

Writing/ Class Evaluation Letter—Rhetorical Analysis

~ Mrs. Dewey



Assignment:

Throughout this year, you have taken part in prewriting, drafting, editing, evaluating, and publishing several pieces of writing, including informal journals, to narrative writing about your life, to stylistic analysis on *The Secret Life of Bees*, to preparation and, most recently, your two rhetorical analysis pieces on TED-Talks. Now, before we enter into the last major writing assignment of the year, our research paper, it is time to reflect on your writing as well as your successes and areas for personal improvement in English. You will compose a letter that discusses what you learned about yourself as a writer thus far, and as an English student through the various activities and assignments, lessons and projects you have completed. Additionally, you will use the rubric provided, as well as feedback and the grade on your *first* rhetorical analysis piece to determine what honest grade you feel you deserve on your rhetorical analysis of “Nature. Beauty. Gratitude.”

Please see the prompt below, which will give you exact details as to how the letter should be formatted.

Purpose: To write a reflective letter that will help you continue to grow as a writer and student of English and life

Standards:

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective.

2.5 Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents’ readability and impact.

Grammar and Mechanics of Writing 1.1 Identify and correctly use clauses, phrases, and mechanics of punctuation. 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

The Letter:

Your letter will be six paragraphs of 6+ sentences in length *per paragraph* and will be structured as follows:

Paragraph One (You as a Writer): Explain your personal growth in writing. Remind me of who you are when it comes to English (Do you like it? Hate it? Feel indifferent about it? Introductions are always key for body paragraph #1 of a business letter), and then describe, in general, how you’ve grown, with writing, as a freshman this year. Additionally, what are some areas of growth you wish to see during your sophomore year?

Paragraph Two (The Process and Positives): Talk specifically about your writing process for *both* rhetorical analysis pieces we completed (the take-home, and the in-class). How much time did you put forth in preparing for your writing pieces? What were some things that were made easier for you as you wrote? What did you like about your writing pieces? And how much time does it take you to organize your thoughts, and have the methods of organization (i.e. analysis charts, models, whole-class modeled feedback, brainstorming, and outlines) worked for you, or would you suggest something just as helpful but different that I could utilize in the future (be positive, not critical—remember your ethos ☺)?

Paragraph Three (Your In-Class and Areas of Improvement): After reading through and reflecting upon your *last and most recent* rhetorical analysis piece on “Love, Beauty. Gratitude.”, what do you feel you would change if you had more time? Would your changes be dramatic or just slight alterations? For example, would you like to include more academic vocabulary, strengthen your transitions, or work on varying your sentence structure? Maybe you would like to begin including modifiers, such as adjectives and adverbs to bring your writing to life, or work keeping verbs in the present tense? Maybe your thesis is not focused, and the rest of your paper somewhat crumbles as a result? Or maybe you had a hard time blending quotes, analyzing quotes, or making the quotes point back to your thesis? Once you identify your targeted area of growth, how are you going to help develop these areas of weakness so that the process is easier next time? Some suggestions include writing more often for personal enjoyment, or reading quite regularly so that good writing is modeled for you.

Paragraph Four (Your Personal Grade Estimate): Now, you will decide what grade your in-class piece on “Love. Nature. Gratitude.” deserves. To do this, first read through your original paper on “How to Make Stress Your Friend.” This one should have ample feedback, as well as a marked-up rubric to help you determine your areas of strengths and need for growth. It also provides a grade justification through the rubric criteria and mark-ups. Then, read through your paper on “Nature. Beauty. Gratitude” and see how it compares to your last writing piece. Mark the rubric provided accordingly (highlighting or circling where you fall is fine), and then estimate your grade—with an approximate percentage.

*For the writing point of this paragraph in this letter, justify why you gave yourself the grade you did. This will need to be **4+ sentences**, and you can use your rubric and paper as a guide to help you through this process.*

Business Letter Format

Your Return Address (no abbreviations for Street, Avenue, etc.)

Your City, CA [your two letter state abbreviation] zip

Date (write out either like June 4, 2004 or 4 June 2004)

First and Last Name of the Person to whom you are writing

Address

City, ST zip

Dear Mr./Ms. Person: [note the colon]

Paragraph One: See details on previous page

Paragraph Two: See details on previous page

Paragraph Three: See details on previous page

Paragraph Four: See details on previous page

Sincerely,

{four spaces so that your actual signature may appear here}

Sally Student