1. [Journal Part 1: Entries 1-6](http://lessons.pennfoster.com/pdf/250200.pdf" \t "_blank)
2. [Prewriting: Process Analysis](http://lessons.pennfoster.com/pdf/250201.pdf)
3. [Essay: Process Analysis](http://lessons.pennfoster.com/pdf/250202.pdf)

*Unit 2: The Writing Process in Action*

*Lesson 4: Narration and Process Analysis*

**For: Read in the Read in the**

**study guide: textbook:**

Assignment 12 Pages 79–83 Chapter 11

Assignment 13 Pages 84–88 Chapter 12

Assignment 14 Pages 89–93 Chapter 13

Assignment 15 Pages 94–97 Chapter 14

Assignment 16 Pages 98–101 Chapter 15

*Unit 1 Course Journal:*

*Introduction to*

*Composition, Entries 1–6*

JOURNAL ENTRY CRITERIA

Your journal will be evaluated according to the following

requirements:

*Ideas and Content:* How accurately and effectively you

responded to the entry. Your writing focused on the topic of

the entry and is based on the correct reading assignments in

your texts; you effectively engaged with the content of the

reading assignments and composed thoughtful original

responses to each entry; when required, you cited and documented

secondary source material appropriately and

correctly.

*Organization:* How well prewriting or organizing entries are

developed. All paragraphs begin with an appropriate topic

sentence and are developed fully by using examples, illustration,

and/or evidence; each entry meets the required

minimum length.

*General Correctness:* How well entries meet the expectations

of college-level academic writing in the areas of sentence structure,

grammar, word choice and spelling, and punctuation.

*Format:* How accurately you followed the prescribed format

for the journal by including the required header, entry title

and date, and used correct margins, font, and line spacing.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250200 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

*Lesson 4: Narration and*

*Process Analys*

INTRODUCTION

In this lesson, you’ll study several patterns of development

for writing, including narration, description, illustration, and

process analysis. Each technique applies to specific purposes.

Your assignments include readings that demonstrate

the effectiveness of each writing mode. You’ll use the ideas

and tools you’ve studied so far, and you’ll build on what

you’ve learned to further improve your approach to writing.

OBJECTIVES

When you complete this lesson, you’ll be able to

■ Describe and apply the elements of an effective narrative

■ Explain and apply the principles of descriptive writing

■ Define the characteristics of illustration and apply them

to writing projects

■ Summarize the techniques of process analysis and apply

them to writing

ASSIGNMENT 12: AN

INTRODUCTION TO THE

PATTERNS OF DEVELOPMENT

Reading Highlights

Pages 216–222

This section provides a brief summary of the nine most common

*patterns of development,* different approaches—sometimes

referred to as *rhetorical modes* or simply *modes*—in which an

essay is developed. You were briefly introduced to these modes

in Chapters 4 and 5.

The summaries provided in Chapter 11 offer a little bit more

description of each mode, as well as examples to help you

distinguish among them. Each of these modes will be

explored more fully in upcoming chapters. This brief

overview describes the following patterns of development:

■ *Narration,* which uses a sequence of events to make a

point, as a means of helping readers learn something

through an episode or experience drawn from your

own life

■ *Description,* which uses sensory words to create word

pictures for the reader to emphasize the sensory aspects

of an object or experience

■ *Illustration,* which uses examples to explain topics,

concepts, or terms that might be unfamiliar to readers,

often as a means of providing details to support your

thesis statement

■ *Process analysis,* which offers a step-by-step explanation

about how something works, is constructed, or accomplished—

a useful approach for providing instructions

■ *Comparison and contrast,* a mode most often used to

discuss either similarities or differences between objects,

ideas, or situations

■ *Classification and division,* two related but different

approaches that involve either grouping things together

in categories (classification) or breaking things down

into constituent parts (division)

*Extended definition,* a mode that offers detailed explanations

of terms or distinguishes between different aspects

of the meaning of a term—often used as a means of

offering a close analysis of a complex or unfamiliar word,

phrase, or phenomenon

■ *Cause and effect,* a pattern of development used to

demonstrate how one or more things lead to another

■ *Argument,* a pattern of development most often used in

persuasive writing, often used to convince readers to

adopt your point of view or take action

Pages 222–224

While it’s possible to write an essay using a single pattern of

development, more often than not writers find themselves

combining patterns to create what is often referred to as a

*mixed-mode essay*. This section of your textbook offers a

sample of an essay that uses different patterns development,

as well as a guided writing assignment example that takes

you through the process of writing an essay using multiple

patterns.

Pages 225–228.

Read Derrick Jensen’s essay, “Against Forgetting: Where

Have All the Animals Gone?” The essay has been highlighted

in different colors that demonstrate the different patterns of

development the author uses in developing the essay

ASSIGNMENT 13: NARRATION:

RECOUNTING EVENTS

Introduction

A *narrative* is a story that makes a point. Usually, we think of

a narrative as a short story, a novel, or a screenplay that has

a beginning, middle, and end. A nonfiction narrative, such as

an account of someone’s visit to the Grand Canyon, the history

of Connecticut, or an editorial, also follows some kind of

logical course from its opening to its conclusion.

Effective written narratives

Make a point

■ Relate action and detail

■ Utilize tension and conflict

■ Follow a sequence in time

■ Often use dialogue

■ Take a point of view

Historically, narratives have been shared orally. Literacy

wasn’t widespread in many cultures, including early Western

culture, until fairly recently, so legends, epic poems, and

story songs communicated important information and provided

entertainment. In ordinary modern life, narratives are

still often spoken. A joke is a narration that has a point

called a punch line. Explaining to a friend why you had a bad

day is a narrative. The “point” as well as the “point of view”

often amounts to a plea for sympathy. Today’s narratives

may include political rhetoric and advertising, as well as stories

or poems revisiting age-old themes.

Reading Highlights

The “Writing Quick Start” feature on page 229 asks you to

imagine a series of events that may have led to this scene of

Japanese women wearing identical blonde wigs. While you

may be able to imagine various scenarios, focus on a specific

one and think through the sequence of experiences.

Pages 230–235

The chapter opens by explaining why a writer might use

the narrative pattern of development. It then provides an

example of a narrative with the essay “Right Place, Wrong

Face.” Before you read it, take a moment to scan the

“Characteristics of a Narrative” on pages 230–233. Then,

as you read the story, evaluate how well it reflects those

characteristics. In particular, identify the specific sequence

of events and the manner in which each event builds on the

previous one to increase the tension of the experience until

it reaches the climax. The tension reflects the conflict or

problem the writer is developing. Even as he shares the story,

he also chooses details that show the significance of the

problem (racial profiling).

After reading the essay, reread and review the discussion of

narrative characteristics on pages 230–233. Included in the

discussion is an excerpt from an essay that demonstrates the

way different elements can be used to convey action and

detail.

Pages 236–240

This section begins by describing how a graphic organizer

can help you analyze a narrative, and offers a sample, blank

graphic organizer (Figure 12.1 on page 236). Read the essay,

“Writing about What Haunts Us” by Peter Orner (pages

237–239). Afterwards, study Figure 12.2 on page 240, which

offers a graphic organizer used to analyze Orner’s essay.

Pages 241–242

This section provides tips for thinking critically while you

read. Although it’s aimed toward reading and responding to

someone else’s narrative, the questions can also be useful

when you’re revising your own writing. In fact, the most painless

way to improve your own writing is to read others’

writing thoughtfully.

Pages 242–253

For each pattern of development, the textbook provides a

guided writing assignment, which takes you through the

writing process to produce that type of essay. Depending

on the pattern, you’ll skim through or carefully study the

instructions, even though you may not develop an essay for

each one. By doing so, you’ll gain a better understanding of the

process and see how the concepts covered in the first seven

chapters fit in. In addition, the “Editing and Proofreading” tips

within each guided assignment apply to other patterns of development.

Because your next journal entry refers to the narrative

guided assignment and because your first essay exam suggests

you may want to use the narrative as a supporting

pattern of development, read through the narrative assignment,

but don’t develop an essay unless you wish to do so on

your own for practice. (If you do attempt a draft, please don’t

submit it to the school for review, but keep it for your personal

use.) Also, review the student essay “Being Double,” by

Santiago Quintana, on pages 248–252 for an example of a

narrative and consider the questions on pages 252–253.

Pages 253–257

Read the essay “The Lady in Red” by Richard LeMieux on

pages 253–255. Think about your impressions of the essay as

you take some time to analyze the reading. Does the topic

command your attention? Why?

Pages 257–260

To consider the possibilities of combining narration with

other patterns of development, read “The Alternate History of

Susan Chung: One Woman’s Quest to Find Her Birthparents”

by Nicole Soojung Callahan. You’ll find that this essay is

made stronger with the photo image. This essay demonstrates

the way current social issues related to immigration and adoption

can be illuminated by sharp-eyed, creative writing.

ASSIGNMENT 14: DESCRIPTION

Introduction

A description of a desert sunrise may touch your emotions

through the visual images you imagine. An effective description

of a day in a coal mine may evoke surprising sights, sounds,

odors, and textures. A clear depiction of life on a Gulf of Mexico

shrimp boat may do the same. What do these simple examples

have in common? Effective description appeals to our senses; it

calls up specific sights, sounds, tastes, and odors of people,

places, and things. Why should a writer use descriptions that

appeal to the senses? Because it’s a good way to quickly

immerse the reader in the experience. For example, a welldesigned

food advertisement can instantly bring to mind the

sight, sound, and smell of grilling hamburgers or the smooth,

sweet taste of a milkshake. It may trigger salivation and a sudden

craving for the food, even in the absence of hunger.

The “Writing Quick Start” for this chapter on page 263 features

a classic Volkswagen Beetle transformed into a work of

art with wheels. Your mission is writing a new and improved,

enticingly descriptive ad because your first ad fell flat.

Reading Highlights

Pages 264–269

As the text says, descriptive writing can be used as a primary

pattern of development, but is more often used to support

another primary pattern, such as narration or illustration.

Use description judiciously. Sometimes student writers fall

in love with overblown figurative descriptions which, instead

of providing a clear, concrete picture, actually obscure the

meaning they wish the reader to gain. Even when using

another pattern, writers must always consider the dominant

impression of their word choices. Finally, notice how the

graphic organizer for a descriptive essay is quite similar in its

development to that of a narrative.

Descriptive writing isn’t merely for creative or poetic writers. It’s

an essential skill for anyone. For example, technical writers

preparing how-to manuals often include the sensory details for

a machine or product (color, size, texture, and even odor).

Preschool teachers include specific, concrete descriptions of a

child’s behavior to identify and track their teaching techniques,

as well as to offer parents or psychologists key information.

Medical assistants must notice the smallest details about their

patients, including color, smell, texture, and sound.

Pages 269–272

Read Rachel Maizes’ essay “Bad Dog.” As you read it, note the

areas in the text that have been highlighted to point out different

characteristics of descriptive writing that the author uses

throughout. When you’ve finished reading, look at the sample

graphic organizer in Figure 13.1 on page 272, which has been

provided as a tool to help you visualize the development of a

descriptive essay.

Pages 273–274

Mary Roach’s essay “You Are Your Bike,” provides an excellent

example of a descriptive essay. If you find that graphic

organizers help you, after reading the essay, review the

graphic organizer based on it (Figure 13.2 on page 275).

Pages 274–276

In many cases, description is a pattern of development that

will be integrated into essay’s written in different modes. This

brief section offers helpful suggestions for integrating description

in to an essay. The key points are to

■ Include only relevant details

Keep the description focused

■ Make sure the description fits the essay’s tone and point

of view

Pages 276–277

This section provides tips for thinking critically while you

read a descriptive essay. Although it’s aimed toward reading

and responding to someone else’s descriptions, the questions

can also be useful when you’re revising your own writing. In

fact, the most painless way to improve your own writing is to

read others’ writing thoughtfully.

Pages 278–282

Although the guided writing assignment isn’t required, skim

over it to reinforce what you’ve been learning, particularly as

it applies to your thinking and writing process.

Pages 283–286

Notice that the topic of Ted Sawchuck’s essay, “Heatstroke

with a Side of Burn Cream” appears only in the first sentence

of the second paragraph. Also, the author’s topic sentences

are highlighted, which allows you to see how well the essay

follows the topic sentence. Overall, this essay is made more

informative through lively description. But, as you take some

time to analyze the reading, you’ll need to draw your own

conclusions.

Pages 287–294

You’ll read two essays that use description in innovative

ways. Each author appeals to readers’ senses and offers

unique impressions of common events. In particular, the

essay “Speaking Quiché in the Heart of Dixie” offers an example

of how description can be combined with other patterns

of development.

Required Journal Entry 7: Description

and Narration Prewriting

Choose a photograph that depicts an important event in your life.

Describe:

1. In your journal, make a list of everything you see in the photo.

Work from left to right and from the background to the foreground.

2. List two specific, concrete details for each sense that describes

your experience of the event as follows:

■ Sight

■ Sound

■ Smell

■ Taste

■ Touch

Compare:

Write one fresh, creative comparison (one simile or metaphor) for

one of your details.

Narrate:

Sketch out the narrative details of your picture.

1. Scene—Where did the event take place?

2. Key actions—What events led up to the one depicted? Did anything

significant happen afterward?

3. Key participants—Who is depicted in your photo?

4. Key lines of dialogue—What was being said at the time? By

whom?

5. Feelings—What were you feeling at the time the photo was

taken?

ASSIGNMENT 15: ILLUSTRATION

Introduction

The purposes of illustration include making a general idea

specific, illuminating an unfamiliar concept, and engaging a

reader’s interest. Effective illustration should be very selective.

Appropriate examples must reinforce your argument or

support your thesis. However, rather than simply listing an

example or two as reinforcements of your statements, in this

section, you’ll see how to use illustration to help develop your

essay, which requires planning, good organization, and careful

integration of your examples as you write. Think through

the “Writing Quick Start” exercise on page 297. Try to get a

clear picture in your mind of each example you would use

and the scenes you would use to support the topic sentence

regarding environmental pollution.

Reading Highlights

Pages 298–302

Illustration is usually used to support a generalization. The

text provides a good explanation and examples. As you read

the essays in this chapter, notice that using a generalization

by itself isn’t an appropriate writing technique—a generalization

must be developed using a pattern of development, such

as illustration, to provide specifics showing how the generalization

reflects your purpose.

Pages 302–306

Read the essay “The Brains of the Animal Kingdom” by Frans

de Waal (pages 302–305). When you’ve finished reading,

review the characteristics of illustration described earlier in

the chapter. Then study the sample graphic organizer on

page 306 and consider how you might use it as a visual

guide for analyzing de Waal’s essay.

Pages 306–309

Martin Gottfried’s “Rambos of the Road” is an example of an

illustration essay. The essay focuses what he calls “auto

macho” or road rage. He offers examples of being chased for

passing someone and a lengthy example of an incident at the

Lincoln Tunnel in which a driver was so enraged that he

finally drove into a bus on purpose. After you’ve finished

reading the essay, study the tips provided in “Integrating

Illustration into an Essay.”

TIP: You might want to spend some time with the graphic

organizer in Figure 14.2 on page 309 to see how Gottfried’s

essay can be “mapped.”

Pages 309–311

This section provides useful guidelines for reading actively

and thinking critically for reading an illustration essay. For

example, while you’re reading, highlight the main ideas and

consider whether the examples clarify, illustrate, or explain

those ideas. Also, consider how the essay is organized. Are

the examples arranged in order of importance, in chronological

or special order; or are they organized by some other

method? Finally, take some time to reflect on the emotional

impact of the examples used in an illustration essay, and to

consider whether the examples offered are relevant and representative.

Might other evidence, such as statistical details

or expert opinions, have built a stronger case?

Pages 311–317

The guided writing assignment isn’t required, but the process

outlined here can help you to develop your essay.

Pages 318–323

The first essay you'll read in this section takes a critical look

at present-day American “female body obsessions.” You might

find it interesting because so many Americans, most of them

women and girls, have eating disorders. However, be sure to

read and analyze this essay closely to gain its main advantage.

Notice the placement of the thesis statement, the

character of the topic sentences, and the location of a transitional

sentence. The second essay, “Snoopers at Work,” by

Bill Bryson, examines the disturbing thesis that employees

(and citizens) are subject to widespread invasions of privacy.

As you read it, note how Bryson’s thesis is heavily and effectively

illustrated by examples.

Pages 324–328

To explore how illustration can be combined with other patterns

of development you’ll read and analyze an essay by

Sherry Turkle, “Alone Together: Why We Expect More from

Technology and Less from Each Other.” The essay explores

the paradox that, while technology increasingly makes it easier

for humans to communicate electronically, people rely

increasingly on their electronic devices to communicate, even

while in the same room as other people. Turkle warns that

substituting electronic communication for face-to-face communication

will eventually lead us to have only shallow,

unsatisfying relationships that make us feel more alone

than ever.

ASSIGNMENT 16: PROCESS

ANALYSIS

Reading Highlights

Pages 330–331

First, read through the “Writing Quick Start” exercise on

pages 330. After reading the brief description of *process*

*analysis* on page 331, think about how you would complete

the exercise.

Pages 331–334

There are two basic forms of process analysis. *How-to writing*

is intended for people who may need guidelines for doing

something or learning something. Instructions for using an

appliance, step-by-step guidelines for responding to an emergency,

or tips for taking stains out of clothing illustrate this

kind of process analysis.

*Informative process analysis* writing explains how things work

or how they’re done for people who might like to know (even

if they don’t need that information in their everyday lives). A

process explanation of a surgical technique or an anthropologist’s

account of how Cheyenne youth prepare for a vision

quest are examples of this kind of process analysis.

In the world of employment, you’ll find that the techniques of

process analysis are vital to achievement and success. For

example, if you’re an administrative assistant, a salesperson,

or a carpenter, you’ll receive instructions in some form that

tell you what to do and how to do it, whether in a memo, in

person, or in a blueprint. If you’re an office manager, a sales

manager, or a job foreman, you’ll be giving instructions to

others. To properly explain a job or understand what needs

to be done and in what order, you must understand process

analysis.

Because your first writing assignment is a process analysis

essay, study the guidelines for writing a process analysis

carefully. Notice, for example, that when a thesis statement is

included in a process analysis, it’s typically devoted to

explaining how the process is valuable, whether it’s a weightloss

diet, an exercise regimen, or an approach to money

management. It’s important to present the steps or stages in

chronological order, define technical terms, provide detail,

and warn of possible trouble spots.

Pages 334–337

Read the essay “How Not to Say the Wrong Thing” by Susan

Silk and Barry Goldman. Though the title may suggest otherwise,

the essay provides a process to help people navigate

interacting with people in crisis. When you’ve finished the

reading, study the graphic organizer on page 337, which

offers a helpful tool for structuring a process analysis essay.

Pages 337–340

Read Anne Lamott’s piece, “Shitty First Drafts.” You may well

benefit from the author’s ideas about how a ragged and

wretched first draft may become a springboard to a “not bad”

second draft and even, in the end, an essay that captures

and nails a thesis in all the right ways. The essay is followed

by a graphic organizer (Figure 15.2 on page 340).

Pages 341–343

This section begins by discussing the various ways in which

you might integrate process analysis into an essay. It’s followed

by an examination of guidelines for actively reading

and thinking critically about process analysis essays.

Suggestions included in this section include identifying the

process and taking the time to rephrase the steps in the

process so that you understand them. As you reflect on the

essay, consider the author’s purpose in writing the essay, as

well as the audience for whom the essay is written. Ask yourself

if the writer possesses the knowledge and experience

necessary to write about the topic, and scrutinize the essay

to determine whether or not any steps or details may have

been left out.

Pages 343–348

Because your prewriting and essay exams for this unit will be

a process analysis essay, you’re advised to carefully study the

steps outlined in the guided writing assignment section in

this chapter. The topic for your exams will be assigned, but

you may find it useful to practice using one of the topics suggested

in this guided writing section.

Pages 349-356

The first essay you’ll read in this section is by Justine Appel

and is about the steps involved in adopting and adapting to a

vegan diet. Use the critical and analytical skills described

earlier in the chapter to evaluate the writer’s technique and

examine the elements she uses to support her thesis. The

second essay is “Dater’s Remorse,” by Cindy Chupack. Ms.

Chupack is a writer who became the executive producer of

“Sex and the City.” That fact may give you a hint as to the

author’s angle on the precarious game of dating while in

search of an ideal relationship. Enjoy the writer’s engaging

and amusing style. Think about your own relationships as

you decide if the author’s points ring true.

Pages 356–363

To explore how process analysis may be combined with other

patterns of development, read Christian Jarret’s essay, “The

Psychology of Stuff and Things,” which examines how the

relationship that people have with their possessions changes

over time, from intense desire for objects in childhood, to seeing

objects as extensions of themselves in adolescence, to

increasingly seeing objects as heirlooms and receptacles of

memory in later life. Note how Jarret breaks up his essay

into smaller sections indicated by headings. Also pay attention

to the bibliography that follows the essay, as proper

citation will be an important topic of study later on in this

course.

Required Journal Entry 8: Description

and Narration

Narrate: Using the details you collected in Journal Entry 7, write the

story to accompany the photo you chose to depict an important

event in your life. Be sure that your story has a clear beginning, middle,

and end, and that you use your dialogue and descriptive

elements effectively to convey your feelings to your reader. (3 paragraphs,

6 sentences)

Reflect: Does your photo tell an audience everything they would need

to know about this event? What does your story provide that your

picture can’t? Is the saying “A picture is worth a thousand words”

true? (No specific length required)

Before continuing on to Lesson 5, please complete the

prewriting and essay examinations for Lesson 4.

*Lesson 4: Prewriting:*

*Process Analysis*

OBJECTIVES

Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

Balancing Penn studies with work, family, and other

activities and responsibilities

Drafting Your Essay

This assignment requires two paragraphs. Each paragraph

employs a pattern of development that was covered in the

reading for this lesson. Before you begin, you should refamiliarize

yourself with narration, description, and process

analysis by reviewing the required readings for Lesson 4.

For your first paragraph, use the narrative and description

techniques you learned in this lesson to describe daily activities.

You’ll write about the activities you dedicate your time

to: schoolwork, family responsibilities, or your job. Don’t

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forget to include other pursuits such as hobbies, sports, and

volunteer and social activities. Since this is your prewriting,

write as much as you can, up to 500 words.

In your second paragraph, focus on how you manage your

time to accomplish everything you need and want to. For this

paragraph, use process analysis to explain how you manage

your time. Consider the tools you employ such as a planner

or calendar, whether paper or electronic, or even a chart or list.

Again, write as much as you want, up to 500 words, to clearly

illustrate your process for managing your busy schedule.

This is an example of what the *description* portion might look

like:

It has been a challenge to balance all the areas of my life

since I became an online student. Each day, I struggle to

balance my full-time job, my personal life, and my schoolwork.

I work as a Physicians’ Aid at Holy Cross Hospital.

Monday through Friday, I leave at 6:00am to make the

hour and ten minute commute from my home so I can be

on time. My job is multifaceted. I help the nurses and

doctors by doing intake for their patients, taking patient

weight and height measurements, temperature, and blood

pressure. I also go over each patient’s medical history to

ensure everything is correct. Most of my job, though, is

focused on administrative duties. With all these responsibilities,

my work day is a blur, and I often don’t have time

to take a break before it is 3:30pm and I begin my commute

home. Even though my workday responsibilities are

done, my weeknight responsibilities often make me feel as

though my day has barely started. I have two teenaged

daughters, Zella and Jade, so I spend much of my

evenings enforcing rules, dispensing advice, helping with

homework, and occasionally providing a shoulder to cry

on. Our dog, Gizmo, also needs attention. I must have

dinner ready for the whole family by 7 PM, when my husband

gets home. After dinner, I am responsible for

cleaning the house. As if this weren’t enough, I am

responsible for looking after my aging mother, since my

sister Alyce is only eighteen and can barely look after herself.

Two or three evenings a week, I go to my mother’s

house, I pay her bills, help with household chores, and

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provide her some much-needed company. I must also

complete my coursework. Though I like my job, I would

like to help animals, not people. So, I enrolled in Penn

Foster’s Veterinary Technician program. I find it very hard

to complete schoolwork amid my other responsibilities. I

am currently taking English Composition and Veterinary

Office Management. I am really enjoying the Veterinary

course. My English Composition course, however, has

been a big of a struggle. The readings for this course

requires my full attention. I find the writing assignments

in the English course interesting and applicable to my

future career, but the amount of effort I must put into

each paper is exhausting. I need at least a two-hour

chunk of time in order to get any meaningful work done,

and that is hard to come by during the day with everything

else going on in my life. I usually try to study

around 11:30pm, once my children and husband have

already gone to bed. However, Gizmo is usually still

awake, and between him vying for my attention and my

sister texting me every three seconds, I am behind on my

schoolwork. Each night, as I stumble into bed around

12:30am, I wonder why I am putting myself through all

this.

Here’s an example of what the *process* portion might look

like:

To help find a way to balance all the home, work, and

school responsibilities together, I decided to use some

time-saving techniques, ask my family for help with

responsibilities at home, and set up a distraction-free

study space to help me balance my life. First, I started

saving time by planning out our weekly meals instead of

wasting hours each night trying to think of what we

should have for dinner. I also started making a grocery

list, based on my weekly meal plan, to save time while

grocery shopping. Before I made these changes, I wasted

several hours each week deciding what to make for dinner

or haphazardly picking out random items when grocery

shopping. Now that I have all those extra hours available,

I am able to devote about an additional hour each weekday

evening to my school work. Second, I decided to call a

family meeting to delegate some of the chores and responsibilities

at home to my husband and my energy-filled

teens. Zella now handles all the laundry during the week

for both herself and Jade, Jade cleans the bathrooms

every other weekday, and I now handle these chores only

Saturdays. My husband also agreed to cook or bring home

take-out two weekday nights per week, so that I would

only have to cook three weekday evenings. He also agreed

to take one of my three weeknight visits to my mother’s so

that I could have more quality time with the kids, as well

as more extra time for my schoolwork. This is a big relief.

With all this extra help, I now had a total of three full

hours I could study every weeknight. But I still needed a

way to avoid distractions during my designated study

time. So, for my third step, I converted our guest bedroom

into a dedicated office, since we so rarely get visitors anyway.

I sold the guest bed and used the money to buy a

sturdy office desk. Then, I got some good lights to help me

see my schoolwork and a bookshelf on which I organized

all my study guides and work materials. I close the door

whenever I am working so Gizmo can no longer devour my

schoolwork. I also advised my sister that I will be unavailable

each weeknight evening between 9:00pm and

12:00pm, and I shut my phone off and do not log into my

email or messenger services on my computer during this

time, to avoid temptation. My new office has made is so

much easier to get my work done, and I’m now back on

track with all my schoolwork. I even have enough time left

over to take a full day on the weekends (Sunday) to relax

and spend time with family. Honestly, now that I have a

plan and everyone has agreed to help out more, I don’t

feel so stressed, I remember why becoming a Veterinary

Assistant is so important to me, and I know I can do this.

Essays must be typed, double-spaced, using a standard 12-point font

and left justification. Use 1-inch margins at the top and bottom and

1.25-inch margins for the left and right sides of the document. Each

page must have a properly formatted header containing your name,

student number, exam number, page number, mailing address, and

email address (see page 6 for an example). Name each document

using your student number first, then the six-digit lesson number,

and finally your last name (for example, 23456789\_250201 Doe).

Exams may be submitted in Rich Text Format or MS Word. Preview

your document before you submit in order to ensure that your formatting

is correct. You should take care to check that the document

you've uploaded is the one containing your final work for evaluation.

To submit the assignment, follow these steps:

1. Type the essay.

2. Save the document.

In the *Successful College Writing* textbook, read pages

331–334 and page 341. Then complete the examination.

For this assignment, you’ll prepare a 1,000–1,200 word

process analysis essay that incorporates narration and

description, using elements from the Process Analysis

Prewriting assignment.

While you’re waiting for your prewriting review, you should

■ Review the reading assignments for Lesson 4

■ Study the sample process analysis essays and review

the guided writing assignment in Chapter 15 of your

textbook

■ Prepare a rough draft of your process analysis essay

so that you’re ready to revise when you receive feedback

on your prewriting

ASSIGNMENT OBJECTIVES

For this essay, you’ll

■ Use prewriting, drafting, revising, and editing to write

formal, college-level essays

■ Distinguish between different patterns of development

■ Apply an appropriate pattern of development to a specific

purpose and audience

■ Write effective thesis statements

■ Develop paragraphs using topic sentences, adequate

detail, supporting evidence, and transitions

■ Apply the conventions of standard written American

English to produce correct, well-written essays

ASSIGNMENT

Topic

To illustrate your process for balancing your time and managing

your schedule for the purpose of helping other distance

education students learn how they can do the same

Writing Your Essay

In your prewriting, you focused on what’s happening in your

life. For your essay, you’ll revise and reorganize your prewriting

to create an essay that would help other students manage

the challenges they may face when taking online courses.

You’ll also give them hope that they can manage their time

effectively to accomplish everything they want.

Your prewriting will require major reorganization and revision

Including

An introductory paragraph with a thesis statement that

addresses the purpose of the essay

■ Three to four body paragraphs that begin with topic sentences

and clearly relate to and support the thesis

statement as well as combine elements from the narrative

and process prewriting paragraphs

■ A conclusion that reinforces the thesis statement and

purpose of the essay

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