**REVISION PLAN**

*Reading & Composition R1b: Visions of the World*

*GSI: Shokoofeh Rajabzadeh*

**REQUIRED LABOR: 10.25 hours or 615 minutes**

**Due Date for Paper 1: November 30th. (Last Day of Class)**

You are only required to spend the amount of time I’ve documented on each section. Work on each section in the order that I’ve listed. If you find that you’ve worked the required time for that section, and have only made it through questions 1 and 2, then write a few sentences explaining how you spent your time, letting me know that you were unable to make it through the rest of the questions in that section and move on.

This is a finalized document. It should be clear, concise, written in simple and elegant style (to the best of your ability). In other words, it is NOT a reflection or a free write. There should be *very* minimal spelling errors, grammatical errors, or other copy editing errors. This means you will need to print it, edit it, and revise it before handing it in. It also means that you’ll need to rewrite certain paragraphs. If I get the sense that you have not followed the labor instructions, I will return it to you, ask you to edit it, and hand it back in.

**OVERVIEW (90 MINUTES)**

1. (15 minutes) Read your paper again *out loud*. This should take you at least 15 minutes. If it’s taking you less time, you’re reading too fast. It takes me even longer to read each of your papers just once, and I read them multiple times before I even begin commenting.
2. (40 minutes) Reread your paper, this time writing notes in the margins, circling words that are unclear, noticing grammatical or spelling errors, etc. Then, write two to three paragraphs carefully critiquing your work. What are its strengths? What are its weaknesses?
3. (20 minutes) Carefully read over the letter I’ve written you. In your own words, what suggestions have I given you to improve your work?
4. (15 minutes) In class, we have discussed how an argument is by definition arguable and not provable. Critique your thesis statement and your approach to the paper with this new understanding of an argument. Have you tried to “prove” something in your paper, or “argue” something. Do you think about counterarguments in your paper?

**QUESTION** (45 minutes)

1. Find the original question you were asking. This should be either in your close reading assignment for the paper, in your sources assignment, and for many of you, it might be in your first draft.
2. Now that you’ve taken some time away from your work and are reading it with fresh eyes and ears, consider, **what question is your paper answering? Is it the same question?** This is hard to answer, and may take some time. If you’re stuck, ask a colleague to read your paper and tell you what question it seems like this paper is answering. It is easier to recognize when reading new work.
3. Was it difficult to hear the question in your paper? Why do you think that is? At what stage in your writing process did you start to lose track of your question?
4. Look at your question. Is this a good question? What strengths does this question have? How does it set you up to write an effective paper? What are its weaknesses? How does it set you up for weaknesses in your paper?
5. Revise your question. This may also take some time. What changes can you make in your work to better address your new question?

**CLOSE READING & ANALYSIS (130 minutes)**

1. (110 minutes) Find a passage from the primary text that you either have not analyzed enough or have not analyzed at all. Print it out. Complete the close reading assignment on this passage. It should not be the passage that you did your first close reading assignment on. REMEMBER, BE IN UNCERTAINTY. Try to understand the passage for what it’s doing.
   1. (40 minutes) Find, print, read and annotate
   2. (15 minutes) Make category lists (at least three): verbs, adjectives, nouns
   3. (15 minutes) Free Association Exercise (on three words)
   4. (40 minutes) Write a three paragraph close reading analysis on this passage. This is not a reflection. This is carefully constructed paragraph. This will take time. Pay attention to everything we discussed in class. Make sure your quotes are embedded elegantly.
2. (40 minutes) Write three paragraphs critiquing the close reading in your paper at large. In the first paragraph, write about one or two moments where your close readings were strong. What makes these analyses strong? In the second paragraph, write on one or two moments where your close readings are weak. What makes these analyses weak? Are you prosecuting the author? Is there a tenuous relationship between analysis and evidence? In the third paragraph, consider why there is a discrepancy between your analyses. Why are some analyses weak and some strong? Have you spent more time close reading the strong passages before writing on them? Did you remain in uncertainty for one and try to prove something in the other?

**SOURCES (180 minutes)**

1. Find a new outside source.
   1. Spend 45 minutes reading the source.
   2. Write a summary of the source.
   3. Write a paragraph that engages your close reading with the source. What has this source inspired you to think about? Do you agree with all of the author’s claims and interpretations? How do you see yourself integrating this source into your revised paper?
2. Look at your quote integrations. Find two instances where you’ve embedded your quotes elegantly. Copy them into your revision document. Write a brief paragraph on 1) why these quotes are embedded correctly, and 2) what do strong quote integrations do for your argument and for the reading experience? Now find two moments where you could improve your quote integration. Copy those here. What revisions do you need to make? Perhaps you only need a word or two from this quote. Maybe you don’t even need the quote. Revise your two weak quote integrations.
3. Look at your footnotes and bibliography. Have you cited everything correctly? If not, then edit two of your footnote entries and two of your bibliographical entries and put them here.

**INTRODUCTION (30 minutes)**

1. Reread your introduction. Write out the problem it sets up. Write out your thesis.
2. Write a paragraph on your introduction, considering the following: How can you make your introduction stronger? Do you engage with scholars in your introduction? If not, then find a scholar you can briefly engage with to set your argument apart. Is your question clear in your introduction? If not, then how can you make it clear?

**CONCLUSION (30 minutes)**

1. Write a paragraph, critiquing your conclusion by considering the following: What does your conclusion say about the importance of your work? What case does it make for readers to take your work seriously, and to consider your analysis seriously when rereading Fadlan, Mandeville, Z-sa? How can you improve your conclusion?

**FORMATTING (40 minutes)**

1. Do each of your topic sentences set you up for the content you will be discussing?
2. Transcribe your thesis, then transcribe every topic sentence in your paper (except the conclusion) in one single paragraph. How does this paragraph read? Is it an effective summary of your paper? Briefly write on what you notice.

**FINAL STEPS: (70 minutes)**

1. (20 minutes) Write a paragraph or two that briefly lays out your revision plan. How are you going to revise your paper? What steps will you be taking? Will you close read a few more passages before revising? Will you begin by making your question clearer? Lay out your revision plan.
2. (50) Print this out, and spend 30 minutes carefully rereading and editing this document. Put your revisions into the document. Email it to me!
3. Attach your labor log for this assignment to the email.