Stephanie Evans: So, today we're going to go over the expressive and is correctly, corrected on our worksheet the expressive essay asks you to write about a specified or personal experience.
Which is a contrast to our expository essay that went over last week. Which asked you to analyze a given statement and the expository essays is asking you to explain and form, describe something usually with that broad to narrow format.
What is an Expressive Essay?

- A *specified* personal experience
- A piece of writing that effectively convey *thought or feeling*
- What kinds of things will this include?

So, the expressive writing is a little bit different, it's a lot more personal but it's not necessarily a narrative. Like creative writing or a novel that you might pick up off the bookshelf and read. This writing is supposed to actually convey thought or feeling but in the context of the prompts you are given.
Example:

Complete the exercise that follows.

Children develop ideas as they grow up about what jobs or careers they would like to have as adults. Sometimes they change their minds and sometimes they do not. In an essay to be read by an audience of educated adults, identify a job or career you once wanted to have, and explain why you do or do not have the same view of the job or career now.

So, an example, expressive prompt is, “Children develop ideas as they grow up about what jobs or careers they would like to have as adults. Sometimes they change their mind and sometimes they do not and an essay to be read by an audience of educated adults, identify a job or career you once wanted to have and explain why you do or do not have the same view of the job or career now.” So, I think we went over this one a few weeks ago but this is an expressive essay because it's asking you to both tell story but in a very, very specific way. They kind of give you a little bit of context. In this particular prompt, starts out talking about children in general, that children sometimes develop ideas about what jobs or careers that they might like to have as adults. So, there are some context going on in there and they tell you that sometimes they change their mind and sometimes they don't. So, your kind of, in this one you get to sort of respond to that context but your job is, starts at that in an essay to be read by the audience of educated adults. Your job as a writer is to identify a job or career you once wanted to have, so you're going to pick something that you're going to be talking about your topic, your focus for this personal story. And, then explain why you do or do not have the same job as a career now. So, theoretically those are two questions that you can kind of answer very quickly. You can say I wanted to be a Vet and I don't want to be a Vet anymore. That's not really a story, so those are kind of easy questions because they giving and is very open. You can do whatever you want with that and that's your avenue to really come up with something personal or tell that story that is like a narrative but very specify to this context.

Some people call this essay, a persuasive essay as well because you're sort of persuading your reader to buy this story. To say, yes I wanted to, you're persuading them of what you, job or career you once wanted to have and you're persuading them. And, why you do, do to believe you and to agree with you, about why you don't, do or don't have the same job of that career now.
So, my favorite example for this essay is like when I'm, little kids are funny. They always come up with this grand thing and they are very, very specific. Like, I want to be president or something, having no idea what that really entails. So, that might be a great one, like yeah I wanted be president but I probably don't have the same job. Use of the job now and the why I don't, is interest. So, you're kind of explaining the real keyword, in this one is that, why? So, your stories are going to tell, why you don't want to be president anymore or why you don't want to be a fireman or an astronaut, something like that. And, it can function very, very structurally, very similar to another essay. Where you’re kind of proving that point. Similar to the expository essay, like I didn't want to be president and I think of like maybe three reasons. I don't want be president anymore because surprisingly they don't get paid that well. They get paid a lot but not nearly enough. That’s like a 24/7 job and I don't want to do that and it's labored for years. So, that's maybe three reasons why, it's not probably the only reasons why but that will be the, my focus for this essay is. Those are three reasons why I don't want to do this anymore.
So, how is this essay different from that expository essay? Is there a different structure or content happening? I sort of already told you that. I get excited and jump ahead but they can be different structurally. You don't necessarily have to move linearly. The way in which you talk about your story can be any way. You can start with, I sure don't want to be president anymore. You can start there if you want to and work backwards or you move which other way around. And, this content can be a lot more personal but again they don't necessarily know you. You don't have to struggle to stick to true facts. No one's going to, it's about a, creative nonfiction book. Where you're going to go on Oprah and have to defend everything really, really happened. You're telling a story, so if it's your little brother story, great. The whole point is you're going to use that word I and that I is going to be really important and the focus of the essay. But, the overall point is to kind of prove your point and work through that prompt as they ask you to.
So, I know it's a little bit hard to read up there but the scoring can seem a little bit tricky in response to this expressive essay. We saw that rhetorical force, the clarity with which the central idea or point of view is stated and maintained. So, for that prompt that we just looked at, the central ideal point would probably be what career you wanted to have. What you wanted to be when you were a little kid and why you do or don't now. And, how well you stuck to that kind of point, which I think is the hardest part in personal writing is that sometimes you get a little bit distracted or we have this great story. We're trying to tie it in and sometimes it doesn't fit as well or seem like a really good idea and you write it out but it didn't fit as well. So, that rhetorical force can be tricky. Can be really, really easy or really, really hard. Just depends on the situation. And, so on the quality of the writers reasoning. So, my reasons about why I don't want to be president anymore, might not be the best reason. You know, I only have this job for four years. That's probably not a great reason why you don't want to be president anymore. There's probably a better way to talk about that. So, that might not be a great quality but surprisingly that they don't get paid that well. Maybe it could, maybe it's a good reason depending how well I support it. Maybe it's on, depends on how you support that idea. So, the organization might come in really, really clearly, there are two. Can seem harder to organize, especially because we tend to think about things in the order that they happened. You don't have to tell it that way. Can really switch it up. You know, you can start when you're 10 and then move back to when you're 5. You don't nes..., sometimes it's easy for us to move chronologically and go, when I was 5 this happened. When I was 10 and then when I was 15 or whatever. But, you don't have to. If it makes more sense to talk about things in the order of importance or just in different connections and then just do it that way. And, that's the way it should work.

| RHETORICAL FORCE: The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning. |
| ORGANIZATION: The clarity of the writing and the logical sequence of the writer's ideas. |
| SUPPORT AND DEVELOPMENT: The relevance, depth, and specificity of supporting information. |
| USAGE: The extent to which the writing shows care and precision in word choice. |
| STRUCTURE AND CONVENTIONS: The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization). |
| APPROPRIATENESS: The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose. |
And, that goes with that support and development point of how well you support that point. Even though, it's personal writing, there's still support. So, all the stories, dialogue, anything that you're choosing to tell the reader that's your support. So, you really want to develop that. And, then those other 3 things still apply and the usage of the, the words that we used are accurate. I'm not talking about president, really meaning senator and plus that's my point of the story. The structure conventions, so you have paragraph structure, there's paragraphs, there's sentences, there's capitalization of the words when necessary. And, appropriateness, so the way in which the writer addresses the topic and uses language and style appropriate. So, just talking normally or writing normally, not necessarily trying to sound lofty or using a style that's uncomfortable.
So, the key and these six things here are to write about that specific personal experience. So, that can be tricky as I mentioned that the point is to make sure that all of the details that you include relate to that prompt. So, in this case that we're talking about is that job or career and why you do or do not want it now. So, your current thoughts, so that, this particular essay asking you to talk about something in the past, your childhood, what you wanted to be and now. And, do you kind of agree with that childhood job or not. So, in that you’re going to, your job is to effectively convey thought or feeling. The process of either that change or lack of change, so your thoughts like your feelings. How do you feel about that job now versus then? Even if you still, you know when you were little, you wanted to be a teacher and you still want to be a teacher now, why? And, even though this is an essay for future teachers to take, you don’t have to talk about being a teacher, it's totally okay to have different views or still want a different job now. They're really looking a lot more for your writing style. They're looking at the style more of what the job is. If you said you want to be a drug dealer, theoretically that’s perfectly fine. But, you really going to need to prove that point. You really want to talk about how well you can support the point of what you want to be then versus now and it doesn’t have to be teaching. Sometimes students feel pigeon hold by that.
So, the key is to answer that prompt. And, you're going to build the story within that prompt. And, so in that prompt they look at the first couple sentences. Kind of gave you that contexts, so we want to create a main idea within that context, in your story. And, the main idea is going to answer the questions of the prompt is asking. So, in this job context, we're not necessarily talk, we don't want to get sidetracked. Maybe start talking about all the different jobs and careers you wanted over time. I mean we're adults, we've changed our minds hundred times, probably what we wanted to be, so or could. So, you don't have to talk about every change that you had because that's not what the prompt asking you to do. We start talking about, you know, when I was 10 I wanted to be a firefighter and then I wanted to be a police officer and then I wanted to be this. That's not really a story, that's just facts about what you wanted to be. What we really want is, I wanted to be a firefighter and then maybe something happened to me or some sort of change happened or some dramatics events happened. And, now I do or I don't, so we want to stay focused on that prompt and not sincerely come up with a bazillion examples but a few specified ones. And, using descriptive language is important to, even though, I kind of said this isn't like creative writing. It's still is in a way. My little quote up there that I love is, good writing is supposed to evoke sensation in the reader— not the fact that it is raining, but the feeling of being rained upon.” —E.L. Doctorow

So, that's just talking about using details, so you don't have to go overboard and create this beautifully descriptive scene. Even though you could, I'll love it but just noticing some details and these types of writings are important, you know. My mom's talking to me, I remember the way her hair looked all done up nicely or something. I remember that anger, anger in her voice something like that. You know, that anger in her voice sounded like shattered plates. I don't know, something like that is very, very descriptive and that gives the reader a lot, in terms of understanding that context that you're talking about.
So, when this quote is talking about, you don't necessarily have to say, it was raining but I felt the rain drops on my face. Giving us the same information but just a little bit more descriptive manner and giving us that I, that I character becomes very, very important giving us those feelings. Again, you don't have to describe everything in the scene but every once in a while might be nice to kind of give us a little line like that. Like some visual
How to Build a Main Idea: Step 1

- What is the prompt asking you to do?
  - break it down!

In an essay to be read by an audience of educated adults, explain how your experiences in college affect your position on the following statement:

Today's college student should declare a major and begin specializing right away because the world gets more competitive all the time and it's important to start on a career immediately.

and we'll talk about that later as well.
So, the key here in this problem or in this thing that we’re focusing on right now. Main idea, I guess. My main idea is, how do we build the main idea? Especially in the story that...
seems kind of like two different things, right? The key is to kind of breakdown that prompt and really figure out what asking you to do and how to build a story around that. So, in this prompt it states, in an essay to be read by the audience of educated adults explain how your experiences in college affect your position on the following statement. Today's college student should declare a major and begin specializing right away because the world gets more competitive all the time and it's important to start on a career immediately.

And, focused in on your experiences in college. Automatically, we're not going to talk about anything, maybe a little bit you could but we don't want to talk about anything outside of college. What they are asking you to do is, how your experiences in college affect your position? That, on this idea that college students should specialize right away. So, those are going to be your personal experiences that you're going to start drawing upon. Is, and there's a lot there to. They didn't say like, take everything but again, you can make up college experience. But, we want to make sure that experienced in college is doing something for us there.
So, in what we need to do in this particular prompt is definitely focus on that time period specified. And, then they come up with a different experiences that might apply. So, how to build that main idea. Like, okay we've gotten a place in which we’re going to look for some stories and some information. And, we can use those pre-reading strategies. You know, brainstorm, write out some experiences that come to mind or experiences that your friends have had that you've heard of and figure out which experiences answer which area of the prompt.
Like, the statement that they gave has a lot going on in it. It's a really complicated statement. It's saying that, “Once students should declare a major and specialize right away,” which are kind of two different things, declaring a major is not necessarily specializing. They should do that or those two things because the world gets more competitive all the time and it’s important to start in a career immediately. So, to me there's like four things happening in that statement and our job is to explain how our experiences affect our views of that statement. So, that statement has a lot going on to give you a lot of different ways in which to discuss it. So, you can talk about your experience declaring a major. You know, whether you knew right away you wanted to do or maybe you might change your major seven times. Like, I think that's the average that I've heard when I was applying for college, that the average college student to change their major seven times. So, if you’re one of those students that might be a great way to talk about your position on this statement. You know, I remember changing, tell us a little story about changing your major and then changing it again and changing it again. To show us that, maybe you do, maybe that makes you agree with the statement more or maybe less and how does that experience do that. I know some people are like, well I changed my major so many times, I wish someone had just forced me to pick one at the beginning and just said," this is what you’re doing, go." Another students they find their passion much later in that college careers, so they're a bit opposite. So, their experience, either way is going to affect that statement. Not only that first part or even that second part but that other half too. How your experiences in college are affect your views on the fact that the world gets more competitive all the time. That might be tricky. I mean, if you're applying to medical school or something like that, where you’re having to compete for internships and classes and all these things.
Your experience in school might really, really affect your view of the competitive environment or maybe you chose and even in teaching too. They're very kind of competitive subjects and subjects where are, they really, really need teachers and advocate like, hey come over to this side. So, that your view of the competitiveness based on your major and your experiences might change. And, even just your ideas on the importance of starting a career immediately. You know, some people when they get to the end of college, they're just like, nope I need a break. That experience and that competitiveness might make them maybe they, the first half of that second part. Maybe they greeted the world, gets more competitive all the time but maybe that's why it's important to not start a career immediately. Take some time to breathe or refocus yourself or something. So, we want to use all of your experiences to affect your, that affect your position on that statement. And, that's kind of your main idea but there's a lot to work with there that we just discussed. I mean, I can be 100 different essays. So, you get to decide how you want to discuss that. You can kind of just focus on one of those sections. A couple of those sections, however, it makes sense to you. You're the author and you get to write the stories. It's really fun actually, I get really excited. So, all of your experiences and so when you're thinking of these experiences and brainstorming and pre-writing and coming up with them. Sometimes it's helpful to really sit there and apply them to a specific part of the prompt. So, when I think of an experience like, well I changed my major ones. How did that, what part of the prompt, what part, what is that story do for this prompt? Which part is it answering? Well, I think for me, it might of answer the first part that we should declare major and specialize right away because I didn't need to change it or something. I don't know, so when you're thinking of those experiences it's helpful to really, clearly identify for yourself. Which part of the prompt you're addressing to both make sure that your experiences really, really relevant and that you're answering all sections of the prompt that it's asking you to do. So, it might be helpful to even...
outline too, so can kind of outline. Well, I'm going to talk about this, in this area, this experience, in this area of the prompt and then I'm going to talk about my next experience in the next area of the prompt. Or, all these different experiences has applied to this one section of the prompt. So, even though it's kind of seems more likes stories and we're refocusing on story we're still kind of structuring and planning. Similarly, just as we would to the expository essay and the nice thing is that we talked about a hook a little bit last week. Is that creative writing you have a lot more in the expository writing, no expressive writing, sorry. It's a lot easier to kind of create that hook. You get to engage your reader at the beginning of your essay a lot easier because you already have some of those things we talked about. You have, you’re telling a story, right? Or, you’re talking about previous experience, so you have a lot of those things already. You have some maybe some dialogue or a quote or interesting fact or something because that's all part of your experience. So, that's a lot easier to engage your reader at the beginning but it's important to, not necessarily get distracted by those details and stay focused on the main idea of answering that prompt. So, we're going to practice a little bit and just kind of see how we do responding to an expressive prompt. So, just...
we'll spend about 10 or so minutes just kind of creating and planning some ideas or ways in which we've answered this prompt. You don't necessarily have to write a whole essay right here. But, the prompt is, "In an essay to be read by the audience of educated adults, describe a volunteer or internship experience you've had during the past three or four years, both the work you did and what you got out of it." So, plan a little response and see what we come up with.
So, how'd that go? How did you guys do? First of all what did you think about the prompt?

Audience Member: [inaudible] it can relate to, you know it's easier than last week. As far as like being [inaudible]

Stephanie Evans: Yeah. These are sometimes a lot easier to connect with. Like an experience that were drawing upon. It's a lot easier to connect with that and be interested in it. So, what kinds of things did you guys write about?

Audience Member: I did bullet forms on what I did. Bullet forms from what I got out of it. So, what I did was I volunteered at an Elementary School and I helped the teachers and I helped students do their assignments. I also teach them to art and I was able to watch them do math test for the State Test that [inaudible] so what I got out of it was a learning experience and I think it was kind of a way to develop my resume because I volunteered at school and I learned about different testing and connecting the relationship with the students.

Stephanie Evans: Yeah! That’s perfect. That’s kind of what I did too, is I did a bullet point of like, okay first of all what are all the things I’ve done the past 3 years or 4 years because sometimes it's hard to think of. And, then bullet points of what I did and what I got out of it. So, I made a weird little chart of all these different experiences in what I did and what I got out of it. So, did that help you kind of narrow it down in what to talk about?

Audience Member: Yeah.
Second Audience Member: Yeah.

Third Audience Member: Yeah, also like, internship kind of thing. Just experiencing in the field of teaching and collaborating, collaboration with professionals. Like, you know, I just kind of get like first time experience [Inaudible]

Stephanie Evans: Yeah! That's right. I had a hard time for a minute...
because I'm getting old and I don't volunteer as much because I work all the time. I'm like wow, everything I've done is paid, so I have this job that I do as a writing tutor. I was kind of like, well I'm going to that internship because it's a student position.

Audience Member: Yeah, yeah.

Stephanie Evans: It's an internship, its fine.
What really matters is, it isn’t that I got paid, it’s all what I did and what I got out of it. So, yeah I was doing the same things and it’s kind of listing different things. So, in that list how do we turn that into a story? How do we make that into an essay? So, is your list more of an outline or just kind of things to make sure that you cover?

Audience Member: [inaudible] things to make sure I cover.

Stephanie Evans: Yeah, me too. Mines like, hey checklist, don't forget these things.

Audience Member: Yeah.

Stephanie Evans: Like cool words, like collaboration. Like that's a great word. I’m like I'm going to use that word a lot. I use that word too. Yeah, so I was just kind of writing down words and kind of ideas that I wanted to talk about. I think I started working on my first sentence just because I want to make your introduced it, so I'll be able to address those words correctly and still be addressing the prompt. So, it's like my first sentences and kind of introduce an experience in a specific way because I was trying to, after I got my list of things I did and why I got out of it, I was trying to come up with the specific experience I can recall that showcase both of those. Because, it's probably not great in your essay just list the different things that you did, right? Because, they are kind of an expository essay once you kind of describe this experience. So, I was trying to think of experiences that show what I did. Somehow, talk about how I wanted to get out of it and I decided on working with the, let’s talk about writing tutoring. Started working with a specific student how I worked with her for over every week for a year and so we both did a lot of work and I got out of it at the end is a person because she help me get to be a better tutor.
And, so my first sentence was like, when I first started tutoring I was really terrible. I was really awkward and I didn’t know what I was doing. I was just no help at all and now it’s one of my best skills and I owe that to my experience with my tutee name Erica. So, that’s my first sentence but I couldn’t really come up with any specific experience just reading a prompt. I really had the kind of brainstorm, how to address that problems with those specific experiences, so when I talk about this experience there’s a lot in my writing. I’ve been a writing tutor for four years I think. Three or four years, there’s a lot of things I could talk about and I’m going to choose to narrow it down to this one student because she is a way to talk, working with her as a way to talk about both the things I did or do as a tutor and what I get out of it. So, that was kind of important to me to make sure that I had an experience I can kind of address all these things. So, it doesn’t have to be one experience. That was just easier for me because I was like, hey wait, I have one person who does, who shows both of these. I’m just going to talk about her because that’s easier for me but you can come up with examples of each thing. Like collaboration, maybe is more, my focus was the student or got experiences. The tie between things I didn’t want to get out of it. But, maybe the focus is more about a theme like, what you did and what you get out of it. Is maybe, focus on collaboration, that’s a big thing. There’s a lot going on, so you can do all these things and have these different experiences that show collaboration. And, then you can also show how, what you get out of collaboration. You know, I’ve learned that collaboration is important because of the things, you know. Having a bad group project will ruin everyone’s idea of collaboration but a good one can show you how important it is. So, there’s a lot of different ways to talk about these prompts and they do that on purpose, so you can talk about it in a way it’s comfortable but it can be a little overwhelming on that prompt. Especially, three or four years, when you’re in college you probably have a ton of volunteer and internships experiences. Especially, us teachers too. I didn’t even like that they gave you that one because that just seems scary. Because, you guys are required to do internship and, and ah, what are the other word they call, volunteer and all that stuff. So, in those you can kind of see, tragically choose what experiences to talk about and sometimes the first thing that comes your mind is the best one. And, sometimes you got to scratch that and keep thinking of different ones.
Approaches to Expressive Writing

- There are infinite ways to structure an essay!
- Examples of structures:
  - chronological
    - tell the story in the order that it happened
  - ideas
    - group things according to main idea
  - Q&A
    - pose a question, describe an experience with the “answer”
- And the list goes on!!!

So, and thinking about all this ideas too, is kind of nice to or helpful to think about the structure. We’ve talked a lot last week about structuring the expository essay and sometimes the structure for these expressive essay can seem a little bit weird. And, that’s because we are using these experiences and there’s a lot of I’s which can be overwhelming. And, the way we connect these ideas like, how do we talk about things we did and things we get out of it? There’s different ways you can do that. You can go chronologically like, I was, I was planning on talking about when I first started working with this student and then when I last worked with her some big experience that we had after that. So, that’s chronologically, telling something in the order that happened. First I was bad, now I was good and now I’ll tell you why. Or, you can talk about ideas like, collaboration, like I worked, I learned collaboration this way and then I learned this other, oh no that’s chronological again. Or you can, so the main idea in that section is hard to move on from chronological once you get it in your head. But, if collaborations are main ideas, we naturally focus on when we first learned that maybe but the best ways to show that is maybe it’s working with a certain student working or working with this other group of students. Or all the different ways in which you learn collaboration can work maybe it’s between two people or this one experience. This internship, this classroom showed you this type of collaboration but this other experience showed you a different type of collaboration. And, sometimes there’s other ways to do it as well. Like, kind of the Q&A, like the question. You can pose something as a questions describing experience as an answer. Like, how to teach, you know something like, you know internships are important. What do they really tell us? Or, what do they really do for us? What do we get out of internships? Write that as a little question and answer it and say, you know, this is what I got out of this internship. Sometimes this is so fun, where they shake things up a little bit if none of the other ways to structure anything is working for you.
And, there's a lot of other ways to structure in an expressive writing essay. You can pretty much do almost whatever you want. That's why it's overwhelming, so the goal is to make sure that you're doing something intentionally. That all kind of connects together and it's easy to read. That's what really want, it's when it's easy to read not going from one paragraph to another and being like, wait what, what's happening now? Just tell me, like now I'm going to answer my next question. I'll post another question, so as a reader I'm going like, okay cool you're going to answer it. That's fine. And, that just indicates to the reader what's going on. So, we're going to practice, so we kind of used an idea, well actually it might depend. So, I was using a chronological structure. I was going to talk about my experience, then versus now. You might have been little more centered on a main idea and you too a little bit, like focus on different things that you did and what you got out of it and that connection between those two things there. So, what we're going to do, is we're going to practice again and try to use the same process. Whatever process of creating makes sense to you and try to start a group things differently. Maybe thinking about something chronologically or thinking about a question trying to write as an answer or another way. Even if it doesn't work. Just, you know try playing around with how you group things for this prompt or the same prompt.
So, yeah. Let's just try to move stuff around and see if we can talk about things in a different way.
So, how that go? Was that hard?

Audience Member: Some that were more difficult [inaudible]

Stephanie Evans: So, a lot. Yeah, so a lot parts were difficult.

Audience Member: I'm trying to think of those, one particular story that I didn't get to point out or talk about that story. You know, in chronological order or even just a story, like as I just, I don't know.

Stephanie Evans: Yeah, it can be hard to fill them.
Practice looking at an essay in a different way:

*(Try and use a different approach to structure!)*

In an essay to be read by an audience of educated adults, describe a volunteer or internship experience you’ve had during the past three or four years, both the work you did and what you got out of it.

Especially, for this prompt. This prompt is kind of a weird one.
Audience member: Yeah, I was trying to think back to your example. You know the one you gave us but I don't know, I don't know.

Stephanie Evans: It's hard to think of changing some, thinking about things in a different way when you already got an idea too. That's why I had you do that exercise like that because it's, just thinking that, you know trying to change what we've already created sometimes it's difficult but it's good exercise to see what you look for and what you do change. Like, I realize I had to change my story when I changed my idea like, so my previous story that I had an example was chronological talking about then versus now. Then I was trying to make an idea and I really had to change the stories that I was going to use. I couldn't really talk about that same student. So, I was focusing on different things that I've learned and using those main ideas. So, I was having like, one of my main ideas that maybe I learned collaboration when I worked, well actually, was that student actually. When I worked with students on papers that weren't yet created that we were brainstorming. I even learned a lot about collaborations, so that's what I was going to talk about their. And, then I had to switch gears and think about, well what's another main idea or experience or something I got out of this is... I learned how to relate a lot when I got essays or outside of my experience like, I'm an English major. When I get science papers they're terrifying, so I learned a lot how to quickly relate to someone else's experience and approach. So, that was a two different main ideas, kind of similar but I separated them out. I guess I learned a lot more, recently I learned how to relate but I learned a lot more about that knowledge. I learned a lot about APA. Never used APA but I know a lot about it now. It's just kind of interesting, so I enhanced my knowledge. I was going to talk about those two things, those two main ideas. So, the stories that I used kind of have had to change a little.
But it's still kind of that same experience and I still was going to talk about, you know what I did. When I worked with this student came and what we did on the paper and then when I got with the theme being what I got out of it. I kind of think the Q&A one was kind of hard for this too. I tried all three because I'm an English nerd. So, I was just sort of free writing with that, you know trying to phrase it as a question. And, I was, didn't really phrase it as an actual question and response is, I was sort of creating that story. Like I said some people asked me, why I still volunteer for this or why I still do this tutoring or whatever. And, I laugh when they tell me this because they don't really know that I do it for me because I get so much out of it. So, I like to tell them about my friend Jorge or something. So, that was kind of my start to talking about something but it was really kind of a question in there. And, the question that I didn't necessarily state but I was trying to answer was, what does one really get out of volunteering or what does somebody get out of volunteering? So, sometimes talking about things, you know just trying to shake things up. See those are like three completely different essays, right? But, if I were stuck or one of them wasn't really working the way I wanted to, might help to sort change that perspective and change that structure because I do that all the time. When I'm writing at home and I, you know you get half way through an essay and you're like, man this was a great idea in my head and I hate it on the paper. It's just not working, so sometimes it's helpful that you kind of take a step back and see, well what am, I really working with here. You know maybe I'm just working with the main idea and not this experience that I thought I was. Maybe instead of working chronologically, I'm just going to switch things around and see what happens and take time out of it but focus on a main idea. Or, maybe I'm really trying to answer a question of what do I do when I intern and why do I do it? Because, those are different ways to get different responses that would all answer the prompt. And, they definitely kind of changing that structure, changes your essay but that's not always a bad thing. It's not always a good thing but it's not always a bad thing either. And, it can be helpful to kind of try and so they're helpful kind of pre-writing, editing and even revising activities too. And, it is a computer-based test, so you can kind of sit there and cut-and-paste. And, I like to play with my paragraphs, what happens if I switch these two and sort of cut-and-paste and play around and see where you think your story is the strongest. And, so it's sort of...
Tips to Remember

- You do not have to move chronologically!!!
  - What might be other ways in which you can answer the prompt?
- If it doesn’t answer the prompt, it doesn’t go in your essay
  - No matter how interesting it is!
- Details are huge!!!
  - sights
  - sounds
  - touch
  - smell
  - taste

Paint a picture for your reader!

really you don’t have to move chronologically. That can really, really limit people sometimes, so you can take something out. You can add something in too. Like, well maybe now I'm going to structure this experiences and relation to time. And, you can kind of insert that in there. Like, you know when I was 10 or you can just take it out not even talk about age or when I first met so and so. Inputting that gives us a sense of time, cutting that and taking it out takes away the sense of time and that can be very, very deliberant. And, the main thing I want you to remember that’s really, really hard to remember some time for these story is, if it doesn't answer the prompt, it does not go in your essay. Doesn’t matter how important it is and I do that all, I’m the worst defender. Especially, with something so personal, we tend to get carried away. I was starting to, you know write about all the different experiences that were so cool and how one of my students got a perfect on their paper that worked so hard on. And, I'm like well wait, that's not answering the prompt, that's not telling anybody what I got out of it or what I did. That's just, thing, yea that was cool. So, that doesn't answer the prompt, so as much as important it is to be, you have to take it out. Or, at least try to make sure it's related back to the prompt because the readers of your essays are going to be reading a lot of essays. You know, there's a stack, a lot of people take those test, they go through them, you don't want to have to make them work and search for the meaning. In America and American academic writing, the reader is a lazy person and they get to just say, well that doesn't make sense and hand it back to you. So, the writer's job to make the sentence and the meeting for the reader. Does not always true, of different types of writing and different cultures. In this test, in this context it's very important that you make sure that your readers is going to get what you want them to get out it. You want them to know all these experiences that you had, made it very clear. If you want to make it clear what you got out of those experiences that's your job to do that as a writer.
And, there's a lot of different ways to do that, it's not as harder or scary that I just made it sound. And, different ways to do that are details, so in this expressive writing to help kind of create a story, It's easy just to focus on details. You know, sites, sounds, touch, smell, taste those things. You know, adding a line or even just a couple words here and there, can really help build imagery and scenes and make it seem very reliable and personal. And, just easy and nice to read. You know, maybe what you got out of tutoring or working with students is learning how to use those things to your advantage. Like, I was talking about how I learned how to work with different learning styles, a lot as a tutor. Like sometimes I have to be very, very visual and sometimes I have to be kinetic and all those different things. So, you know maybe when I'm talking about being kinetic, I can talk about like touch or site watching or having them watch me or site network better for visuals. But, you know describe the thing, you know I drew a venn diagram and the purple and the blue colors contrasted or something. That was a terrible example but you know just notice, telling the reader what those colors are can be really, really interesting. Back to that kind of quote, way at the beginning, when they talked about, you don't have to just tell them it's raining, just say, you know I felt the raindrops on my face or I felt my excitement and my joy. That tells me what you got out of it. I felt, it felt really, really great. No that doesn't make sense. That's not a good example. How do you feel when you do a thing, when you're volunteering? That's tells you what you got out of it, you know? It was so nice to see the student do this thing that I have struggle with. Oh, now I see, you know I'm starting to see what you get out of it. That you get this sense of accomplishment out of working with students and that's, those are details. You know, watching the students, did the mathematical formula right or remember his multiplication tables was so empowering for me. That specific thing of just multiplication table, tells the reader a lot and invites us in the story. Like, oh you worked on that specific thing and then he did it. That's so cool. It always your reader to kind of experience that with you. And, so details can be helpful and I like to do that kind of on a revision sometimes. While I'm writing I paid attention to it too but sometimes I'm a creator writer, so when I'm kind of reviewing I will just go in there and add a detail here and there. Well that's kind off dry, I'm going to add some color. Colors my favorite thing, so go in there and just talk about the colors and stuff, you know? That just takes a minute but that could really enhance a lot different parts of your essay. And, so it's nice to kind of paint a picture for your reader. Especially, for that prompt, you know? When you're doing something show us what you did, it's kind of what we call, show not tell. Sometimes telling is very important. Sometimes it's important to show. Does that make sense at all? This is like my excitement time I get, it's my favorite thing. And, so that's basically all the tips and tricks that we have for the expressive essay...
and that we have for this workshop so far. We covered a lot, at least in my opinion. So, if you do have any questions or you want to keep practicing, feel free to stop by The Student Learning Center. Our phone number is up there, its 898-6839 and you could just literally just drop in. You can make an appointment in advance and work with someone. You can even submit something online and you know just give us the push and we'll have a few details, you know? But, bring in prompt and just say, this is what I wrote to this, what do you think? And, just help practice your brain to kind of focus in oriented, crank out those quick and easy responses. You can study for other portions of the CSET and we do have a handout here as well. That you so correctly pointed out I had a typo on, as I switch to expository and expressive. I think I was staring at those E, X's way to long or who ever created. I create it, so I only go and now I'm terrified that. But, I don’t know which version is this, how long have I've been handing this out. So, feel free to take as many of these you want with my typos because I’m going to throw them away now. But, do you have any questions about this essay or anything about the CSET in general?

Audience Member: So, there's two writing prompts.

Stephanie Evans: Yes, so you'll get one expository, the essay we talked about last week

Audience Member: Last week.

Stephanie Evans: And one expressive, the one we talked about this week.

Audience Member: The 45 minute each.
Stephanie Evans: Mhmm.

Audience Member: Okay. Does it have to be, going to the essay back [inaudible] like 5 paragraphs?

Stephanie Evans: It doesn't have to be five paragraph. So, it's kind of a recommended structure to kind of think about, if that's easy for you to do it. It doesn't have to be.

Audience Member: It's always more just entry.

Stephanie Evans: Yeah, exactly, if it's 4 great. If it's 12, great. It's whatever, does the job but we still want to make sure that, there, we have that kind of introduction in that conclusion. Sort of mirror each other in some way. Even in the expressive, where we have, we're still introducing the topic and hooking the reader. Maybe wrapping it up but it might not be as formal or as rigid or even as lengthy as a trip more traditional essay. So, I'm going to start calling it the persuasive essay too. I saw the press of good atom. Does that make more sense to call it the persuasive essay? Or an expressive essay?

Audience Member: Maybe more of a persuasive essay, yeah.

Stephanie Evans: Yeah they call it the per., expressive. Well what it really is, it's more persuasive, yeah. Showing or you know, persuading the reader of something of what you, what you did and maybe what you got out of those things that you did or something like that. That's where that story comes in to really prove that point.

Audience Member: Yeah.