

# THE WRITING CODE

Instead, the author explains how Ben Mikaelson (the author) develops the character/s of Edwin and Garvey and what you infer about the kind of people they are. Provide examples from the text to support your thinking. You may use your character map to help you.

Ben Mikaelson (the author of *Touching Spirit Bear*) develops the character Cole by writing about Cole's actions and his dialogue. Based on Mikaelson's writing, I was able to infer that Cole is a disrespectful, violent character. In Ch. 1 & 2, Cole calls Edwin and Garvey "old men". Edwin and Garvey are people who are helping Cole. To call them this kind of name is disrespectful. In Ch. 2, Cole deliberately spit into the wind so that it would fly back and hit Edwin in the chest. Doing something like this on purpose is also really disrespectful. Mikaelson's descriptions also helped me infer that Cole is violent. For example, in Ch. 1, we learn that Cole bashed Peter's head into the sidewalk until it bled. Anyone who does something like this to someone else is a very violent person. In conclusion, it is through Mikaelson's descriptions of Cole's actions and dialogue that I am able to conclude that Cole is a disrespectful, violent character.

## OCTELA 2017 TAKE AWAY

(ADAPTED FROM "THE WRITING CODE: PATTERNS, RUBRICS, AND SIMPLE GRADING PRACTICES" FROM MICHAEL SEXTON, M. A. T., WOOSTER CITY SCHOOLS)

# COLOR CODING

## WRITING PATTERNS

## USING FUNCTIONAL

## RUBRICS:

## A BEST PRACTICE

Having students color code their writing using functional rubrics is not a new idea. Harry Noden, Penny Kittle, Jeff Anderson, Katie Ray, and many other experts have advocated for the practice. Since you are likely already doing this work, this take-away can serve as additional resources. Included on the next few pages are a series of scaffolded essay rubrics that include coding interactions along with three student samples that you can use to add to your teacher toolbox. Two of the best things about color coding is that it can be used digitally and it works well in a workshop classroom using mentor texts/mini-lessons.

### THE BASICS AND THE SOURCES

Teachers and students color code composition patterns to improve writing. Composition patterns can be mechanical, grammatical, structural, stylistic, figurative, rhetorical, etc. Rubrics ask students to interact with their writing by coding and reflect on their writing with endnotes/footnotes.

Sources:

Anderson, Jeff. *Mechanically Inclined: Building Grammar, Usage, and Style into Writer's Workshop*.

Kittle, Penny. *Write beside Them: Risk, Voice, and Clarity in High School Writing*.

Noden, Harry R. *Image Grammar: Using Grammatical Structures to Teach Writing*.

Ray, Katie Wood. *Wondrous Words: Writers and Writing in the Elementary Classroom*.

## Diagnostic Essay\*

\_\_\_ / 5 - Clarity:

\_\_\_ / 5 - Introduction:

\_\_\_ / 10 - Body:

\_\_\_ / 5 - Conclusion:

(\_\_\_ / 25) TOTAL

**\*This essay happens before using coding and functional rubrics.**

---

## Descriptive Essay

(\_\_\_ / 50) TOTAL

\_\_\_ / 5 - Clarity:

\*\*\* Connect EVERY paragraph to the thesis (use **topic sentences**/**concluding sentences**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 31 - Body:

7 = **sensory imagery** (3)

7 = **figurative language** (3)

7 = **image grammar** (3)

10 = **Evidence (5)**

\_\_\_ / 5 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (connect concluding sentences in a clear, concise)

## Exemplification Essay

(\_\_\_ / 70) TOTAL

\_\_\_ / 5 - Clarity:

\*\*\* Connect EVERY paragraph to the thesis (use **topic sentences**/**concluding sentences**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 50 - Body:

\_\_\_ / 20 - Description:

**sensory imagery** (3)

**figurative language** (3)

**image grammar** (3)

\_\_\_ / 10 = **Evidence**

\_\_\_ / 5 = **Direct Quotations or Paraphrased References (3)**

\_\_\_ / 5 = **Correct MLA Format**

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 20 = **A Variety of Examples (2 types, 5 applications of examples)**

**anecdote(s)**

**typification(s)**

**hypothetical(s)**

**generalization(s)**

**extended example(s)**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (connected, clear, concise)

1 = **Closing Statement** (providing relief with some direct connection to the **hook**)

KEY:

A 63 - 70

B 56 - 62

C 49 - 55

D 42 - 48

F 41 and below

## Division-Classification Essay

(\_\_\_ / 90) TOTAL

\_\_\_ / 25 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

\_\_\_ / 10 - **Effective Text Features (BOLD/italicized)**:

**title**, (*sub*)**headings, charts/graphics supporting evidence, etc.**

\_\_\_ / 10 - Connectivity:

(effectively use **topic sentences**/**concluding sentences**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 50 - Body:

\_\_\_ / 20 - Description:

**sensory imagery** (3)

**figurative language** (3)

**image grammar** (3)

\_\_\_ / 10 = **Evidence**

\_\_\_ / 5 = **Direct Quotations or Paraphrased References (3)**

\_\_\_ / 5 = Correct MLA Format

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 20 = A Variety of **Examples** (2 types, 5 applications of examples)

**anecdote(s)**

**typification(s)**

**hypothetical(s)**

**generalization(s)**

**extended example(s)**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (connected, **clear**, concise)

1 = **Closing Statement** (providing relief with some direct connection to the hook)

## Process Analysis Essay

(\_\_\_ / 125) TOTAL

\_\_\_ / 25 - Evidence of Revision - **Three** hard copies must be submitted, & marked

\_\_\_ / 10 - First Draft, Revised Draft (three segments highlighted)

\_\_\_ / 10 - Peer Review/Reflection/Revision

\_\_\_ / 5 - End Notes\* (Discussion of three (key) revisions)

\_\_\_ / 25 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

\_\_\_ / 10 - **Effective Text Features (BOLD/italicized):**

**title, (sub)headings, charts/graphics supporting evidence, etc.**

\_\_\_ / 10 - Connectivity:

(effectively use **topic sentences**/**concluding sentences**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 60 - Body:

\_\_\_ / 10 - **Transitional** (Connective/Directional) **Phrases**

First, Second, Third... Before, After... Furthermore, again, next...

\_\_\_ / 20 - Description:

**sensory imagery** (3)

**figurative language** (3)

**image grammar** (3)

\_\_\_ / 10 = **Evidence**

\_\_\_ / 5 = **Direct Quotations or Paraphrased References (3)**

\_\_\_ / 5 = Correct MLA Format

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 20 = A Variety of **Examples** (2 types, 5 applications of examples)

**anecdote(s), typification(s), hypothetical(s), generalization(s),  
extended example(s)**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (**connected**, **clear**, concise)

1 = **Closing Statement** (providing relief with some direct connection to the **hook**)

\*REQUIRED END NOTE(S): Reflect on THREE (3) significant changes made from draft to draft by highlighting key pieces of evidence and applying footnotes to discuss changes in each subsequent draft (exemplifying); discuss how these changes impacted the final product.

## Final Essay (Revision of Diagnostic Essay)

(\_\_\_ / 150) TOTAL

\_\_\_ / 50 - **Evidence of Revision - Three** hard copies must be submitted, & marked

\_\_\_ / 5 - Self-graded draft (Clarity-Conclusion), grade your first draft out of 100)

\_\_\_ / 10 - First Draft, Revised Draft (three segments highlighted)

\_\_\_ / 20 - Peer Review/Reflection/Revision

\_\_\_ / 15 - End Notes\* (Discussion of three (key) revisions, peer review, and changes in your understanding about your own writing.)

\_\_\_ / 25 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

No off-topic/illogical discussion

\_\_\_ / 10 - **Effective Text Features (BOLD/italicized):**

**title, (sub)headings, charts/graphics supporting evidence, etc.**

\_\_\_ / 10 - Connectivity:

(effectively use **topic sentences** **concluding sentences**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 60 - Body:

\_\_\_ / 10 - **Transitional** (Connective/Directional) **Phrases**

First, Second, Third... Before, After... Furthermore, again, next...

\_\_\_ / 20 - Description:

**sensory imagery** (3)

**figurative language** (3)

**image grammar** (3)

\_\_\_ / 10 = **Evidence**

\_\_\_ / 5 = **Direct Quotations or Paraphrased References (3)**

\_\_\_ / 5 = Correct MLA Format

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 20 = A Variety of **Examples** (2 types, 5 applications of examples)

**anecdote(s), typification(s), hypothetical(s), generalization(s),  
extended example(s)**

\_\_\_ / 6 - **Conclusion:**

2 = **reframed thesis** (a.k.a. **concluding statement**)

3 = evaluation of evidence (**connected**, **clear**, concise)

1 = **Closing Statement** (providing relief with some direct connection to the **hook**)

### \* REQUIRED END NOTE(S):

1. Reflect on THREE (3) significant changes made from draft to draft by highlighting key pieces of evidence and applying footnotes to discuss changes in each subsequent draft (exemplifying); discuss how these changes impacted the final product.
2. Identify TWO (2) things that peer review impacted in your paper (specific lines/segments/details), and discuss/reflect the impact of the peer review process on your writing.
3. Reflect on ONE (1) major change in the way you think about your own writing. Exemplify this by discussing (a) segment(s) of your paper.



## Evaluation Essay

(\_\_\_ / 100) TOTAL

\_\_\_ / 10 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

No off-topic/illogical discussion

\_\_\_ / 5 - Connectivity:

(effectively use **topic sentences**/**concluding sentences**/**Text Features**

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 75 - Body:

\_\_\_ / 10 - **Transitional** (Connective/Directional) **Phrases**

First, Second, Third... Before, After... Furthermore, again, next...

\_\_\_ / 35 = **Evidence**

\_\_\_ / 30 = **Direct Quotations or Paraphrased References, Charts (15)**

\_\_\_ / 5 = Correct MLA Format

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 30 = **Exemplification and Creative/Description Discussion (10)**

**anecdote(s), typification(s), hypothetical(s), generalization(s)**

**extended example(s), Figurative Language, Sensory Imagery and/or Sound Devices**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (**connected**, **clear**, concise)

1 = **Closing Statement** (providing relief with some direct connection to the hook)

### KEY

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59



## Causal/Definition Essay

(\_\_\_ / 120) TOTAL

\_\_\_ / 10 = Attention to Audience

Use footnotes\* to point out three specific times you include detail to impact the wide array of audience members.

\_\_\_ / 10 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

No off-topic/illogical discussion

\_\_\_ / 5 - Connectivity:

(effectively use **topic sentences**, **concluding sentences**, **Text Features**)

\_\_\_ / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

\_\_\_ / 85 - Body:

\_\_\_ / 10 - **Transitional** (Connective/Directional) **Phrases**

First, Second, Third... Before, After... Furthermore, again, next...

\_\_\_ / 45 = **Evidence**

\_\_\_ / 30 = **Direct Quotations or Paraphrased References, Charts (15)**

\_\_\_ / 5 = Visual Representation(s) of evidence (Visual Aides/Text Features)

**This may include pictures/charts/graphics/diagrams/etc. You must cite this evidence in the text (when/where you discuss the visuals)**

\_\_\_ / 5 = Balance-**Be sure to have both quantitative and/or qualitative evidence to support the main points of your argument. We should see a few fully developed points, not several underdeveloped points. Less is more.**

\_\_\_ / 5 = Correct MLA Format

**correct in-text citations (100% accuracy)**

Works Cited list (100% accuracy)

\_\_\_ / 30 = **Exemplification and Creative/Description Discussion (10)**

**anecdote(s), typification(s), hypothetical(s), generalization(s)**

**extended example(s), Figurative Language, Sensory Imagery and/or Sound Devices**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (**connected**, **clear**, concise)

1 = **Closing Statement** (providing relief with some direct connection to the hook)

### KEY

A	108-120
B	96-107
C	84-95
D	72-83
F	0-71

\* Footnotes: To insert a footnote, go to "Insert" and select "Footnote" after the text segment where the footnote is applicable. Your footnotes should be directly attached to the segments of relevant text.

## Rebuttal/Narrative Essay

(\_\_\_ / 130) TOTAL

\_\_\_ / 15 = Attention to Audience

In this paper, you are tailoring your writing to (a) specific audience demographic(s) of your choice ~ some **examples** are as follows:

- (1) professionals in a particular field (biology, history, medicine, etc.)
- (2) segments of society (soccer moms, DINK households, starving artists, criminals, the unemployed, holistic healers, etc.)
- (3) age groups (20-somethings, teens, the elderly, young adults, etc.)

This time, we'll create **End Notes** (a section that will follow the Bibliography) to discuss this in **two (2) ways**:

- (i) identify your target audience and their connection to your topic [5 points]
- (ii) three (3) specific examples of what you did in order to reach your target audience [10 points]

\_\_\_ / 10 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text); YOU CAN USE HEADINGS TO DO SO, but headings alone do not create focused segments - the information in each section should be on **one** specific topic  
No off-topic/illogical discussion

\_\_\_ / 5 - Connectivity:

(effectively use **topic sentences**, **concluding sentences**, **Text Features**)

\_\_\_ / 9 - Introduction:

- 2 = interesting **hook** (an attractive, clear topic sentence)
- 2 = connection between hook and thesis (line)
- 5 = 3-part **thesis** (sinker)

\_\_\_ / 90 - Body:

\_\_\_ / 15 **Coherency/Complexity**

### 1. **Transitional Phrases** (Connective/Directive)

First, Second, Third... Before, After... Furthermore, again, next...

### 2. **Complexity of Language (use of sentence structure for effect)**

#### a. **Sentence Variety:**

Compound Sentences/Complex Sentences/Compound-Complex Sentences/Interrupter Phrases (participle, appositive, absolute, etc.)/ effective ellipses (...), colons (:), dash (--), etc.

#### b. **Emphasis/Parallelism:**

Instances of Intentional phrasing for effect

#### c. **Exact Language**

Intentionally Concise and Complete

\_\_\_ / 45 = **Evidence**

\_\_\_ / 30 = **Direct Quotations or Paraphrased References, Charts (15)**

\_\_\_ / 5 = Visual Representation(s) of evidence (Visual Aides/Text Features)

**This may include pictures/charts/graphics/diagrams/etc. You must cite this evidence in the text (when/where you discuss the visuals)**

\_\_\_ / 5 = Balance-**Be sure to have both quantitative and/or qualitative evidence to support the main points of your argument. We should see a few fully developed points, not several underdeveloped points. Less is more.**

\_\_\_ / 5 = Correct Chicago Manual of Style (CMS) Format

**correct in-text citations (100% accuracy)**

Bibliography (100% accuracy)

\_\_\_ / 30 = **Exemplification and Creative/Description Discussion (10)**

**anecdote(s), typification(s), hypothetical(s), generalization(s)**

**extended example(s), Figurative Language, Sensory Imagery and/or**

**Sound Devices**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. concluding statement)

3 = evaluation of evidence (connected, **clear**, concise)

1 = Closing Statement (providing relief with some direct connection to the hook)

## KEY

A	117-130
B	104-116
C	91-103
D	78-90
F	0-77

## Proposal Essay

(\_\_\_ / 150) TOTAL

\_\_\_ / 30 = Attention to Audience

In this paper, you are tailoring your writing to (a) specific audience demographic(s) of your choice ~ some **examples** are as follows:

- (1) professionals in a particular field (biology, history, medicine, etc.)
- (2) segments of society (soccer moms, DINK households, starving artists, criminals, the unemployed, holistic healers, etc.)
- (3) age groups (20-somethings, teens, the elderly, young adults, etc.)

Again, we'll create **End Notes** (a section that will follow the Bibliography) to discuss this in **four (4) ways**:

- (i) identify your target audience and their connection to your topic [5 points]
- (ii) three (3) specific examples of what you did in order to reach your target audience [10 points]
- (iii) Discuss revisions made to this paper based upon feedback and peer review [5 points]. Where did your peers point out flaws in your reasoning? How did you attempt to correct these flaws? Where did peers provide structural suggestions? How did you apply these revisions?
- (iv) Evaluate the sufficiency of your research [10 points]:
  - Are there loose ends that you did not address?
  - Was there information that was elusive? Information that you could not find? How might you go about finding this information in the future?
  - Is available information on this topic too limited?
  - Anticipate (and list) questions you believe an audience may ask about this topic (particularly questions not covered in your research).

\_\_\_ / 10 - Clarity:

\_\_\_ / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text); YOU CAN USE HEADINGS TO DO SO, but headings alone do not create focused segments - the information in each section should be on **one** specific topic  
No off-topic/illogical discussion

\_\_\_ / 5 - Connectivity:

(effectively use **topic sentences**, **concluding sentences**, **Text Features**)

\_\_\_ / 9 - Introduction:

- 2 = interesting **hook** (an attractive, clear topic sentence)
- 2 = connection between hook and thesis (line)
- 5 = 3-part **thesis** (sinker)

\_\_\_ / 95 - Body:

\_\_\_ / 15 **Coherency/Complexity**

### 1. **Transitional Phrases** (Connective/Directive)

First, Second, Third... Before, After... Furthermore, again, next...

### 2. **Complexity of Language (use of sentence structure for effect)**

#### a. **Sentence Variety:**

Compound Sentences/Complex Sentences/Compound-Complex Sentences/Interrupter Phrases (participle, appositive, absolute, etc.)/ effective ellipses (...), colons (:), dash (--), etc.

#### b. **Emphasis/Parallelism:**

Instances of Intentional phrasing for effect

#### c. **Exact Language**

Intentionally Concise and Complete

\_\_\_ / 45 = **Evidence**

\_\_\_ / 30 = **Direct Quotations or Paraphrased References, Charts (15)**

\_\_\_ / 5 = Visual Representation(s) of evidence (Visual Aides/Text Features)

**This may include pictures/charts/graphics/diagrams/etc. You must cite this evidence in the text (when/where you discuss the visuals)**

\_\_\_ / 5 = Balance-**Be sure to have both quantitative and/or qualitative evidence to support the main points of your argument. We should see a few fully developed points, not several underdeveloped points. Less is more.**

\_\_\_ / 5 = APA Format

**correct in-text citations (100% accuracy)**

Bibliography (100% accuracy)

\_\_\_ / 35 = Discussion of Evidence/Connections (to Thesis)

1. **Clear/Purposeful Action Steps with Specific Solution** (5)

2. **Exemplification and Creative/Description Discussion** (10)

**anecdote(s), typification(s), hypothetical(s), generalization(s)**

**extended example(s), Figurative Language, Sensory Imagery and/or**

**Sound Devices**

\_\_\_ / 6 - Conclusion:

2 = reframed thesis (a.k.a. concluding statement)

3 = evaluation of evidence (Discussion of Action Steps)

1 = Call to Action Closing Statement (providing relief with some direct connection to the hook)

## KEY

A	135-150
B	120-134
C	105-119
D	90-104
F	0-89

## Sample Exemplification Essay

### B (61 / 70) TOTAL

3 / 5 - **Clarity**: You DO have clear and coherent TS/CS. However, they don't transition well from one to the other - the ideas shift around where you start talking about Grendel and J.D.

\*\*\* Connect EVERY paragraph to the thesis (use **topic sentences/concluding sentences**)

#### 6 / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

#### 48 / 50 - Body:

##### 20 / 20 - Description:

sensory imagery (3)	1	1	1	
figurative language (3)		1	1	1
image grammar (3)	1	1	1	

##### 8 / 10 = Evidence

5 / 5 = **Direct Quotations from *Beowulf* (0-3)** 3

**Paraphrased References to *Beowulf* (0-3)**

3 / 5 = **Correct MLA Format**

correct in-text citations (100% accuracy)

Works Cited list (100% accuracy)

##### 20 / 20 = **A Variety of Examples (2 types, 5 applications of examples)**

<b>anecdote(s)</b>	1	1	
<b>typification(s)</b>	1	1	
<b>hypothetical(s)</b>	1		
<b>generalization(s)</b>			
<b>extended example(s)</b>			

#### 4 / 6 - Conclusion:

2 = reframed thesis (a.k.a. **concluding statement**)

3 = evaluation of evidence (connect concluding sentences in a clear, concise way)

1 = **Closing Statement** (providing relief with some direct connection to the hook)

Hook: Do you like watching the cartoon where Batman faces the Joker? If you answered yes you might also like the 4th century story Beowulf.

Line: This story was about the protagonist Beowulf who defeats the antagonist Grendel who was a monster towards the towns people. He was considered a monster because of all the damage he caused to the town, which included eating 30 men in one night.

Sinker: Beowulf is known as a "hero" for his actions toward the "monster", in this case Beowulf has a fame culture while Grendel possesses a fear culture. In today's society people are still characterized as having a fame or fear culture, which one do you have?

- I. Beowulf
  - A. Born into fame
  - B. "There was a feud one time, begun by your father.

With his own hands he had killed Heatholaf" 460

- C. with his father being known as such a hero at this time if you were a baby to someone famous you were known as a "high born" baby.

II. Jaden Smith is very comparable to Beowulf not in the sense that the son of Will Smith is a hero but both were born into the fame culture.

- A. Also born into fame
  - B. has grown up with more wealth and privilege than most people can imagine and he has even gone so far as to claim that school is useless
  - C. use a self example or some kind of example

III. Grendel

A. "With his death upon him, he had dived deep  
Into his marsh den, drowned out his life 850

And his heathen soul: hell claimed him there."

B.

closing statement: Next time you go to read or watch the cartoon with batman and the joker you might picture batman as beowulf and the joker as Grendel, I hope you even now know what motivates these characters.



## Fame or Fear

Do you like watching the cartoon where Batman faces the Joker? If you answered yes to this question, you might also like the 4th century story of Beowulf. This story was about the protagonist, Beowulf, who defeats the antagonist, Grendel, who was a monster towards the towns people. Grendel, the man eating monster, went so far as to eating 30 townsmen in one night. With actions such as this Grendel would be depicted to have a fear culture. Beowulf, a hero, for defeating the "monster", indicates that he has a fame culture. In today's society people are still characterized as having a fame or fear culture, which one do you have?

Jaden Smith, a very popular teenager is very comparable to Beowulf not in the sense that the son of Will Smith is a hero but both were born into the fame culture. "There was a feud one time, begun by your father. With his own hands he had killed Heatholaf." (Heaney 460) With his father being known as a hero, he was considered to be a "high born" child. During this time if a son or daughter was born to someone famous they were known as a "high born" child. Being "high born" meant that you were automatically superior to lower born children and were raised to have a fame culture. Similar to Beowulf having very popular parents and being born into fame, Jaden Smith was instantaneously more popular than any other kid and was basically born on a pile of money. A typical kid should grow up, play sports, go to school, do homework and play on the playground; you know, do normal kid activities. Though Jaden grew up with more wealth and privilege than most people can imagine, he chose to go so far as to claim that school

is useless. As a kid going to school is as bad as pulling teeth, with what he said just about every kid was jealous of him. Perhaps he says this because he knows he doesn't have to go to school because he already has more money than the average person. Some kids would consider him a "hero". Just with the family relations that both Beowulf and Jaden have they will always be titled famous even if neither of them were to accomplish much.

Beowulf, a high born that everyone might look toward, knew that he was the chosen one to defeat Grendel and keep his name of fame. "It bothers me to have to burden anyone with all the grief Grendel has caused" (Heaney 475). Beowulf, feeling bad for what has happened to the townspeople, decides he needs to do something and save them. I felt like I was in Beowulf's shoes when I stepped in the batter's box in the bottom of the 7th inning with two outs and everyone looked at me to do something special. Unlike myself in this situation Beowulf was successful in keeping his name of fame as he defeated Grendel with his own two hands and heroically saved all the townspeople. No matter the odds, Beowulf was willing to do anything he could to satisfy his culture of fame and accomplish what all others could not.

When one thinks of a serial killer or public enemy, they always come to ask themselves what the motive is. The case with Grendel in the 4th century story and Jeffrey Dahmer in recent history is that they both wanted to strike fear in people to feel control. A human being is not supposed to be a cannibal according to most people's morals or even have the thoughts that ran through Jeffrey's mind. Through almost everyone's eyes, you see both of these cannibals as crazy and outright disgusting, but to them it is just their culture, the "fear culture." "With his death upon him, he had dived deep Into his marsh den, drowned out his life And his heathen soul: hell claimed him there." (Heaney 850) From the story Beowulf, we can imply that this

character Grendel is a monster in the sense that he lives underwater separated from all the townspeople. Just like Grendel, Jeffrey growing up was basically friendless and was known to be the kid that eats his lunch by himself at the lunch table next to the trash can. Both of which being outcasts is where they developed their fear cultures and their motives.

With the fear culture and motive that Grendel possessed, it was only a matter of time before he instilled fear into the townspeople and felt superior. "Greedy and grim, he grabbed thirty men From their resting places and rushed to his lair". (Heaney 120) Very similar to the way Grendel used his fear culture to scare the townspeople is when the United States dropped two atomic bombs on China. The main reason that the United States used to defend themselves was that they thought World War II would have lasted forever. That tragedy was done out of fear, just as Grendel's actions were out of fear and to feel superior. This goes to show you that trying to strike fear in someone is not always the right move in order to get what you desire because it might come back to haunt you.

Whichever culture you categorize yourself to fit under fame or fear, you will do whatever it takes to satisfy that. You usually fall under one of the two cultures just by what kind of family you are born into. No matter whether it be gnawing on a human being and having sick thoughts, or having a great hit to help win the game for your team, you will do it. There are many negatives that arise when having a fear culture but for people like Grendel and the Joker this is the right thing to do. So next time you go to read or watch the cartoon with Batman and the Joker you might picture batman as beowulf and the joker as Grendel; I hope you now know what motivates these characters.

### Works Cited

Heaney, Seamus, trans. *Beowulf: A New Verse Translation*. New York: W. W. Norton & Company, 2000. Print.

"Jeffrey Dahmer Biography." *The Biography.com website*. A&E Television Networks, n.d. Web. 8 Oct. 2015. <<http://www.biography.com/people/jeffrey-dahmer-9264755>>.



## Sample Final Essay

Student IV

Mr. Sexton

Composition 1

17 December 2016

### Literary Motifs in Animal Farm

"All animals are equal but some animals are more equal than others" (Orwell 134). In *Animal Farm* by George Orwell, the author addresses an issue that was prevalent during the time of which he was writing by using many literary motifs; the most commonly used being politics. There are many comparisons that can be made between this piece of writing and Communism in the 1940's. The basic principle from the book, followed by all of the animals on the farm, is Animalism, which is a mirror of Communism. The main three members that were instrumental in the upbringing mimic that of the three leaders of the Communist movement. As well as the leaders, the members of the farm represent many other, smaller, parts of the movement. In *Animal Farm*, George Orwell bases the story around Communism to show issues with current governmental bodies by comparing the acts of the Soviet Union to that of animals that overthrow a farm to show that power can go to anyone's head and corrupt them.

\* \* \*

### The Concept

Animalism is essentially the same thing as Communism, but with a different name. The basic concept of Communism is that everyone in society is equal and no one has more than anyone else. While it's a great concept on paper, everyone being just the same as one another, it is usually very poorly executed because of one simple reason: people are selfish. When one

person can find a way to exploit the system and have more than others, they do it. *Animal Farm* is a reflection of just that. The main characters in the book are two pigs named Napoleon and Snowball who headed the Animalist movement. In the book the Animalists are representative of the people that were fighting for Communist ideas and the humans are prototypical greedy beings that made everything uneven to begin with. The grandfather of the imitation of Communism in the book was named Old Major, an old and wise pig.

### The People

#### *The Grandfather*

Old Major was respected by all of the animals on the farm. He was meant to represent Vladimir Lenin, who put the idea of Communism in the minds of all the people he had authority over. Old Major held a meeting soon before his death that instilled the idea of revolution in all of the animals. With his stout and benevolent appearance, he spoke of a farm in which all of the animals would work as hard as one another and everyone would get the same reward for their tasks being completed. This is just like what Lenin did with Communism. He planted the seed of Communism in the minds of people and then soon after his death the revolution took place. After Old Major's death, the animals on the farm got more and more irritated with the owner of the farm, Mr. Jones. Mr. Jones was meant to represent Nicholas II, a weak and cruel leader, similar to the farmer, old and irritated. This irritation caused the animals to rebel and take over the farm from Jones. Since they were the two instrumental in the battle for Animalism, Snowball and Napoleon were the ones that were essentially put in charge.

#### *The Spearheads*

After the rebellion, Napoleon and Snowball had kept the farm running smoothly until their ideas drifted apart. Napoleon became more and more self absorbed and wanted more power and lavish things, while Snowball wanted to stick with the key concepts of Animalism and keep everyone even. Napoleon constantly enacted changes to rules that favored pigs over all others and gave them things such as nicer feed and, eventually, nicer places to sleep. Just the same as Old Major and Mr. Jones, Napoleon and Snowball each represent people key to the Communist movement. Napoleon represents Stalin and Snowball represents Trotsky who together overthrew the tsar leaders. In a vain act of power Napoleon used his guard dogs, which he had taken from their mother and raised as his own, in order to drive Snowball off of the farm. He was then used as a scapegoat by Napoleon for anything that went wrong with the farm; almost identical to what happened between Stalin and Trotsky. Stalin forced Trotsky out of Russia with his personal guards, the KGB, and then used Trotsky as a sort of whipping boy for whatever went wrong with the country. As time went on in the farm Napoleon, as well as many other pigs, began to take on traits of humans. They began to walk and were able to write. Near the closing of the book, the cycle of greed had met a close. At the end Napoleon is sitting at a table with other farmers from surrounding areas drinking until the tall glasses had nothing left but dregs and foam, and playing cards until there was a spit-flying verbal fight that was initiated because of an incident of counting cards. "The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but it was impossible to say which was which" (Orwell 141). This passage symbolizes how the pigs, when given power, stretched it as thin as they could and in the end were just the same as the people they hated in the beginning. This is one of the ways Orwell gets across the idea that with power, anyone is able to be corrupted.



*The Extras**The KGB*

Along with the larger comparisons between Communism in real life and Animalism in the book, there are many small comparisons that can be made. The dogs used by Napoleon and the KGB, the main security for the Soviet Union, used by Stalin can be directly compared. The dogs in the book were taken early in their lives by Napoleon without anyone knowing the purpose and he taught them to protect him at all costs and do his bidding. While the KGB was not made up of children taken from mothers, it was a group that did whatever Stalin demanded, bossed around civilians, and acted as his personal bodyguards and enforcers.

*The Society*

Another comparison that can be made is that of the two work horses on the farm and the society of the Soviet Union. Boxer was a workhorse that represented the part of society that was passionate about Communism and loyal to Stalin without a second thought. His mottos, "I will work harder" (Orwell 125) and "Comrade Napoleon is always right" (Orwell 125), were examples of him blindly obeying his leader. Many of the people in this era did just this; worked hard and settled for what they got, thinking that everyone would always be the same. This however was not true and some saw that fact. These are the people that didn't care about Communism and in the book they are represented by another horse, Mollie. She lived at the farm but didn't agree with Animalism and wanted to be treated like a princess. In the book she runs away and is found living with another farmer, working for him, and getting whatever she wanted after abandoning the animals (Orwell 46). Typically, because Communism made everyone equal, people that didn't support the Communist movement were those who were wealthy and owned a

great deal more than others. On the opposing side of the spectrum, the people that strongly supported the Communist movement were generally people of low stature that were poor. Those who had tasted the wealth did not want to give it up and craved it like a shark towards blood, while those who hadn't experienced it were as eager to as a child on Christmas morning.

### *The Propaganda*

One of the many other comparisons that can be made between the Animalist era in the book and the Communist era in Russia is propaganda. In *Animal Farm* Napoleon has a pig named Squealer whose job is to go around and speak well of both him and Animalism in general, like a walking advertisement board. It seemed as if for everything the animals asked about, Squealer had an answer that would make Napoleon look good. "No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?" (Orwell 55). In this quote Squealer is giving excuses to the animals as to why it should be unnecessary to question Napoleon and that they should trust that he is doing what he does for the best of the whole population and not just himself, even though he is just being greedy. Even people just like Napoleon, who are innocent and want to help everyone, can be corrupted when they are given large amounts of power.

\* \* \*

In *Animal Farm* by George Orwell, a farm of animals is used as a comparison for Communism and the Soviet Union in order to show that anyone can become corrupt and that power can go to their head. Among many other motifs, politics is the one that is most prevalent in this writing. Orwell does a very good job in the book mirroring what happened in the

Communist era of the Soviet Union. The primary foundation for the comparison he uses is Communism being equal to Animalism. Secondly, he uses animals in the farm to help support this idea, like the leaders of the farm sharing traits similar to those of leaders of the Communist era. He also makes a number of smaller comparisons that impact the story just as much as the leaders of the revolution. Some of these comparisons include a pack of brainwashed dogs similar to the KGB and a deceiving pig acting as the main source of propaganda. *Animal Farm* is a classic book and its use of literary motifs, like politics, is just one of the reasons people keep coming back to it.

Works Cited

Orwell, George. *Animal Farm*. N.p.: n.p., 1954. Print.

## Endnotes

## Three Significant Changes:

1. The first significant change I made from the first paper to this last one was during the prewriting stage of my writing process. For my first piece in this class I just wrote down things as I went along and the ideas were very messy and out of order. Upon arriving at the second draft I thought back and remembered thinking that it would be okay to just go straight in without using any type of outline. I was quite wrong in this case, and that's just part of the reason I had to entirely reframe my paper for this final copy. While prewriting for this paper I made an outline that I followed throughout the whole vision stage and this led to the paper flowing better and getting points across in a much more effective manner.
2. The second significant change that I made in this paper was highlighting. In my first draft I just wrote without the guidance of a rubric, leading to me leaving many specifications out. Without the rubric I didn't know exactly what to put down and what to guide myself with. With this final paper I was really able to make my paper greater because I had highlights and a rubric to go off of. These highlights-and lack of highlights in some cases-helped show where my paper was lacking and what I had to do in order to take it to the higher level.
3. The third and most important change I made in this paper was finishing my thoughts. In my first draft I often would write down something and then immediately move onto another thought without further explaining or closing the previous one. This helped my paper by clarifying ideas and getting my point across.

## Two Peer Review Changes:



1. One of the many helpful suggestions I was given by peers in the revision stage of this writing came from Ben Wiest. He suggested breaking down the many sections of my paper into a division-classification style. After dividing up the paper and seeing what fell under what category the ideas organized themselves and the flow of the paper was much smoother.
2. Another helpful suggestion that I was given was by Shane Williamson. He suggested, at a few points in my paper where I had rather large paragraphs, that I break down the sections and turn the long paragraphs into shorter, and stronger ones. This was also helpful when I was doing the edits that Ben suggested. This suggestion not only helped the flow of my paper, but also helped strengthen multiple paragraphs.
3. McKailla Parsons was very helpful in the revision stage as well. She walked through my paper with me and gave me pointers on how to make my paper sound more professional. She also helped me find ways to include different elements necessary to fit the rubric of the assignment. These suggestions helped elevate my paper to the next level.

One Major Change:

1. The biggest change I made from the transformation of my first paper to this last one was the entire layout. In the first one, as I mentioned before, I was often just writing down random thoughts that were incomplete and then moving on, not addressing them at all later in the paper. I also tried to explain different things that had no place in the writing and just confused readers. After eliminating those ideas and deciding to stick with comparisons only, I finally saw what my reviewer was saying when she said that it had no place in the paper. The point that I would say benefited from this the most was in my

introduction paragraph. In the intro of my first draft of this I used examples of motifs that were no longer addressed in the paper after that point. Not only was it an example of me not finishing a thought, but it was also a point that was not necessary to the layout of my paper and ruined the flow. Interrupting the flow really not something you want to happen at all in a paper, let alone the first paragraph.



**SUMMATIVE PAPER RUBRIC: Final Essay (Revision of Diagnostic Essay)****A+ (150 / 150) TOTAL**

- A. 50 / 50 - **Evidence of Revision** - Three hard copies must be submitted, & marked  
 5 / 5 - Self-graded draft (use B-E, grade your first draft out of 100)  
 10 / 10 - First Draft, Second Draft, & Revised Draft (with highlights)  
 20 / 20 - Peer Review/Reflection/Revision  
 15 / 15 - End Notes<sup>1</sup> (Discussion of three (key) revisions, peer review, and changes in your understanding about your own writing.)

B. 25 / 25 - **Clarity:**10 / 10 - **Connectivity:**effectively use topic sentences/concluding sentences5 / 5 - **Effective Text Features** (**BOLD/italicized**):**title, (sub)headings, charts/graphics supporting evidence, etc.**10 / 10 - **Classification:**Specific Categories/Sections/Segments of focus within the essay (text)**Sentence Structures (defining relationships of ideas) (3)**

- **Compound Sentences (FANBOYS)**
- **Complex Sentences (subordinate/correlative conjunctions)**
- **Compound/Complex Sentences (combining of all the above)**

C. 9 / 9 - **Introduction:**2 = interesting hook (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part thesis (sinker)D. 60 / 60 - **Body:**10 / 10 - **Transitional (Connective) Phrases**

First, Second, Third... Before, After... Furthermore, again, next...

20 / 20 - **Description:**sensory imagery (3)figurative language (3)

<sup>1</sup> **REQUIRED END NOTE(S):** Use footnotes or create a page following the works cited list at the end of the draft to discuss the following.

1. Reflect on **THREE** (3) significant changes made from draft to draft by highlighting key pieces of evidence and applying footnotes to discuss changes in each subsequent draft (exemplifying); discuss how these changes impacted the final product.
2. Identify **TWO** (2) things that peer review impacted in your paper (specific lines/segments/details), and discuss/reflect upon the impact of the peer review process on your writing.
3. Reflect on **ONE** (1) major change in the way you think about your own writing. Exemplify this by discussing (a) segment(s) of your paper.

image grammar (3)

10 / 10 = Evidence

5 / 5 = Direct Quotations or Paraphrased References (3)

5 / 5 = Correct MLA Format

correct in-text citations (100% accuracy)

Works Cited list (100% accuracy)

20 / 20 = A Variety of Examples (2 types, 5 applications of examples)

anecdote(s), typification(s), hypothetical(s), generalization(s),  
and/or extended example(s)

E. 6 / 6 - Conclusion:

2 = *reframed thesis* (a.k.a. concluding statement)

3 = evaluation of evidence (connected, clear, concise)

1 = Closing Statement (providing relief with some direct connection to the hook)

**SCORING KEY:**

A	150-135
B	134-120
C	119-105
D	104-90
F	89 and below

## Sample Proposal Essay

Student III

Advanced Comp. per 1

4/30/16

### Green Vs. Blue



A green city on a green lake; yes, you may need to reread that. The green lake phenomenon is now a reality here in Ohio more than ever. Every summer my family and I drive to the lake to go boating but in recent years the lake was not blue. As in the picture above (Wines, 2013), the water looked like a giant pit of green pudding from a distance and a bowl of pea soup up close. Lake Erie turns green from algae growth due to the high levels of phosphorus and nitrogen released into our environment from anthropogenic, human caused, sources. This problem, known as eutrophication, not only discourages tourists but also affects the organisms living in the ecosystem which can kill the fishing industry. How can we stop this, what can be done? To save industries connecting to the lake and the overall quality and biodiversity of the lake, nitrogen and phosphorus must be prevented from being release into the environment or taken out of water while in the the treatment plant.

### Eutrophic Nutrient Release

Eutrophication is "an abundance of fertility to water" (Friedland, 2012, 240). The more nutrients released into a body of water, the more plants grow. The release of too many limiting nutrients (nutrients that determine how big or how many plants grow), such as Nitrogen (N) and phosphorus (P), nutrients can either be natural or human caused. Natural nutrient release occurs during the decomposition of organisms. Human caused eutrophication, or cultural eutrophication, comes from both point and nonpoint source pollution. Point source pollution occurs when an individual can find the cause of pollution (Friedland 2012, 382) such as factory waste dumping or wastewater treatment excess affluent. Wastewater treatment plants only do so much, they remove solids and kill harmful pathogens and bacteria but do not remove nitrogen and phosphorus from the water. Many high chemical-containing products such as laundry detergent run down our house pipes and get sent to wastewater treatment plants. The plant treats the water and ultimately dumps it into a nearby stream allowing the leftover nutrients to accumulate in our ecosystem. Waste water plants may even overflow and release untreated water into the environment. Nonpoint source pollution occurs when water or soil is polluted but a single source can not be picked out such as farm runoff.(Friedland, 2012, 382) Though our nation uses many tons of cleaners every year farm runoff is the main source of eutrophication because the source is so indirect and high in nutrients.

### **The Runoff Problem**

Farm runoff is the main reason for eutrophication because it is nutrients from fertilizer, manure, and pesticides that wash away and enter the water stream without any treatment. This source of pollution is a necessary evil; in order to feed the growing population farmers need to use the chemicals to produce as much as possible in as little time as possible. This reality forces



farmers to use more volume and intensity of fertilizers and pesticides. A research article by the USDA states "Over the last 50 years, for example, more than 600 tonnes of phosphorous were applied to agricultural land worldwide compared with about 250 tonnes of phosphorous removed as produce" (Best Management, 2006). The rest is left on the fields to either sink into the soil or run into our water streams. Nutrients do not just disappear when the crops are harvested, the USDA's article continues to say "application tailored to meet pasture N and P demands can have an effect on surface runoff for up to 19 months after application" (Best Management, 2006). Farmers are also forced to raise animals in higher concentrations. Occurring mainly in the western United States, where soil is not fit for crop production, Concentrated Animal Feeding Operations (CAFOs) have become the main method of farming (Friedland, 2012, 300). As we all know, cows eat tons of pounds of grass and it all ends up somewhere. The problem now is because the concentration of cows has increased, the manure produced has increased. There is too much to have workers pick up and as a result rainwater washes it into the water stream. Nothing is being done about situations like this, the increased pesticides, fertilizer and manure, which causes many harmful consequences.

### Algae Effects

Whatever the cause and however it is handled, when a lake or stream becomes polluted effects wreak havoc on the environment. The largest consequence of high eutrophication is the growth of algae, the green pudding that fills the top of the water, on the surface of the water. Algae is a plant and the main primary producer of an aquatic ecosystem, all of the energy for consumers comes from producers. Some algae is necessary, but when there is too much, many people do not realize the damage. Previous studies have shown that algae growth is strongly

influenced by nutrient of N and P which are assumed to be the most important elements in restricting the growth of HABs (harmful algal blooms) (Multiple effects of environmental, April 2016, #). N and P act as a fertilizer, the more N and P in the water the more algae. Just the way the lake looks is not the biggest problem to worry about. As we all know, plants live and die, and when they die they decompose, which requires oxygen. Where does the oxygen come from when a plant dies in water? The water of course, organic decomposition in water removes oxygen, oxygen that fish and other aquatic animals breathe through their gills. Oxygen filtered into the water combines it with carbon to produce Carbon dioxide which is then released into the atmosphere leaving less dissolved oxygen. This phenomenon is known as the formation of dead zones- low oxygen conditions that kill fish and other aquatic animals (Friedland, 2012, 71).

Where dead zones occur, both biodiversity and water quality is lost leading to many unexpected problems.

### Who Cares?

#### *Fishing Industry*

In simple terms: polluted water means no fish, meaning no fishing, which means the fall of an industry. The fishing industry plays an important role in the Ohio economy and they are already taking a hit. An article from the New York times states "Once, fisheries and sports anglers pulled five million walleye from the rejuvenated lake every year. Today the catch is roughly one-fifth that" (Wines, 2013). This sad reality is becoming the new norm. The article continues to discuss how the number of charter fishing companies has dropped by 40% from the time the blooms began (Wines, 2013). The dead zones within the lake are becoming too widespread and unmanageable. If this industry dropped out more effects would be felt than one

could imagine. An article from the Ohio Environmental Council state's "largest freshwater commercial fisheries in the world and the largest sport fishery in the Great Lakes, producing more fish for human consumption than the other four Great Lakes combined" (Lake Erie 2015). A major food source would be depleted leaving many without an annual income. The sheer amount of jobs sustained by the lake is immaculate. The Environmental Council's article continues and says: more than 117,000 jobs are sustained, netting \$3.1 billion in wages annually (Lake Erie 2015). Lake Erie is a major source of Ohio industry and when fish can not breathe, industry can not breathe.

### ***No Fun***

One may use the excuse "I don't eat fish so why do I care about the fish or the fish industry dying?" What those who use this excuse do not realize is that if the industry dies northern Ohio will die too, it will become unfit for tourism. The article previously mentioned from the Ohio Management Council says that "each year more than seven million people flock to Ohio's portion of the Lake Erie basin, including Kelleys, South Bass (better known as Put-in-Bay) and Middle Bass Islands, to recreate and reconnect with nature and family" (Lake Erie, 2015). When water becomes polluted visitors cannot swim or fish' nobody wants to be covered in green sludge when they get out of the water. There are counter effects when the fish industry crash and water becomes unsanitary. Tourism, travel, and sport fishing contribute more than \$11.5 billion a year in revenue to Ohio's economy and \$1.5 billion in federal, state, and local taxes (Lake Erie, 2015). If seven million tourists were taken away nothing would be left of northern Ohio.

### **Eliminate the Pollution**



### ***Source reduction***

The first and most effective way to eliminate any pollutant is source reduction. Source reduction are a methods of reducing waste, in the early stages of design and manufacturing, the use of materials- toxic and nontoxic (Friedland, 2012, 442). The less harmful chemicals used the less water pollution. This method can be used in both the manufacturing and agriculture industries. Reducing manufacturing pollution involves limiting the amount of waste companies dump into streams. Legislation must be passed and/or companies would have to raise their standards to become more green. In order to reduce the nutrient runoff from agriculture the USDA research article explains "Carefully matching fertilizer P applications to match crop needs and yield goal potentials minimizes the accumulation of P in soil, with most of the added P being removed in crop produce as grain or forage" (Best Management, 2006). In other words to reduce runoff exact amounts of N and P should be used for maximum crop yield. This method will not only help fix the nutrient problem but also save money for farmers; they will not have to pay for unnecessary concentrations of soil amendments. Source reduction allows pollution prevention and has the potential to save the wellbeing of Lake Erie.

### ***Other Methods to Lower N and P***

Other methods are currently being explored to remove N and P from water such as using microorganisms to separate compounds or filter water through a manmade wetland. Many people may have a stroke of fear when it comes to releasing a form of bacteria into drinking water; but the water after the anaerobic digestion is far better than the water before. The process is simply to grow the bacteria, release it in water to photosynthesise, and then remove the bacteria and oils produced. Much research is still underway on what organisms work the best to remove nutrients

and survive altering conditions. Another bonus of anaerobic digestion is that it also creates green fuel (Methane) that can be used in cars from the oils the microorganisms produce. Though a new method Microorganism have a large potential to become the last step in a water treatment facility (Ji, 2014). Wetlands are also another option. They are more natural way to decrease the amount of nutrients. A research article on Wetland nutrient removal state's "Treatment of wastewater with wetland systems has its advantages and disadvantages. Some of the advantages include: low energy input because solar energy is required for plant and animals communities to thrive in the wetlands, low operational maintenance, relatively more tolerant to varying pollutant load as compared to a wastewater treatment plant, constructed wetlands have no design life period as opposed to a treatment plant" (Khanijo I, 2002). Wetlands are a more natural method of reducing nutrient waste and there a viable option for removing N and P.

### **Go Blue, Not Green**

To save industries connecting to the lake and the overall quality and biodiversity, a change to improve water quality must be made in order to stop Lake Erie from turning green. Nitrogen and Phosphorus must be prevented from being released into the environment with source reduction or improving wastewater treatment procedures. Water is essential for life, without this one specific compound nothing would live and thrive. Many tourists come to the beautiful Erie coast to rejuvenate and spend time with nature, not to be told they can not swim because high algae levels. Both Ohio industry and economy depends on the well being of our beautiful lake and each one of us can step up and take a stand to make Erie great. Farmers can educate themselves on the exact levels of N and P need for their fields and all citizens can ask

city representatives about how their wastewater is treated. In time we can make Lake Erie should be green land on a blue lake again.

## Bibliography

Best Management Practices To Minimize Agricultural Phosphorus Impacts on Water Quality.

(July 2006). A.N. Sharpley, T. Daniel, G. Gibson, L. Bundy, M. Cabrera, T. Sims, R.

Stevens, J. Lemunyon, P. Kleinman, and R. Parry. United States Department of Agriculture.

<https://www.ars.usda.gov/is/np/BestMgmtPractices/Best%20Management%20Practices.pdf>

Cleveland Museum of Natural History. GreenCityBlueLake. (2016)

<http://www.gcbl.org/explore/water/lake-erie>

Friedland, Andrew, Rick Relyea, and David Courard-Hauri. (2012) *Environmental Science*

*for AP*. New York: W.H. Freeman and Company, Print. 5, 192, 323, 326, 330-1, 345, 367.

Ji, F., Liu, Y., Hao, R., Li, G., Zhou, Y., & Dong, R. (2014). Biomass production and nutrients

removal by a new microalgae strain *Desmodesmus* sp. in anaerobic digestion wastewater.

*Bioresource Technology*, 161/200-207. doi:10.1016/j.biortech.2014.03.034

Khanijo I, (2002), Nutrient removal from wastewater by wetland system.

<http://home.eng.iastate.edu/~tge/ce421-521/ishadeep.pdf> [2011.02.05]

Lake Erie. (2015). Ohio Environmental Council. Retrieved From

<http://www.theoec.org/LakeErie>

Multiple Effects of Environmental Factors on Algal Growth and Nutrient Thresholds for

Harmful Algal Blooms: Application of Response Surface Methodology. Wang, Chao;

Wang, Zhiyuan; Wang, Peifang; Zhang, Songhe. Environmental Modeling & Assessment  
vol. 21 issue 2 April 2016. p. 247 - 259

Wines, Michael. (March 14, 2013). Spring Rain, Then Foul Algae in Ailing Lake Erie. The  
New York Times.

[http://www.nytimes.com/2013/03/15/science/earth/algae-blooms-threaten-lake-eri  
e.html](http://www.nytimes.com/2013/03/15/science/earth/algae-blooms-threaten-lake-erie.html)



## END NOTES

### Audience

My audience is the people of northern Ohio- Farmers, tourists, city councils, and those who work in the fishing industry, those who run businesses by the lake. There is no specific age group- anyone who cares about the lake and wants to keep it safe.

### Target audience Examples

*Farmers:* In other words to reduce runoff exact amounts of N and P should be used for maximum crop yield. In this paragraph i give specific examples of how farmers can better their practices to create less pollution

*Those in the fishing industry:* "In simple terms: polluted water means no fish, meaning no fishing, which means the fall of an industry." These people will be one of the top affected by eutrophication. I discuss how their industry will crash.

*Tourists:* What those who use this excuse do not realize is that if the industry dies northern Ohio will die too, it will become unfit for tourism. These people will choose a new vacation spot and watch the lake lose its value.

### Peer Revisions

One of the most important things i revised was my call to action at the end of my paper. One of my readers said there was no specific call to have people make a change. I suggested ways the problem could be fixed but never told the audience to do anything.

I added "Farmers can educate themselves on the exact levels of N and P need for their fields and all citizens can ask city representatives about how their wastewater is treated." to involve the audience more.

### Evidence

The evidence I used in this paper is very credible and easy to find (I really like the Akron databases). There was nothing I could not back up with a source. The only problem was making my paper understandable to my audience. I could not go too far into detail or else they may not understand. I tried hard to define more complex concepts and somewhat "dumb it down".

The information on this topic is very open and growing as there are even newer way to remove N and P from water.

I may still get questions on how bacteria can be removed from water (which is why it is not my main way to remove N and P- too complex to explain- that would be a whole other process analysis essay). I chose to describe source reduction more.



## PROPOSAL PAPER RUBRIC: Essay 4

## A (148 / 150) TOTAL

## A.30 / 30 = Attention to Audience (8-12, teachers, administrators)\*\*\*

In this paper, you are tailoring your writing to (a) specific audience demographic(s) of your choice ~ some **examples** are as follows:

- (1) professionals in a particular field (biology, history, medicine, etc.)
- (2) segments of society (soccer moms, DINK households, starving artists, criminals, the unemployed, holistic healers, etc.)
- (3) age groups (20-somethings, teens, the elderly, young adults, etc.)

Again, we'll create **End Notes** (a section that will follow the Bibliography) to discuss the Audience in **four (4) ways**:

- (i) who your target audience is and the connection to your topic [5 points]
- (ii) three (3) specific examples of what you did in order to reach your target audience [10 points]
- (iii) Discuss revisions made to this paper based upon feedback and peer review [5 points]. Where did your peers point out flaws in your reasoning? How did you attempt to correct these flaws? Where did peers provide structural suggestions? How did you apply these revisions?
- (iv) Evaluate the sufficiency of your research [10 points]:
  - Are there loose ends that you did not address?
  - Was there information that was elusive? Information that you could not find? How might you go about finding this information in the future?
  - Is available information on this topic too limited?
  - Anticipate (and list) questions you believe an audience may ask about this topic (particularly questions not covered in your research).

## B. 10 / 10 = Clarity:

## 5 / 5 - Classification:

Specific Categories/Sections/Segments of focus within the essay (text)

**\*\*YOU CAN USE HEADINGS TO DO SO, but headings alone do not create focused segments - the information in each section should be on one specific topic**  
No off topic/illogical discussion

## 5 / 5 - Connectivity:

effectively use **topic sentences**/**concluding sentences**/Text Features

## C. 9 / 9 - Introduction:

2 = interesting **hook** (an attractive, clear topic sentence)

2 = connection between hook and thesis (line)

5 = 3-part **thesis** (sinker)

## D. 93 / 95 - Body:

15+ / 15 = **Coherency**/Complexity

1. **Transitional Phrases** (Connective/Directive)

First, Second, Third... Before, After... Furthermore, again, next...

2. **Complexity of Language (use of sentence structure for effect)**a. **Sentence Variety:**

Compound Sentences/Complex Sentences/Compound-Complex Sentences/Interrupter Phrases (participle, appositive, absolute, etc.)/effective ellipses (...), colons (:), dash (--), etc.

b. **Emphasis/Parallelism:**

Instances of Intentional phrasing for effect

## c. Exact Language

Intentionally Concise and Complete

43 / 45 = Evidence

30+ / 30 = Direct Quotations or Paraphrased References, Charts, etc. (15)

5 / 5 = Visual Representation(s) of evidence (Visual Aides/Text Features)

*This may include pictures/charts/graphics/diagrams/etc.**You must cite this evidence in the text (when/where you discuss the visuals)*

5 / 5 = Balance - Be sure to have both quantitative and/or qualitative evidence to support the main points of your argument. We should see a few fully developed point, and not several underdeveloped points. Less is more.

3 / 5 = Correct APA Format

correct in-text citations (100% accuracy)

Bibliography (100% accuracy)

35 / 35 = Discussion of Evidence/Connections (to Thesis)

1. Clear/Purposeful Action Steps with Specific Solution (5)

2. Exemplification and Creative/Description Discussion (10)

anecdote(s), typification(s), hypothetical(s), generalization(s), extended example(s),

Figurative Language, Sensory Imagery, and/or Sound Devices

E. 6 / 6 - Conclusion:

2 = reframed thesis (a.k.a. concluding statement)3 = Evaluation of Evidence (Discussion of Action Steps)1 = Call To Action/Closing Statement (closure with a challenge)

## KEY

A	117-130
B	104-116
C	91-103
D	78-90
F	0-77