

## 5.3 Career Project Writing: Outlines & First Drafts

*Related Area(s): Technology, Applied Academic Skills*

**Lesson Objective(s):** The objective of this lesson is to layout the process of writing an essay so that students have a structured paper.

**Outcome Goal(s):** Students will have an outline and rough draft of their career project essay.

### Instructor Preparation Checklist

☐	Supplies and Tasks	Materials and Resources
	Media & Audio	5.3-A Peer Editing Warm Up
	Websites	
	Read/Review	
	Field Trips/Co-op/Outings	
	Supplies Needed	
	Print/Copy/Laminate	5.3-2 Peer Research Paper Editing Sheet Peer Feedback Worksheet
	Miscellaneous	

**Additional Notes:**

### Warm Up: Thesis Defense

**Description:** Project the image 5.3-A Peer Editing Warm Up in front of the class. Then have a class discussion about what the image is saying. Sample Questions:

- What do you think this sentence means?
- Why is it important to include positive feedback when offering critique?
- How do you benefit from receiving positive feedback?
- How has your Peer Feedback Review helped you to do this? Have you noticed a difference in peer editing since using it?
- How does this idea translate beyond writing? Is it a good idea to use this concept in other areas of your life, such as work and sports?

**Purpose/Key Skills:** Students have used the Peer Feedback Worksheet several times up to this point, so they are familiar with the practice of providing positive feedback. As they launch into more intensive and larger projects, they will have to think more critically about how to provide constructive review. This activity will help them to consider how they can make the most positive impact as a peer reviewer.

## Notes/Vocabulary:

**Materials:** 5.3-A Peer Editing Warm Up

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### (1) Essay Outline

**Description:** Give students the **5.3-1 Essay Outline Worksheet** and have them use their thesis statement and annotated bibliography to fill in as much as they can. Explain that this will be the outline they use to write their career research essay. Have them make notes in any places where they feel they don't have enough information and may need to do further research.

It is important to note that after this activity, students may need the opportunity to return to the library or computer lab to do additional research.

**Purpose/Key Skills:** The purpose of this activity is to have students see the outline of a research essay and use that to begin their own research essay.

**Notes/Vocabulary:** Allow students additional time to research.

**Materials:** 5.3-1 Essay Outline Worksheet

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### (2) First Draft: Career Essay

**Description:** Using their annotated bibliography, thesis statements, and outline, have students write the first draft of their career essay. The essay should include all of the information they've written in their outline, any quotes they wish to include from their sources, as well as a conclusion paragraph.

Remind students that a first draft is likely to have errors and flaws. This is the purpose of a first draft — to get ideas out. Once they've completed it, students will be in a much better position to construct a quality paper.

**Purpose/Key Skills:** The purpose of this activity is to have students write a first draft in class.

**Notes/Vocabulary:**

**Materials:** Computer lab

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### (3) Peer Editing Career Project

**Description:** Break students into pairs and give them **5.3-2 Peer Research Paper Editing Sheet** and a **Peer Feedback Worksheet**. Have them go through one another's paper, writing any critiques they may have.

**Purpose/Key Skills:** This activity allows students get immediate feedback on their paper. The cooperative aspect may help solidify ideas for students with which they might otherwise struggled.

**Notes/Vocabulary:** **The teacher should look over** 5.3-2 Peer Research Paper Editing Sheet and omit any checks that he or she does not wish to have students make in advance.

**Materials:** Pens/pencils, paper, 5.3-2 Peer Research Paper Editing Sheet, Peer Feedback Worksheet

### Formative Assessment

<input type="checkbox"/>	Skill Description and Assessment	Notes
	Student has completed a writing project outline	
	Student has completed a first draft	
	Student has completed a Peer Review form for his/her partner	