

Week 3 RAW Prompts

For each of the questions posed compose your response in the box below the question. Make sure to take note of the assigned word count for each. For criteria of evaluation, make sure to review the “Submission Policy” for this assignment on pp. 4-5 & 7 of our course syllabus.

Make sure to **SAVE** this document to your computer *before* you upload your completed RAW Prompts to Canvas. If you simply download this work sheet, fill it out without **SAVING**, and upload, the sheet will be blank. If this happens, it may impact your grade. So, **make sure to save your work often!**

Hint: each of these prompts can be used in Essay #1 and in fact ask you to practice the writing lessons you are expected to incorporate into the essay (responding to reading, integration the work of others, understanding narration....) ☺

1. After reading Graff’s “Hidden Intellectualism,” set a timer for 7 minutes and free write your immediate response.

I really related to what Graff wrote about digesting the work of Sports Writers as a kid. As a kid myself, I was constantly reading books and magazines about baseball. I deeply appreciate both of my parents allowing me the freedom to focus on reading these types of works over the more classical literature for Middle Schoolers. Although I was also reading and loving books like *The Yearling* and *Around the World in Eighty Days*, I was mainly reading *Baseball Digest* and *Faithful* by Stewart O’Nan and Stephen King. Reading these types of works from such a young age has taught me to really appreciate creative nonfiction in a way that enables me to easily digest things like music and food critique, longform documentaries, and thoughtful essays on no-name blogs. This love of creative nonfiction has translated directly to my own writing. Last semester I found myself writing prose about songs that mean a lot to me or were reminding me of some long-forgotten memory. I would write the prose, record myself reading them, put these conversational mini-essays into GarageBand between the songs and mix everything. I would then send it to family and friends and everyone would listen and it was just a ton of fun. It was by-no-means intellectual, but it was effective and evoked emotion.

2. Reflect and react to the following statement, “The writer does not exist without the reader.” (at least 200 words)

I think this is something that has been debated in art for a very long time. Does art matter if not observed? I tend to believe that the purpose of art is to share it. I know I very rarely keep my art to myself. I think if one makes art, one should show this art. This is a very biased opinion (because I like seeing what people create) but I do believe it to be true.

3. Using Graff’s “Three Ways to Respond” chapter, practice responding to both Murray’s “Maker’s Eye” and Graff’s “Hidden Intellectualism,” ensuring to also include full APA or MLA in-text citations. Use the templates in this chapter as need, and make sure to avoid “dropped” quotes (at least one paragraph, if you have a paragraph in your draft for Essay #1 that completes this prompt feel free to copy and paste here, revising to focus on the lessons of the chapter!)

I agree with Murray’s proposition that revision requires a balance of adding to, and subtracting from, a work. I would agree with Murray that revisions can often be essential to a work, but I would argue that the natural feeling of a work can be lost through constant tweaking. I think an artist (of any kind) needs to know when to stop, just as much as they need to know when to add.

4. Gates prefaces his essay with two quotations. What is the meaning of each quotation? Why do you suppose Gates uses both quotations? How does each relate to his purpose? (at least 150 words)

I believe the meaning of the first quote is that in America, we use the curiosity of race in order to lessen one another to be defined by our race. The meaning of the second quote is far more straight forward to me, it was a description of racist (or at the very least, limiting) language used to describe African Americans. I think he used both of these quotes to emphasize the limiting effect of racist language. This sets his story up for success by setting the tone of the example. I really appreciate when novels and films use this tool. One of my favorite examples is when Terrence Malick quotes the book of Job from The Bible in his film about middle class America and hardship in the 1950s.