

Started off with smoking is bad → why do teens smoke - influences = ADS

Smoking is very bad for you, so it is only common sense to stop or not start in the first place. So why do so many teens smoke? Smoking can make you very sick and can even shorten your life significantly. Many teens smoke because they see advertisements and try to stop after they have left their childhood. *expand more ...*

thesis? why teens smoke

Start before 21 72 deaths by smoking

Teens usually start smoking before they are 21 years old. The fact that so many teens smoke is very bad. About 20 percent of 12th graders, 12 percent of 10th graders and 5.5 percent of 8th graders smoke daily. About 4.5 million teens smoke. With so many teens smoking, health is a big problem for them. Approximately 440,000 Americans die every year from diseases caused by smoking. I think that having so many teens smoke and so many people die, we really must do something to stop it.

ADS - Examples of cigarette ads -

Teens usually start smoking because they see ads and think the ads are right. The ads make teens believe that smoking is cool and right. When people advertise cigarettes they tend to make the advertisements appeal to teens. This is because they are more likely to start smoking than an adult who has decided not to smoke for several years compared to a teen who has not thought of it that much. I think that people should quit making ads for cigarettes, especially for teens. They probably won't because their entire careers circle around young teens starting to smoke.

Teens stop smoking programs that help teens?

Most teens try to stop smoking at some point in their life, but only a few succeed. When they have smoked about 100 cigarettes most say that they would like to stop, but they don't think that they could. When teens try to stop smoking they can have just as hard a time as adults who smoke regularly. I think that people should try to stop smoking and if they don't succeed they should keep trying until they stop smoking.

Back to teens smoking ADS poverty

Teens start to smoke because they see ads; they try to stop after a while, but not many can stop. People with higher education smoke less than people who have poor education. Studies show that 35.4 percent of people with 9-11 years of education smoke where as 11.6 percent of people with 16 or more years of education smoke. People living in poverty have the highest rate of smokers at 33.3 percent. I think that in order to lower the amount of people smoking people should get better educations and jobs. *(stronger conclusion)*

Nathan-

Overall, nice start. 😊 Your intro could be stronger. YOUR thesis is about teens smoking because of advertisements. which is fine but your essay should focus ~~about~~ around ~~the~~ teens + ADS. maybe changing the thesis to support your paper... Teens don't realize the health means of smoking - then you can talk about their influences (ADS) → which will lead to health issues, etc... Let's work on transitions + staying with one point per paragraph. you have lots of great ideas + stats to support your claims! 😊 *M. Danish*

DoDEA Virtual High School: 6+1 Writing Traits Rubric

CSI Goal 1: All Students will improve evaluative writing; they will be able to relate, integrate, and synthesize within content areas.

CSI Goal 2: All students will increase their ability to interpret (decode, analyze, comprehend) electronic media (digital text) for essential understanding.

<p>IDEAS/CONTENT</p> <p>___ 5 clear topic -- original ideas -- connection of ideas -- enriching details -- insightful conclusion</p> <p>___ 4 focuses on topic -- original -- supporting details -- attempts insightful conclusions</p> <p><input checked="" type="checkbox"/> 3 general focus on topic -- some original ideas -- some supporting ideas</p> <p>___ 2 identifiable topic -- few original ideas -- disconnected -- focus shifts -- few supporting details</p> <p>___ 1 unfocused topic -- incomplete ideas -- lacks details -- no purpose</p>	<p>Comments:</p> <p>Topic. Teens smoking had ideas + support evidence (statistics).</p>
<p>ORGANIZATION</p> <p>___ 5 inviting beginning, middle, end -- coherent -- sequenced and logical ideas -- thoughtful transitions within and between paragraphs</p> <p>___ 4 good beginning, middle, end -- ideas connected -- sequenced and logical -- transitions obvious</p> <p><input checked="" type="checkbox"/> 3 adequate beginning, middle, end -- most ideas connected -- most ideas sequenced and logical -- attempted transitions</p> <p><input checked="" type="checkbox"/> 2 attempts beginning, middle, end -- few connected ideas -- some sequenced and logical ideas</p> <p>___ 1 lacks beginning, middle, or end -- ideas not connected -- few sequenced and logical ideas</p>	<p>Comments:</p> <p>Stronger transitions. You had a beginning middle, end - ideas connected but needed transitions.</p>
<p>WORD CHOICE</p> <p>___ 5 wide variety and range -- precise word choice -- correct usage -- paints picture -- figurative language</p> <p>___ 4 some variety and range -- correct usage -- interesting -- lively words</p> <p><input checked="" type="checkbox"/> 3 some variety -- lacks feelings -- mostly consistent and correct usage -- words support ideas</p> <p><input checked="" type="checkbox"/> 2 limited word choice -- little use of descriptive words -- inconsistent word usage</p> <p>___ 1 repeats too much -- inappropriate word choice -- no attempt at descriptive words</p>	<p>Comments:</p> <p>word choice was fine but once you start start research and focusing your topic it'll come naturally.</p>
<p>SENTENCE FLUENCY</p> <p>___ 5 flow and rhythm -- connected -- clear meaning -- good variety of sentence length and type -- natural sounding</p> <p>___ 4 clearly written sentences -- complete sentences -- variety sentence length and type</p> <p><input checked="" type="checkbox"/> 3 most sentences clearly written -- simple sentences -- some variety in length -- controlled structure</p> <p>___ 2 some unclear sentences -- run on, some sentence fragments -- little variety in length and type</p> <p>___ 1 sentences not clear -- many sentence fragments -- no variety in length and type -- confused meaning</p>	<p>Comments:</p> <p>Sentences were clear and easy to follow.</p>
<p>CONVENTIONS</p> <p>___ 5 correct grammar, capitalization, punctuation, usage, spelling, and paragraphing</p> <p><input checked="" type="checkbox"/> 4 nice control of grammar, capitalization, punctuation, usage, spelling, and paragraphing</p> <p><input checked="" type="checkbox"/> 3 reasonable but variable control of grammar, capitalization, punctuation, usage, spelling, and paragraphing</p> <p>___ 2 frequent errors in grammar, capitalization, punctuation, usage, spelling, and paragraphing</p> <p>___ 1 constant distractions in grammar, capitalization, punctuation, usage, spelling, and paragraphing</p>	<p>Comments:</p> <p>Nothing that major that distracted reader from understanding paper.</p>
<p>VOICE</p> <p>___ 5 individualistic, convincing -- expressive and engaging, paints a picture</p> <p>___ 4 amusing -- surprising -- brings to life -- somewhat moving -- takes risks -- written from the heart</p> <p><input checked="" type="checkbox"/> 3 sincere -- pleasant -- acceptable -- fairly routine -- avoid risk -- occasionally amuses</p> <p><input checked="" type="checkbox"/> 2 functional -- dispassionate -- somewhat flat -- vague -- disconnected -- factual</p> <p>___ 1 ignores audience, uninvolved, lifeless, monotone</p>	<p>Comments:</p> <p>I didn't get a sense of the "person" behind the words. too factual. how do you feel about teens +</p>
<p>PRESENTATION</p> <p>___ 5 finished copy -- easy to read -- everything in right place -- appropriate format and form -- enhances understanding</p> <p>___ 4 copy is finished -- minor formatting errors</p> <p>___ 3 draft copy -- format is ok -- margins -- inconsistent -- understandable meaning</p> <p>___ 2 hard to read -- looks more like notes -- piece is not finished -- creates confusing</p> <p>___ 1 format is not appropriate for the assignment</p>	<p>Comments:</p> <p>Smoky.</p>

Overall Comments:

RE: Nathan K [REDACTED] LA9

Daniels, Alethea, Ms., CIV, OSD/DoDEA-Europe

Sent: Thu 10/31/2013 2:44 PM

To: Christina K [REDACTED]

Message:  NK DE Feedback.pdf (1 MB)

Hello!

The Writer's Workshop is a continuous journal entry and I just posted a "Writer's Workshop" link in the Communications to make it easier for students to access it. That's perfect for his brother to help him review his paper!

As for the comments, I had to re-record the comments because when I went over his essay the volume was low. The file was too larger to send on my side. However, I have attach written feedback for his essay. This is his first essay and he should be proud of what he wrote...it was a nice start for a first essay esp. with the information given. Nathan will have to focus his topic on teen smoking, as I read his essay it seemed like he really wanted to focus on Advertisements influencing teens to smoke because he mentioned it a few times. He could say, Teens do not realize the health hazards of smoking. Then go into why teens start smoking at a younger age because of the advertisements...and what they don't see are the health hazards. On his paper, I briefly wrote down the topic of each paragraph. He has lots a great ideas and support, but need to work on making it all "work" together. ... transitions. Just need some fine tuning which is what we'll work on this semester. =) Let me know, if you need more clarification!

If Nathan needs more time, just let me know because I know he's working really hard.

Kind Regards,
=)Ms. Daniels

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