**Assignment Sheet: Profile**

**Writing task:** Your first major essay required you to reflect on your identity and experience in order to address how stereotypes and/or stereotyping has impacted you. Now, it’s time to move outside of yourself. Your second major essay will be a *profile* on a classmate. Your profile should examine and present an aspect of a peer’s uniquely complex identity and experience.

In order to write a successful profile, you must conduct \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ by interviewing your partner. This interview will be a \_\_\_\_\_\_\_\_\_\_\_\_\_ source you will use as the basis of this essay. A primary source is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I will assign partners at the beginning of the unit. We will also review interview techniques and brainstorm interview questions so you are prepared for the in-class Interview Day. Please note that failure to attend class during the scheduled Interview Day will adversely affect your partnership. If you miss Interview Day and your partner shows up, you will not only leave your partner hanging, you will also have to arrange a time outside of class to complete the interview.

To supplement your field research, I will give you a copy of your peer’s first essay. It is up to you if you want to use this essay as a source. A minimum of two sources is required for this essay. One of the two sources must be the interview.

A successful profile does the following:

[here we go over the basic elements of a solid profile outlined in the Norton chapter]

**Source requirements:** Interview and one other content-appropriate source.

**Skills covered:**

* Use of primary sources & field research
* Summary, paraphrase, quotation
* Synthesis
* Citation and Works Cited page
* Audience awareness

**Length:** 1250 words

**Format:** MLA (double-spaced, 12-pt Times New Roman) **and** Works Cited page

**Grade weight:** 15% (150 points)

**Important dates:**

* Interview day: M 9/19 [stress this date to your students!; for extra preparation, I have students complete a “Fact Sheet” and give it to their partner before the scheduled interview day]
* Rough draft: due by the end of class M 9/26 (emailed or handwritten), at least 750 words
* Final draft: W 9/28 by 10pm (upload to Turnitin)

Exercise: Interviewing & Finding an angle

**Interview tips:**

[here I show students an “Interview Between Two Ferns” and after watching, we open up to a discussion on good and bad interviewing habits]

[some random sample questions students can ask their partner]

**Questions:**

1. If you were stranded on a deserted island, what three things would you have and why?
2. How would your best friend describe you?
3. What is your life motto?
4. What is your favorite pastime?
5. Which of the two animals would you say you are the most like—a sheep or a wolf—and why?
6. If you were an animated character, who would you be and why?
7. What is your dream job?
8. Who is your role model, and why?
9. Tell me about one of your life’s greatest achievements.
10. If you had a superpower, what would it be?

**Possible angles:**

**Essay Evaluation: Profile**

**150 pts (15% of total grade)**

Academic Honesty: All the work you turn in must be original and your own. Papers that do not comply with this policy will be turned over to the Dean’s Office for review.

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| **Concerns** | **Points possible** |
| *1st Concern: Ideas** Does the writer demonstrate an understanding of the writing prompt?
* Does the writer demonstrate a solid understanding of audience and purpose?
* Does the writer present clearly articulated ideas that show strong critical thinking?
* Does the writer present a clear, well-formed, and thoughtful thesis?
 | **/40** |
| *2nd Concern: Support** Does each paragraph serve a clear purpose and relate to the thesis?
* Does the writer use specific information to develop their point concretely and thoroughly without digression, repetition, or non-substantive material?
* Is source material smoothly integrated into the writing?
* Does the writer explain the connection and relevance of the source material they present?
 | **/40** |
| *3rd Concern: Organization** Do the introduction and conclusion serve a clear purpose?
* Are paragraphs organized around thesis-based assertions?
* Is the essay forcefully written with strong, logical progressions that aren’t formulaic?
* Is each paragraph unified with strong, logical transitions?
 | **/35** |
| *4th Concern: Style & Voice** Is the tone appropriate for the audience and purpose?
* Does the writer’s voice seem natural, not forced?
* Are the sentences substantive, powerful, and varied in construction?
* Is there a balance between overly casual language that may undermine the writer’s credibility and overly sophisticated words that may sound empty or forced?
* Will the reader be convinced that the purpose of the essay is sound and compelling?
 | **/20** |
| *5th Concern: Conventions** Does the writer correctly cite all sources?
* Did the writer carefully edit the essay for careless mistakes?
* Is the essay formatted according to MLA requirements?
* Is the essay reasonably within the specified length?
 | **/15** |

(Rubric adapted from Dr. E. Chandler)