down from a general theme to a specific issue.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brainstorm / lecture: Elements of Film</li> <li>▪ Discussion of <i>Mirror Mask</i>’s main themes and how those themes are explored or supported with filmic techniques.</li> <li>▪ Practice / Modeling: Analysis of a Scene (Notice and Focus exercise).</li> <li>▪ Strategies for watching and taking notes</li> <li>▪ “Taking Notes” passage from Film Text</li> <li>▪ Discussion: Why Analyze? Why Study Film and Popular Culture?</li> <li>▪ Brainstorm a possible angle on the film or a list of questions students could ask to lead into a thesis for the second and analytical viewing of <i>MirrorMask</i></li> </ul>

When	What	How
Afternoon	<ul style="list-style-type: none"> <li>Second Viewing of Mirror Mask (note-taking in preparation for the second essay)</li> </ul>	<ul style="list-style-type: none"> <li>Take notes on such filmic elements as music, juxtaposition of scenes, dialogue, setting, cinematography, framing, acting, and narrative pace.</li> <li>Take notes on such thematic issues as...</li> <li>Freewrite / brainstorm dominant and interesting ideas (to translate into thesis statements).</li> </ul>
Evening	<ul style="list-style-type: none"> <li>Review of scenes</li> <li>Brainstorming for possible thesis ideas</li> <li><i>How to create a thesis based on analysis</i></li> <li><i>How to focus and structure an analytical (film interpretation) argument</i></li> <li><i>How to create an effective thesis statement for an analytical argument</i></li> </ul>	<ul style="list-style-type: none"> <li>Students complete the first draft of the Utopia Essay, referring to the instructor for comments and with questions.</li> <li>Those that are finished early may peer review with TAG</li> </ul>

#### DAY 15: WEDNESDAY

When	What	How
Morning	<ul style="list-style-type: none"> <li>Drafting the film analysis essay</li> </ul>	<ul style="list-style-type: none"> <li>Students produce a rough draft based on their notes and discussions about <u>MirrorMask</u>.</li> <li>Sample formation of a thesis (statement) from Ad image</li> <li>Brief lecture on the evolving thesis, focusing on suspending judgment, noticing, focusing, and interpreting in order to analyze.</li> <li>Sample essay</li> <li>Brainstorming/Forming thesis statements for <i>MirrorMask</i>; mining our notes for a theme and thesis</li> <li>Students create a topic sentence outline with listed supporting details</li> <li>Students draft an introduction</li> <li>Small group sharing and feedback</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>Sentence Strengthening Exercises</li> <li>Planning for a fine-tune</li> </ul>	<ul style="list-style-type: none"> <li>Sentence refining activities. Students work at strengthening sentences from a handout, which includes one sentence from each student's argument essay.</li> <li>Online exercises as a class (sentence variety, wordiness, punctuation).</li> </ul>
Evening	<ul style="list-style-type: none"> <li>Revising for deeper analysis</li> </ul>	<ul style="list-style-type: none"> <li>Students receive instructor feedback on film analysis essays and revise for development, etc. (<b>Computer Lab</b>)</li> </ul>

**DAY 16: THURSDAY**

<b>When</b>	<b>What</b>	<b>How</b>
Morning	<ul style="list-style-type: none"> <li>▪ Polishing Essays / Assembling a Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students complete SPEs and then move to the computer lab</li> <li>▪ Prepare student submission for class Anthology</li> <li>▪ Extra time to polish and refine any essays in need of attention</li> </ul>
Afternoon	<ul style="list-style-type: none"> <li>▪ Reading / sharing</li> <li>▪ Review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparation for the reading</li> <li>▪ Students read favorite passages they've written (in the Chapel) and share encouraging feedback</li> <li>▪ Review; discuss ways to apply what students have learned and read to their own writing.</li> </ul>
Evening	<ul style="list-style-type: none"> <li>▪ Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post-Assessment</li> </ul>

**DAY 17: FRIDAY**

<b>When</b>	<b>What</b>	<b>How</b>
<ul style="list-style-type: none"> <li>▪ Morning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal Reflection/Sharing/Assembling the Portfolio</li> <li>▪ Cleaning up/Packing up</li> </ul>	<p>Students reflect on the course by writing and drawing on the chalkboard, reading the anthologies of student work, and sharing experiences / breakthroughs/ attitudes about writing. Instructors give advice for what to take from the class as the young writers move forward.</p>