

Extreme Sports: What's the Deal?

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Reading Selections for This Module

Davidson, Clare. "The World's Most Dangerous Sports." *Forbes.com*. 7 Aug. 2008. Web. 6 June 2010. <<http://www.forbes.com/2002/08/07/0807sport.html>>

Donvan, John. "Camp for Kids With Autism Offers Extreme Therapy." *ABC News.com / ABC News Nightline*. 31 Aug. 2009. Web. 7 June 2010. <<http://abcnews.go.com/Nightline/autism-extreme-sports-camp/story?id=8417797#.UNEU-Wd618E>>

"Extreme Sports Not About Risk-taking: Study." *Medical News Today.com*. Queensland University of Technology, 13 July 2009. Web. 2 June 2010. <<http://www.medicalnewstoday.com/releases/157282.php>>

Jones, Lola. "A Solemn Warning to Wingsuit Flyers." *XtremeSport4u.com*. 28 Apr. 2010. Web. 15 July 2011. <<http://xtremesport4u.com/extreme-air-sports/a-solemn-warning-to-wingsuit-flyers/>>

Top End Sports Quotes. *N.p.*, n.d. Web. 15 July 2011. <<http://www.topendsports.com/sport/adventure/quotes.htm>>

Week 1: Activities 1 – 10

Week 2: Activities 11 – 14

Week 3: Activities 15 - 24

Part I: Reading Rhetorically

Prereading

Activity 1: Getting Ready to Read

Brainstormed all the words that you associate with extreme sports. Now, write for five minutes on the following topic:

Quickwrite: Are extreme sports a good idea? Why or why not?

Activity 2: Exploring Key Concepts

You can see several photos of different extreme sport activities at: <http://www.slideshare.net/rideforever/extreme-risk-powerpoint>. Or, research your own visual images online by Googling such activities as Base Jumping, XGames, Super Cross, Street Lugging, Skateboarding, Cage Fighting, and Hang Gliding.

Working with a small group, list as many words as you can that explain why people are drawn to such dangerous activities.

Next, rank your findings in order. What is the number one reason you think people participate in extreme sports, followed by the second reason, and so on.

Then, discuss your views on the relationship between participation in extreme sports and potential outcomes. Create a cause/effect diagram for your group's top five to eight ideas, using arrows to connect the words that you think share a relationship.

Activity 3: Exploring Key Concepts—Background Information

Look at the pictures in Claire Davidson's article "The World's Most Dangerous Sports." Do these pictures motivate or frighten you?

Discuss the significance of the differing opinions in your class and the ways they may reflect people's views towards extreme sports.

Now read the first nine paragraphs of "The World's Most Dangerous Sports" by Claire Davidson to better understand extreme sports. Answer the following questions in a group discussion (or in writing if you are working individually):

- What do you think is the purpose of Claire Davidson's article?

Now read Clare Davidson's article "The World's Most Dangerous Sports."

- Summarize or paraphrase each extreme sport into a few bullet points.
- After reading a ways into Clare Davidson's "The World's Most Dangerous Sports," were your reactions to the pictures verified by the information in the text? Now that you have read the essay, are the activities motivating or frightening? Provide one reason for your conclusion.

Activity 4: Surveying the Text

Before you read "Extreme Sports Not about Risk-taking: Study," "Camp for Kids with Autism Offers Extreme Therapy," and "A Solemn Warning to Wingsuit Fliers," discuss the following questions (or write the answers if you are working individually):

1. What does the title "Extreme Sports Not About Risk-taking: Study" tell you about the author's position or point of view on the dangers and reasons people participate in extreme sports?
2. What do you think is the purpose of these articles?

3. What does the title “Camp for Kids with Autism Offers Extreme Therapy” suggest about this author’s position or point of view on the dangers and reasons people participate in extreme sports?
4. What does the title “A Solemn Warning to Wingsuit Fliers” suggest about the author’s position or point of view on the dangers and reasons people participate in extreme sports?
5. On the basis of the title of Jones article, what do you think the author’s position will be? Consider the source. Is it a blog, an editorial, or a report of information?
6. Based on the titles, in what ways do you think Jones article, “A Solemn Warning to Wingsuit Fliers,” will be similar or different to the Donovan article, “Camp for Kids with Autism Offers Extreme Therapy”? In what ways do you think it will be different?

Activity 5: Making Predictions and Asking Questions

Complete the following items regarding the articles “Extreme Sports Not About Risk-taking: Study,” “Camp for Kids with Autism Offers Extreme Therapy,” and “A Solemn Warning to Wingsuit Fliers”:

1. Read the first four paragraphs of “Extreme Sports Not About Risk-taking: Study.” What arguments do you think the author will make?
2. Where does the introduction end in the article “Extreme Sports Not About Risk-taking: Study”?
3. Read the first five paragraphs of “A Solemn Warning to Wingsuit Fliers.” According to the text, was your original prediction about the author’s content and purpose correct?
4. Where does the introduction end in the article “A Solemn Warning to Wingsuit Fliers”?
5. Read the first two paragraphs of ABC News “Camp for Kids with Autism Offers Extreme Therapy.” What question would you most like to ask Donovan?
6. In the last paragraph of Donovan’s article, what word or phrase seems to give his argument ethos (credibility)?
7. Reword the titles and subtitles, and turn them into questions to be answered after you have read the full articles.
8. Read the last paragraph in each article. How are they different?
9. Where were each of these articles published? Does it matter?

Activity 6: Understanding Key Vocabulary—Semantic Map

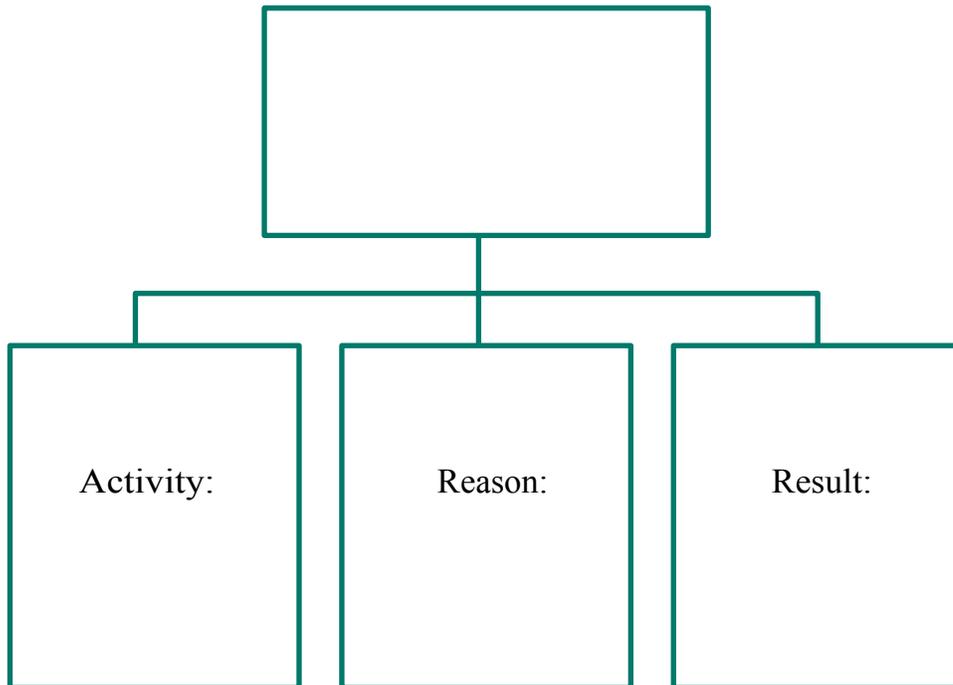
A semantic map (or web) will help you organize the important or unfamiliar terms you need to know in order to understand the text.

First, develop a definition for each word or group of words using prior knowledge, a dictionary, and/or online

resources. Work together (or individually) to create a semantic map for each of the following words or phrases:

- adrenaline junkie
- syndrome
- lose inhibitions
- aversion to risk
- genetic condition
- unsanctioned
- autism
- visceral

1. Write the word or phrase in the top blank of the map (diagram below).
2. Create categories based on the topic, or use the three provided.
3. List words that fall under the categories.



Reading

Activity 7: Reading for Understanding

Read “Extreme Sports Not About Risk-taking: Study

As you read, think about the predictions you have made. Then answer the following questions:

1. Of your original predictions, which were correct? Which did you have to modify as you reread Medical News Today’s “Extreme Sports Not About Risk-taking: Study”?
2. Using a highlighter, identify the sentence that includes the main idea of this article.

Read “A Solemn Warning to Wingsuit Flyers”

3. After reading Jones’s article, respond to the following by completing a Say-Mean-Matter chart:
 - Does Jones have a position or bias on the issue?
 - What, if anything, does Jones suggest needs to be done about the issue?

Read “Camp for Kids with Autism Offers Extreme Therapy”

4. Select one phrase, statement, or fact that surprised you about kids with autism. Explain the reasons for your surprise and the evidence offered by Donovan to support the phrase, statement, or fact.

Activity 8: What Does the Text Say, Mean, Matter?

You identified some important facts or points from each of the articles in the previous activity. Using the table below, record what those points “say,” what they actually “mean,” and why they are important. An example follows:

Source: “Camp for Kids with Autism Offers Extreme Therapy” Donovan, John (p. 7)
 Excerpt: “Gilstrap said he wants campers to struggle, but only so much.”
 SAY: Gilstrap wants to challenge kids but not unreasonably.
 MEAN: He wants to them to achieve difficult goals and overcome their personal obstacles.
 MATTER: It would appear he has kids’ best interests in mind.

Source: Title & Author Location: Page & Paragraph	Excerpt / text	What does it SAY?	What does it MEAN?	Why does it MATTER?

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Activity 9: Considering the Structure of the Text—Rereading the Text

As you reread the texts, evaluate the organization of each author’s argument or text. Was the information presented in a plot line like a narrative text or story? Was a problem stated and then solutions discussed, or were details explained in a cause and effect organization with the author explaining an event and its consequences?

Answer the following questions:

1. How was Jones’ article, “A Solemn Warning to Wingsuit Fliers,” organized?
2. How was Donvan’s article organized? Is there a sequence of events, or does he begin by identifying a problem and stating what the camp does for the kids?
3. How was the “Extreme Sports Not About Risk-taking: Study” article organized?
4. How was the Davidson article organized?

Activity 10: Noticing Language—Loaded Words Graph

In the article “Extreme Sports Not About Risk-taking: Study,” look for “loaded words” that clearly show the author has an opinion or bias about a fact or piece of information he or she included. For example, in paragraph 3, the author uses the phrase “adrenaline junkies.” This phrase is “loaded” because it suggests some people perceive extreme sports participants as reckless and the use of the term “junkies” suggests they are like drug addicts.

Scan the remaining articles searching for “loaded” words, and complete the table. Try to list at least two words per article.

Loaded Word or Phrase	Literal Meaning	Figurative Meaning	Author's Bias Suggested	Article / Source
"adrenaline junkies"	people who crave adrenaline	thrill seekers, risk takers	reveals some in society may have a negative connotation towards extreme sports participation	"Extreme Sports Not About Risk-taking..."

Activity 11: I-Chart

As you reread the articles by Donovan, Jones, and *Medical News Today*, identify ways people who participate in extreme sports are characterized, statements that show how the author feels about extreme sports participants, and, finally, any effects of extreme sports.

Article	How does the article characterize people who participate in extreme sports?	What is the author’s bias on extreme sports?	What are the effects of extreme sports?
“A Solemn Warning to Wingsuit Flyers”			
“Extreme Sports Not About Risk- taking: Study”			
“Camp for Kids with Autism Offers Extreme Therapy”			

Activity 12: Annotating and Questioning the Text

As you reread Davidson’s article, make annotations to identify the following:

1. Draw a line where the introduction ends. Where does the author stop making general statements and begin making a specific point about extreme sports?
2. Draw a line where the conclusion begins.
3. Divide the remaining text into sections. Identify the issue or problem being addressed in each section:
 - Label each point or topic sentence at the beginning of each sentence in either the margin or the space between each line.
 - Label the first point P1, the second P2, and so on.
4. Identify the author’s supporting evidence in each section:
 - Use parentheses () to identify the facts, opinions, and comments the text provides to support each point.
 - The parentheses should begin at the end of one point and include each supporting commentary until the next point begins.
 - Then label the second point P2.

Postreading

Activity 13: Summarizing and Responding—Rhetorical Précis

Write a rhetorical précis of one of the articles in this module. A précis is a shorter version of the text that contains four concise sentences.

1. In a single coherent sentence, give the following:
 - Name of the author, title of the work, date
 - A rhetorically accurate verb (such as “assert,” “argue,” “deny,” “refute,” “prove,” “disprove,” “explain,” etc.)
 - A *that* clause containing the major claim (thesis statement) of the work
2. In a single coherent sentence, give an explanation of how the author develops and supports the major claim (thesis statement).
3. In a single coherent sentence, give a statement of the author’s purpose, followed by an “in order to” phrase.

4. In a single coherent sentence, give a description of the intended audience and/or the relationship the author establishes with the audience.

Sample Précis:

In Lola Jones' April 2010 article "A Solemn Warning to Wingsuit Flyers," she attests that although some flyers may be qualified, they may still die participating in the sport of wingsuit flying. Jones lays out Robson's ordeal by beginning with a resolution and then outlining the circumstances and facts that led to Robson's death. Jones informs us of Robson's demise in order to shed light on the mortal risk to those who choose to participate in various extreme sports, specifically wingsuit flying. The author establishes a very candid voice with an audience of people who more likely than not might consider taking part in such extreme sports.

Activity 14: Thinking Critically

The following questions will help you better understand what makes rhetoric effective. Effective rhetoric draws the reader in by appealing to emotional (pathos) or logical (logos) points. Does the author's claim make you angry, sad, happy, or concerned (pathos)? Do the claims seem like an appropriate point of view? Is what the author suggests realistic or even possible, or is it silly and impossible (logos)?

Effective rhetoric also has credibility (ethos); you can trust what an author says because he or she relies on facts, studies, and an expert's comments to argue the issue. Does the author's information come from companies like Apple or Johnson & Johnson, universities, businesses, hospitals, or lawyers?

These are the basic questions that help you identify and analyze an author's rhetorical appeals to emotion, logic, and credibility. Using these questions will help you to understand what an author says or claims and to analyze the strength of their claim. In the end, these questions will help you to understand why their argument is effective.

Ethos, pathos, and logos are three terms that are the foundation of any rhetorical text or argument.

Answer the questions individually or develop answers together in small groups and then share with the group/class.

Article 1 "Extreme Sports Not About Risk-taking: Study":

1. In "Extreme Sports Not About Risk-taking: Study," what major claims are made in the text? Can you think of any counterarguments the author didn't consider?
2. Does the author have the appropriate background to speak with authority on the subject?
3. Do you think the author is trying to emotionally manipulate the readers?
4. Who does the author use as sources? Are they experts? Did the author rely too much on any one opinion?

Article 2 "A Solemn Warning for Wingsuit Flyers":

1. In "A Solemn Warning for Wingsuit Flyers," what major claims are made in the text? Can you think of any counterarguments the author didn't consider?

2. Does the author have the appropriate background to speak with authority on the subject?
3. Do you think the author is trying to emotionally manipulate the reader?
4. Who does the author's use as sources? Are they experts? Did the author rely too much on any one opinion?

Article 3 "Camp for Kids with Autism Offers Extreme Therapy":

1. In "Camp for Kids with Autism Offers Extreme Therapy," what major claims are made in the text? Can you think of any counterarguments the author didn't consider?
2. Does the author have the appropriate background to speak with authority on the subject?
3. Do you think the author is trying to emotionally manipulate the readers?
4. Who does the author's use as sources? Are they experts? Did the author rely too much on any one opinion?

Part II: Connecting Reading to Writing

Discovering What You Think

Activity 15: Considering the Writing Task

Consider the following quotes about risk and caution as you begin your essay:

"Security is a kind of death."
Tennessee Williams

"Plunge boldly into the thick of life, and seize it where you will, it is always interesting."
Johann Wolfgang Von Goethe

"You can't cross the sea merely by standing and staring at the water."
Rabindranath Tagore

"Who dares nothing, need hope for nothing."
Johann Friedrich Von Schiller

"I would rather be a superb meteor, every atom of me in magnificent glow, than a sleepy and permanent planet."
Jack London

"The proper function of man is to live, not exist. I shall not waste my days trying to prolong them. I shall use my time."
Jack London

Choose one of the quotes and

- Explain the quote or author's claim or argument.

- Discuss the extent to which you agree with the claim using any or all of the articles you have read during this unit, your own experiences, and observations. Note: this does not ask you whether or not you agree but requires that you explain how much or how little (on which points more and which points less) you agree...
- Be sure to use specific examples to support your claim.
- Your essay should be as well organized and carefully written as you can make it.

Activity 16: Taking a Stance—Formulating a Working Thesis

To develop a clear thesis, you may want to think about or write the answers to the following questions:

On a separate sheet of paper, answer the following questions:

- What is the issue or question you are addressing? (your tentative thesis)
- What support from your notes and annotations have you found for your thesis? (These are your points.)
- What evidence have you found for support (e.g., facts, statistics, statements from authorities, personal experience, anecdotes, scenarios, and examples)?
- How much background information do your readers need to understand your topic and thesis?
- If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns? (What would you say to them?)
- What questions or arguments do you think your audience might have regarding your claim and evidence?

Activity 17: Taking a Stance—Crafting a Working Thesis

Now that you have collected and analyzed information regarding the topic and your audience, you are ready to write your thesis. A thesis, however, has to be very concise; you don't want to confuse your reader from the start. It is often the first impression you make on your reader. Create your own opener, or select from the possibilities below to create a working thesis.

- While the issue of _____ has several different perspectives, I have discovered _____.
- Extreme sports can fascinate, thrill, or terrify us. One question, however, is why people _____.
- Experts disagree on why people choose _____.
- While some believe extreme sports are _____, I think they are _____.

Activity 18: Gathering Evidence to Support your Claims—Sentence Starters

The following sentence starters will help you include in your own words key facts and information from the articles. Including facts and information will give your writing ethos (credibility). However, when you use the words of others, you must give them credit for their own writing and work. This way you will avoid plagiarizing or copying other peoples' work. Sentence starters are one way to help you include the words of someone else and make them into clear and focused points.

The following are examples of sentence starters for “Extreme Sports Not About Risk-taking: Study.” As assigned, create your own sentence starters for the remaining articles.

- Dr. Brymer states that...
- He also argues that...
- It is also clear that Dr. Brymer believes...
- While Dr. Brymer found that ...

The following are generic sentence starters you may wish to use.

- The issue of _____ has several different perspectives.
- While some experts disagree on what to do about...

The following starters will help you introduce ideas from particular writers:

- Noted researcher (author’s name here) argues that . . .
- In a groundbreaking article, (author’s name here) states that . . .
- According to (author’s name here) . . .

Contrary or opposing views can be signaled by the next sentence starters:

- However, the data presented by Hermando H. Scientist shows...
- On the other hand, Terry T. Teacher believes . . .

These sentence starters will help you add your own voice to your writing:

- Although some argue for _____, others argue for _____. In my view . . .
- Though researchers disagree, clearly . . .

Choose from among the academic frames above and jot down a few points that you would use in a debate with classmates. After preparing your arguments, have a brief debate in small groups. Listen attentively to others' points and how well they back up their opinions with the ideas of others.

Activity 19: Using the Words of Others to Create a Voice

A very important part of rhetorical writing is the ability to take the information of others and use it to support your claim. There are three different ways to do this.

- **Direct quotation:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer found that people who participate in extreme sports have an image of “risk takers and adrenaline junkies.” However, he found this really isn’t true (3).
- **Paraphrase:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer notes that people who participate in extreme sports try to be prepared so they can decrease their risk of injury (8).
- **Summary:** In “Extreme Sports Not About Risk-taking: Study,” Dr. Brymer cites study after study to show that many people who participate in extreme sports do so for reasons other than an adrenaline rush. He points out that they don’t like to be out of control and that by preparing for their sport, they feel they are really in control (11).

Choose an important point or main idea from the article “Camp for Kids with Autism Offers Extreme Therapy.” Then choose one of the methods—direct quotation, paraphrase, or summary—to use the words of others in your own writing. Create a statement you think you may use in a paper on the topic of extreme sports.

Activity 20: Getting Ready to Write—Generating Key Words

Once you’ve identified a possible argument for your essay, it can help to brainstorm key words from your thesis that you may want to use throughout your paper. Creating lists of synonyms and antonyms for your key words can sharpen your focus and enhance the variety of your language. Using some of these key words in your sentences can also be a terrific way to make connections back to your thesis statement.

Complete the following lists with your own words:

1. dangerous

Synonyms:

Antonyms:

2. safe

Synonyms:

Antonyms:

3. destructive

Synonyms:

Antonyms:

4. exhilarating

Synonyms:

Antonyms:

Part III: Writing Rhetorically

Entering the Conversation

Activity 21: Composing a Draft and Considering Structure

When you write an argument essay, choose an approach to the subject that matters to you. If you have strong feelings, you will find it much easier to gather evidence and convince your readers of your point of view. Keep in mind, however, that your readers might feel just as strongly about the opposite side of the issue. The following guidelines will help you write a good argument essay.

1. **State your opinion on the topic in your thesis statement.** To write a thesis statement for an argument essay, you must take a stand for or against an action or an idea. In other words, your thesis statement should be debatable—a statement that can be argued or challenged and will not be met with agreement by everyone who reads it. Your thesis statement should introduce your subject and state your opinion about that subject.

The thesis in the first paragraph of the article, “Extreme Sports Not About Risk-taking: Study,” is a debatable statement.

“Those who think extreme sports are all about risk-taking are missing the point.”

Not debatable: Some people participate in extreme sports because they are addicted to danger. (*This is true; how can one argue with this?*)

Not debatable: Some extreme sport athletes participate in dangerous sports to overcome their fears. (*This is true; how can one argue with this?*)

Both examples are simply statements of fact most people would say are true. They would not be effective thesis statements because no one would feel the need to argue with them. There’s nothing to disprove.

2. **Take your audience into consideration as you write your essay.**

When you write your essay, assume that your audience is well-informed generally but may not have the specific knowledge that you have gained by reading and discussing as you moved through the extreme sports unit. When you paraphrase points or refer to statistics from other sources, be sure to inform your audience of the source, the name of an agency or organization. This builds your ethos, or credibility.

Letting your audience know you are a high school student and have some expertise on the subject after having read several articles or having experienced a few wipe-outs or tense moments as an athlete will also make people willing to listen to your argument.

3. **Keep a confident but humble tone.** Nearly **all** arguments have some flaws or weaknesses. If you acknowledge your thesis is not 100% fool proof or that others will disagree with you, your argument will be listened to. After all, that is the point: you're not trying to win an argument, just convince your readers you have a well-constructed and valid theory. In the 12th paragraph, Dr. Brymer doesn't "deny some are involved for the risk." He goes on to state that most don't feel risk is a "positive thing." Sentence frames are a great way to do this. For example: *While some may feel that ..., it's hard to deny that _____ doesn't play a role.*
4. **Anticipate opposing points of view.** In addition to stating and supporting your position, anticipating and responding to opposing views are important. Presenting only your side of the argument leaves half the story untold—the opposition's half. If you acknowledge that there are opposing arguments and answer them, your reader will be more convinced of your argument.
5. **Find some common ground.** Pointing out common ground between you and your opponent is also an effective strategy. Common ground refers to points of agreement between two opposing positions. For example, on the topic of extreme sports, one person might be in favor of participation in them whereas another might strongly be opposed. But they might find common ground—agreement—in the need to understand why people choose to participate in extreme sports and possibly limit injuries. This allows your reader to see you as a fair person who is accepting of common sense.
6. **Organize your essay so that it presents your position as effectively as possible.** By the end of your essay, you want your audience to agree that you have made some very good points and have a solid case or argument. So you need to organize your essay in such a way that your readers can easily follow it. The number of your paragraphs may vary (depending on the nature of your assignment), but the following outline shows the order in which is generally most effective:

Introduction

- Background information
- Introduction of subject
- Statement of your opinion

Body Paragraphs (3-4?)

- Begin with Topic Sentences and then stick to and develop that point in the paragraph
- Lots of evidence (logical and emotional)
- Opposing point of view (in at least some of the paragraphs)
- Response to opposing point of view (in at least some of the paragraphs)

Conclusion

- Restatement of your position
- Call for action or agreement

Revising and Editing

Activity 22: Revising Rhetorically

Write answers to the following questions to help you think about your audience, your purpose, your image as a writer, your arguments, and the evidence that supports them. Then revise your essay to clarify and strengthen each of these areas:

1. Who will read your essay? What do your readers probably think or believe about your topic? How much background information will they need?
2. What is your purpose in writing? What questions are you trying to answer? What are you trying to accomplish?
3. What sort of image, or ethos, as Aristotle would say, do you want to project to your reader? How will you achieve it? What words or type of language might you want to use to help construct your ethos?
4. What are your main arguments? (Aristotle would call this “logos.”) What support do you have? For example, you can use facts, statistics, quotes from authorities, personal experience, anecdotes, stories, scenarios, and examples. What is your strongest evidence?
5. Are there any emotional appeals (pathos) you want to use?
6. If readers disagree with your thesis or the validity of your support, what would they say? How would you answer them?
7. Is there a clear thesis?
8. Were active verbs (e.g., argues, clarifies, discusses, points out) used?
9. Was anything included in the paper that didn’t relate to the thesis?
10. Were your classmates’ opinions included?
11. Were those opinions supported with statements and evidence?

You now need to work with the organization and development of your draft to make sure that your essay is as effective as possible.

Activity 23: Editing the Draft

Individual Work

At this point, you are now ready to edit your work based on the information you have received from your teacher on the grammar and mechanics of your draft. Use the editing checklist provided by your teacher. The suggestions below will also help you edit your own work.

Editing Guidelines for Individual Work

1. If possible, set your essay aside for 24 hours before rereading to find errors.
2. If possible, read your essay aloud so you can hear your errors.
3. Focus on individual words and sentences rather than overall meaning. Take a sheet of paper, and cover everything except the line you are reading. Then touch your pencil to each word as you read.
4. With the help of your teacher, figure out your own pattern of errors—the most serious and frequent errors you make.
5. Only look for one type of error at a time. Then go back, and look for a second type, and if necessary, a third.
6. Use a dictionary to check spelling and confirm that you've chosen the right word for the context.

Editing Focus

Reread your essay for two reasons:

1. Did you use transitions or sentence starters to introduce your new points?
2. Did you use enough “loaded words” in your paper? Reread your paper circling any words that are plain or do not accurately show your opinion(s).

Activity 24: Reflecting on Your Writing Process

When you have completed your own essay, answer these six questions:

1. What was most difficult about this assignment?
2. What was easiest?
3. What did you learn about arguing by completing this assignment?
4. What do you think are the strengths of your argument? Place a wavy line by the parts of your essay that you feel are very good.
5. What are the weaknesses, if any, of your paper? Place an X by the parts of your essay you would like help with. Write any questions you have in the margin.
6. What did you learn from this assignment about your own writing process—about preparing to write, about writing the first draft, about revising, and about editing?