

# INSTRUCTIONS for FIRST WRITING EXERCISE in CLASS

**NOTE:** *\*ONLY\** open Microsoft Word for this drafting session — please do **\*not\*** open the Internet or any other programs at all during this session until the end, when you will upload your Word file to Blackboard on **ccc.blackboard.com**, where you will be able to access the document later. Also, use only this sheet, the Tara John handout (“This Is Why Border Fences Don’t Work”), and your syllabus during this exercise, and be sure to put away any extra notes, pre-writing, or other distractions (like your phone, please).

## A. INSTRUCTIONS for BASIC PAPER FORMATTING in MICROSOFT WORD

1. Open a fresh, blank document in Microsoft Word, and save it from time to time on your computer desktop, so that you will not lose your work.
2. Click “CTRL” and the “A” key at the same time to highlight everything on the page.
3. Be sure your top Menu tab is set to “HOME,” locate the “Paragraph” sub-menu, and then click on the small diamond-shaped button in the lower right-hand corner of the “Paragraph” sub-menu.
4. In the floating menu that pops up, be sure to set “Line spacing” to “Double,” and then make sure also that spacing for “Before” and “After” are set to ZERO (“0 pt”). After you make these changes, click the “OK” button on the floating menu.
5. Now, click on the top Menu tab “Insert.” Under that menu, look for the “Header & Footer” section, and click on “Page Number,” in which you should also choose the “Top of Page” and then “Plain Number 3” settings.
6. You should now see the HEADER box, and the cursor is automatically set where you may type your last name (and insert a space) just before the page number.
7. Now, double-click onto the blank space below the Header box to exit the Header and to start drafting.
8. In your syllabus, review the “Paper Details” section at the top of page 3 to see the information that you should type at the top of your paper (Full Name, English 102-SECTION, etc.).
9. You’re ready now to start drafting.

BE SURE to ask questions if you run into problems setting up the format.

## B. WRITING PROMPT

1. Using Tara John’s article, “This Is Why Border Fences Don’t Work,” develop a summary and response essay in rough draft form. Please remember that this exercise will be **UNGRADED**, so do not put pressure on yourself during this session, because you have plenty of time to compose your own brief piece of writing that will help the teacher

locate your strengths and areas for improvement so that we can then use this draft later to develop a revision and eventually a final draft that you will turn in as Paper #1 in a few weeks. For now, today, the goal is simply to get your ideas on the page so that the instructor can provide feedback and advice to help you move forward.

2. When you have finished a rough draft, the instructor will provide instructions on how to upload it to Blackboard/TurnItIn.com — do not leave the lab without uploading your draft. Also, do *\*not\** work on this over the weekend — wait until next week, when the instructor turns back this rough draft to you with feedback.
3. To open your rough draft, start with one to two fully developed paragraphs that fully summarize John's article in detail. Be sure to identify her main argument, and tell your reader if you think this argument/thesis is implied or stated directly. Be very careful to construct this summary in your own words – if you choose to quote a few brief passages from the author, be very sure to put her exact words within quote-marks. And construct paraphrases completely in your own words.
4. Following your summary, respond to John – do you agree or disagree with her thesis as you have identified it in your summary? Do you have your own argument in response to John? Do you think she is partially correct yet partially wrong in her argument and thinking? Develop this response in one to three structured paragraphs – do not just answer these questions in order, but instead structure your paragraphs around what you believe to be your central idea meant to persuade your reader of your own opinion in response to the author.
5. Then, if you have spare time, in one to two paragraphs provide personal evidence to back up your central claim, in the form of a personal story or experience that's relevant and helps to support your main point.
6. Do not worry about word choice, grammar, or proper punctuation, because this is an ungraded rough draft to start the semester so that the teacher can become familiar with your writing, so just do your best, no worries. If you have questions about the reading, be sure to ask.
7. If you feel like you don't have enough time to work your way through a full summary and response, don't worry, because even a few paragraphs will succeed in today's goal.

Please ask questions about the reading and this assignment – your teacher is ready to help with whatever comes up during today's drafting session.