**Major Paper #1--The Point of View Essay**

***We will be working on this paper for the next three units.  The final draft of the paper--with all three sections described below--will be due at the end of Unit #4.*
Purpose:**This paper assignment has several purposes.  As the first major paper for this class, the Point of View Essay is designed to re-engage you with the fundamentals of all good writing, including using lush sensory details to show the reader a particular place (rather than tell them about it), basic organization, clear focus, etc.  However, this unit does not function as a mere review.  The Point of View Essay will also introduce you to the concept of "thinking and seeing rhetorically, and analyzing writing rhetorically"--using the Writer's Toolbox described in this unit to improve your writing and critical reading skills.  Finally, the Point of View Essay  allows you to reflect on this process.

**The Assignment:**

**1. Pleasant/Unpleasant Description of the Place:**  Choose a place you can observe for an extended period of time (at least 20-30 minutes). Use all of your senses (sight, hearing, touch, smell, even taste if possible) to experience the place, and record all of the sensations that you experience. As you record your data, you may wish to note which details naturally seem more positive, negative, or neutral, in terms of tone. (For instance, a stinky and overflowing trash barrel swarming with flies in a nearby alley might seem more inherently negative than a little white bunny rabbit hopping playfully across the lawn.)  Then, you will use this information to help your write descriptions of the place: one positive, one negative.  Both descriptions should be factually true (same real time and real place), but you will want one description to be positive in terms of tone and the other to be negative.  In addition to including the information and sensory details you've collected as the basis for these descriptions, you will also use the Writer's Toolbox to create your two contrasting impressions for this assignment.  (The Writer's Toolbox is explained in the Lecture Notes section of this unit.)  As you revise and refine your descriptions, please be sure you are "showing" your readers your place (really putting the readers "there" in the moment and in this scene), rather than simply "telling" them about it.  You will also want to try to eliminate unnecessary linking verbs as much as you can, incorporating verbs that show "action" whenever possible.

**2. Rhetorical Analysis:**Looking back at your descriptions, analyze how you created these two very different impressions of the place (one positive, one negative) without changing any of the facts.  How did you make your place seem so positive in one paragraph and yet so negative in the other paragraph, without changing the facts?  Discuss how you incorporated each of the tools from the Writer's Toolbox, and cite examples of this from each of your descriptions.  (This analysis should be at least 400-500 words in length.)

**3. Reflection:**In one to two paragraphs, consider at least one of the following questions:   What have you learned about writing through this assignment?  How might you apply this knowledge?  Has this process of using the Writer's Toolbox affected your vision of various information media--for instance, television and print news sources, magazines, etc.?  If so, how so?

*Again, we will be working on the rhetorical analysis in Unit 3 and the Reflection in Unit 4.  For this unit, however, you will want to draft the first portion of this paper, the positive and negative descriptions of your place.*