English 100: Enhanced Composition I

**In-Class Writing:** Essay 2 (Process)

Wednesday, October 11

After reading “Explaining a Process” ([Bullock](http://www.amazon.com/gp/product/0393919560/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0393919560&linkCode=as2&tag=briantmurph-20&linkId=QJQCX6A6L5LV5ZW3) 414-418) and the assigned process analysis essays and handouts, select one of the following topics. Prewrite *on notepaper* for several minutes on the topic, at least one full page; your prewriting should lead to approximately eight to ten different steps that you can group into three to five general (major) steps, as we have done in class previously. You should also list any specific tools or supplies necessary, and identify any problematic, difficult, or confusing steps. This will be collected and graded as part of the in-class writing assignment, so be sure to put your name on it.

Then, draft a thesis statement and three to five topic sentences for a clear, well-written process analysis essay. Your reader should be able to understand and, if directive, complete the process successfully by following your instructions. This must be typed, correctly formatted, and submitted by the end of the class period.

Your submission should have a title, ideally one more creative or original than “How to Do X.” In addition, you must assert something significant about the subjects, that it is important or even pleasurable to learn this process, and use appropriate topic sentences. For example,

**Thesis:**  An assertion concerning the process being explained, indicating the importance or benefit of the process, and the major steps necessary to complete the process.

**Topic sentence 1:** A sentence utilizing an appropriate chronological transition (time marker), indicating the first major step (your first major division), and emphasizing the main idea from your thesis (the process and its importance, ease, interest, or value).

**Topic sentence 2:** A sentence utilizing an appropriate chronological transition, indicating the next major step, and emphasizing the main idea from your thesis.

**And so on….**

***Topic choices:***

1.) An informative essay, explaining **how education leads to liberation** (however you choose to interpret that); you may use examples from Plato, Douglass, Malcolm X, Bates, *et cetera*.

2.) An informative or directive essay, explaining **how to become a reader**; again,you may use examples from Douglass, Malcolm X, Bates, *et cetera*. (although I don’t think Plato applies here.)

3.) A directive essay, explaining **how to master one *specific* important academic survival skill**: taking notes, finding materials in the college library, registering for classes, and so on, but *not* how to study, write an essay, or read critically.

***Note*:** The “Draft” due in lab today is not a finished essay for grading or peer review; rather, your submission should be at least one page of prewriting, then a typed thesis and three to five topic sentences, as above. You may include individual phrases or sub-steps in outline form under each topic sentence, but this is recommended, not required.

*Last Revised Wednesday, 11 October 2017*