

## Lesson 1: Editing and Writing for Publication

### Objective:

Students will learn to edit using AP proofreading symbols. Following the editing exercises, students will write personal essays according to submission guidelines for the Teen Health & Wellness database at [www.teenhealthandwellness.com](http://www.teenhealthandwellness.com).

### Day 1: Introduction to Editing

1. Hand out proofreading marks chart (available online) and review.
2. Read aloud "On Writing, A Memoir of the Craft" by Stephen King, pages 55-58.
3. Show Stephen King's edited high school sports article (also available online) on an overhead or camera projector.
4. Read aloud the original version, followed by the edited version and his comments.
5. Discuss how many rewrites usually follow a first draft. Minimum = three. Most authors do dozens of rewrites.

### Day 2: Editing/Proofreading Demonstration

On the overhead, show Editing Exercise #1 (below). Have students determine what should be changed/corrected/deleted. Go through the passage twice and use the proofreading marks chart.

#### **Editing Exercise #1**

**Mark/edit this passage. Use editing marks from your chart.**

Ron turned, He eyed Martha across the room. Oh, how how cscalculating she looked. His eyes become firey as he glared at him - her with her holier-than-thou attitude. He approached her cautiously. Afraid but somehow afraid, ready for the confrontation.

"Well, well, she smirked. "Look who's back, tail between his legs."

"Damn you!" he shouted, so that everone in the restaurant could hear. "How you dare act that way with me!"

She stood smiling athim. She finally had him Where she wanted Him. This time he wasn't going to win the aregument. Outside, in the marking lot, it began again. "All right - all right, We'll do it your way." But Marhta only laughed at him.

They got into her car. For a moment they said nothing. Finally she spoke.

"I'm willying if you are." "Yes, let's try it. He agreede. He left her and returned to his own car.

## Days 3-4: Avoiding Overwritten Style

### Day 3:

1. Review proofreading marks chart.
2. Read aloud a wordy, overwritten piece from the Sample Sheet below. Ask students: in simpler words, what do these overwritten statements mean? (Example correction to first passage: In the blizzard, Jan skies through snow drifts without falling.)

### Sample Sheet

In a vast explosion of frozen precipitation, Jan shot through the feathery drift while maintaining equilibrium upon the fragile strips of ash strapped to her pedal extremities.

The bitterest irony of our fevered time is the oft-repeated concept that only by creating more magnificent and more deadly instruments of explosive destruction can human beings bring to this whirling planet the era of tranquility for which it has longed since the beginning of time.

Following our educational endeavors of the day, several of us conscientious seekers after knowledge relaxed our weary cerebrums by lending our ears to the latest discs.

Lifting the pigskin from the water-soaked gridiron with his trusty toe, Harvey booted it with mathematical precision directly between the white uprights silhouetted against the setting sun.

### Day 4:

Hand out Overwritten Worksheet. Students can complete it in class or do it as homework for a grade.

### Overwritten Worksheet

**Correct/edit the following passage. Avoid an overwritten style. Write naturally without straining for a "literary" effect.**

The fox slowly crept in and covered the metropolis with its sinister cloak of impressive quietude. An entire day of heavy rain had drenched the surrounding municipality, forming puddles in the thoroughfares that reflected the shimmering images of the gleaming streetlights and the illumination emanating from multitudes of office windows. As I stood on the magnificent span, which arched above the swirling waters, the mournful warnings of the anchored ships pierced the dense fog. The constant beat of the harbor bell buoys and the gentle lapping of the murky water on the piling of this bridge combined to permeate the night air with a mystic tenseness.

### Day 5: "No Thinking ... Write!"

Show a clip of the film Finding Forrester. Play scene #14 on the DVD, "No Thinking ... Write!" This scene has an excellent message about the process of writing as well as the fallacy of waiting for inspiration.

Lesson plan created by: Melissa B. Harrison; Teacher, English II & College Writing; Shelton School; Dallas, TX

## Lesson 2: Writing for Publication

### Objective:

Students will learn to write with poignancy and detail within the submission requirements of a teen publication. Students must adhere to word count and accuracy and follow the thematic focus. The publication chosen is Teen Health & Wellness at [www.teenhealthandwellness.com](http://www.teenhealthandwellness.com), which is specific about submission requirements and suggests subject matter.

**Days 1-2:** Use projector and computer to view Teen Health & Wellness at [www.teenhealthandwellness.com](http://www.teenhealthandwellness.com). Examine the site closely and review the Personal Story Project at <http://www.teenhealthandwellness.com/page/main/SubmitStory.html>.

**Day 3:** Students select their essay topics. (Most decide to write about an obstacle they have struggled with, e.g., divorce, social struggles, bullying, sports, and grief.)

**Days 4-7:** Students write, conference with teacher, and edit essays.

**Day 8:** Students submit their essays to Teen Health & Wellness.

**Day 9:** Students sign permission/release forms (or have their parents/guardians sign the forms if they are under age 18) and send the forms to Teen Health & Wellness.

**Day 10:** Celebrate the authors chosen for publication.

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