**Stephanie Evans:** My name is Stephanie, I’m here representing the Student Learning Center Writing Center. We’re located at SSC 340. I’m also an English graduate student on campus and I teach English 130 here so you will probably just see me floating around at one point.
So we went over this a little bit last time, but a couple of you guys are new. So just to kind of warn you that all of the test is computer-based. So in terms of writing that's kind of awkward because you don't have spell check or grammar check. Or anything that we're really used to typing with. So as, so a little bit last weekend before that, it's really helpful to practice typing without using spell check because it's a lot harder than it sounds. So practicing both your speed and your consistency and proofreading and making sure that everything is spelled right. You have capitals and periods and spacing and all of that jazz.

With that being said the writing portion of this test is one hour and 30 minutes in which you will write two essays. Those two essays will always be one expository essay and one expressive essay.

So an expository essay is asking you to analyze a given situation or statement. So the key word there is, analyzing. You’re gonna, you're gonna be given a situation, a keyword, a statement and you're gonna have to write about what you think about it. In contrast, an expressive essay asks you to write about your own personal experience. We'll go over some different examples of those today, but the expressive one is good to remember because it's a lot more personal. You are asked to share a personal story in that.
And the nice part about this is that writing portion itself is that, this isn't testing any knowledge. You don't have to talk about teaching methods anything like that it's strictly to look at your writing style, not the content. It's just hard to write without writing something. So they're going to give you a prompt and really evaluate how well you respond to that prompt.

And keep in mind that their recommended length is only about 300 to 600 words so that's not very long at all. They're not asking you to write a six page play in that hour and a half. You really just have to get short concise clear essay cranked out in that hour and a half.
So you're going to have to go into a little more details about these essays. That expressive essay is asking you to share that personal experience. So what you're conveying, what you're trying to get your reader to understand is some kind of thought or feeling. Back when I was five I felt this way in whatever situation at the prompt asked you to do.

The expository little bit more something that we're used to in our academic collegiate writing career. Where we are explaining something, describing something or informing the reader. This is what happens and this is why the way things are. So you're going to analyze something.

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<th>EXPRESSIVE:</th>
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<td>Requires the writer to effectively convey thought or feeling.</td>
<td>A response intended to explain, describe something, or inform the reader.</td>
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<td>• Asks the candidate to write about a specified <strong>personal experience</strong>.</td>
<td>• Asks the candidate to <strong>analyze</strong> a given situation or statement.</td>
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So let's look at a prompt and see if we can figure out if its expressive or expository. So this is an actual CSET prompt asking you to complete the exercise that follows. A visitor from another country has only a short time to spend in the United States and would like to see one place in or near your home. In an essay to be read by an audience of educated adults, state where you would take the visitor and describe what the place would reveal about the culture and values of the United States.

So it's a little bit long of a prompt. Kind of a mouthful. But just looking at that prompt what is it asking you to do. What is it asking you to do? What are you going to be writing about? Anyone have a guess?

**Audience Member:** A place that you know well.

**Evans:** Yes. So you're going to write about a place. Where you would take someone. Anyplace in the US near home presumably and you're going to describe that place. So looking back at, I can't, so does that sound like a personal experience or you explaining or describing or informing.

**Audience Member:** Informing.
Stephanie Evans: Yea, exactly. Like it even says like, describe something, you're literally describing what that place would reveal about the United States. So that makes this an expository essay. Where you're just saying, I would take someplace to, I would take someone to San Francisco because the, all the different cultures in San Francisco represents all the different cultures in the United States or something. Probably a lot more eloquent, but keep in mind that you don't have to necessarily be truthful. They're not going to look up where you live and make sure that it's within a 50 mile radius of your home. Really just trying to give you kind of a situation help get you started about thinking about things. So you don't necessarily have to be, you know, if you live in the middle of nowhere and you have no place you would take someone or you can't think of something like that. That's fine. Wherever you can think of and as long as you write it well, that's what really matters.
They’re not trying to trip you out. So we’ll look at one more. So you’re going to 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 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 that job or career now. So that same question, is a bit of a wordy prompt, it's not my favorite writing. Sometimes the prompts have their own flaws, but, what is that prompt asking you to do?

Audience Member: [inaudible]

Evans: Yes, exactly. What did you want to be when you were little and do you still feel the same way about that job? So that's, your conveying some sort of thought or feeling. I thought, I wanted to be a doctor, but then I realize that that's like eight years of school and that is way not cool and you’re talking, that's a personal experience. So this one, this visitor essay would be an expository essay and the career essay is an expressive essay.
So, after we, since we’ve looked at both types of essays. Let’s talk about scoring cause that's everybody’s favorite and scary part. Each essay, so you will write one of each of these. So in this case we'll write one expository and one expressive. In each essay would get a score, somewhere between 1 and 4 and it's just one point increments you know, 1, 2, 3 or 4. Not a 4.25 or something like that. And then some magic happens in the scores are going to be put together and scaled between 100 and 300. That scale will take into account the difficulty of the prompt as well. So if you get a really difficult prompt and you do better on it, you’re gonna get a really high score. You get a really easy prompt, they’re not gonna give you as much give. And no one really knows how they get that magic scaling numbered to happen. They keep that secret.
But essentially, everyone needs a 220 to pass the CSET writing portion. So it's just a little bit over half. Which doesn't sound that hard. 220, which means between 100 and 300 is pretty solid. And Chico State students tend to do really, really well. We are above the California average as far as passing the writing portion on the first try. I think that California average, they told me this a couple years ago so I don't remember the exact numbers, but I think the California average was like 82% pass on the first try. I think Chico State students tend to be a lot closer to the 90% range. So you guys are really well-prepared for it.

So score of four on the individual essay considered to be a well-formed writing sample that effectively communicate a whole message to the specified audience. So in these essays that specified audience was, where did it go, an essay to be read by an audience of educated adults was stated in both essays or both prompts. That will be the same for all of the essays. All of them will have almost the same exact wording. So you're really just trying to communicate to someone who can read and write pretty well and understand the basic terminology that they are discussing.

So you want to effectively communicate. So make sure that your point is clear, easy to understand. The readers not having to stop and be like, 'Wait, what do you mean' or 'what's that? You're taking them to this small town in Alaska that I've never heard of. You don't tell me why or where?'. Lot more clear to say San Francisco, California because of x, y, and z, something like that. So that will be effectively communicating and a whole message is really just complete. There's a beginning and a middle and an end.

With a difference where you get a score of a three is an adequately formed writing sample. So maybe not well-formed, pretty well done, not perfect. Instead of effectively communicates just communicate. Your message still gets across but maybe isn't as clear.

And a score of two would just be a partially formed writing samples. So not really well done.

So this is the difference between the scores there. Anyone have any questions so far? It's a lot of math and numbers involved, not my favorite.
Keep in mind that I like to say, that you really will only fail if you stop writing. The most important thing that all those things talked about was just finishing, so beginning, middle, and end. It doesn’t have to be perfect or beautiful. You just have to get it done.
And so, here we have some, how they score. So these are the criteria that they're using to score. These six different options. So what do you think rhetorical force means? It's kind of a fancy sounding term. So what do you think and evaluator would be looking for when they're looking for the rhetorical force of the essay.

You guys needs to talk to, I'm gonna like run out of water here.
Alright, I'll give you this one as a freebie because that one is actually kind of hard.
Basically it's how coherent it is and how your reasoning is. So how you argue something would be an example of rhetorical force. So if you're, say you're going to take someone to San Francisco because they have clam chowder bread bowls and those are awesome, that's a meaning that's effectively conveyed but it's not really the best argument to make when talking about taking someone to represent to a place that represent the cultures and values of the United States. So when we're talking about rhetorical force, they would look for something like, 'I would take someone to San Francisco because we can tour the different districts, experience a lot of different cultures and understand how these cultures work together just like they in the, all over the United States. That will be a better use of rhetorical force for how well you argue or show your point.

So what are fancy CSET's, reasoning is the clarity with which the central idea or point of view is stated and maintained not just stating something and not going back to it. Stating something and fully supporting that idea. The coherence of the discussion and the quality of the writers reasoning. So basically it's just if you have a main idea you support it and you stick to it is all that that means.
So do organization. What do you guys think they will look for with organization?

**Audience Member:** [inaudible]

**Evans:** Yea. Like you're not talking about one thing and then moving to someplace
Some sort of order like ABC. If you talk about the CBA, might be a little bit confusing when people say the alphabets backwards. It kind of like hurts my brain a little bit and I can't handle it. You want things to be organized. So there's a logical sequence. You don't always have to go in a chronological order, but the order makes sense. Maybe you're talking about things in the level of the order of importance or chronological order or, now I can't think of anything else. Something like that. Things are intentionally organized is a good way to think about that. So what about support and development, what do you think that would be?

**Audience Member:** [inaudible]

**Evans:** Yes, exactly. That's a great way of talking about it. So supporting yourself. You're not, your argument or your essay or your ideas. So it's basically making sure things are relevant, from talking about taking someone to San Francisco, I don't want to start talking about New York pizza in the essay. Even if I'm talking about food it might not be the most relevant or supported statement to make.
The depth and specificity of supporting information. So basically it's just things make sense to be in there. Most people don't have a problem with support development. Where they separated support and development as you don't always want, you don't want to just support your idea or your argument. You want to develop and make sure that you're not forgetting about something really obvious. 'I would take someone to San Francisco because it's the only place in California' doesn't really make sense, you might mean the only big city in northern California would make a lot more sense. Where you develop that idea.

So what about usage what would usage mean?

All these fastidious note takers.
Usage is actually like the most basic one there and that the word choice is accurate is the biggest thing. Things like using the right there. There is like 3 different ways to say there, T-H-E-Y'-R-E versus T-H-E-I-R. Because we don't have spellcheck, that becomes kind of a difficult thing sometimes. So using the right word and intentionally using that word. Not so that can basically means that you write at the level that you're comfortable with, you're not trying to use these humongous five syllable words because you think it'll sound impressive cause that's not very organic. You don't have to, there's no requirements saying that you have to use big words or small words, you're just writing with what feels comfortable and things makes sense and is easy to read and understand.
Ok, so structure and conventions is very, very similar to usage. It’s basically errors, error-free. So the sentence structure makes sense. The spelling, the punctuation, capitalization because those things are automatically done for us, we have to make sure that we pay extra special attention to all those things like the spelling and punctuation, like I’m awful at remembering to put periods. I have periods and commas all over the place when I’m typing because I’m used to spellcheck doing that for me. They just put a period or they capitalize the next word for me. So when proof reading, those are things to pay attention to.
And on the last one that they have here is appropriateness. The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose. So that kind of goes back to that same thing of using words and ideas that are appropriate to the topic. We're not trying to go out in left field and get to crazy. Just being basic and the biggest thing here is that it answers the prompt. So the first part of that is the extent to which the writer addresses the topic. Even if you have the most beautiful and well-written essay if it doesn't fully address the prompt or answer all of the questions that it asks you to do. It's not going to be scored very well.

It's going to take me forever to go back
Expressive or Expository?

Identify a job or career that you wanted to have and explain why you do or do not have the same view of that career or job?

For example, looking back at this one. So if we, that last sentence asks you to identify a job or career you once wanted to have and explain why you do or do not have the same view about job or career now. So an example of this would be to if you just talked about that job or career you once wanted to have, but didn’t talk, explain your current views. That wouldn’t be fully answering the prompt cause this particular prompt asked you to do both things. So it can be important that we fully read the prompts and appropriately address all aspects of the prompt.
And these things are weighted and that's where that magic score thing happens that, there are, they do understand that it's a time test without spellcheck or dictionary or thesaurus or any sort of aid to really help you write a beautiful essay. So these things are weighted and this is the order in which that they are most important. So notice that usage and structured conventions are kind of at the bottom. So we have some examples online, through Student Learning Center of scored essay that was a perfect score. There are four essay score out of 4, out of 3, and a 2, etc. And even in the 4, it had some spelling errors and a few errors here and there. That's expected, that's okay. What we don't want is to impede your meaning. Where I go, 'Wait, you said this, but I'm not sure if you actually meant that. That word choice. Again, it's just really just about having a complete essay that clearly conveys the meaning and thought. Do you guys have any questions on these scoring things, there's a lot. There's a lot there to dissect. Once we're writing it can be kind of difficult is because rhetorical force can be an arguable thing it's hard to give yourself some sort of concrete ways on exactly how to do that. So in math, like did you use the right formula? Yes or no. These aren't necessarily yes or no questions, but the prompts are sort of designed to help you be able to clearly write. An easy quick essay that does all of these things, for the most part. And again, you don't have to be perfect long as your pretty close in the ballgame you'll be solid.

I have a lot of baseball metaphors today, I apologize.
Okay, so looking at all that that's a lot of things to do in 90 minutes for two essays though. It's a little bit scary. So one thing that I definitely want to talk about today is making sure that we plan our time accordingly. So we do have kind of a recommended timing schedule. It's not by any means the only schedule that you have to stick to. You can use your best judgement. You know your own style and your weaknesses and strengths the best. But one thing we will emphasize is that kind of prewriting and planning stage can be really, really important for a time tests and for all time tests not just the CSET. And when we say prewriting, we do mean reading the prompts, you know every time I take a time tests I'm terrified of a lot of adrenaline going to like 16 times to read it before you understand a single word of it, because you're just kind of getting your brain to calm down and acclimate to the test. To read a prompt take a good chunk of time sometimes to make sure that you really understand it and then planning and using some specific writing strategies that we will go over in a few minutes.
How do I do all of that in 90 minutes?

PLANNED TIMING!!

We suggest the following general timing schedule:

1. Prewriting: 15 minutes
   a. reading the prompt
   b. using specific prewriting strategies
2. Writing the Essay

3. Proofreading
   (yes, you should proofread!)

   NOTE: This is a recommended schedule to use for each prompt. 40 minutes per prompt adds up to 80/90 minutes total. 10 minutes to spare—or allocate as you wish!

So we recommend you take about 15 minutes give or take some time for that prewriting stage.
How do I do all of that in 90 minutes?

**PLANNED TIMING!!!**

We suggest the following general timing schedule:

1. **Prewriting:**
   a. reading the prompt **15 minutes**
   b. using specific prewriting strategies **20 minutes**
2. **Writing the Essay**
3. **Proofreading**
   *(yes, you should proofread!)*

**NOTE:** This is a recommended schedule to use for each prompt. 40 minutes per prompt adds up to 80/90 minutes total. 10 minutes to spare—or allocate as you wish!

And actually writing the essay, whatever form it looks like for you, maybe 20-25 minute, a lot. They're almost similar because if you have a really well-planned essay, it's basically gonna write itself and you won't even need that full 20 minutes.
How do I do all of that in 90 minutes?

PLANNED TIMING!!!

We suggest the following general timing schedule:

1. Prewriting:  
   a. reading the prompt  
   b. using specific prewriting strategies  
   15 minutes  
2. Writing the Essay  
   20 minutes  
3. Proofreading  
   (yes, you should proofread!)  
   5 minutes  

NOTE: This is a recommended schedule to use for each prompt. 40 minutes per prompt adds up to 80/90 minutes total. 10 minutes to spare—or allocate as you wish!

And again, I keep going back to that, there is no spellcheck. Because there is no spellcheck, so proofreading we definitely want to spend some time proofreading, making sure that we answered all portions of the prompt, there's a clear beginning, middle, and end.
So we have about 5 minutes, at least give or take, organized to that. And no I am not that bad at math and I realized that not equal 45 minutes or half of the 90 minute. That only equals 40 minute. So that schedule gives you 10 minutes to spare. So you can either be done 10, if you followed it exactly to the letter, you can be done 10 minutes early, have an extra 5 or 10 minutes for proofreading, you can spend some more time writing the essay. That gives you some wiggle room. Which is really, really important for a time test because there is that timer that will make you stop at exactly 90 minutes. That will kick you out to the next screen. There is a clock there on your computer that you can have up to help you manage your time. You can have a watch and there's a clock on the wall. You can also minimize that clock on your screen. I always do that because it feels like taking down like a bomb kind of thing. It's very scary. I don't like it.

So you can use whatever aids are most comfortable to you to help keep you on schedule. So that's about, and that's per prompt, so that would equal 40 minutes per prompts with 10 minutes to spare for each essay. It's a lot of math involved that took me to do forever.
So, what is prewriting? So again, we had talked about here, reading the prompt and using any sort of strategy before you start saying okay this is my essay now. So prewriting can include anything before the essay. So why would that be helpful on a time test? Like some people are like 'shouldn’t I spend all my time writing because I don’t have much time’? What do you guys think? Do you guys prewrite or plan your essays at all in your classes?

**Audience Member:** [inaudible]

**Evans:** I’m kind of that way too. Like I totally admit it. But, I will tell you this, everybody prewrites in some fashion, whether we admit it. I read, I would never ‘nah, I don’t plan anything’ and then I read this essay that kind of proved me wrong and that the author's argument was that, everybody prewrites some people just do it in their head and some people do it better paper. Its like, ‘oh that’s so true’. Like you know, every time you’re in the shower, your best thoughts are coming in the shower, that's prewriting. That’s planning. You’re like that a great idea for my essay. And you don’t have to worry about it, it's basically written. It’s just written in your head.

So that's the kind of things that we're talking about, is getting those creative juices flowing. And this test is not cool because it doesn't let you go take a shower, or go for a jog, or do something to help get your creative juices flowing, but there are some strategies you can still apply.
And this is my cool little map of all my favorite ones. I have a little bit too much fun on the computer with the images so I apologize. So some different prewriting strategies that we recommend maybe some clustering, like draw downwards and figuring out which ones are connected or putting those in categories.

Even free writing, so writing without pausing, just kinda seeing what pops into your head that's kind of my shower method.

Or even visualizing, if you have a pen and paper there, I've heard different stories, but whether or not they allow that on the test this year, they didn't when I took it. Or even on the computer. You know if you're a visual person, you need to start drawing some stuff. I'm going to take them to San Francisco and what comes out when I draw. Oh, you know, there's some cool banners, maybe, or the winding street.

Or even question it. Sometimes it's really helpful to rephrase the prompts in a question like, 'okay, what is this prompt asking me to?' Describe something, 'oh, that's a question' so I'm just going to write my answer to this question. Or outlining, is pretty, what most people think of when they think of prewriting is deciding exactly what information is going to go where.

Brainstorming looks like a hot mess up there, but it's really fun. So it gets kind of messy and we will go over these in more detail or job listings, it's just kind of listing stuff and see what pops out.
So first I want go over is free writing. I think it's really, really useful for this and keep in mind that a lot of freewriting will carry in to your actual essay. It's just basically writing anything that comes to mind. It's really, really great for working through ideas and determine exactly what you want to say or how to phrase things. So if you've got this thing in your head or an idea in your head you're not really sure what it is, freewriting is a great way to get that out. And these little numbers are different ways in which you can start free writing. Maybe just summarize the topic like, 'what city represents the cultural value to the United States'.

Okay, here are all these cities that I think of when I think of culture, or something like that. Or I guess in number 2, what does this prompt make you think of or something like that. Or what do you or don't you already know about this, like 'I don't know a lot of cities. I'm from a very small town. Cities scary me so maybe I'll start writing about what I don't know about cities' or something like that.

Or writing, or thinking examples, any examples that you can think of. So, for the test purposes, we recommend that you write for a set period of time. So I'm just going to write whatever comes for about 5-10 minutes. Whatever you're comfortable with. And then make sure that you've reviewed what you've written. A lot of people skip this step. Don't ask me why.
Look for some key words. Sometimes, they're really smart and like 'man, that's a great word, totally going to use that', some main ideas or even examples to use in your essay. And this can be really, really helpful because it's what we call messy writing. You don't have to worry about stopping, you don't have to worry about your spelling or your grammar, cause this is something that you can delete and just write your essay and go delete the free writing portion, don't need to worry about that grammar and punctuation. You can just type. The goal is to generate ideas.
So this is an example that I think is kind of funny, from a free writing that a student dude that has to write a paper about the environment. I mean literally started writing about that paper. Have to write a paper about the environment. I have no idea where to start. I know there are many problems with the environment, but I don't know much about it. Maybe I can do this, I know this'. There's some cool words in there that say I know that, I know these things. I don't know these other things. I know this, you know so those words keep popping up. Like I remember this. So this student is really identifying kind of what they know and at the end they kind of get to a point where maybe that's something that I can write about. And they get, you know, kind of rub themselves in, like 'oh okay, I do know something about that'. Even though at first glance you might have zero clue because sometimes things are scary, like when you're on a timed test.

Do you guys have questions about this, because we're going to practice a little.

**Audience Member:** [inaudible]

**Evans:** Yes. So it's basically just like using like that text edit thing on the basic computers. Dumb word is what I like to call it. So you can write and cut-and-paste and delete. You do whatever you need to do there. You won't have fancy highlighting tools. It's no fun at all, but yes you can kind of move around. What, nothing is final on the screen until you've clicked submit or you run out of time. That's a solid question.
Okay. So we're going to practice on this prompt. We're going to spend about 5 minutes trying some prewriting, and seeing what pops up.

So in an essay to be read by an audience of educated adults discuss the statement, “Monsters and demons are part of the human experience.” So just spend a few minutes, we'll start about 5 minutes just trying some freewriting and seeing how it works for you. How did it feel? Was it weird to just write?

**Audience Member:** [inaudible]

**Evans:** It's hard for some people, they're like, 'I don't like putting words on a page until...' I had a friend who, we were both writing and it was the same paper, the same time, same amount of knowledge and I'd written like three pages and he written one sentence and I was just like, 'I don't understand' and he was like, 'I can't put it on the page unless I think about it,' but it was a really good sentence and I had 3 pages and maybe had like 2 good sentences in them.

So everyone is a little different, but it's fun to try a new strategy. I like freewriting because I have to write 3 pages and the two sentences are useful out of that.
So our next example is much more happy, or much more aligned with people who like more outlining. So artful sentence people, who like to think in the words. So everyone has kind of seen an outline or been taught in outline as future teachers. But it's basically the bird's eye view of your essay. Kind of the bones of the structure. And it's really, really good for organizing ideas. If you already had kind of an idea or have tried something else to develop things that you want to put into your essay you just need some help organizing them, for that support development portion.

So a really, really simple way of outlining is, if you haven't tried it before, it's just generating some keywords or main ideas. List or group them and arrange them in some order you can arrange them order of importance, chronologically or by structure or type.
Ok, so we're going to practice using this prompt. 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 students 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.

So spend a few minutes crafting an outline for that. You can use some other strategy to help you get started on your outline or jump right to it whatever makes sense to you. So how did you guys do with outlining that? That seemed really hard to me. That prompt was hard to outline. How did you guys do?

**Audience Member:** [inaudible]

**Evans:** Master outlined. How about you? How did you do?

**Audience Member:** [inaudible]
Evans: Yea, that was not an easy one. That was bad planning. It took me like six different tries to figure out if I was arguing for or against that statement. So how did you like outlining? Was it useful or maybe not for this prompt or another one.

Audience Member: [inaudible]

Evans: I kind of like accidentally freewriting and I’m like 'no, focus.' And I kept on having to I wrote it again and again. I kind of started and started over. So it may be a little bit better on a computer maybe. We can kinda delete and space out, because I was like, 'oh wait, that’s a main idea' and then I kind of had to rewrite it and move stuff around so, maybe on a computer that would work better.

So yea, some prewriting strategies are not always as useful for certain prompts.
So here's some examples of what they look for. You don't necessarily have to do it the same way every way. There is no right or wrong way to do it. The subject of the report is a helpful way is to have that subject of report image with the main idea and then the supporting details. Or I like to think a little less linearly because it hurts my brain a little bit. Is that word processing example that kind of get a little bit more less structured and fluid with it? Or even a list, like I'm going to think about this, talk about that and then I'm going to do that.

But, ... and a really, really great tip that I tried before and actually has worked pretty well for me, is to try writing out, I tried once at a GRE test, is I wrote out my entire outline on the computer screen and basically just went back and inputted it erased like the section and would write my sentence or by sentences or whatever it was. So I kind of wrote it like that example and then I just wrote the main idea and then I went to go erase the main idea. Which is like, you know, you're my main idea sentence, and just kind of replaced it with actual sentences to keep that very, very structured outline which isn't always necessary or even helpful, but sometimes if it works for you, it works. The outline can get very, very detailed and pretty, but it really helps you organize your idea like that I like that example is it separating main ideas and supporting details. Like what is the main point I’m trying to get across and what’s really supporting that point. So we're going to try this one again. So do you have any questions about this? Didn't know you were going to be practicing so much, did ya?
So the last one we're going to discuss in more detail today is kind of brainstorming, which most people use to cover all these prewriting strategies, but it's actually a specific strategy. Brainstorming or concept mapping. Mind mapping, all those things.

So it's basically, the goal is to find and organize the connections between like, connections between ideas. And it's really helpful for working out all the details and support for maybe a main idea or a thesis or an argument. So how it works, and I'm sure you've all seen the pretty pictures, is that you basically write down the main idea or something that you think might be a main idea or something that you want to explore or develop in the center of your paper or on your screen, something like that. And just kind of write down whatever words come to mind that makes you think up. With some similar things, different things whatever comes to mind in connection with that idea. And then the goal of this is to kind of draw and organize an order and label all those connections between those ideas to kind of really hone what is the connection between these things. So again, it's kind of similar to free writing and it's messy thinking. It not necessarily focused on, 'well I've thought of this first and then that', but on the connections between those ideas, details, and examples.
So the best way is to look at images because it works best in images. And, I like, I chose kind of all these examples because they label those connections between those ideas. Like the top left one is a concept map of a concept map which I find hilarious. But it's a showing that each thing has its own label, so concept map is composed of winking phrases and concepts. So there they found a connection like, 'oh concept map has those two things, but the difference is that it's identifying relationship, it doesn't have that, it's identifying it. So there they already found a connection between two things and a contrast between something else and that relationship between the other thing and what's in the concept map. It's kind of a little loop there. And so all those examples have kind of branches, like a tree. We'll get sciency for a minute. And that bullying one is kinda really, really interesting is because basically all of those bullying kinda shoots off into victims and bullies and direct and indirect all those would probably be paragraphs or sections of the paper. And that's a very full paper, probably more than you have time to discuss in a CSET. But, it's already labeling what's part of one thing and what is its own thing. So victims are composed of character, characteristics and etiology. I don't really know what that means. Probably makes sense to that writer though. So that is things on its own that is related to bullying but it's related to the victim, so it's outlying relationships. And they kinda organize those and what is classified into what. So we're going to try it for a few minutes. Do you guys have any questions before we do? And this can look however you want it to look. These are all digital examples, so they look a little bit prettier than mine generally do.
So in an essay to be read by an audience of educated adults, discuss the topic of poverty—what it means to you or the world, or both.

_Spend five minutes trying the prewriting strategy._

So in an essay to be read by an audience of educated adult. Notice that theme there. Discuss the topic of poverty. What it means to you or the world or both.

So how did you guys do with brainstorming concept mapping that? I thought that strategy worked a lot better than the previous one. So how did you guys structure it? What did you write down in the center or what would you, what were the big terms that you were focusing with on?

_Audience Member:_ I had poverty in the center and then I had my two branches, one for me and one for the world. And then I related it to teaching for both of them and education.

_Evans:_ I did the same thing. I was like, ‘oh this is perfect, this works out so well. You have poverty and you have branches already. Yea, it works really well. I was having a hard time kind of defining those relationship between things, especially between the, me and the world. Those two are really, really separate. So I started getting a little bit crazy as I was trying to arrow it around and I basically just made a circle, but sometimes circles are fun. So yea, they can look very, very messy, but that’s encourages and that’s okay.
So how did you like it? Did you get anything useful out of it? I think the relating it back to teaching thing is kind of cool. Well yea, I think it's useful, sometimes, and so keep in mind that you can use any combination of these things that we talked about or even anything else that is useful to you. Again. There are a lot of strategies that work. These are just a few that tend to be the most useful for most amount of people on time test. But you, the rule of thumb is use what works for you. If starting writing is the best way to help you, that's great. I know I do this a lot on time tests where I will just start writing. But a lot of time, halfway through, I kind of call it a prewrite and I start over and I'm just like 'do over, not ended up where wanted to be'. And that's okay to you always kind of be like, 'nope, scratch that, that was just practice' and start writing your essay as well. Even after trying all these prewriting strategies
So after your freewriting, or prewriting. Starting to use those words interchangeably, must be that time of night. 'What should your essay look like?' is a common question that is asked. And while it is not advised for most kind of writing, like you probably wouldn't do this for a college essay and it's not required by the test. But, that five paragraph essay structure, that most of us have kind have ingrained in to us from the time we could start writing. Is really that format was designed for this kind of short time writing. It was designed to be done in class and have an essay with a clear beginning middle and end. Which is what this test is asking you to do. So there's some different examples up here with the traditional five paragraph essay format having something similar to an interaction with a hook that grabs the reader's attention. We need some necessary background information on the topic, like this previous prompt, I was kind of like, 'well, I need to really define what the word poverty means' because that's a big word to be talking about. So, maybe some background information like I'm defining poverty of as, having below the median income for that country, for the purposes of this conversation. Just letting your reader know what is going on. And including a thesis or some sort of main idea sentence.

The next two paragraphs would be called the supporting paragraphs or your examples or the meat in that little hamburger analogies is usually kind of fun. With the topic sentence about your main point one or your main point two.
And that third paragraph can usually be a supporting paragraph or even a counter argument. I know that it's taught a lot in schools, which I'm sure you guys are aware, as future teachers. And then the conclusion is sort of that mirror image of the introduction. Where they mirror each other, I guess there isn't a better way to say that. Where you restate the thesis and those main points with some sort of closing remark or resolution. Like, you know, 'when I was little, I wanted to be a doctor, I don't feel that way anymore, but I think it's important for little kids to dream big'. That would be something like in a conclusion because you're restating your main idea your main points and getting some sort of closing remark.

And keep in mind that there's no necess, required length for each of these sections, and again you don't have to do it this way. You don't have to have equal weight to each example. You don't necessarily have to have a five sentence introduction, a five sentence conclusion. You can have a conclusion in one sentence, solid. That works. That's great. I find it easier to do so. It's kind of like, 'and this is what it means. Done. Moving on. It's really about making sure that your writing is clear, that your reader gets it and that everything is pretty straightforward. And we kind of follow that traditional American style of writing where the reader has to do no work whatsoever. Your reader can just kind of sit back and you take him on a journey. You can drop the mic and be done at the end.

So you guys have any questions about what the essay should look like or include? Because you don't have to include any sort of specified content. You're not having to talk about your teaching strategies or what would you do in this situation, the classroom. You're really just showing your evaluator that you can write an essay. You can have your, you know enough grammar to make some basic structure. You can spell things for the most part correctly and you can address the topic fully and share some examples, support an argument. So when you have that little kid who's like, 'well why should I learn how to write an essay?' You can say 'this is why. So you can pass the CSET if you learn how to write an essay.' Just kidding. Basis is that you're fluent in writing enough to do your job. Do you guys have any questions about that? Aren't a lot of rules of thumb.

And so for the next, next week and the week after we'll spend the time specifically going over one day, I think it's next week, devoted to the expository essay and the week after that, devoted to the expressive essay. So we'll spend a lot of time, kind of getting to the nitty-gritty of each ones. So as a review, so what kinds of prompts will you have to respond to?
Audience Member: [inaudible]

Evans: Yea, that's one, an expressive. I ruin that every time by talking about them. It's like that natural teacher habit. That conclusion thing like, 'okay, restate all your main things'. As teachers, you should tell me 'shut up' and let you guys do it.

So how about this one? How should you spend your time on the test? What sort of things should you do when writing your response?

Audience Member: [inaudible]

Evans: Yes, proofreading is important. We didn't necessarily practice proofreading today, but I'm sure you guys can do that. And a good rule of thumb is, anytime you're unsure, am I supposed to use a comma there, is that the right word. When in doubt don't use it. No one is perfect all the time and you can't really expect yourself to know these. I mean English is a very complex language, you can't be expected to know everything all the time. So if you're not really sure if it's correct. Good way is to sort of rephrase it so you solve the issue cause I do that all the time. It's like we do a lot when we speak to, we say the line like 'no wait, that's not what I really mean' just do that in your writing. Just kind of restate it in a way that is more clear. So what kind of strategies can you use to generate, organize your ideas during the test?

Audience Member: [inaudible]
Evans: Perfect. [inaudible] buzzwords. So a cool little picture there, is to kind of remind you that nothing has to be done in order. You can start writing and be like 'oh wait, I don't actually know what I want to say. Maybe I should go back and try and outline that first. Revising is really important. Proofreading you don't have to just look at the sentence level mechanics, you can also look, 'ok, is my thesis clear? Do I have a main idea?' All of that jazz, that can all be important to getting a cohesive essay at the end.

And so that's all we have this week. I do want to let you guys know that you have, if you want to practice or have anyone, a tutor or anyone, me included, review some prompt practice essays or kind of sit down and make you practice, practicing for this test. We do have the writing center that can help with that. This is a link, which I don't know why it is a link because it's a presentation, but that made sense at the time. When we do have a writing center here on campus that's free to use, that you can just come by anytime and work one-on-one with a writing tutor on your writing. So you can bring in a practice prompt. You know, go home, time yourself for 45 minutes, write something, bring it in and we can discuss how well you did, maybe some strategies, some points to consider. I forget that you have to sign up. But we do, so you can come in any time between the hours of, where are our hours? Somewhere. Sorry, I can't use a mac computer. Sorry, the scroll pad is opposite from what I’m used to. There we go.
So, we’re located in SSC 340 and our hours are 9 AM to 5:30 Monday thru Thursday and Friday 9-2:30, because we’re not there Friday afternoons because we like to go home sometimes. And so you can literally just drop in anytime and we just have a first come, first serve. You write your name on the board, you can make an appointment ahead of time as well. Meet with someone for specified amount of, a whole hour. And you can also submit essays online, and we will have two or three tutors review it, give you some comments and submit it back to you.

So the main point of that is that it’s really, really helpful to practice at home. Just go home turn off spellcheck, set a little timer and just practice. You know, pick a prompt, you can use any of the ones that we covered today. It doesn’t matter. The prompts can be really hard to find online. There’s not a lot of varied ones. It tends to be the same ones pop-up over and over. So reuse and recycle some of these prompts. I used to try to make them as varied as we could for today. But just kind of sit down and practice responding to a prompt. Just to see, kind of see how it feels and how well you’ll do. It seems a lot more scary than it is. So do you guys have any questions or concerns or thoughts, besides that it’s 6:15 on a Tuesday and you’re tired.
We do have the handouts available online. Oh thank you brain for remembering that, oh, I can’t use this laptop. So on our writing center page, you do have to sign up through a thing on blackboard if you go to the writing center you just sign up here. You have to do a whole thing. I’ll show you how. You click submit, and make sure that you click okay down here or it will not work. Click okay. You have access to our writing center online, which is a whole, cool thing. than in our handouts folder we have a lot different handouts specified for writing tips and tricks, issues and we have CSET folder with all of, except not this one, but wanted, this week we combined one and two All the slides we use for the presentation and a basic CSET handout that will bring up the ends there. Which is all the things that we covered today but just things to keep in mind and some examples of scored essays as well, which we did not super have time for today. But there's example of a score 4 response, a score 3 response and that was for expressive and this one is for expository. So if you, looking over some examples is helpful we have those available to you as well.

So we have all sorts of resources available to you. But statistically, all of you will probably do quite well, based on your education and the fact that you're here and planning. Is anyone planning taking the writing portion anytime soon?

**Audience Member:** [inaudible]

**Evans:** And you're taking it soon, right?

**Audience Member:** [inaudible]

**Evans:** Are you guys feeling prepared?

**Audience Member:** [inaudible]

**Evans:** Prepare if you can be, I guess, It's kind of hard to prepare for a randomly generated test. But, you will be fine. So yea, just keep in mind that that whole process is terrifying. Bring, well actually don’t bring anything because they won't let you take it in to the test with you. I tried to bring like water and snacks and like I was all prepared, but then it was like no.

But yeah, give yourself plenty of time, get some rest, where some comfy clothing and you guys will be fine.
**Audience Member:** Is there going to be a huge difference [inaudible] between the expository and the expressive?

**Evans:** Oh, solid question. There can be, there doesn't have to be. It’s really probably going to depend on the prompt. Some of the expressive prompts kind of function very, very similarly to expository prompt. Like, which is why I kind of had you guys guess at the beginning there. Like the visitor in the country and identifying a job or career, like this one seems a good flow, pretty well, to similar structures expository essay or maybe not. Depending how you want to respond to it. Some of the expensive ones are a lot more personal story.
Like monsters and demons are part of the human experience. That can function, your response can function very, very similarly to any typical essay. You can also get a lot more personal with it. Doesn’t necessarily ask you to, but that one might change a little bit. Just because that statement is so vague and can really be interpreted in 1000 different ways. I usually, when I think of this prompt, I usually start defining. Well what is a monster and what is a demon, because if they are separate things, I gotta figure that out, before I decide if they are part of the human experience. A lot of people tend to start talking about experience with a religion and their personal back stories or spirituality. All these sorts of things. So that can be interpreted in a bigillion different ways to use a very technical math term. So really depends on how you want to attack it, as how that’s going to be structured.

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<td>In an essay to be read by an audience of educated adults, discuss the statement, “Monsters and demons are part of the human experience.”</td>
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<td>Spend five minutes trying the prewriting strategy.</td>
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I don't think I have any good examples of expressive. Well this one, where what poverty, so this essay could really be structured. It asks what poverty means to you or the world or both. So you can pick one. So you can just talk about poverty in the world and have kind of a PSA essay about why are the world should care about poverty. Or you can talk about your own experience with poverty and to me, poverty means growing up without food or without shoes or not having the tools I needed for school. Or that poverty is relative. Or something like that. So it can be very much a personal kind of experience essay. In my experience poverty is... these things and it means these other things to me. Or you can talk about the world or both. So often times the prompts will be very, very vague like this where you can interpret it a bunch of different ways. And it's done on purpose to give you guys as much latitude as you need to develop a really good response.

So again, that structure is kind of more just like a recommended, if it comes easily to you, you don't have to fight that or sometimes in college students like, 'well, I'm not supposed to write that way', it may not be true, the best at format for all experiences, but it was designed for this. So if you're struggling, if you're not sure you're going to get through it. Sometimes it's really easy to say, 'okay. 5 paragraph essay, intro, main point number one, main point number two, done. Conclusion. done.' you don't have to have three you can have four or two points. Whatever makes it easiest for you.

So the rules are as vague as possible as long as you do, where are we all, we keep in mind that these, these things are being scored. How will you support your point? are we talking about what poverty means to you, you really need to support that point and probably organized in some way, not talk and maybe chronologically or maybe order of importance something like that and make sure that your reader is gonna walk away understanding what poverty does mean to you and not just be like, 'well I don't really know'. You talked about poverty, but I don't know what it means to you. So that's something that, rhetorical force, you want to make sure that it's clearly demonstrated what it is that you're talking about.

Do you guys have any other questions?

Audience Member: [inaudible] when you take the test. Does it tell you that you're writing an expressive and expository? Or does it just give you the prompt and you just have to write it?
Evans: No, it generally won't tell you. These things change year to year. So that's hard to get to. But, no, it won't say, 'here's you expository prompt'. it will just give you one or the other and it's not necessarily the most important thing, you don't have to freak out, like, 'well, I'm not really sure which ones which' but it is really helpful to at least look at those keywords and figure out what the prompt is asking you to do is the important thing. Because essays are both conveying something. One of them is going to ask you to analyze a given situation or statements. You're going to analyze are monsters and demons part of the human experience. You're going to analyze that statement. Literally they just reworded it. It says discuss this statement. You're just analyzing it. So that's an expository essay.

And that poverty one, is asking you to write about a specified personal experience. So, you don't necessarily have to know which ones which and make sure that that's clear in your head, but the most important part is either just these terms of labeling them. Is just trying to help you think of how to best respond. So that poverty one you say 'I'm talking of my personal experience because that's easiest for me'. Does that make sense? You don't necessarily have to say, 'in this expository essay I will be discussing the following things.'

You don't have to know. It's just that's how they classify them and you will get one or the other. Or you'll get one of each, sorry, on every test.

Just so, to give you two different ways. So if you have an expressive essay and that's harder to talk about personal experience, someone might score a little better on the expository. So they're trying to give you two different. They just want two different samples from which to understand and look at your writing. Like, 'okay, wasn't just a fluke, you did a really good job twice, so, probably a pretty good writer'. And these are common, that's common for a lot of time test as well. They jury very similar, they don't do expressive, they have a, er, they kind of do, they're just formatted a little differently. But most timed test will have you do two different responses just to. if you got a, so if you got a prompt that you had a hard time understanding then it's kind of giving you a second chance to really do well on the other prompt as well.

Timed writing just stinks, it's like the worst idea ever. From a composition standpoint, not cool. But, for the most part, they evaluate from the understanding that they're asking you to do something very, very difficult.

Any other questions?
Audience Member: [inaudible]

Evans: So yea, thesis statements can be tricky and actually that's a really good point. That is kind of the biggest difference between expressive and expository. Is that an expressive won't have to have a thesis statement. It’s generally advisable and we usually kind of automatically write one, but it's not necessarily required because it’s more of a story. And so next week we're going to talk about thesis statements in a little bit more depth. With the expository essay, cause they tend to be more in the expository essay. So next week we're going to talk about some different ways. Oh, I did it wrong. Well I can’t pull it up on their cause its way too difficult for me apparently on this laptop. We will talk about different ways to construct the thesis really, really easily and quickly and where and how to put it in your essay. So yea, we will go over that, because thesis sound really scary and hard. They’re really not. It’s just one way of writing an essay. So we'll talk about two different ways to easily write a thesis.