Introduction to WIT Essay Writing Lesson Notes:

- 1) Review New Reading Response Prompts.
- 2) Pass out rubric for Short Story Analysis Essay for WIT rubric reference.
- 3) Notes: I forced you to construct supporting body paragraphs first, without a thesis, and I did so with an emphasis on a rigid outline format. In other word, I forced you to operate within a strict box.

The rhetorical question I ask is, "why"? The answer: You must know the parameters and the construct of the box before you can think outside the box. So, you must know exactly how to deconstruct the box. This is a concept you've heard *ad nauseam*, but it's a fairly abstract idea. In writing, this concept becomes very tangible in the sense that you are being asked to write within a certain formal format appropriate for a literary analysis essay, but you are doing so in your *own* voice, your own unique writing style:

- **4)** Review WIT Rubric Criteria E: How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task).
- **5)** Review WIT Rubric Criteria D: How effectively have the ideas been organized, and how well are references to the works integrated into the development of the ideas?
 - a. There are two main types of writing logic Inductive and Deductive that concretely represents the in-box and out-of-box thinking relationship involved in the analytical/argumentative/rhetorical writing process
 - i. Deductive Writing: Each paragraph focuses on a particular aspect or a particular point, using details and examples to support a pre-determined thesis that directly answers a prompt. In this mode, you fit your ideas into a proscriptive box to deliver neatly and formally a thesis response with easily to follow logic. In this the mode, people "demonstrate their learning through writing."
 - ii. Inductive Writing: Inductive reasoning is the method in which facts and ideas are deconstructed in order to arrive to a conclusion that is discovered through the process. This mode of writing is often used for scientific writing in its most formalized form. But, for our purposes, we will use this mode as a way to "write to learn." For our purposes notetaking, responding, journaling, and inquiring this type of writing will be messy, not formal. You are deconstructing! The more developed this inductive skill is, the more successful you will be at scoring well on Criterion B:

How effectively has the student used the topic and the essay to show knowledge and understanding of the chosen work?

- **b.** With the note organizer for *The Cabinet of Dr. Calagari* film analysis, you effectively did the inductive thinking through collecting data and making notes; the organizer I have forced you to do represents the deductive process because you are organizing your notes into a formal essay mode.
- 6) <u>Discuss:</u> Why am I forcing you to do this organizer? What were some issues you encountered and how did you deal with those issues? What other insights did this process give you?
- 7) Notes: Composing Paragraphs Note Organizer http://rhinehartibenglish.weebly.com/writing-notes-resources.html
- **8)** Writing Thesis Statements that Address Criterion C: To what extent does the student appreciate how the writer's choices of language, structure, technique and style shape meaning?
 - **a.** Review Thesis Statements @ http://rhinehartibenglish.weebly.com/writing-notes-resources.html
- 9) Finally Writing Introductions: A good introduction contextualizes your thesis statement why the analysis focus you are exploring important and where does it come from? What inspired the angle through which you are deconstructing the text. A good introduction goes a long way to strongly addressing Criterion A.
- 10) Example WIT Essay with Introduction and Thesis: http://rhinehartibenglish.weebly.com/writing-notes-resources.html