

Treatment Plan:

Detailed plan for improving writing through revision.

Treatment Given: Revision Process

Treatment 1: Initial Set Up

Description of first course of treatment:

Typically, I first start planning my papers by choosing my main argument. From there, I break the argument into several pieces. I choose the main ideas I need to argue to achieve proving my point. I use those main ideas as the topics for my body paragraphs. Next, I make bulleted lists under each of the paragraph topics of the ideas, examples, and commentary I want to include to fully develop my main point. Below, you can see my planning process for one of the body paragraphs of my paper 2.

Course of Treatment:

Main Idea/Topic Sentence: Equality and diversity

- Language
 - Spelling, Grammar, Rhythm differences between the two races
 - White Language: ****insert example quotation****
 - Proper, formal diction
 - Trying to show higher education
 - Black Language: ****insert example quotation****
 - Less proper and formal
 - Trying to show lower education
- Imagery
 - Peasant vs unpleasant imagery
 - Imagery of white lifestyle: pleasant
 - ****insert example quotation****
 - Imagery of black lifestyle: unpleasant
 - ****insert example quotation****

Treatment 2: Expansion of ideas, Constructing initial draft of the paragraph

Description of second course of treatment:

Once I have a plan for how I am going to construct the paragraph, I go ahead and write it out. At this point I find the actual quotations I want to use and insert those to improve my argument (seen in yellow). Everything is written out in complete sentences, but not is perfected. This step is mostly

about getting my ideas down on paper, the true definition of a rough draft. I know I will have to refine this, but it is a good place to start.

Course of Treatment:

Equality is the underlying bond of all humans, but is often disregarded because of the diversity amongst the global population. People could not see past their skin color. This is how the racism and its accompanying violence, discrimination, and hatred erupted. This inequality is obvious in "Strange Fruit" because Smith intentionally illustrates the differences between blacks and whites through language and imagery. She draws clear attention to the differences between the two races by making distinct changes to spelling, grammar, and rhythm of the language each race uses. Through sharp and proper English with proficient vocabulary, Lillian implies that the white townspeople have higher education and better diction. To contrast that, Lillian portrays the blacks as having lower education by including diction like "Sho" and "Tollable" (Page 8) instead of sure and tolerable. The differences of the two races dictions and vernacular allow Smith to force her audience into seeing the preconceived conceptions people had about blacks at the time. She continues to show the clear division and inequality between the two by including contrasting imagery for the two lifestyles; The white culture was sweet and pleasant, but the black lifestyle was rough and hard. Harsh and negative descriptions like "looked like a dirty little child who had been spanked for some badness and had cried herself to sleep" (Page 370) were used to describe the black characters and their lifestyle. Whereas, statements like "White girls in cars blew horns, ordered cokes, laughed, crossed their legs" (Page 8) were used to create a much more pleasant and overall happy tone toward white lifestyle. The way that Smith creates these divisions through literary device is subtle, but effective. It makes the audience float into a state of mind of that time period. Feeding the senses, the audience can hear them speak, picture them acting, and is left understanding the division between whites and blacks. By clearly illustrating the distinctions and divide between white and black in "Strange Fruit" Smith efficiently proves to her audience that equality is broken when people are blinded by diversity.

Final Treatment: Treatment 3: Perfecting and polishing

Description of second course of treatment:

In the final round of revision, I add in necessary changes to wording, include additional commentary necessary to improving my credibility and the reader's understanding, and correct any grammatical problems (seen in yellow). In this specific case, I added a quotation from a review written by Anna Greene Smith to show another perspective on Smith's *Strange Fruit* and bring more credibility to my argument about equality (seen in purple). Additionally, my professor clarified he would love for us to distinguish our writing by adding personal anecdotes or examples, so I added in a large section of commentary on my personal experience with equality (seen in blue).

Course of Treatment:

Equality is the underlying bond of all humans, but is often disregarded because of the diversity amongst the global population. This idea explains the vast division between whites and blacks in the South during the 1920's; People could not see past their skin color. This is how the racism and its accompanying violence, discrimination, and hatred erupted. This inequality is obvious in "Strange Fruit" because Smith intentionally illustrates the differences between blacks and whites through language and imagery. She draws clear attention to the differences in vernacular between the two races by making distinct changes to spelling, grammar, and rhythm of the language each race uses. Through sharp and proper English with proficient vocabulary, Lillian implies that the

white townspeople have higher education and better diction. To contrast that, Lillian portrays the blacks as having lower education by including diction like “Sho” and “Tollable” (Page 8) instead of sure and tolerable. This juxtaposition of the two races dictions and vernacular allow Smith to force her audience into seeing the preconceived conceptions people had about blacks at the time. She continues to show the clear division and inequality between the two by including contrasting imagery for the two lifestyles; The white culture was sweet and pleasant, but the black lifestyle was rough and hard. Harsh and negative descriptions like “looked like a dirty little child who had been spanked for some badness and had cried herself to sleep” (Page 370) were used to describe the black characters and their lifestyle. Whereas, statements like “White girls in cars blew horns, ordered cokes, laughed, crossed their legs” (Page 8) were used to create a much more pleasant and overall happy tone toward white lifestyle. The way that Smith creates these divisions through literary device is subtle, but effective. It makes the audience float into a state of mind of that time period. Feeding the senses, the audience can hear them speak, picture them acting, and is left understanding the division between whites and blacks. In a review, Anna Greene Smith claims “It is a story of two regional cultures, Negro and white, conditioned by many factors. There is the Negro group, facing the realities of cultural inheritance and limited training, ...feeling that the whites believe the Negro a Negro and nothing more... *Strange Fruit* has rich passages of the way of the folk and the folk wisdom” (Smith). Personally, I grew up in a place where as a Caucasian I was the minority. My high school was predominantly black and Hispanic which I found normal because I had never experienced differently. We all were mixed in there together and I saw no difference between us. However, coming to UGA I have realized the world is vastly different. Outside my little “bubble” I was no longer a minority, but a vast majority. And shockingly to my disappointment, different races do not mix as freely as they did at home. I find myself walking into Tate Student Center and there is a section where all the black students sit and then the white students are everywhere else. Coming from where I am from, I wonder do they sit there separately by choice to embrace their similarity or do they sit separately because they feel as though they cannot intermix with the rest of the students? While this is not to the extreme that Smith writes about, the division still exists. By clearly illustrating the distinctions and divide between white and black in “*Strange Fruit*” Smith efficiently proves to her audience that equality is broken when people are blinded by diversity.