

Creative Writing 10: Annotation and Reflection

Reflecting on your writing will be the single most important way to show your progression and performance in the course. So far we have studied the following concepts:

Topic Sentence, Premise, Proof, Analysis, Concluding Sentence, Transitions, Effective Vocabulary, Quote integrations, Persuasive Paragraphs, Expository Paragraphs

How and where have you tried to incorporate these elements into your work? Are you happy with your work? Could you improve your work? How and where? Let me know so we can build on this during the term and year. You will be expected to do this with your final term project. See my paragraph and reflection below as an example...

I am a solid supporter of mandatory in-class presentations for several reasons. First, it is commonly known that in-class presentations build several core skill sets. According to a 2018 article from The Atlantic, many educators “credit in-class presentations with building essential leadership skills and increasing students’ confidence and understanding of material.” With the elimination of such an activity as in-class presentations, students may not have the opportunity to develop these skills and traits that are so valued in the workplace. **Secondly,** by forcing students to do in-class presentations, we are better preparing them for a world where the only jobs that WON’T be taken by robots are jobs that require human interaction and public speaking. Renowned educator Rhett D’Souza explains that he **originally “hated to speak to anyone in a public setting”**, but now because of the practice he devoted to teaching and presenting, he is earning “crazy cash that no robot teacher will ever be able to make.” D’Souza took the time and effort to practice this skill, and now thankfully he will never be a slave to any robot overlord. But by far the best reason to make students do in-class presentations is to remind children who is in charge. Esteemed educational **luminary** Rhett D’Souza reminds his students that **“[y]ou don’t always get to do what you want”** and he encourages those youth in his class to simply shut up and trust that grown ups know what is best for them. I agree completely that students these days are given the impression that they have an abundance of choice in their education, and that exercising this choice is always a priority, but this, in fact, may not be best practice. In conclusion, there is nothing wrong with doing in-class assignments, and teachers should do what they can, for the sake of students and their futures, to assign them as often as possible.

I think I have a clear TOPIC SENTENCE, but it may not seem completely persuasive.

My paragraph is made up of clear PPA structures like this one. I have THREE PPA structures in my paragraph.

I have correctly integrated my quotes, as in this PPA.

I am using TRANSITIONAL WORDS in my writing. I hope to be able to use longer transitions (phrases and sentences) in my future writing.

Quote INTEGRATION

I am trying to use effective vocabulary

Correct quote integration

Clear concluding sentence that summarize and states my opinion.

I think I did an OK job with this paragraph. I used the paragraph to show most of the elements that Mr. Pike taught us, like paragraph and PPA parts. I integrated my quotes successfully, and tried to use sophisticated vocabulary. I want to do more of this in the future with my writing. I edited and proofread my work, and fixed a number of sentence errors which I would make often before. One thing I am not completely happy with is my TONE. I take a serious tone in the beginning, with good evidence from my sources, but half-way through I start to get silly and unbelievable. For a persuasive piece, this hurts the ETHOS of my argument. It is ok to write something silly and tongue-in-cheek, but I think it is important to stay consistent. Something to keep in mind for next time...