REQUIRED LABOR: 7 to 10 HOURS.

WRITING THIS LABOR ASSIGNMENT MEANS THAT WE ARE NEARING THE END OF OUR TIME TOGETHER. Hopefully, you will take away more than one thing from this course. However, if you find your mental capacity is limited and everything we learned is leaving to make room for new material, please hold on to two lessons for as long as you possibly can. These two lessons will empower you as writers over the course of your careers:
1) Writing is a process.
2) There is no such thing as an inherently gifted writer. Strong writers are resilient and determined revisers, and that's all!

With those in mind (again), come back to your papers and revise them one more time.

A note about final revisions: This is not an assignment asking you to just clean up sentences.The point of this assignment is to give you one more opportunity to drastically revise your work. It is OK if there are paragraphs that are *similar* to ones in your previous paper. However, I cannot count this as a final revision if large swaths of your paper are just copied and pasted with very minimal changes into a final revision. Hopefully, your revision plan has given you new material to work with, and has given you a clearer sense of what you need to keep and change to make this paper strong. If you have questions about this, make an appointment.

1. **(30-45 minutes):** Find an article, essay, or parts of articles and essays that have writing you'd like to emulate. These can be articles we've already discussed in class. For example, you can use one of the introductions we discussed together. They can be parts of articles your classmates have shared with you during presentations. Create a mini portfolio of **strong writing you want to model.** This will be your "inspiration board" as you write your paper. At every point in your final revision, turn to your models and see what they do and try to emulate it. Introductions, transitions, quote integrations, analyses, ways of inserting "I", conclusions-- use them for everything!
2. **(6 to 9.5 hours):** You have now been training for over three months! Rather than give you instructions, I'm going to let you craft your writing without guidelines. If you need them, they are all in previous projects on the website. This whole process should not take less than seven hours if you are, in fact, doing a global revision and are modeling yourself off of strong writers.

a. How do you model/emulate? Say, for example, you're writing your introduction. Find an introduction you consider to be particularly strong. Then ask, "What are they doing in their first sentence?" Write a sentence like their first one. "What do they do from sentences 3 to 4?" Do that in your own work!

b. You shouldn't be too worried about plagiarism here, because you're not copying their content. Your content will be different. It's their style, their structure, and their craft that you are emulating. If you are worried at any point, however, put a footnote and cite the article!

3. (60 MINUTES) EDIT, REVISE, FINALIZE!
    a. Footnotes, bibliography, citation
    b. Sentence length, grammar, spelling, punctuation, etc.
    c. Full list is in previous assignments if you need to consult.

On December 15, email me the following:

1. Final, revised paper
2. A 300-word reflection on the paper that addresses the following:
    a. Make a case for why this paper should raise your grade by ⅓ of a grade by telling me how it is different from your last draft. What have you focused on? Why is it stronger? How does it show your growth as a writer, reader, and critical thinker.
    b. What writing(s) did you choose as models for this paper? Why? How did you model your paper off of them? Were there particular portions of your own paper that are largely inspired by the models. Tell me about those.
3. And a final 500-word reflection on our class's assessment system. If you're choosing to revise both papers, just turn in one 500-word reflection. Feel free to write on anything you'd like, but here are some suggestions to get your mind going:
    a. What did you like about this assessment method? Was there anything you disliked? Please be specific. Why?
    b. Was it useful to refer to your homework, projects, and time as labor. Why? What have you learned from thinking in these terms all semester?
    c. Were you motivated to improve your work over the course of the semester, even though there weren't any grades assigned? What was motivating you?
    d. Has studying under this particular assessment method changed any of your perceptions about yourself as a student, your education as labor, or your relationship to grades, time management, and the classroom environment, etc.? If not, that's OK! Don't need to make things up. :-)
    e. Were you skeptical at the beginning of the semester with respect to this system? What were you skeptical about? How have your worries changed or remained the same?

f. Anything you'd like me to know for the future with respect to this system? Should I do something differently? Check-in on the logs more often, less often? Any final thoughts?