

## Final Audit of Written Work

Your final assignment for our writing course asks you to review, describe, analyze, and think about the body of writing you have produced over the semester you have been engaged in the daily discipline of writing. It asks you, in other words, to treat your own writing as a proper subject for inquiry and reflection, which is to say, for research.

*Your audit report should be organized to include three major sections:*

1. **Description** of the writing you have produced thus far in our course
2. Brief **analysis** of the work you have produced and what it reveals about you as a writer and thinker and about your writing and the contexts in which the writing was produced
3. **Reflection** on what this body of work amounts to for you personally, intellectually and academically.

Guiding questions for each of the sections of your report appear below. You are not required to organize your report in the manner shown in the outline below. Organize it in any way that suits the aims of the audit assignment and whatever other purposes you adopt for yourself. Two or three pages of writing should suffice to complete your report.

**You are required to include at least three quotes from your DDW in the final audit. I encourage you to refer to examples from your work in order to properly show the reader your analysis and reflection of work.**

1. **Description.** The idea of the description is to show your reader what he or she would see by looking quickly at the full collection of the writing you have produced thus far in the term in connection with this course. That means your description should include information answering such questions as the following:
  - a. How many words and pages have you written in connection with this course.  
How much of that writing represents work produced through your practice of the daily writing discipline?
  - b. How much of your daily writing represents writing for other courses?
  - c. How much of it has served non-academic needs or purposes?
  - d. What kind of needs or purposes?
  - e. What is the length of the individual pieces or fragments of writing produced through the daily writing discipline?
  - f. How much have you written in connection with in-class exercises?
2. **Analysis.** For this section of your report you will need to read back over what you have produced thus far this semester. After your review of your writing, you may feel prepared to address questions such as the following:
  - a. What genres of writing appear in your collection and in what proportions? (Journal/ short stories/ fiction/ poetry/ songs etc.)
  - b. Looking at what you have produced through the daily writing discipline, what can you say about what generated the writing?

- c. How much of that writing have you revised and taken to a new level of completion?
  - d. How did you select what pieces to continue working on?
  - e. Looking over the body of work produced during the daily writing discipline, do you note changes over time in how much you wrote in a single sitting or how much each day?
  - f. Did your writing habits or practices or production change over time?
  - g. Do you see changes in what kinds of things you wrote or in the topics you wrote about or in your style or language?
  - h. What impact did your writing group or responses from other readers have on your work?
  - i. Refer to specific entries in your DDW. Feel free to quote from your work to exemplify any of its features or changes.
  - j. Can you remember changes in why you wrote or in your feelings about writing?
  - k. Do you think you have changed in any way as a writer since the beginning of this unit? If so, how?
- 3. Reflection:** For this section of your audit, you will describe how this process of the daily discipline of writing has transformed you as a student, writer and person. This is a time for you to appreciate the work you have put in to this discipline and reflect upon its effectiveness or lack of effectiveness for you.
- a. Did your review of your work surprise or disappointment you? Explain..
  - b. What in-class writing exercises meant the most to you and why? Which ones might you use in your own teaching and why?
  - c. What kinds of writing do you think we ought to have experienced in our experiments or assignments, but never got around to?
  - d. What value do you place on any of the writing in your collection?
  - e. What value has the discipline of daily writing had for you, if any?
  - f. Think about the changes you have noted in your writing and thinking over the past week or over the entire summer. Is there any evidence that changes (positive or negative) have taken place in your attitude toward writing, in your sense of yourself as a writer, as an intellectual, as a creative person?
  - g. What does your collection of writing tell you about yourself as a writer, and as a person?
  - h. What has the daily writing discipline meant to you in any of your roles?

Your essay will be structured in a 5-paragraph essay format:

Introduction  
Description  
Analysis  
Reflection  
Conclusion

**Paragraph Structure Notes & Audit Rubric attached**

**Introduction** (stylish attention-getter; developed; has background information that leads in to thesis)

0      1      2      3      4      5

**Thesis** (clearly indicates topic.)

0      1      2      3      4      5

**Body paragraphs – Content** (well-developed with specific compare and contrast details; 3 supporting details are used along with secondary supports in body paragraphs):

5      6      7      8      9      10      11      12      13      14      15

**Body paragraphs – Organization** (the organization of the essay is smooth and clear; the reader can move easily through the essay; outline was clearly used to organize paper; effective use of transitions within and between paragraphs)

5      6      7      8      9      10      11      12      13      14      15

**Body paragraphs - Quotes** (there are at least two quotes used; quotes relate to description or analysis; quotes are not “naked”)

0      1      2      3      4      5      6      7      8      9      10

**Conclusion** (effectively ends the essay; summarizes the purpose of the paper as well as the ‘so what’ aspect of the paper):

0      1      2      3      4      5      6      7      8      9      10

**Mechanics, Grammar, Usage, Point of View** (correct spelling, grammar, punctuation, capitalization; **NO 2<sup>nd</sup> person**)

0      1      2      3      4      5      6      7      8      9      10

**Sentence Structure & Style** (sentences are correct – no fragments or run-ons; varied sentence beginnings [no “This paragraph will talk about...” or “This paper is about...”])

0      1      2      3      4      5

**Format** (Essay is at least five paragraphs; paper looks like example on the back of this sheet. **If it isn't Times New Roman 12, double spaced, you will receive 0 points for this category.**)

0      1      2      3      4      5

Grade: \_\_\_\_\_ Comments:

**Introduction Paragraph**

1. **Attention Getter:** the first sentence of your introduction that gives a broad overview of your topic. This could be an interesting fact, quote, a theme statement, etc. This should **never be a question!** Do not make it so general that it only barely connects to the topic.
2. **Background information:** 4-5 sentences in which you summarize the background information about the topic. For instance, if you are writing about a book, you would need to give a quick summary as if the reader has never read that book before. If you are relating to the theme, you would have to explain what the theme is and what it means in relation to the story. Do not use any quotes here from the story or get too specific. That is what your body paragraphs will do.
3. **Thesis Statement:** the final sentence of your introduction that includes the following: the title of the book, the argument of your paper, and the supporting details of that argument. An example could be: "In *Of Mice and Men*, isolation is the primary theme and is scene within the characters of Candy, Crooks, and Curley's wife." Here my argument is that isolation is the most important theme, and the characters that show the theme are my supporting details.

**Body Paragraphs**

1. **Transition:** this is where you connect the paragraph before with the paragraph you are starting. This is where you use transition words such as: however, in addition, also, hence, though, etc.
2. **Topic Sentence:** this is the sentence where you essentially state the thesis for the paragraph. This sentence should always, always, always connect to the thesis. For instance, one of my topic sentences could be, "The theme of isolation is mostly shown in the character of Candy." Use your thesis' supporting details to formulate your topic sentence.
3. **Primary Support:** this is the example/quote used to back your argument. The quotes should connect to the thesis. Quotes should not be very vague and should always have an introduction and a citation. NO NAKED QUOTES!
4. **Analysis:** these are the 2-3 sentences in which you explain how your quote relates to your argument. Usually, it is a good idea to start the analysis with something like, "This quote/example shows the theme of isolation because..."
5. **Secondary Support:** This is the second quote/example that defends the SAME point! You do not move on to a new topic, but give additional proof for the topic that you wrote in your topic sentence.
6. **Analysis:** these are 2-3 sentences in which you explain how your quote relates to your argument. Usually, it is a good idea to start the analysis with something like, "This quote/example shows the theme of isolation because..."
7. **Concluding Statement:** the last sentence of your paragraph that concisely summarizes the argument of the paragraph. This could look something like, "Clearly as cited, Candy demonstrates this theme through his disability."

**Conclusion Paragraph**

1. **Restatement of thesis:** this should be the first sentence of your conclusion. You use the same ideas from your thesis in your introduction, but use a different phrasing. DO NOT just copy and paste your thesis from your introduction.
2. **Overview of main ideas:** this should be 2-3 sentences that summarize the arguments from your paper. Do not introduce any new ideas or new examples. Simply give an overview of what you talked about in your paper.
3. **'So what' aspect:** the final 2-3 sentences of your paper where you connect the ideas you wrote about to the reader and to the world. This is where you explain how your ideas relate to real life situations or why your topic is important.