

## Practicing Passionate Punctuation with Postcards

This assignment asks you to apply what you've learned and to develop your own written voice and style using punctuation to enhance the tone and add to the meaning of your message. For this assignment, write a postcard message and then analyze your use of punctuation in the message. In the postcard message (part one of the assignment), describe a place you've visited, whether real or imaginary. The person to whom you send the message can be a real friend or family member or someone to whom you imagine sending a message (a celebrity, a fictional character from a book or movie, or someone no longer living).

Draft your message, considering the following questions:

- What is the place?
- To whom are you sending the message?
- What are the sights, sounds, colors, and smells of the place?
- What did you do there – or fail to do? What did you observe others doing?
- Show the reader the place and your own feelings towards it with specifics and vivid details

Once you've drafted the message, review it for punctuation choices. Your message should include at least two of the marks of end punctuation we've studied in this unit: the semicolon, the colon, the exclamation point, and the comma used with a coordinating conjunction.

- **Part One of the Assignment:** Using [Postcard Creator](#), write your message and address it to your reader.
- **Part Two of the Assignment:** In a well-written paragraph on a separate sheet of paper, explain and defend your stylistic choices, commenting on the options for punctuation that you chose and on the options you did not choose. To receive full credit, your paragraph should discuss specific uses (or possible uses that you did not choose) for at least three of the end-stop punctuation options that we have studied in this unit, explaining the effect of the choice on the tone, mood, rhythm, and/or meaning of your message.

### Scoring Rubric for Postcards (Part One)

Categories	3	2	1
<b>Ideas and Audience</b>	The message engages the reader; the ideas are intriguing and/or fun to read.	At times, the message engages the reader; the ideas attempt to appeal to a reader's interests and/or curiosity.	The message is not shaped with a reader in mind; the ideas may seem commonplace, confusing, or unnecessarily vague and abstract.
<b>Details and Description</b>	Specifics and details give the reader a clear and vivid impression of a place and/or an experience.	The message is not well supported with details and specifics. While some aspects of the place and/or experience can be visualized and imagined, others remain vague and abstract.	The place and/or experience is difficult to visualize and imagine; the message may be vague, abstract, or confusing.
<b>Appropriate Punctuation</b>	The writer demonstrates a clear understanding of punctuation conventions and appropriately uses at least two of the marks of end-stop punctuation that have been studied.	The writer demonstrates some understanding of punctuation conventions and appropriately uses one of the marks of end-stop punctuation that has been studied.	The writer fails to demonstrate an understanding of punctuation conventions and does not appropriately use one of the four marks of end-stop punctuation that has been studied.
<b>Style, Voice, and Punctuation</b>	Punctuation choices consistently provide a clear and vivid impression of the writer's tone and attitude.	Punctuation choices sometimes provide a clear and vivid impression of the writer's tone and attitude.	Punctuation choices fail to provide a clear or consistent impression of the writer's tone and attitude.
<b>Tone</b>	The tone and attitude of the writing is consistently appropriate for the audience and the situation of the postcard's message.	The tone and attitude of the writing is sometimes appropriate for the audience and the situation of the postcard's message.	The tone and attitude of the writing is often inappropriate for the audience and the situation of the postcard's message.

**Part Two of the Assignment:** Write a well-developed paragraph that explains and defends your stylistic choices, commenting on the options for punctuation that you chose and on the options you did not choose. Remember that you must discuss specific uses (or possible uses that you did not choose) for at least **three** of the end-stop punctuation options that we have studied in this unit, explaining the effect of each choice on the tone, mood, rhythm, and/or meaning of your message.