GOAL: Demonstrate skill in
• Research and
• Synthesis, as you develop an extended definition for a term that you create.

YOUR INTENDED READERS: Your agency supervisor and supervisors of similar agencies.

DISCUSSION: In our first class meeting of the semester, we began discussing the idea that information is invented. In each of your first two major essays, you developed a new idea. In this third and final major out-of-class essay, your goal is to create and define a term that relates to your service-learning experience.

That definition will be an extended definition: In addition to providing a one-sentence definition, you will give your intended reader an in-depth, nuanced explanation of your term. Your task is to provide denotative and connotative descriptions to help your intended reader “experience”—intellectually and emotionally—the term that you create.

Requirement for your first draft:
Your first draft must be created in this way:
1. Margins: 0.5” top/bottom and left/right
2. A two-column table, with a narrow right-hand column.
3. Paste your essay into the left-hand column.
4. In your right-hand column, identify places that meet this essay’s requirements. (Refer to the sample essay.)
http://nws.merriam-webster.com/opendictionary/newword_display_recent.php?last=100
CHECK LIST / DIRECTIONS: Check-off the following requirements as you revise your essay –

1. Compose an Extended Definition for a term that you propose.
2. Tailor the essay to your intended readers.
3. Include all the elements of an extended definition—
   a. A single-sentence definition of your term that places the term in a category. (This is your thesis statement)
   b. An explanation of your reasoning for creating your term in this way.
   c. At least two subcategories of the term, including examples of each subcategory.
   d. Definitions of terms within the definition that might be vague or unknown to your intended reader.
   e. A section that names concepts and/or items that are similar to, but different from, your term; this section explains how those concepts and/or items are different.
   f. An explanation of the term’s connotative meaning(s).
   g. One or two uses of the term, in complete sentences.
4. Synthesize information from different sources at least twice.
5. Use a minimum of three sources
   a. That you found through SUNY Cortland’s electronic databases.
   b. At least two of those sources should be paginated.
6. Integrate two quotes from published sources. Be sure to “introduce” your quotes in the way that we have discussed in class.
7. Paraphrase more than you quote.
8. Integrate specific, detailed, service-learning experiences into your essay.
10. Use APA format. Your drafts and your final essay must include a References section.
11. Write an essay of 800 to 1,000 words.
12. In your folder, submit the following materials in this order –
   a. This instructions/evaluation page.
   b. Final draft.
   c. Second draft, dated; this draft should include your explanation of revisions section.
d. First draft, dated.
e. Research Record.
f. Annotated hard copies of your reference material.
f. Outline(s) and/or pre-writing (at the bottom of the packet).
13. By class time on Dec. 9, email me your final draft as a Word document.