

Student Name

Teacher Name

Advanced Composition

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This student incorporates a strong voice by using a quotation to interest the reader, and by using vivid imagery to create a mental picture of how the writing process makes her/him feel.

My Writing Process

“Attention class, attention! You have a new writing assignment, it’s due next week”.

Those are the dreaded words that vie almost every high school student goose bumps and the urge to vomit. As for me, I feel like I want to crawl in bed and never come back out when I hear those words. From the moment a paper that involves me to write more than a page worth of organized thoughts gets assigned, I dread sitting down to write it. I think my “fear” of writing stems from the countless times I have had to stay up past one in the morning to write a paper. Fortunately for me though, I have found an effective way to get my thoughts from brain to paper (or computer screen). I have learned to trust my writing process and accept that no matter how stuck I get, I know that in the end things will turn out just fine.

Now to begin, I’m a firm believer that everyone should have a place to write. Depending on what type of writing I’m doing, I either fleet to my bedroom or the office. When I’m writing papers for school my spot is the office so I have an environment of peace and quite. As I sit down to write, my first priority is getting my thoughts together and organized. I’m not quite the prewrite person; I definitely am one to just sit down and start typing but sometimes that doesn’t work out too well. When my thoughts feel jumbled and I don’t know where to begin, I write myself a list of the things I know I need to address. My list isn’t too detailed, it’s just enough to keep me focused

This student includes a metacognitive reflection of her/his unique writing process, a more advanced skill

and on track almost like a checklist. As soon as I feel comfortable enough to start writing, I just go. I write whatever sounds good to me in my head and just let it flow.

When it comes to what helps me focus and what distracts the hell out of me, the line is very fine. I find that being alone can either be my biggest advantage or my worst enemy. When I'm alone I have no distractions; it's just me, my thoughts and the computer. Being alone can also work against me because I don't have my mom reminding me to stay focused and telling me to get off my phone. Unfortunately, I am a teenager and my phone doesn't care about me or my grades. When I'm writing and I feel like I can't focus because it's painfully quiet, I put on binaural beats to help me focus. I don't know if it's just a mental thing or they really do help your brain focus, but they work for me so I stick with them. **As I said before, the best place for me to write is the office I have in my house. I can close the door and allow myself to get completely lost in what I'm writing without having anything or anyone to distract me.** I just have yellow walls and paper to stare at, which makes my job a bit easier.

Here, this student becomes a bit repetitive, which hinders the effectiveness of the organization. Still, the writer has chosen to follow a chronological pattern that mirrors the individual writing process. This chronology is followed fairly well throughout the paper.

As I'm putting together my body paragraphs, I write a topic sentence and then the rest of the paragraph consists of the support. The body paragraphs are of course the most important and needless to say, they put the most pressure on me as I write them. During this section of the essay is where I find myself getting stuck the most. Writers block is everyone's worst enemy but for me, it feels like it's just a constant thing. **The cursor just blinks at me, telling me how pathetic it is that I can't effectively get my thoughts down on paper.** When it gets to this point is when I get the most frustrated, but I just put my trust in the process and remind myself that

This student uses personification to communicate to the audience how a blank screen makes them feel. Figurative language can better allow the reader to understand the writer's position.

everyone experiences “the block”. I also believe that it helps to take a break from the screen and the dreaded cursor so I go give my mom a hug, jam to my favorite song and complain until I get annoyed with myself. Once I’ve finished feeling sorry for myself, I go back to the computer. Sit down and say to myself, “Let’s do this stuff” (censored version).

Although the body paragraphs are the most important, introductions and conclusions are the most challenging for me to write. I never know how to begin or end a paper, especially if it’s not an analytical paper. All of my teachers I have had growing up told me that the introduction needs to always capture the reader’s attention and set myself apart from other writer’s papers. I never really knew how to do that though so when I write introductions, I just try to be as weird as my writing brain lets me be. I tell myself to write without limitation and with the intention of making people smile or laugh, so that’s what I try to do. The conclusion is with I struggle with as well. The only advice I’ve been given is to summarize and be memorable. Okay, great. So I repeat everything I just said while trying not to be redundant but making sure to be fun? That’s not fun to me and it’s certainly not easy. How do I summarize? And how the hell do I be memorable? I would really like someone to help me figure that out. Right now, I just restate my thesis, write something I think sounds deep and intellectual and I shut my computer because by the time I reach the conclusion, I’m completely over it.

To finish up, I proofread my essay the following day (or morning), and by proof read I mean re read and fix grammar and typos. One of my teachers once told us to read out papers out loud because you catch more of your own errors that way. Ever since the day she told us that, I have always done it and it works pretty effectively. After I have done everything that I could possibly do by myself, I usually ask my mom to take a quick look over to double check any

errors I might have missed. Once she's done putting her touch of magic, I call it an essay, print it and that's the end of that.

Overall, my writing process is pretty simple when you're on the outside looking in but as I'm writing, it's a constant fight between my thoughts and my actions. The hardest part of writing for me is shutting up my thoughts and just allowing myself to write but throughout the years, and the millions of papers I have had to write for school, I have learned to trust my system. There's no greater feeling than the one of finishing an essay, stretching your fingers to get rid of the typing cramps, and turning that sucker in. I'm grateful for my own unique writing process and I'm glad I've finally learned how to feel confident with my finished product. My writing process is my almighty partner that has gotten me through hundreds of writing assignments for school and will continue to get me through countless assignments yet to come. So thanks process, I guess you're a pretty good friend to have.

This student has written a in a unique voice and effectively communicated how the writing process can feel. The author has included the metacognitive dynamics of his or her individual process and used figurative language to create a vivid picture for the reader. This piece reflects the qualities of "prepared."

Stronger organization, topic sentences, and transition sentences would have qualified this paper as "exceptionally prepared."