

Metacognitive Piece: Begin with a profound quote from something you've read in this course, a piece of music, or a piece of art that is significant to your junior year journey or (in general) your way of life. (Evoke your inner "Christ in the Garden of Endless Breadsticks.")

Allow your creative and budding style to shine through as you write a genuine, realistic, extended metaphor that reflects on your progress as a college-ready reader and writer. For the approximately 20+ essays you've written this year, you have received timely, steady feedback, so that you could reflect and grow. At this point, you should see patterns in your writing and in my feedback. Your metacognition should include the following:

- MLA format, including heading, citations, and pagination.
- Opening remarks where you describe the quote, musical piece, or artwork (any medium) that will serve as an extended metaphor. Connect your evidence to your chosen metaphor throughout your narrative.
- Using what you've learned this year —especially second semester (bootcamp, argument writing, finals, mocks)— explain and provide examples from your own and others' writings, to *show me...*
 - What makes good writing.
 - Everything's an argument, and we've focused on three types. Comment on all three.
 - The importance of structure.
 - Explain some examples of structures that have caught your eye and how they have helped you to improve your own writing.
 - Using your *They Say, I Say* work, also show me how you've improved your source using abilities through your final essays and/or synthesis essays.
 - The power of word choice.
 - ["I love words..."](#)
 - Susan Sontag urges us to "*love words...*" and all year long, I've pointed out the "beautiful words" of others. Write explanations of words in your readings that struck you as both beautiful, captivating, and emulatable.
- The potential of punctuation.
 - Susan Sontag also requires us to "agonize over sentences," while Samuel Johnson reminds us, "What we hope ever to do with ease we must learn first to do with diligence." And so, I've asked you to do just that for both your *Catcher* synthesis revision and your film revision. Tell me how you did so. Show me what you did and tell me what you

learned.

- End your reflection by completing your metaphor (the wrap). Make me proud.
- Add a post script that provides one line of advice for future Niles West Great American Writers.

NB: Your reflection is your chance to exercise your style. Woo me. Quality is important. Show me your best stuff.

You already have a list of what we've read this year, here's what we've written:

Synthesis: ● <i>Catcher</i> Synthesis ● Libraries ● Film Essay ● Civil Discourse Argument ● Horace (pre-writing) ● Paine (discussed, planned) ● Certainty and Doubt (free write) ● Antigone ● Morrow ● Oscar Wilde Rhetorical Analysis ● Dickens v. Austin ● Samuel Johnson ● Jennifer Price ● John Barry ● Abigail Adams ● J.F. Kennedy ● <i>Gatsby</i> moment analysis ● Phillips or Twain, or Marquart ● Lord Chesterfield ● Independent Book (1st Semester Final) ● Film Essay	Miscellaneous: ● Gladwell imitation (research) ● First Amendment Freedoms ● 3Annotated bibs ● 3metas MOCK: 4.30.19 Synthesis: Rhetorical Analysis: Argument: MOCK MAKEUP: 5.5.19 Synthesis: Rhetorical: Argument:
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GAW: Hettinger...Meta4.....Due: 5.20.19 @ 3:30 via Google Docs.

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_____ Opening remarks where you describe the quote, musical piece, or artwork (any medium) that will serve as an extended metaphor. Connect your evidence to your chosen metaphor throughout your narrative.

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_____ What makes good writing.

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_____ The importance of structure.

_____ Explain some examples of structures that have caught your eye and how they have helped you to improve your own writing.

_____ Using your *They Say, I Say* work, also show me how you've improved your source using abilities through your final essays and/or synthesis essays.

_____ The power of word choice. Write explanations of words in your readings that struck you as both beautiful, captivating, and emulatable.

_____ The potential of punctuation.

_____ Tell me how you did so. Show me what you did and tell me what you learned.

_____ End your reflection by completing your metaphor (the wrap). Make me proud.

_____ Add a post script that provides one line of advice for future Niles West Great American Writers.

Synthesis:

- *Catcher* Synthesis
- Libraries
- Film Essay
- Civil Discourse

Argument

- Horace (pre-writing)
- Paine (discussed, planned)
- Certainty and Doubt (free write)
- Antigone
- Morrow
- Oscar Wilde

Rhetorical Analysis

- Dickens v. Austin
- Samuel Johnson
- Jennifer Price
- John Barry
- Abigail Adams
- J.F. Kennedy
- *Gatsby* moment analysis
- Phillips or Twain, or Marquart
- Lord Chesterfield
- Independent Book (1st Semester Final)
- Film Essay

Miscellaneous:

- Gladwell imitation (research)
- First Amendment Freedoms
- 3Annotated bibs
- 3metas

MOCK: 4.30.19

Synthesis:

Rhetorical Analysis:

Argument:

MOCK MAKEUP: 5.5.19

Synthesis:

Rhetorical:

Argument: