

ENGLISH COMPOSITION REACTION ASSIGNMENT SHEET (E2)

Spring, 2018-Lamon-Burney

OVERVIEW

GENRE: Reaction

DEFINITION: The reaction essay builds on the summary and trains students in the art and skill of both the review and critique. The reaction essay is based on a writer's mature and honest assessment of a text, image, or video; therefore, writers are expected to respond in a mature and honest manner. The reaction should be both thoughtful and scholarly.

OBJECTIVE: By writing a reaction essay, students gain experience in an essential form of persuasive writing used across the academic curriculum. Students will make a claim about a text, support the claim with reasons, and defend the reasons with textual evidence. Students will also learn the importance of the four-step process to incorporating source material. Students will build on these skills and incorporate them into future assignments.

ASSIGNMENT

Students will write a four paragraph reaction essay to either David Brooks' "It's Not About You" (106-108).

DEADLINES and POINT VALUES

ASSIGNMENT	DUE DATE	POINT VALUE
PRINT COPY OF ROUGH DRAFT Peer Workshop		5
PRINT COPY OF ROUGH DRAFT Grading		95
BLACKBOARD SUBMISSION Course Archive		0

EVALUATION

The grading criteria is set by the genre expectations. In this case, students are accountable for meeting the expectations of the reaction essay.

STYLE GUIDE-MLA (5 points)

- Length- 1 ½ -2 pages

Sources

Hacker, Diana and Nancy Sommers. *A Writer's Reference*. 8th ed. Bedford/St. Martin's, 2015.
Wilhoit, Stephen W. *A Brief Guide to Writing From Readings*. 3rd ed. Pearson, 2004.

- One-inch margin settings
- 12 point **Times New Roman** font
- Left-hand identifier in proper order (left-aligned)
- Last name and page number in a header ½ inch from the top of the page
- Double-spaced throughout
- Works Cited (You should include one entry, the work from which you are basing your reaction.)

CONTENT AND ORGANIZATION (60 points)

Introductory Paragraph: The first sentence should introduce the work, the year of publication, the author's name, and the author's purpose stated in your own words. The next four to five sentences should summarize the work. In this case, you are summarizing an op-ed piece. You can refer to this work as an article, text, work, or piece. The last sentence should clearly state your thesis, which is your reaction to or overall impression of the work.

Supporting Paragraph 1-State your first reason in the topic sentence. This sentence must support your thesis/claim (your reaction). **You must include at least two quotes, textual evidence, to support your reason.** Set up your quotes by offering a signal phrase (Johnson explains. . .) or context (Ex. Johnson critiques Keen's view of. . .). After each quotation, explain why/how this evidence affected you as a reader. You need to make sure your readers understand how the textual evidence supports your topic sentence. Your last sentence should close the paragraph.

Supporting Paragraph 2- State your second reason in the topic sentence. This sentence must support your thesis/claim (your reaction). **You must include at least two quotes, textual evidence, to support your reason.** Set up your quotes by offering a signal phrase (Johnson counters. . .) or context (Ex. Johnson concedes . . .). After each quotation, explain why/how this evidence affected you as a reader. You need to make sure your readers understand how the textual evidence supports your topic sentence. Your last sentence should close the paragraph.

Closing Paragraph-Restate your thesis in a different way. State the value, relevance, or significance of this text for other students and or educators.

SURFACE LANGUAGE (30 points)

- Because this is an academic essay, maintain a formal tone.
- You may use the **first person point of view**. When you refer to the author, use his/her last name and stay in the present tense. (the author argues. . . , Johnson claims. . .)
- Be concise; make every word count.
- See the following table for more language requirements.

● *Write Brilliantly!*

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SURFACE LANGUAGE RESPONSIBILITIES

The reaction assignment will focus on the following errors:

ERROR	HACKER (location)	DEDUCTION
MINOR ERRORS		
Spelling	P7	-1
Concise language	S4a	-1
Word choice	W2	-1
Capitalization	P8	-1
Exact language	W5	-1
Appropriate language	W4	-1
Apostrophe	P4	-1
Needed words	S2	-1
Contractions		-1
Titles	P5c	-3
Clichés	W5e	-2
Idiom	W5d	-2
Broad reference	G3b	-1
Misplaced Modifiers	S3	-1
Parallelism	S1b	-1
Pronoun-Antecedent Agreement	G3a	-1
Proper end punctuation		-2
COMMAS		
Commas-introductory elements	P1b	-1
Commas-items in a series	P1c	-1
Commas –interruptions	P1e,f,g	-1
Commas when joining two independent clauses with a coordinating conjunction	P1a	-2
MAJOR ERRORS		
Mixed constructions	S5 or M3e	-3
Subject-Verb agreement	G1	-5
S-V with Collective noun	G1f	-5
Fragment	G5	-5
Run on	G6	-5
Comma splice		-5
QUOTATIONS		
Direct Quotations	P5a	-3
Quotation w/in Quotation	P5b	-2
Active signals	MLA3b	-1
Placing punctuation- quotation marks	P5e	-1

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