**Revision with a Vision:**

**Four Strategies for Students to Become Better at Revising Argument Papers**

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Southern Arizona Writing Project

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| **Revision with a Vision: Four Strategies for Students to Become Better at Revising Argument Papers****Lesson Time Line** |
| 1. 20-25 minutes
 | Introduction, Overview, Austin’s Butterfly |
| 1. 20-25 minutes
 | Crazy Claims |
| 1. 15-20 minutes
 | Strategy #1Arrow/Linking Strategy |
| 1. 20-30 minutes
 | Strategy #2 Crossfire |
| 1. 20-25 minutes
 | Strategy #3 Alien |
| 1. 20-25 minutes
 | Strategy #4 Global Issues Peer review |
| Total time | 115-125 minutes |

**Common Core Standards for Writing**

**Text Types and Purposes:**

**Grade 7**

[CCSS.ELA-LITERACY.W.7.1](http://www.corestandards.org/ELA-Literacy/W/7/1/)
Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.7.1.A](http://www.corestandards.org/ELA-Literacy/W/7/1/a/)
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-LITERACY.W.7.1.B](http://www.corestandards.org/ELA-Literacy/W/7/1/b/)
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.7.1.C](http://www.corestandards.org/ELA-Literacy/W/7/1/c/)
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

[CCSS.ELA-LITERACY.W.7.1.D](http://www.corestandards.org/ELA-Literacy/W/7/1/d/)
Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.7.1.E](http://www.corestandards.org/ELA-Literacy/W/7/1/e/)
Provide a concluding statement or section that follows from and supports the argument presented.

**Grade 8**

[CCSS.ELA-LITERACY.W.8.1](http://www.corestandards.org/ELA-Literacy/W/8/1/)
Write arguments to support claims with clear reasons and relevant evidence

[CCSS.ELA-LITERACY.W.8.1.A](http://www.corestandards.org/ELA-Literacy/W/8/1/a/)
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-LITERACY.W.8.1.B](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/)
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.8.1.D](http://www.corestandards.org/ELA-Literacy/W/8/1/d/)
Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.8.1.E](http://www.corestandards.org/ELA-Literacy/W/8/1/e/)
Provide a concluding statement or section that follows from and supports the argument presented.

**Grades 9- 10**

[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/)
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.W.9-10.1.A](http://www.corestandards.org/ELA-Literacy/W/9-10/1/a/)
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-LITERACY.W.9-10.1.B](http://www.corestandards.org/ELA-Literacy/W/9-10/1/b/)
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

[CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/)
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

[CCSS.ELA-LITERACY.W.9-10.1.D](http://www.corestandards.org/ELA-Literacy/W/9-10/1/d/)
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

[CCSS.ELA-LITERACY.W.9-10.1.E](http://www.corestandards.org/ELA-Literacy/W/9-10/1/e/)
Provide a concluding statement or section that follows from and supports the argument presented.

 Rationale

My first writing mentor was my mom, a feisty, transplanted New Yorker who married a Hoosier and moved to the Great Lakes State. During my K-12 years in school it was my mom who helped me by editing my papers to make it look better and helping me to revise my work to make it sound better. Papers were never finished; they were on a continuum, to be read, shared and displayed in our home and revised at a later time. I loved writing and I Ioved my mom. She and I formed a bond and we spent the best of times and the worst of times together in this ongoing process.

Entering the convent, I was encouraged to write by my English professor, Sr. Maris Stella. She became my mentor and when she got permission for me to write and to discuss my writing during my cloistered novitiate year; it was like being back home again. I was connecting with someone who wanted me to write often and better because I had something to say. I revised and revised and revised.

Leaving the convent and teaching took away a lot of my writing time and when I continued my education, writing became something I did for a grade, not something I wanted to share. Revision was almost non-existent and papers were often finished the night before and handed in. Years of teaching English went from incorporating lots of revision to almost no time in the classroom for revision due to many additions and responsibilities to the already full curriculum. Students revised on their own time and little social interaction with writing was going on.

It wasn’t until 2012 when I joined SAWP that I went back home again and found my voice. I was able to share, get constructive criticism, give feedback, and revise, revise, revise. I had the social interaction that allowed me to do that. I loved every minute of that class.

When I was thinking about a teaching demo, I decided to improve and strengthen one of the weaker sides of my teaching: revising. I poured over famous writers and looked to see what they did to revise their work. Hemmingway, Steinbeck, Updike, and others told me to set a routine, get in the habit of writing, and revise. Some told me how they wrote numerous drafts, for how long, and how they knew they were satisfied with what they wrote; however, they did not talk about sharing writing, peer reviews, or revision strategies. They were maters of their craft that wrote and revised most of the time in isolation.

“The biggest mistake you can make as a writer is to toil away for months or years on your own, honing your masterpiece in solitude, polishing and re-polishing your prose until every word is perfect. The writing process begins when you show your first draft to people and start getting feedback. Beethoven sometimes went through 70 drafts of a single musical phrase. As William Zinsser put it: “Rewriting is where the game is won or lost; rewriting is the essence of writing.” (Dixit). I agree with this especially in the context of the classroom: the testing ground for ideas.

I did not want my students to continue to do work in isolation and turn in first drafts as final papers. That would only perpetuate the idea that this is another writing assignment to turn in. The thinking I don’t need to talk about the paper, just do it would continue and the “game” to be lost Joseph Harris, a noted English professor at the University of Delaware who teaches academic writing, critical reading, creative nonfiction, and digital writing says, “ But while the moments of both inspirations and correction, of creating a text and fixing its errors, are well marked in our culture, the work of revision, rethinking, and reshaping a text, is rarely noted” (Harris 100) Writing has become formulaic and lifeless. I wanted the social interaction and bonding that I had experienced with revision to be embraced by students, just as the students did in the video, “Austin’s Butterfly” I wanted them to appreciate the hard work that goes into re-writing because when they hand in their final draft it was the best they could do at this time of life, it was not finished only stopped temporarily, but we all learned something that we didn’t realize before “Students need to know how their classmates are approaching the same tasks they are tackling, to learn from their successes and problems, and to draw on and respond to their ideas and approaches.” (Harris 128). This is what I envision revision can do.

This teaching demo will focus of four revision strategies (Arrows/Linking, Crossfire, Alien, and Using Global Issues in Peer Review) that teachers can share with students so they can revise their own (and peers’) argument writing, and begin moving them beyond line-editing and toward high-quality revisions. They will social interaction that supports and facilitates revision.

“What is important here is not just the progress students make as they work; we all know that our work gets better when we revise. It is that students’ struggles can be used to show other students (and adults) that any difficult and complex task can be achieved if we tackle it in steps and have a team to help us.” (Austin’s Butterfly)

So often teachers and students confuse revision and editing, so I will first cover the meaning of revision, demonstrating Global Issues versus Local Issues, provide examples and practice.

Next, I will ask participants to write on a “Crazy Claim” to provide material for us to revise as we move through the three strategies. *See Box below.*

 **![C:\Users\dibsm_000\AppData\Local\Microsoft\Windows\INetCache\IE\ZMVWSN6F\crazy[1].jpg]()Preparation for the “Crazy Claim” paper**: Each participant will need a Word Document or paper and a writing utensil.

**Directions:** Each participant will randomly draw a “Crazy Claim” and spend the next 20-25 minutes writing an argument that contains: a heading, a title, a hook, a “Crazy Claim”, three made up sources (at least of the sources must use authorizing), 2 counter claims, quotations with signal phrases, body paragraphs, a conclusion and *no partridge in a pear tree*. (See Appendix A for the list of Crazy Claim)

**Revision Strategy #1: Arrows or Linking Strategy** “The point we want to emphasize is that quoting what ‘they say’ must always be connected with what *you* say.” (Graff 43)

**(See the last part of the quote sandwich)**

**Materials:** first draft of “Crazy Claim” paper, writing utensil, sticky notes

**Directions for Writing on Paper:**

Draw a box

If you wrote your first draft on paper then draw around your claim.

Circle the evidence

 In each paragraph you wrote that supports your claim.

 Draw an arrow from the evidence to your claim. On the arrow from the circle to the box or using sticky notes explain, write how this text supports your claim. What do you think it means? How does it connect with your claim?

**Directions for using a Word document:**

If you wrote your first draft on a word document, then highlight (in a chosen color) your claim. In each paragraph you write highlight (in a chosen color) the evidence that supports your claim**. In a chosen color for the text**, explain why the quote is important. What do you think it means? How does it connect with your claim?

**Each participant will spend the next 10-20 minutes applying this skill to their papers.**

**Revision Strategy #2: Crossfire (**This is a good strategy to get students to think and write about the other side of their claim.)

![C:\Users\dibsm_000\AppData\Local\Microsoft\Windows\INetCache\IE\1WRPUVTZ\debate[1].jpg]()

The definition according to the Meriam-Webster Dictionary:

Cross fire

 *noun*

Definition of CROSS FIRE

**1a**:  firing (as in combat) from two or more points so that the lines of fire cross

 **b**:  a situation wherein the forces of opposing factions meet, cross, or clash <caught in a political *cross fire*>

**2:**  rapid or heated exchange of words

(NOTE: We will not use 1 a in this demonstration.)

**Materials:** Copy of first draft of “Crazy Claim”, note paper, writing utensil

**Directions:** Choose a partner and sit across from each other. One participant reads his/her “crazy claim” paper out loud to his/her partner. The person who listened “fires” back as many counter claims as he/she can. The person who read the claim choses one or two of the most convincing, powerful counter arguments that were suggested to be addressed in his/her paper. The process continues with the partners exchanging roles and repeating the exercises.

**Participants** will spend 20-30 minutes adding their counter arguments to their “Crazy Claims” rough draft and finish their papers. **Refer back to the original directions for writing the paper.**

**Revision Strategy #3 Alien![C:\Users\dibsm_000\AppData\Local\Microsoft\Windows\INetCache\IE\1WRPUVTZ\alien-peace[1].jpg]()**

**Materials:** Each student should have: A rough draft of their paper, a blank sheet of notebook paper, a writing utensil

**Directions: for Alien (or Whatever Picture You Want to Draw) Peer Review (20-25 minutes)**

1. Arrange desks in two long rows facing each other.
2. Have students put their own name at the top of the notebook paper.
3. On the first line, instruct students to write “1. Paragraphs” or whatever skill you want to check for.
4. Students switch rough drafts AND notebook sheets with the person (reviewer) sitting across from them.
5. Reviewer initials after “Paragraphs” to indicate he/she did indeed check for skill. Person checks for skill.
6. If paragraphs/skill IS present, reviewer:

a. Puts a check mark after their initials

1. Draws whatever is given.
2. If paragraph/skill IS NOT present, reviewer does not put a check, but just initials.
3. Students receive their rough drafts and notebook papers back, and one side rotates.
4. Repeat with next skill and next part of alien. Continue until all skills are covered. The resulting peer review sheet should both help students improve their work for their final draft and foreshadow to you what to expect when you grade their paper.

**Sample Skills for Alien**

1. If your paper has a **claim** in the first paragraph, draw an alien head.
2. If your paper has **body paragraphs**, draw a face on the alien.
3. If your paper has a **signal phrase** (A signal phrase is a phrase, clause, or sentence that introduces a quotation, paraphrase, or summary.) draw something on top of the alien’s head.
4. If your paper has a **hook**. (A hook is the first one-two sentences of your essay, which serves to grab a reader's attention) draw a body with arms on the alien
5. If your paper has a **title**, draw legs on the alien.
6. If your paper has **two counter claims**, give your alien a gift.
7. If your paper has a **conclusion**, give your alien a communication device.
8. If your paper has a **quote with quotations**, give your alien a pet.
9. If your paper uses **authorizing**, give your alien a grill.
10. If your paper has **a heading** on it, give your alien a skateboard.

 **Strategy #4 Global Issues Peer Review**![C:\Users\dibsm_000\AppData\Local\Microsoft\Windows\INetCache\IE\BF9UQ3KX\ch11-edited-documents[1].png]()

**Students will share their writing and fill out the form below. (15-20 minutes)**

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| --- |
| **Global Issues Peer review form for Argument Paper** |
| **Reviewer:** | **Writer:** |
| **Directions: After reading your peer’s “Crazy Claims” Paper, write comments for the questions below.** |
| 1. What is the writer’s claim?
 |  |
| 1. What is the author’s purpose?
 |  |
| 1. How could the writer improve the organization of the paper?
 |  |
| 1. When using evidence, where did the writer use Harris moves to support the claim? (Illustrating, Authorizing, Countering, Extending) What advice can you give to the writer to make their use better?
 |  |
| 1. How effective were the counter claims in the writer’s paper? Could they be improved in any way?
 |  |
| 1. How could the hook be improved?
 |  |
| 1. What suggestions can you give to improve the conclusion?
 |  |

**Conclusion**

Revising work provides many benefits for the writers; it gives them time to improve writing. It allows the writers to gain insights into their own work by reviewing other assignments, to learn from comparison by seeing other students’ work, and it improves understanding of subject matter. Revising helps to develop critical thinking, problem solving and the delivering constructive feedback. It needs to be in a social context not an internal dialogue with self. “I always look for students who quote not only the assigned readings but also the essays that their classmates have written, or who acknowledge and thank their readers of their first drafts—for they are the ones who are imagining themselves as doing something more than schoolwork.” (Harris, 128) revision is the vision I have to open this up and like the students in “Austin’s Butterfly” celebrate the hard work that it takes to create your “masterpiece”.

Works Cited

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Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. Print.

Harris, Joseph. *Rewriting How to Do Things with Texts*. Logan, Utah: Utah State UP, 2006. Print.

**Appendix A**

**Crazy Claims**

Goat typing competitions should be made fairer by attaching razor-sharp blades to the horns of the goat.

 Sandpaper should be illegal.

Rabbits seem cute, but they aren’t all that they’re cracked up to be.

Hummingbirds are evil.

The next Starbucks frappe chino flavor should be cucumber wasabi.

Airlines should require passengers to wear disposable diapers in order to create space for more seats, by eliminating the need for bathrooms.

Just like airlines have flotation devices under all seats, cruise ships should have parachutes under all seats.

All teachers should be required to obtain 15 hours of interpretive modern dance instruction.

In order to save the environment, we should require students to wash and reuse their Kleenexes.

Possession of a Spork should be a class three misdemeanor.

In order to save the environment and eliminate the need for utensils and plates, school cafeterias should institute mini-troughs on each table.

A promising perfuse scent, geared toward teachers, is new bus smell.

Teachers should not have to cover up their ankle monitors.

We should observe groundhogs day as a national holiday.

All buildings 3 stories or more must install a zip line from the top floor.

The best way to pick up guys is to light your hair on fire.

We can lower the unemployment rate by allowing anyone to set up their own tollbooth.

All teachers should be required to dye their hair in school colors (if you are balding, you can use a magic marker.