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| **College Readiness II** – IA#2 | **CH PRIDE!** |

*Using guidelines from the Story to College Moments Method, SWBAT to revise their transcriptions to improve emotional resonance by bringing out the magnet, pivot and glow.*

*SWBAT polish their essays to remove colloquialisms and non-standard spelling/punctuation.*

**College Essay Phase II: Shaping Your Story**

**Part I:** Sketch your story in the boxes below.

What is the very last action of your story, the end?

What is the change of action in the middle of your story that drives the story to the ending?

Where does the story of that change, leading to that ending, begin?

**Part II:** In the exemplars packet, read Annabelle’s essay. Identify the following elements in the essay:

* **The Magnet:** The beginning, which draws your reader into your story.
* **The Pivot:** The middle, the “change of action”, where something changes.
* **The Glow:** The end, which gives the reader a lasting memory of you, while still leaving them wanting to know more.

**ANNABELLE’S MAGNET:**

**ANNABELLE’S PIVOT:**

**ANNABELLE’S GLOW:**

A successful magnet draws you in and makes you want to know more in one of three ways:

* It tells you something simple in a surprising or unusual way.
* It reveals something that you want to know more about.
* It presents a paradox, something that seems not to make sense at first.

Great essays never begin with “This essay is going to be about…”

Here are three strategies to create strong magnets:

* **Put the reader in the action.**

🡪 Ex: *When I cooked with my grandmother, she used the little knife and I used the big knife. (*Zach Nichol, Northwestern University ’15)

* **Prompt the reader to ask, “What’s next?”**

🡪 Ex: “*I’m fine,” she said, over and over*. (Liam Moore, Bucknell University ’17)

* **Set the scene.**

🡪 Ex: *In the maze-like middle school, my shadow was my only companion.* (Yingbin Mei, Hamilton College ’16)

A successful glow, or ending, leaves your audience with something that lingers, something that connects. We want the reader to walk away wanting to advocate for you and take action on your behalf.

A Glow works best when it:

* Keeps you in the action up until the last sentence.
* Leaves more to be asked.
* Closes the scene, but leaves something open.

Your tasks for today:

1. Organize your story into the **magnet**, **pivot**, and **glow** (5 minutes).
2. Add as much **detail**, **description**, and **dialogue** as possible to those three sections (15 minutes).
3. Polish the essay for **Standard Academic English** grammar and mechanics. You may leave some colloquialisms if they serve an intentional purpose (5 minutes).

DUE: End of class – a draft of your essay that is ready for feedback on the direction of the essay, not grammar or language yet.

**Phase III: Eradicating Scripts from your College Essay**

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| Scripts: | Stories: |
| * Interpretations are judgments about what you are describing (“It was the worst day of my life”). * Internal Dialogue is what you are thinking (“I was thinking about my father”). * Emotion is your feelings explicitly stated (“I felt sad”). | * **Actions** are events that take place in the world (“My father drove home from Albany”). * **External Dialogue** is the exact words that people say (“My sister said, ‘Get your nose out of your homework, Jerry. Daddy is coming today’ ”). * **Description** includes sensory details and other specific information (“He had a purple rash on his face, his stomach was bloated, and his breath smelled rancid.”) |

Underline all the **scripts** you see in this paragraph.

*I was a young girl in school that was always getting in trouble, not caring, and thinking about myself all of the time. This has been happening from 1st grade all the way to 8th. My family had to get out of that habit of the babying me and treating me as a child. I always got whatever I want, so when I started acting out and not showing how intelligent I was, my family cracked down hard on me because everyone knew I was very smart, but I played around a lot.*

Underline all the **stories** you see in this paragraph.

*My palms were sweaty as I sat hunched over my paper.  I looked down at my black, faded moccasins. When I looked up, there were forty eyes watching me. Mr. McNamara, with his speckled black and brown round frames and brown chino pants.  "Well, Lewis, are you going to say something?"  I scratched my leg. "Well… I'm not completely sure, but I think that Winthrop urges for the formation of a community that embodies religious values and Puritan beliefs." I looked to Mr. Mac for confirmation.*

Underline all the **scripts** you see in this paragraph.

*It’s early July in 2005. My father decides to take the family to Nigeria; his home country. It is on this trip that I become lost. As a seven year old boy, I yearned for adventure. I sought an experience like no other. The thick gravel embraces my new Nikes, the gleaming sun greets my eyes. My spine cracks as the fourteen hour plane ride is over. From the grey streets of New York to the red roads of Nigeria.*

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| **SCRIPT**  (draw arrow) | **TYPE OF SCRIPT**  (circle) | **UPGRADE:** Emotions 🡪 Actions  Internal Dialogue 🡪 External Dialogue  Interpretations 🡪 Description |
|  | Emotion  Internal Dialogue  Interpretation |  |
|  | Emotion  Internal Dialogue  Interpretation |  |

Your tasks for today:

* Open your essay in Drive (3)
* Trade laptops with your partner (1)
* Highlight good action, description and dialogue in blue (7 minutes)
* Highlight any obvious emotion, interpretation or internal dialogue in orange (4 minutes)
* Trade laptops back and talk to your partner about your feedback (2)
* Reread your essay. Transform anything NOT blue into action, description or dialogue, or delete it. (5)
* Go over the final editing checklist (3)

HOMEWORK: Final Editing Checklist:

* 400-500 words?
* Broken into paragraphs?
* Dialogue is set apart by indents (see handout)?
* Standard 10th grade heading?
* All comments are resolved?
* All highlighting is removed?
* All labels (magnet, pivot, glow) removed?
* Has been checked for Standard American English grammar, spelling, and punctuation?
* Has been graded on the AFBHS College Essay rubric by me, the author?