MENTOR TEXTS: Process Analysis (Unit 2)

Step 1: Anchor

Mentor texts help us to understand the modes of writing by providing professional, “real world” examples for the types of texts we create in class. To learn from a mentor text, you’ll have to first anchor yourself in the genre. Get to know the descriptors for each of our modes of writing, and then read some professional examples (hyperlinked below).

### Hallmarks of Process Analysis

- Helps reader to either perform steps in a process or understand how something works
- Presents the essential steps
- Explains steps in detail
- Often in chronological, spatial, or simple-to-complex order
- Depends heavily on transitions to guide reader from step to step

Wendell Berry, from “A Few Words for Motherhood”
Joseph Heller, from Catch 22
Barry Lopez, from “Migration of the Caribou” (Arctic Dreams)
Jessica Mitford, from “The Embalming of Mr. Jones” (The American Way of Death)* on my website
Ernest Hemingway, from “Camping Out”
Richard Selzer, from “The Knife”

Step 2: Annotate & Analyze

First, choose a piece from the list above that resonates with you. Please annotate the text. You can either do this all electronically, or you may print, annotate by hand, and use Scanbot to create a pdf. What I want you to look for in your annotations is covered here and here.

Essentially, you are not interacting so much with the subject matter of your text as much as you are noticing the writer’s style—look for patterns in syntax, tone, word choice, use of detail, etc. Think of your annotation as answering these essential questions: “How does this particular text serve as a master example of the mode of development we’re exploring (description, narration, classification, etc.)? What can I learn as a writer from this author’s style?” Ideally, your annotation should enable you to diffuse your author into 3-4 salient stylistic features that you could easily explain to others.
Here’s what good annotation of a mentor text might look like:

Annotations will be worth **20 points** and will be scored according to the following criteria:

**ANNOTATION RUBRIC (adapted from Stephanie DiMartino)**

20   The text is **extensively** annotated with **copious** margin notations. The annotations demonstrate a **comprehensive and thoughtful reading**. The margin notes show that the reader has made **insightful connections and drawn valid conclusions** about the author’s style.

16   The text shows **some** margin notes. The reader noted of **some** of the points made during class discussion. The annotations demonstrate that the reader understands the text beyond the literal level and has been able to make **some** connections and draw **some** conclusions about the author’s style.

12   The marginal notes are **basic** and consist mainly of **plot driven questions**. There are **limited** references to style. Annotations indicate a **basic** understanding of the text. The reader has been able to make **one or two connections**, but has been unable to use the text to draw valid conclusions.

8    The text is underlined in appropriate places, but there are **very few** margin notes, making it difficult to evaluate how well the reader understood the reading. There are **very few** references to style.

4    Significant parts of the text are completely **unmarked**. There are **no margin notes**, only underlined or highlighted text.

0    The text is completely unmarked.
Step 3: Agitate and Apply

Choose a passage from your own essay (the one we’re currently drafting in class) that you feel needs some work. Using the Agitate & Apply handout on my website, use what you’ve learned from your writing mentor to shake up your own writing a little bit.

Your Agitate & Apply is worth 20 points and will be scored holistically: 10 points for your revised paragraph(s), and 10 points for your reflection. I will be looking to see that you have thoughtfully analyzed your mentor text and made appropriate, purposeful, strong and/or creative choices in revision.

Step 4: Audience (only 1x per semester)

For one of our modes of development, you will be expected to share out your writing mentor passage, your original unrevised paragraph(s), and your revision. In a short (roughly 3-5 minute) presentation, you will discuss:

- Salient features of your mentor text’s style
- What you liked about your mentor writer
- The revisions you made to your own writing based on what you learned from the mentor text
- CONCLUDE BY talking about what you learned as a writer

Please make your writing mentor passage (annotated or not), your original paragraph(s) and your revision visually available to your audience via any of the many technologies that are available to you through your iPad: Keynote, Prezi, HaikuDeck, etc. This presentation will be worth 40 points. Please use the checklist rubric on my website to plan your presentation. You will be given a presentation schedule in class and at least 3 days’ notice before your presentation date.

HOW TO TURN THINGS IN:

Annotations go to Canvas under [Mode of Development] Mentor Text Annotations

Agitate & Apply also goes to Canvas under [Mode of Development] Mentor Text Agitate & Apply

*You do not need to turn in your presentation; simply have it ready to go on a drive, a Prezi, or via Apple T.V. (when we are hooked up). I am not responsible for technological failure; please check your tech, plan ahead and back up your back up! You must have all technology working on your presentation day in order to get full credit.