

Fear of Flailing

Atychiphobia

"The abnormal, unwarranted, and persistent fear of *failure*"

banjjakbanjjakbitches

Mastering the HSE Essay



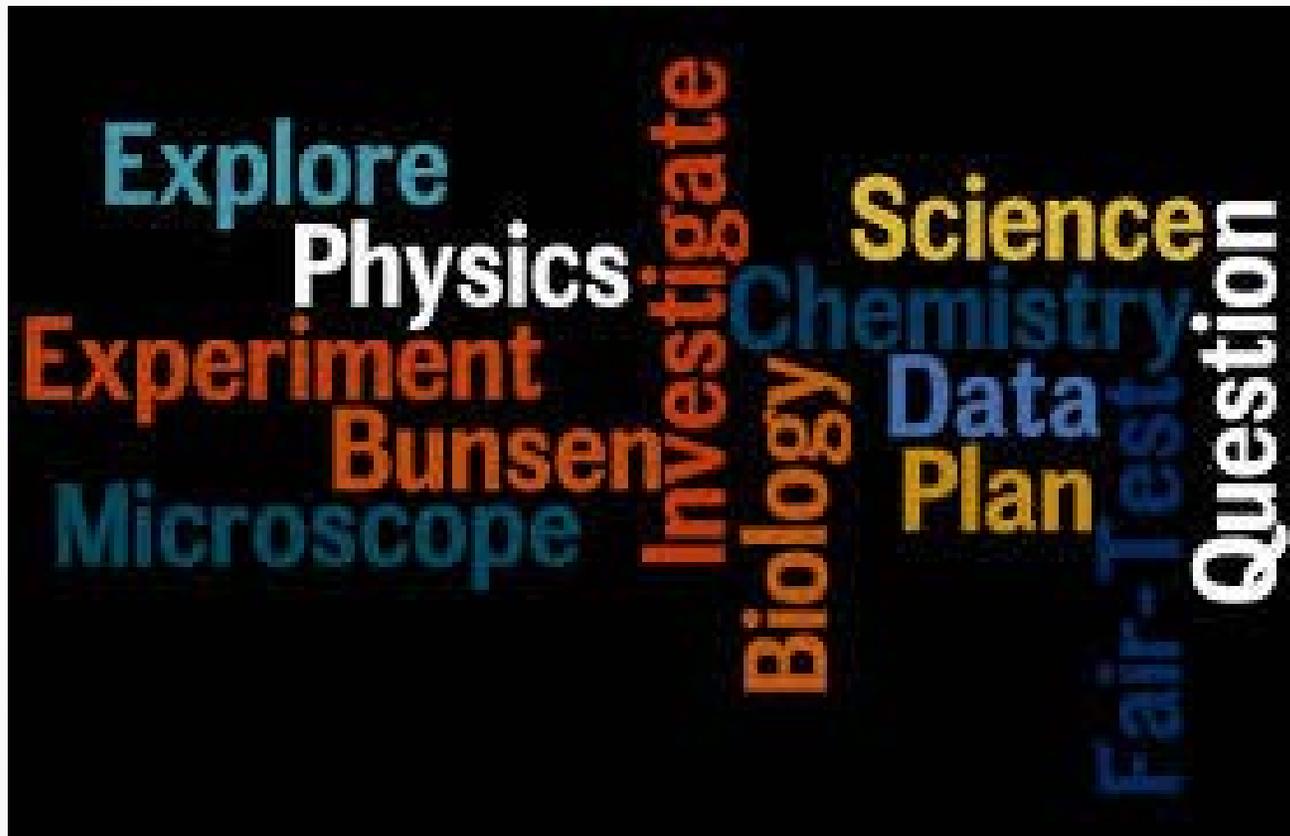
Objective:

- After completing the seminar participants will be able to instruct adult students in successful HSE essay writing techniques

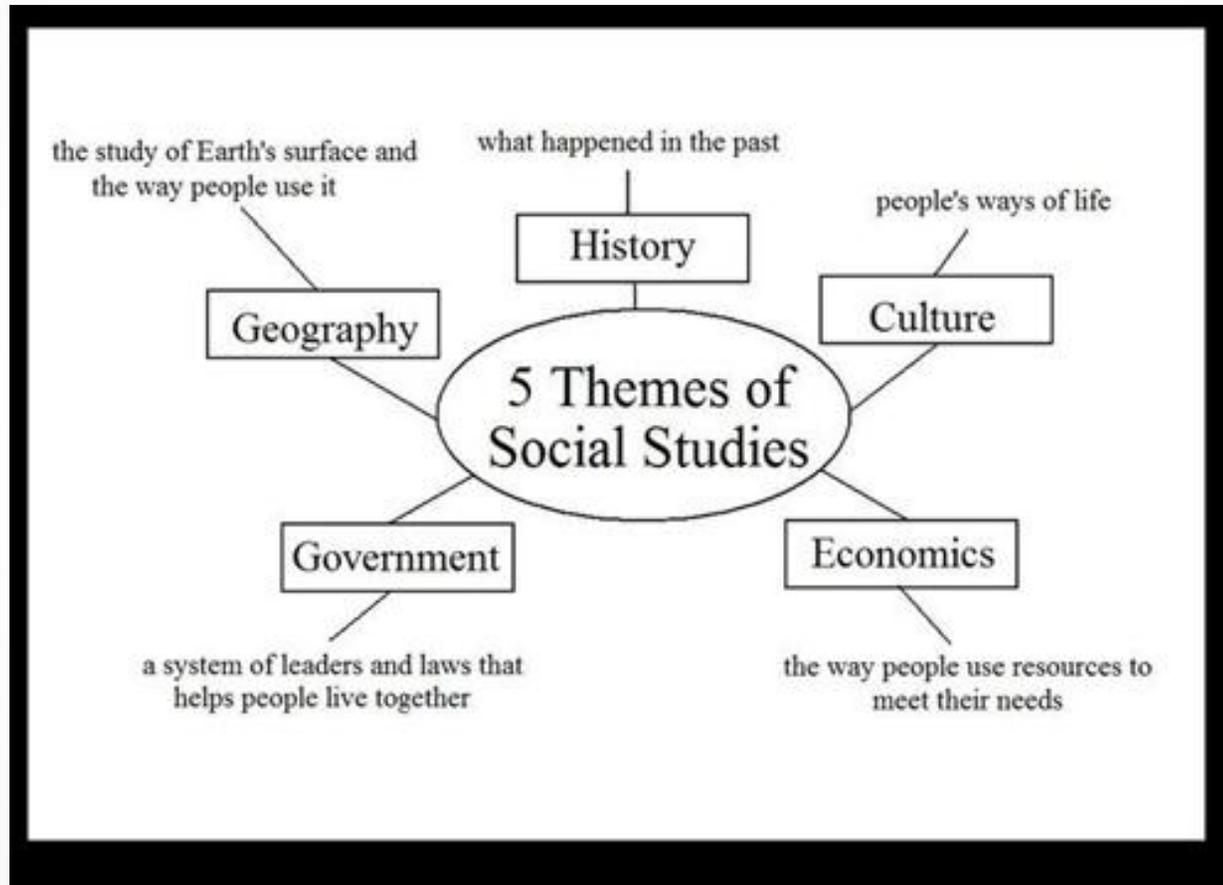
Math Adds Up



Science



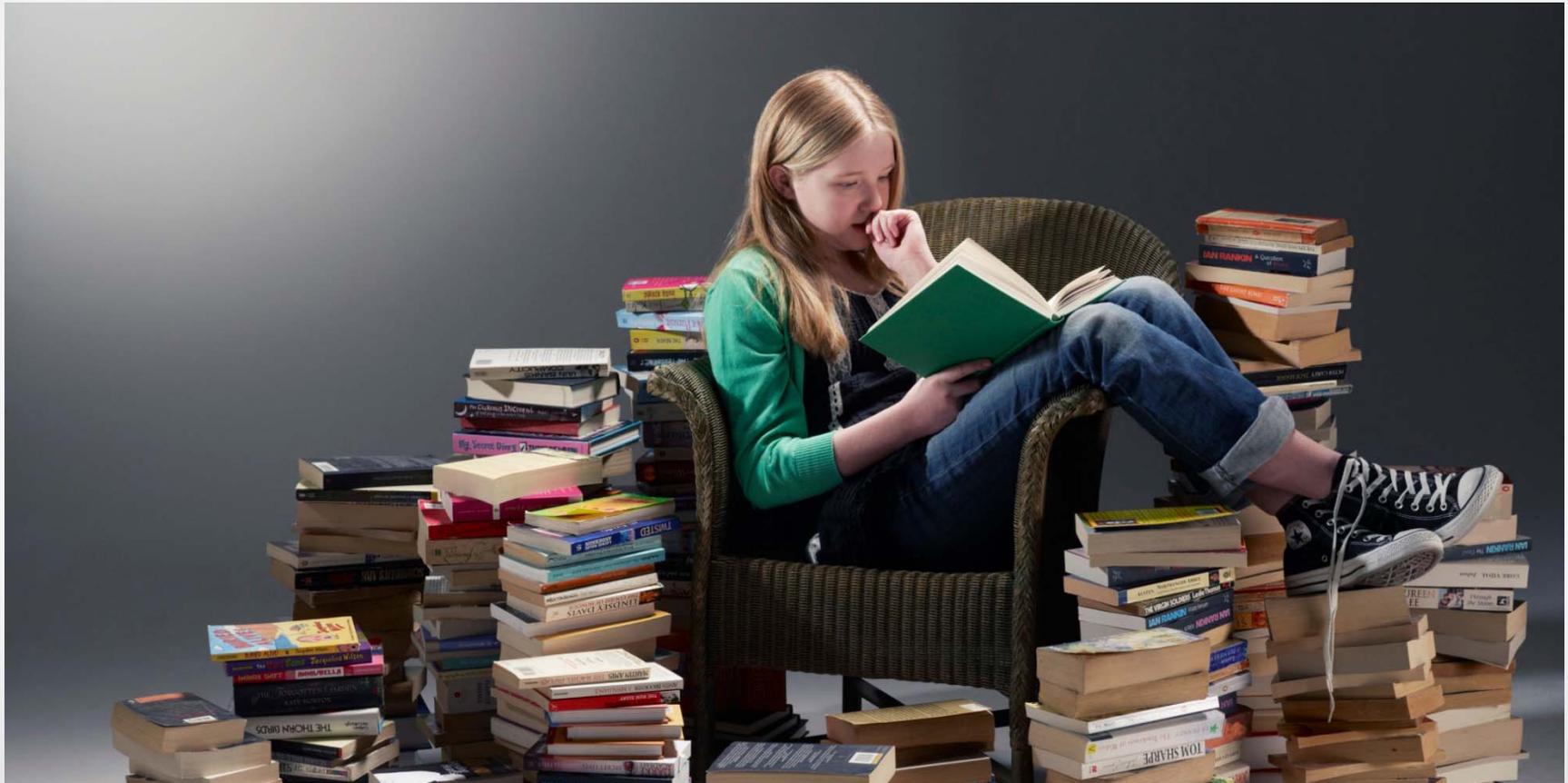
Social Studies



Grammar & Mechanics



Reading



Writing – the ‘whole other beast’





Purposes of Rhetoric

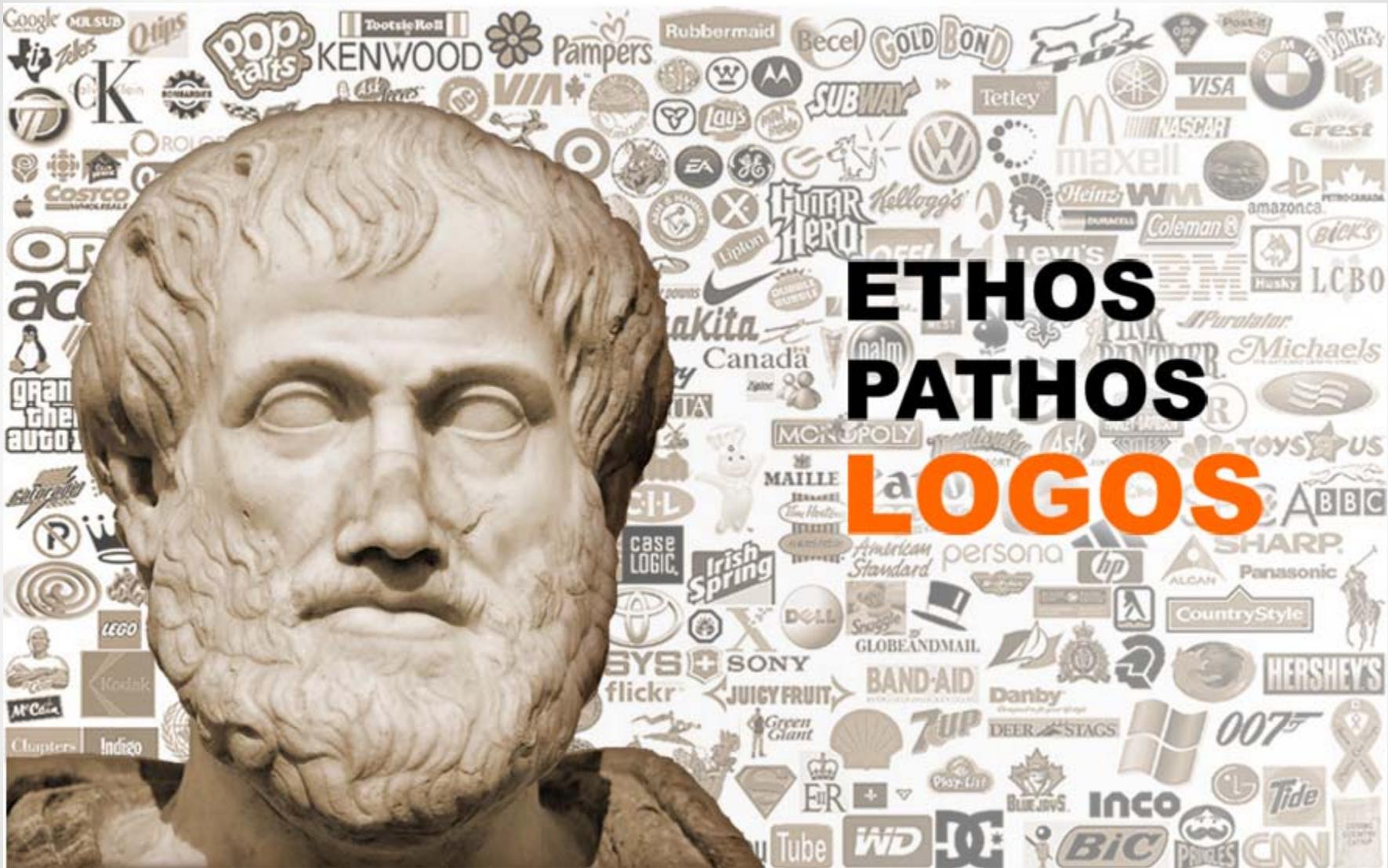
To Inform

To Entertain

To Persuade

To Express Oneself

To Influence Conduct



ETHOS
PATHOS
LOGOS

Standards

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Standards (cont)

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

Standards (cont)

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standards (cont)

- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

(College and Career Readiness Standards for Adult Education, MPR Assoc., Berkley, CA., 2013, Susan Pimentel.)

Passing Score

2

Of possible

8

Scoring Rubric - 4

The response is a well-developed essay that develops and supports an argument.

- Effectively introduces a claim
- Uses logical, credible, and relevant reasoning and evidence to support claim
- Uses an organizational strategy to present reasons and relevant evidence
- Acknowledges and counters opposing claims, as appropriate
- Uses precise and purposeful word choice
- Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
- Uses and maintains an appropriate tone
- Provides a strong concluding statement or section that logically follows from the ideas presented
- Has no errors in usage and conventions that interfere with meaning

Scoring Rubric - 3

The response is a complete essay that develops and supports an argument.

- Clearly introduces a claim
- Uses reasoning and evidence to support claim
- Uses an organizational structure to present reasons and relevant evidence
- Attempts to acknowledge and/or counter opposing claims, as appropriate
- Uses clear word choice
- Uses words and/or phrases to connect ideas
- Uses an appropriate tone
- Provides a concluding statement or section that follows from the ideas presented
- Has few, if any, errors in usage and conventions that interfere with meaning

Scoring Rubric - 2

The response is an incomplete or oversimplified essay that develops and supports an argument.

- Attempts to establish a claim
- Develops, sometimes unevenly, reasons and/or evidence to support claim
- Attempts to use an organizational structure
- Makes little, if any, attempt to acknowledge or counter opposing claims
- Uses simple language, which sometimes lacks clarity
- Provides a weak concluding statement or section
- May have errors in usage and conventions that interfere with meaning

Scoring Rubric - 1

The response provides evidence of an attempt to write an essay that offers an argument.

- Weakly states or alludes to a claim
- Has minimal support for claim
- May be too brief to demonstrate an organizational structure
- Makes no attempt to acknowledge or counter opposing claims
- Uses words that are inappropriate, overly simple, or unclear
- Provides a minimal or no concluding statement or section
- Has errors in usage and conventions that interfere with meaning

Scoring Rubric - 0

The response is completely irrelevant or incorrect, or there is no response.

Unpack the Prompt

- **Type of Essay Required**
- **What are the reading selections about?**
- **What am I to do?**

Structure

...

The Thesis Statement

Leave “Me” Out of It!

- **In my opinion, gun laws should be strengthened.**
- **Gun laws should be strengthened.**

Be the Authority

- **I think that the highway speed limit should be 75 miles per hour.**
- **The highway speed limit should be 75 miles per hour.**

Be Bold



Develop a Thesis

- **A Strong Statement of Opinion**
- **Supported with Evidence & Reason**
- **Consistent Throughout Presentation**

Take a Position



- **Others may disagree, but I think that teachers should be paid more.**
- **Teachers should be paid more.**
- **And they should be listened to more.**

Build a Wall of Evidence



Extract

**Select contrasting
statements from selections**



Body of the Essay

Attack - Quote

Defend - Quote

- **Quote Early
& Quote
Often**

- **Let others do the
heavy lifting**

Summarize

Re-state

Re-visit

Expand

Team Exercises

...



How to Avoid Embarrassing Results



Don't PANIC!



Stay on Target



Review Often



And remember...

...



The Pen is Mightier Than the Quarter Staff

