

ACT III, Scene II

The Revision

The most challenging aspect of English 1102 was forcing myself to branch out of the AP Lang/Lit style of writing where I crunch a final draft within a small timeframe of 55 minutes. The limits of writing high school papers honestly confined my writing style, holding me back from connecting with my writing voice. I never truly had the opportunity to branch out beyond the three-prong thesis and five paragraph essays. The pressure to stick to strictly what I was expected to do was suffocating throughout high school, especially when I was the only brown person in my graduating class among predominantly white classmates. The model minority pressure crushed me for years in high school when it came to sticking to three-prong thesis rubrics and what was expected of me, but that would change immensely through this course.

Writing essays was no longer brain-vomiting a final draft in 55 minutes and I truly had the opportunity to grow as a writer throughout the revision process. In my very first essay, *The People of Omelas*, I struggled a great deal with finding a sense of direction. I was confused with how to even begin writing my introduction and thesis, and I overall did not know how to format my essay. With a helpful revision process and having multiple drafts, I was able to develop a sense of direction. The relief from the pressure to write everything in one go was lifted and I could work on my essay gradually through drafts. My first draft, especially this first body paragraph, demonstrates how I try to mainly get all my thoughts onto paper to develop an idea of what my paper will physically look like. This is mostly brain-vomiting and getting down my bullet points to establish what my message is. I work on listing my points before I work on tying everything together in my second draft. My third draft essentially polishes the second draft and brings all my points together, disposing of the arbitrary sentences and such.

EXCERPT FROM FIRST DRAFT

- The narrator provides insight into the feelings of the people of the Omelas regarding the suffering of the child, highlighting the helplessness of the people. [develop a transition to](#)

[this body paragraph](#) It helps the reader empathize because the reader shares the same feelings of anger and sadness about the situation the child is in.

"the young people go home in tears, or in a tearless rage when they have seen the child and faced this terrible paradox. They may brood over it for weeks or years." [incorporate](#)

[this better into a paragraph](#)

This gives us a look straight into how the people of Omelas feel and as a reader, we can connect to how they feel. This humanizes them and it firmly develops the fact that these people are not heartless monsters letting a child suffer in a basement. The child in the basement is a burden of a society that makes them feel this way at least initially and the reader can relate to the conflict they feel because even we have to take on burdens as individuals for the sake of happiness. [use](#)

[more language directly connecting your message to this idea/the larger text](#)

This acknowledges the humanity of the people of the Omelas through shared emotion with the reader [keep this in mind \(this is the direction you're taking the paper\)](#)

the humanity of the people of the Omelas through shared emotion with the reader.

EXCERPT FROM SECOND DRAFT

As the narrator of the story carries the reader through the dark secret of the city of Omelas, they dig deeper into the perspective of the people of Omelas, providing insight into their own

complex feelings. [add more to this, mention the larger text](#) Through saying [use different](#)

[wording](#) “the young people go home in tears, or in a tearless rage when they have seen the child

and faced this terrible paradox. They may brood over it for weeks or years” the narrator directly

gives the audience a look into these emotions of anger and sadness that the people of Omelas

experience, demonstrating to the audience that these people are not heartless monsters. They

have complex emotions similar to the reader’s own initial reaction and emotions about the

burden of the child’s suffering, which reveals their humanity and connectedness to the audience.

Through this demonstration of emotions in Omelas, the audience can then reflect and relate to

those same emotions of anger and sadness about suffering [replace this part, throw it out](#) ,

creating a humane, empathetic connection between the reader and the people of Omelas as

humans in the real world also experience these conflicting emotions when it comes to having to

sacrifice one good things for something greater. These emotions and the connection [change the](#)

[wording/sentence and bring the audience more into your message](#) shown in this passage

essentially connects the larger text and the people of Omelas to the reader, shedding a light of

humanity on them.

EXCERPT FROM FINAL DRAFT

As the narrator of the story carries the reader through the dark secret of the city of Omelas, they dig deeper into the perspective of the people of Omelas, providing insight into their own complex feelings and impacting the larger text by creating a connection to the audience's own complex feelings and inner conflict. The story goes "the young people go home in tears or in a tearless rage when they have seen the child and faced this terrible paradox. They may brood over it for weeks or years," directly giving the audience a look into these emotions of anger and sadness that the people of Omelas experience, highlighting the fact that these people are not heartless creatures neglecting a child. They have complex emotions similar to the reader's own initial reaction and emotions about the burden of the child's suffering, creating a humane connection between the reader and the people of Omelas as humans in the real world also experience these conflicting emotions when it comes to having to sacrifice one good thing for something greater- everything down to something as simple as having to give up the comfort of staying in bed to go to class in the morning for quality education. Through this particular insight the passage provides, the reader's outlook on the entire text changes as they develop a deeper connection to the people of Omelas through empathy, shedding a light of humanity on them.

REFLECTING

It hit me as a slap in the face to hear right before the first essay of the semester that the three-prong essay simply was not the best way to go about an essay. The creative freedom was exhilarating, but it forced me to reflect on the writing style I confined myself to for years throughout elementary school, middle school, and high school. I panicked at first. Who am I

without this strict structure that was forced onto me and expected of me for years? What kind of a writer am I without the three-prong thesis and five paragraph essays?

The guidance from both my peers and my lovely teacher helped me regain a sense of direction as I reflected on the new writing process I would have to get used to. My writing voice is beyond AP Lang and AP Lit and the pressures of covert racism. My abilities, my strengths, my weaknesses, and everything in between are more than expectations defining who I am as a person and writer. I truly learned how to take the writing process slower and grow out of my high school habits through the revision process.