

AN EXPLANATION OF GRADES[▼]

The following six criteria will provide us a common vocabulary so as to talk about writing throughout the semester. Following each is a brief explanation of what these categories mean in terms of letter grades.

THE "A" EXCELLENT PAPER (90-100 points)

<p>1. Perspective</p> <ul style="list-style-type: none"> -- Voice -- Controlling Idea/ Thesis 	<p>Perspective reveals the experience, the knowledge, and the inclination of the writer. Although perspective is reflected throughout the entire composition, it is most clearly evident in the writer's voice-- the writer's personality on the page-- and the thesis, which is clearly defined, insightful, and sets the parameters of the composition.</p>
<p>2. Audience</p>	<p>The writer orients the readers by employing word choice and tone appropriate to his/her purpose, and audience (i.e., providing background information in the introduction and defining/modifying key terms).</p>
<p>3. Support</p>	<p>The complexity of ideas is recognized, and the thesis is substantiated through relevant supporting details, thoughtful analysis, and appropriate references to assigned or chosen texts.</p>
<p>4. Organization/ Coherence</p>	<p>Essay structure (from sentence to sentence, paragraph to paragraph, beginning to end) reflect a clear, logical and smooth development of the controlling idea.</p>
<p>5. Sentence Structure/ Diction</p>	<p>Good writing is replete with smooth and varied sentence structure, appropriate and fresh word choice.</p>
<p>6. Grammar/ Punctuation/ Spelling</p>	<p>Good writing has only rare and isolated errors.</p>

[▼] adapted from the grading criteria by Elizabeth Sommers, Deborah Swanson, Sugie Goen, & Helen Gillotte of SFSU

THE "B" VERY GOOD PAPER (80-89 points)

In terms of the first four categories, a "B" paper is similar to the "A" paper, except that it lacks some of the distinguishing marks of the "A" paper. (For example, the central idea of the "B" paper, although it is defined and appropriate, lacks the insight of the "A" paper; the organization may be clear but predictable; the support, although relatively full and specific, may be less extensive and varied.)

The "B" paper also contains a variety of sentence structures with only rare or isolated errors in grammar, punctuation, and spelling.

THE "C" FAIR PAPER (70-79 points)

The "C" paper adequately fulfills its purpose. It has many commendable features, certainly including a controlling idea and a recognizable organizational structure. It provides support for its thesis through specific examples and elaboration. It contains, at most, only isolated errors in grammar and punctuation, with only occasional misspellings. The sense of audience and purpose is there, and the authorial voice may show engagement with the topic.

Despite these strengths, the "C" paper may be limited in one or more of the categories aforementioned. (For instance, the central idea may be too general or predictable; organization may lack some necessary transitions; support may be insufficient in places.) In general, however, this is a sound and acceptable piece of writing.

THE "NP" UNSATISFACTORY PAPER (69 and below)

The "NP" (not passing) paper has one or more of the following characteristics:

- Did not follow the assignment
- No recognizable controlling idea
- No clearly defined or apparent plan of development
- Disunified or incoherent paragraphs
- Consistently vague and non-specific support
- Consistently inaccurate or inappropriate word choices
- Frequent awkward sentence structure
- Frequent errors, both major and minor, in grammar, punctuation and spelling

Grading Policy

A "C" is an average grade for a student. It means that a writer has done most, if not all, of the preparatory reading and pre-writing for an essay; has participated in group discussion; has worked through and prepared a draft; has received response from a peer group and/or me; has revised the essay as necessary; and has submitted the essay in final form for evaluation.

Your growth as a writer will occur as a result of your writing practice as well as the feedback you get from workshops, conferences, and written comments. A grade of "C" in this class requires a great deal of work; writers who receive "C" grades will show a great deal of improvement throughout the semester. This is an honorable grade and must be earned through serious effort.

EXPRESSING LOGICAL RELATIONSHIPS BETWEEN IDEAS: AN OVERVIEW OF SENTENCE COMBINING STRATEGIES

Some people think that short sentences are easier to understand, but research shows that *well-written* longer sentences are more readable. This makes sense because longer sentences explicitly show the logical relationship between ideas, giving the reader less work to do. For example:

- I'm going to see my aunt. She makes chocolate chip cookies.
- I'm going to see my aunt when she makes chocolate chip cookies.

In the first example, the reader has to guess what connection, if any, exists between your visit and your aunt's cooking. In the second, the reader is told the connection. Combining sentences also eliminates repetition and increases fluency.

Relationship	Coordinators Can join sentences CS, COORD CS.	Subordinators Can join sentences CS SUB CS. SUB CS, CS.	Transition Words Cannot join sentences CS; TRANS, CS. CS. TRANS, CS.
<i>Addition</i>	and, nor		also, further, additionally, furthermore, moreover, similarly
<i>Contrast and Concession</i>	but, yet	although, while, even, though, even if, whereas, though	however, still, nevertheless, otherwise, on the other hand, instead, nonetheless, alternatively
<i>Effect/Cause</i>	for	because, since, as	
<i>Cause/Result</i>	so	so that, in that, in order that	therefore, thus, consequently, hence, as a result
<i>Choice/ Alternative</i>	or		on the other hand, conversely
<i>Condition</i>		if, unless, provided that	otherwise
<i>Time</i>		after, before, as, as soon as, since, when, while, until	then, next, previously, subsequently, afterward

CREATING YOUR OWN ARGUMENT (THESIS) ON A TOPIC

Brainstorm various issues and ideas connected with your topic:

Creating a thesis: Remember: every thesis and topic sentence must contain not only a topic but also opinion words which tell us the attitude of the writer toward the topic.

(1) Form questions using words from the brainstorm (use the journalist's questions-- why, who, when, where what, how)	(2) Create a thesis; answer the questions (seek opinions that need to be proven, not unarguable facts)	(3) Deepen the thesis by asking "so what?!" Why should we be concerned? How is this important? What can be learned from this?
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Practice in creating a thesis:

(1) Create **questions** using words from the brainstorm:

(2) **Answer** your best questions:

(3) **Deepen** several of your answers to #2; take them a step further by asking "so what"? Why should we be concerned? How is this important?

DEVELOPING PARAGRAPHS WITH P.I.E.*

Reading

When reading an expository text, one which aims to inform, explain, and/or analyze, it is important to be able to distinguish between the paragraphs' points, information, and explanation. When you are able to do so, you can then more easily determine what the author's main ideas are as well as what the writer is using as evidence for his or her claims. You also will be able to better analyze an essay when you can break it down into its various components. While many paragraphs will contain all three PIE elements, not all will. It is possible for an author to distribute these elements among various paragraphs depending on paragraph length and desired emphasis.

Writing

When writing university-level, academic essays, you want to compose paragraphs that are purposeful, meaningful, and convincing. One way to ensure that you do so is to make use of the PIE elements. Using these elements will help you organize and structure your ideas, construct rich and insightful analysis, and avoid simply summarizing or listing points. With such well-developed paragraphs, you will keep your readers informed and engaged, guiding and persuading them instead of losing and confusing them.

The POINT of a paragraph is

- The purpose of the paragraph
- A claim made by the author, which is his/her opinion (something he or she will support and/or prove in the paragraph)
- A main idea which relates back to and supports the essay's thesis/controlling idea

The INFORMATION of a paragraph is

- Evidence from other sources (paraphrases and/or short quotes from other authors)
- Personal experience (stories, anecdotes, examples from the author's life)
- Elements from popular culture (song lyrics, movie lines, TV characters, celebrities)
- Definitions (from the dictionary, the readings, or another source)
- Statistics (polls, percentages, data from research studies)
- Facts (from observation, personal experience, historical events, or research)
- Results (from research studies, interviews, surveys)

The EXPLANATION of a paragraph is

- Interpretation, analysis, and evaluation of the information
- Commentary on the accuracy (or inaccuracy) of the information
- Connection of the information to the point (i.e. how does the information demonstrate or illustrate the point of the paragraph?)
- Connection of the point and information back to the thesis (i.e. how does this paragraph support the controlling idea of the essay?)

Making sure you've got enough "E" in your P.I.E.

Ask yourself *how, why, and what* questions:

- What is the most important idea the reader should get from this paragraph?
- How do my examples help me prove my point?
- Why did I choose this quote? How does it help me?
- How can I state this idea another way to make sure the reader understands my point?
- How can I introduce this example or quote to help the reader see where I'm going with it?
- What are some consequences/results/implications/ramifications of the information I just gave the reader?
- Why is this information important? What does it suggest to me? to the reader?
- How is this information related to my overall point for this paragraph?
- How is this information related to my overall thesis, or other points I make in this essay?

Exercise One:

The following is excerpted from the essay "Mother Tongue" by Amy Tan. The paragraph has been broken up into its parts. Look over these pieces and answer the following questions.

Point:

You should know that my mother's expressive command of English belies how much she actually understands.

Why is this considered a POINT?

Information:

She reads the Forbes report, listens to Wall Street Week, converses daily with her stockbroker, reads all of Shirley MacLaine's books with ease--all kinds of things I can't begin to understand. Yet some of my friends tell me they understand 50 percent of what my mother says. Some say they understand 80 to 90 percent. Some say they understand none of it, as if she were speaking pure Chinese.

Why is this considered INFORMATION?

Explanation:

But to me, my mother's English is perfectly clear, perfectly natural. It's my mother tongue. Her language, as I hear it, is vivid, direct, full of observation and imagery. That was the language that helped shape the way I saw things, expressed things, made sense of the world.

Why is this considered EXPLANATION?

*Courtesy of Erica Halk's *English 846 Reader*

MLA FORMAT—CITING YOUR SOURCES

When you mention a source for the first time, whether quoting, paraphrasing, or summarizing, you'll need to cite at least these two key pieces of information: the author's last name and the page number. Subsequent references, when the work being discussed is clear, need only the page number. Citations should be as concise as possible but complete enough so that readers can find the source on the works cited page. Access the website listed at the end of the handout for the works cited page format.

Notice that the period goes after the parenthetical page number; in all other instances, commas and periods are placed inside quotation marks. Punctuation marks other than commas or periods go outside the quotation marks unless they are part of the material quoted.

Below is the MLA (Modern Language Association) format. (When in doubt, ask your instructor what format s/he requires.) Bear in mind that you cannot simply plop down a quote; you need to lead up to it so that it doesn't interrupt the flow of your own text (a.k.a. a "signal phrase"). Also, always explain how a passage relates to the point you're making in that paragraph.

MLA FORMAT FOR IN-TEXT QUOTES

1) Identify the speaker and context of the quote.

Example: Kassie Siegel, an attorney for the Center for Biological Diversity who filed a lawsuit against the federal government for failing to list the polar bear as an endangered species, argues, "Doing nothing means extinction for the polar bear. That's what the [Bush] administration is doing—nothing" (Joling A2).

2) Lead in with your own idea.

Example: The polar bear is being driven to extinction due to loss of its habitat in the Arctic: "Polar bears depend on sea ice for hunting seals, denning and giving birth. Conservation groups say the loss of sea ice due to global warming is accelerating" (Joling A2).

3) Formulas

- In (a title of a book is underlined or in italics; a magazine or newspaper article is enclosed in quotation marks), (author) writes/ argues/ explains/ describes, "quote" (#).

Example: In "Conservationists Sue for Polar Bears," Dan Joling writes, "Some climate models have predicted the Arctic will be free of summer ice by 2030. A US Geological Survey study predicted polar bears in Alaska could be wiped out by 2050" (A2).

- According to (author) in (title), "quote" (#).

Other related rules:

1) Indicate to your reader that you have skipped words with ... Use a single line of spaced periods to indicate the omission of a line or more of poetry or more than one paragraph of prose:

2) Any words that you substitute in order to clarify the meaning belong in brackets (i.e., [words that clarify a word's or words' meaning]).

The same holds true for any revisions to the grammar so that it fits into your sentence:

Example: Smith argues that Dostoevsky "present[s] the narrator as teetering on the edge of insanity"(24).

3) Any quote that exceeds more than four lines of prose should be "separated" from the text of your essay. The prose should be double spaced and indented ten spaces from the left margin, with the right margin the same as for the text. No quotation marks are necessary since the indentation indicates that the passage is a quotation.

For more information on proper MLA format, please go to
<http://www.bedfordstmartins.com/hacker/resdoc/default.htm>

EVALUATING YOUR DRAFT: THE CHECKLIST

“There is no such thing as good writing, only good rewriting” -- Louis Brandels

“Write freely and as rapidly as possible and throw the whole thing on paper. Never correct or rewrite until the whole thing is down. Rewrite in process is usually an excuse for not going on.” -- John Steinbeck

“When students complete their first draft, they consider the job of writing done—and their teachers too often agree. When professional writers complete a first draft, they usually feel that they are at the start of the writing process. When a draft is completed, the job of writing can begin.” -- Donald Murray

Revising: For experienced writers, revising is rarely a one-step process. When you revise a paper, the larger elements of writing generally receive attention first—the focus, organization, paragraphing, content, and overall strategy. Improvements in sentence structure, word choice, grammar, punctuation, and mechanics come later when you *edit* the paper.

Make Global Revisions: Global revisions address the larger elements of writing. Usually they affect chunks of text longer than a sentence, and frequently they can be quite dramatic. Whole paragraphs might be dropped, others added. Material once stretched over two or three paragraphs might be condensed into one. Entire sections might be rearranged. Even the content might change dramatically, for the process of revising stimulates thought.

Checklist for Global Revisions:

Purpose and Audience

_____ Does the draft accomplish its purpose—to inform readers, to persuade them, to entertain them, to call them to action (a combinations of these)?

_____ Is the draft appropriate for its audience? Does it take into consideration the audience’s knowledge of the subject, level of interest in the subject, and possible attitudes toward the subject?

Focus

_____ Does the introduction and conclusion focus clearly on the main point?

_____ Are any ideas or paragraphs off the point?

Organization and Paragraphing

- _____ Can readers follow the overall structure?
- _____ Are ideas ordered effectively?
- _____ Does the paragraphing make sense?
- _____ Are any of the paragraphs too long or too short for easy reading?

Content

- _____ Is the supporting material persuasive?
- _____ Which ideas need further development?
- _____ Are the parts proportioned sensibly? Do major ideas receive enough attention?
- _____ Where might material be deleted?

BENEFITTING FROM PEER RESPONSE

Your writing instructor is not the only person who can give you advice on your writing, help you grow as a writer, and stretch your ideas and understanding on a topic. Your classmates are also a valuable source of writing advice. Peer response is valuable because it enables you to expand your writing audience and receive a broader range of ideas and perspectives on your writing. However, for peer response to be a positive and helpful process for everyone, here are some useful guidelines:

Overall “Good Practices” for Peer Response:

- As you read your essay to your peers, **do not stop to explain or apologize**. If you need to explain then the argument cannot stand alone on the page, and no one needs to apologize as we are all working on strengthening our writing skills.
- When you get advice from your peers, listen quietly and take notes. **Do not argue with your peer response members**. You are the author so ultimately if you do not agree with someone’s point, you do not need to incorporate that change.
- When giving advice, remember that it is difficult hearing criticism from others so **be tactful and never insulting**. Instead of saying for instance, “That part was kind of lame because I was totally confused,” try a more tactful approach: “I was a little lost in paragraph 3; perhaps you could expand on your example with your grandmother to make it clearer.”
- When giving advice, also **be honest**. It actually is not helpful to simply tell someone, “Yeah, it was good; I liked it.” This gives the student no avenues for revision. If you are confused someplace or if an example seems off topic, or if the thesis is weak, be honest and tell them your opinion. Not doing so and letting a student think everything is “fine as is” can be more hurtful than the truth.
- **Balance your criticism with praise**. Do not forget to tell the author what you liked about the essay as well. Sometimes we get too focused on “fixing” things and forget to tell people what we liked or what they did well. Be sure to do both as you give feedback and you’ll find people are more receptive when you tell them positive comments along with suggestions for improvement.

ESSAY COVER LETTER GUIDELINES*

For each essay, you will include a cover letter in which you reflect on your writing process and the final product. The letter fulfills two goals:

- It encourages you to think critically about yourself as a writer.
- It offers me insight on what you are trying to accomplish in your writing and how successfully you do so.

Your letter should be typed in a standard, 12 pt. font and be double-spaced.

In your letter, answer the following questions:

- 1) On a scale of 1-10 (1 being the easiest and 10 being the hardest), how difficult was this essay for you? Explain.
- 2) What are you trying to say, prove, or argue in this paper? That is, what is your main point or purpose (aka thesis/controlling idea)?
- 3) How well do you think you support your thesis/controlling idea? Explain.
- 4) What are you most proud of in this paper? That is, what works well? Explain.
- 5) What do you think you still need to work on in this paper? Where or when did you struggle or get frustrated? Why?
- 6) Is there anything in particular you would like me to comment on? Be specific: Don't just say, "Is my paper good?" or "How could I make my paper better?". Rather, ask questions like, "Do I go off topic in paragraph two?", "Does my introduction sufficiently set the reader up for my argument?", "Is my point in paragraph three clear?"

ESSAY FEEDBACK

The following rubric (see next page) is what I will use to give you feedback on your essays. I have broken the rubric down into categories that represent what I take into consideration. While your content (the purpose, support, and analysis) is most important to me, your sentence clarity and fluency is also of great significance. An essay that establishes and maintains a strong argument is worthy. But, if the reader is overwhelmed by confusing sentence structure and excessive errors, he or she will lose sight of your thought-provoking message. In other words, take each category of the rubric seriously.

For your first couple of drafts, it is okay to have check marks in the “Needs Work” column. But, your ultimate goal is to have no check marks in the “Needs Work” column. A “needs more work” rating in any one category may be sufficient to render the essay not passing. A passing essay is usually at least “fair” in all areas.

If only the “Proofreading” category is marked as “Needs Work,” you will likely receive an “E” instead of a grade. “E” means edit, and as such will not be considered a revision; “E” means that your essay is passing, but you must attend to the grammar by the given due date in order to receive credit.

However, check marks in the “Needs Work” column for the other categories mean you need to do a **substantial** revision. For example, if I say that your “support” needs work, you need to do more than just add one or two sentences here and there. You need to seriously think about how to add to or re-work your analysis. If you feel stuck, work with me and/or a tutor to brainstorm ideas. Sometimes it’s just a matter of talking through some ideas to unleash what’s lurking in your subconscious. On your essays, I will offer advice for revision and ask you specific questions which I would like you to answer thoroughly. These comments should guide you in figuring out how to revise substantially, an opportunity you should take since the best way to improve your writing is by drafting and drafting yet again!

<p>If you have questions about the rubric or my comments on your essay, please do not hesitate to talk to me. I am always more than happy to assist you in this class.</p>
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Writer: _____ Essay # _____

	Excellent	Very Good	Fair	Needs More Work
ASSIGNMENT FULFILLMENT: Does the essay fulfill the requirements of the writing task?	-----	-----	YES	NO
INTRODUCTION AND THESIS: Does the introduction have a grabber? Does it provide adequate background information to orient the reader?				
Does the thesis propose an argument?				
LOGICAL ORGANIZATION: Is each paragraph focused on a single sub-point that relates back to or supports the thesis? Does each paragraph have a topic sentence that states its main point? Does the essay transition smoothly from paragraph to paragraph?				
SUPPORT → INFORMATION: Is each sub-point substantiated with enough relevant examples and/or quotes to persuade the reader?				
SUPPORT → EXPLANATION: Is the significance of the examples and/or quotes explained? Is the analysis particularly interesting or thought provoking?				
MLA FORMAT: Are quotes preceded by signal phrases that provide adequate context for the reader? Are the quotes cited according to MLA format?				
CONCLUSION: Does the conclusion effectively reiterate the thesis and main supporting arguments and leave the reader with something to think about?				
SENTENCE CRAFT: Is the writing clear and make effective use of coordinators, subordinators, adjective clauses, etc.?				
PROOFREADING: Does the essay employ correct grammar, punctuation, and spelling?	No errors	1 or fewer errors/page	2 or fewer errors/page	3 or fewer errors/page

GRADE:

UNDERSTANDING INSTRUCTOR COMMENTS ON ESSAYS

If your instructor has taken the time to put a lot comments on your essay (and this is one of the most time consuming aspects of a writing instructor's job), feel complimented and take a moment to truly understand the advice s/he is offering. On a separate page, answer the questions below in order to fully understand the advice offered as well as to understand your writing strengths and areas which need improvement:

(1) Re-read all the comments on the essay and list below the **main aspect** your instructor is advising you to revise. In other words, what should be your number one priority as you begin revising this essay?

(2) Next, **sum-up all the revision advice** your instructor has offered; in other words, examine the comments focused on the essay's thesis, topic sentences, organization, supporting examples, development of those examples, use of outside research, etc.

(3) Now, **sum-up all the editing advice** your instructor has offered; in other words, examine the comments focused on the grammar, spelling and mechanics of the essay. What repeated patterns of error are present?

(4) Describe here the **main areas** you are going to focus on as you revise this essay:

REVISING AND EDITING*

WHAT DOES IT MEAN TO EDIT?

Editing refers to fixing the surface-level issues of your essay on the sentence level. This includes clarity, grammar, punctuation, and spelling. **Everyone edits.** You will find abbreviations in the margins of your essay. Use “Editing Marks and Their Explanations” for information on what my marks mean and consult with a writing handbook, a tutor and/or me on how to fix them.

If you receive an “E” on your essay instead of a grade, you can assume that your essay is passing, but the grammar, punctuation, and spelling must be attended to in order to receive a grade. If you are **ONLY** editing, make the designated changes in pen above the error on the essay with my comments, and re-submit for a grade by the designated due date. If you don’t edit at all, points will be deducted for all of the errors. If you edit, points will be deducted for any remaining errors, so it’s worth it to take the time and energy to carefully proofread and perhaps go over your essay with a tutor before re-submitting.

If you are **BOTH** revising and editing, make these changes on your computer after you have revised the content so that the changes appear in the new, revised version that you turn in.

WHAT DOES IT MEAN TO REVISE?

Revising means to **re-think and re-write** your essay in terms of content, to re-think the clarity and strength of your argument (thesis), body paragraphs, introduction, and conclusion. Revising may mean re-writing large chunks of your essay, taking out whole paragraphs and replacing them, reorganizing your paragraphs, adding support and/or analysis, or clarifying your points.

Re-thinking:

1. Read over all feedback, paying special attention initially to all content-based comments (i.e. ideas, support, explanations, thesis, organization, etc.).
2. Highlight any comments that you do not understand or that you disagree with. Work with me for further clarification or guidance.
3. Jot down ideas on another sheet of paper or in the margins of your essay regarding how you will address each bit of advice. You are responsible for attending to all feedback, so take time to complete this step.
4. In re-thinking your work, you may realize that you need to significantly re-construct your essay. If so, that is okay. The best way to grow as writers is to play with our writing, to take note of what does not work and mold it into something that does work.

Re-writing:

1. Once you have a clear sense of what you need to do, then go back into your essay on your computer and add, delete, move, and re-word.
2. As you rewrite, check off each comment on the original as you attend to it. This way you can keep track of what you have completed and what you still need to do.

3. Highlight all changes on the revision.
4. When you are done with all the steps mentioned above, submit (a) the original with my feedback on it and the gradesheet, and (b) the revision—with major changes highlighted.

Editing Marks and Their Explanations

Rather than fix the errors in your essay, I'll mark the errors in the margins next to the line where they occur so that you can learn by doing. How? You must locate the designated error in the line and fix it in pen on the essay itself. Sometimes I will have underlined the error, or even fixed it, especially the first time it occurs in your paper. Most times, though, you will have to find it for yourself. If there is more than one problem in the line, the notations will appear in the order that the errors appear in the line. Usually you will not need to rewrite the sentence or line. You can consult any writing handbook in the Learning Center or writing center websites for these errors, as I tried to use conventional terms for these errors. If, after you have consulted the handbooks and websites and you are having difficulty locating and fixing the errors, discuss them with a tutor and/or me.

- 1) Run-together sentence, run-on sentence, or comma spliceRTS
- 2) Sentence fragmentfrag
- 3) Spelling/ typosp
- 4) Homonyms.....homonym
- 5) Word choice.....w/c
- 6) Apostrophe used in possessives.....poss
- 7) Subject/Verb agreement.....s/v
- 8) Verb tense.....verb tense
- 9) Capitalizationcap
- 10)MLA documentation.....MLA
- 11)Misplaced and dangling modifiersdm
- 12)Faulty parallelism//

*adapted from Erica Halk's *English 846 Reader*

JOURNAL ENTRY GUIDELINES

In journal writing, don't be overly concerned with grammar, but do put a lot of thinking into your journals since they will be key to fruitful discussions in class. Following are some ideas for your journals:

- 1) Choose a quote(s) from the reading and comment on its meaning, significance, and/or impact on you as a reader. Be sure to indicate the page number of the quote(s).
- 2) Comment on one or more of the characters that you've encountered in the reading. For example, on a scale of 1 (love) –4 (hate), where would you place that character and why? What did you think of her/his relationship with others? How does s/he change/grow/develop? Why is s/he significant?
- 3) Pinpoint significant issues/themes that have surfaced in your reading and comment on them.
- 4) Comment on particular ideas, characters, or events in the readings that caused you to reflect on your life and experiences.
- 5) Write about what the reading has revealed or taught you.
- 6) Write a letter to one of the characters about an issue, problem, etc. that has surfaced within the reading.
- 7) Pretend that you are one of the characters, and write a "Dear Diary" entry related to an occurrence, issue, etc. within the reading.
- 8) On a blank sheet of unlined paper, sketch/draw a concept, character, or scene from your reading. Then include a one-page written explanation of how that sketch/drawing represents your understanding of the reading.
- 9) Explore what confuses you about the story, describing what confuses you and why.
- 10) Make connections between the events in the story and recent events, such as stories on the news, or other texts that you've read, such as poems, lyrics, short stories, other books.

DIALECTICAL JOURNALS

Directions: For each dialectical journal, write about four key passages from the assigned pages by (a) identifying which theme it addresses, and (2) analyzing the quote. See below for some suggestions.

PASSAGE QUOTED USING MLA FORMAT, WITH A SIGNAL PHRASE AND PAGE NUMBER	THEME AND ANALYSIS
<p><i>Example:</i></p> <p>Walmart is the contemporary version of manifest destiny, but rather than conquer people for their land, they're conquering people for their money: "...Wal-mart is awesome, the capitalist equivalent of the wide-open spaces and endless horizons of the American geographical frontier" (Ozeki 35).</p>	<ol style="list-style-type: none"> 1) Briefly identify which theme the passage addresses: 2) Analyze the passage, considering one or more of the following: <ul style="list-style-type: none"> • What insights do you gain about the theme from the quote? • Why do you find the passage to be thought provoking? • What do you think about the idea expressed in the quote? Do you agree or disagree? Why or why not? <p>Impact of Chain Stores</p> <p>Walmart in America feels as ubiquitous as McDonalds in Manhattan. Walmart mega-stores offer all types of products dirt cheap, so they appeal to consumers. Perhaps consumers even emerge with products they don't even need because they couldn't pass up a deal?! Unfortunately, big box stores like Walmart put the smaller, usually local and sometimes family owned stores out of business. These small businesses don't have as many consumer options, and their products are often more expensive because they can't buy in bulk.</p>

TACKLING A FULL LENGTH TEXT

Reading a full length text is different from reading a shorter piece because there is a lot more information that you will need to process and retain. Below are some strategies to break apart a full length text to improve your understanding of it as a whole:

- **Create a Character Study:** Oftentimes full length works of fiction and non-fiction have many characters that can become confusing. At any point in the novel or text (it can even be after the opening chapter), brainstorm as a class all the major and minor characters. Then individually or in groups, describe each character answering the following and use examples from the text (provide page numbers) which illustrate what you mean:
 - What is his/her personality like?
 - What have we learned so far about this person?
 - What actions has this character taken and what does this reveal?
 - What do you think this character will do as the story continues to unfold?
 - How is the author using this character? In other words, what does the author want to say, reveal, or teach the reader through this character?
- **Be a Character:** Sometimes it is easier to understand a character if you try to put yourself in his/her shoes for a little while. Select a character from the text and write a letter to another character in the novel or to one of your classmates in the tone and voice of that character; in other words, *be* that character as you write.
- **Create or Re-Name the Chapters:** In order to keep fresh in your mind what happens as the story unfolds, rename each of the chapters in the book to accurately capture what occurs and what is significant in the chapter. If there are many chapters, you can work as a class dividing up the chapters and then reporting your new chapter titles.
- **Create Timelines:** In long works, it can also be a challenge to keep straight all the events that occur. This can be especially challenging in texts that do not follow chronologically but rather jump back and forth between the past and present. Individually or in groups, you and your classmates can create chapter timelines chronicling all that occurs and you can also create an overall timeline spanning the entire book. Include page numbers on your timeline, so if you need to move around in the book later to find quotes for papers, the process will be much easier.
- **Brainstorm Themes:** Most likely you will be writing an essay and/or taking a written exam on any full length college text that you read so understanding the overarching themes in a full length text becomes very important. The theme in a work is the main idea or ideas the author is conveying. Brainstorm in-class the

key themes of your full length work and then have each group take one of those themes and find scenes and examples (provide page numbers) in the book that illustrate that theme.

- **Pulling Quotes:** Selecting important and telling quotes is a skill you want to develop as you will use quotes in any paper you write on a full length text. Focusing on a chapter, pull out a key quote and be prepared to explain why you chose it, why it is significant and what it reveals about the characters or storyline.

WRITING ABOUT LITERATURE

“Fiction is like a spider’s web, attached ever so slightly perhaps, but still attached to life at all four corners.”
--Virginia Woolf

There are no rigid rules of how to write about literature, but here are some general guidelines and useful advice:

The Introduction: In addition to a grabber, briefly summarize the text and the issue/issue that is pertinent to your essay. Typically this overview will lead up to your thesis.

The Thesis: Generally, you want to state your thesis (your central argument) in your opening paragraph. You don’t want to begin with several pages of plot summary and *then* introduce what point you want to make. Assume your reader has read the work you’re analyzing, and provide summary *only* in so far as it moves you toward your central argument. There are several ways to generate a thesis:

- The “Significant Question” Approach—Identify an important question to be asked about the text. Questions are not all created equal, so be prepared to explore several questions before you arrive at one that you can persuasively answer, and that is worth answering. Your answer to your question will be your thesis.
- The “About” Approach—Explain what the text is about... don’t simply rehash the plot, but rather brainstorm and explore the themes/ issues the text addresses.
- The “Respond to the Prompt” Approach—In some instances, your instructor will pose a question which you should directly answer.

The Body: In searching for your strongest supporting points to back up your thesis, don’t forget some valuable methods of generating ideas such as freewriting, brainstorming, clustering, and asking yourself the journalist questions of who, what, where, when, why and how. Also ask yourself, “What points does my thesis require me to cover?” Be sure that *each* supporting point *directly* connects to and supports your central argument.

Topic Sentences: A good topic sentence is a one sentence summary of a paragraph’s main point and acts as a signpost pointing in two directions: backward toward the thesis of the essay and forward toward the body paragraph. Usually the topic sentence comes first in a paragraph because, especially in writing about literature, beginning a paragraph with straight plot summary will appear unnecessary for someone familiar with the work you are discussing. Instead, present the point you want to make and then *prove it* through recounting specific scenes or events.

Quoting: When writing about literature, be certain in the body of the essay to quote from the story and refer to specific events from the story to support your argument. Avoid dropping quotes in your essay that are not attached in any way to your discussion.

Example of a dropped quote: Instead of being disappointed in her son when he shatters her dream, Mama seeks to understand him. “There is always something left to love. And if you ain’t learned that, you ain’t learned nothing” (145).

Instead, use a signal phrase, which usually includes the speaker’s name, to prepare readers for the quotation:

Quotation with a signal phrase: Instead of being disappointed in her son when he shatters her dream, Mama seeks to understand him. As Beneatha starts to condemn her brother for losing the remainder of the insurance money, Mama whose trust has also been deeply betrayed, surprisingly comes to his rescue and asks her daughter to do the same: “There is always something left to love. And if you ain’t learned that, you ain’t learned nothing” (145).

Note that you’ll need to explain how these quotes and references shed insight on the points you’re making.

The Conclusion: As you seek to wrap up your discussion, you can repeat the main points you have made in your essay, but avoid presenting them in a way that merely ticks off your points in a checklist fashion. Instead, try to take your analysis a step further. What is the *significance* of what you’ve said in the body of your essay?” How does the particular aspect of the story you’ve examined contribute to the *overall meaning* of the story? How does or doesn’t the meaning of the story relate to you—to all of us?

The Mechanics:

(1) Generally, literature is written about in the present tense.

Example: Hansberry describes, illustrates, questions, etc..

(2) Use an MLA format of citation when writing about literature. When using a line of quoted text, follow it with the page number in parentheses.

Example: Mama quotes her deceased husband as saying, “Seem like God didn’t see fit to give the black man nothing but dreams—but He did give us children to make them dreams seem worthwhile” (45).

(3) When quoting a longer passage (more than four typed lines) or an exchange of dialogue, set this off as a block quotation (indented more than the rest of your text). Be sure to cite the page number following the format below:

Example: Following the loss of her tuition money, Beneatha, in a moment of frustrated disillusionment, tells Asagai that hope for the future is pointless because we all move in circles instead of progressing forward. Asagai refuses to accept her fatalistic view and argues for the importance of preserving the dreamers in society:

What you just said about the circle. It isn't a circle—it is simply a long line—as in geometry, you know, one that reaches into infinity. And because we cannot see the end—we also cannot see how it changes. And it is very odd but those who see the changes—who dream, who will not give up—are called idealists...and those who see only the circle we call *them* the realists. (134)

As you can see, when you quote longer pieces of text, quotation marks are unnecessary and the page number which follows in parenthesis goes *outside* of the period.

- (4) Use ellipses (three periods...) when you omit part of the text in a quotation, and brackets [like up] if you have to add something to make the quotation fit into your sentence.
- (5) Always refer to authors by their last names unless you know them personally.

QUESTIONING LEVELS *

Many times, the best way (or even the only way) that we as readers, writers, and thinkers can gain a true understanding of texts, and be able to then discuss them thoughtfully and write about them analytically, is if we know how to ask questions. To gain deeper appreciation for what authors are asserting or to further explore the claims we wish to make in our own writing, we must first know what types of questions are useful to pose. Once we have a sense of the variety of inquiry that we can engage in, we can then be more effective as active readers, writers, and thinkers.

Level	Cues	Purpose→ This kind of question helps you:
Level 1: Factual	Who What Where When	Recall information drawn strictly from the text you are reading, such as for a summary.
Level 2: Inferential	Why How In what ways... Compare/contrast Summarize Predict	Make inferences and interpret the text or your research based on the information in the text or the research, as well as on your prior knowledge.
Level 3: Critical & Evaluative	What do you think about... Agree/disagree and why Statements that <ul style="list-style-type: none"> • Judge • Defend • Justify 	Develop a point of view, a stance, an opinion, about the ideas in the text you are reading or the topic you are researching.
Level 4: Divergent	What if... How might... What would happen if... Hypothetically...	Generate new ideas, new perspectives about the ideas in the text or about the topic you are researching.

* Courtesy of Georgia Gero- Chen, who based it on Patricia Call's "Reflective Questioning: A Strategy to Review Notes," Journal of Adolescent & Adult Literacy (2000, February)

DENOTATION/ CONNOTATION

The terms denotation and connotation are useful when clarifying the meaning of words. **Denotations** are what words literally mean. For example, *cautious* and *wary* may denote the same idea: forethought to minimize risk. Their connotations, on the other hand, are not the same. **Connotations** are the feelings or emotions the words suggest or imply; when viewed positively or negatively, the word are referred to as having positive or negative connotations. With the aforementioned example, *wary* packs more of an emotional punch than *cautious*, for *wary* emphasizes suspiciousness and alertness in watching for danger.

Directions: Reorder the following sets of words from positive to neutral to negative, when applicable. Then write a plus, minus, or O beside each word/phrase that carries a positive, negative, or neutral connotation respectively.

- 1) alcoholic social drinker wino
 Example: social drinker + wino - alcoholic ---
- 2) stubborn pigheaded firm
- 3) undependable person flake carefree spirit
- 4) handicapped cripple differently-abled
- 5) girl doll lady
- 6) plump portly obese
- 7) genocide ethnic cleansing final solution
- 8) white lie deception falsification
- 9) fixer-upper trashed handyman's dreamhouse
- 10) died passed away croaked
- 11) elected official politician statesman
- 12) subordinate compliant servile
- 13) fearless foolhardy daring
- 14) inquisitive curious prying
- 15) cheap thrifty frugal
- 16) manly virile chauvinistic

*This assignment was adapted from Marlys Mayfield's *Thinking for Yourself* (4th edition) and Norman Prince's Reading 836 handout.

FACTS, INFERENCES, AND JUDGMENTS[▼]

Inferences are as solid as the facts upon which they are based. Inferences can be thought of as opinions or value judgments. But like any opinion or value judgment, you are more likely to be convinced if they are based on logical reasoning and sufficient evidence. Here are some definitions to keep in mind:

- **FACTS: SOMETHING THAT CAN BE VERIFIED THROUGH YOUR OWN OBSERVATIONS, OTHERS' OBSERVATIONS, STATISTICS, BOOKS, NEWSPAPERS, MAGAZINES, TELEVISION PROGRAMS, RESEARCH**

- **INFERENCES: CONCLUSIONS DRAWN FROM EVIDENCE**

- **JUDGMENTS: A FORM OF AN INFERENCE THAT EXPRESSES APPROVAL OR DISAPPROVAL**

Exercise One*

Based on your own knowledge, decide which of the following statements are facts and which are inferences/judgments. If it is a fact, how can it be verified?

- 1) The LA Lakers won the 1987 National Basketball Association championship.

- 2) Chicago is situated on the southwest shore of Lake Michigan.

- 3) Cats are a lot more fun than dogs.

[▼] adapted from Sheila Cooper and Rosemary Patton's *Ergo: Writing Logically, Thinking Critically* (2nd ed.)

- 4) The Constitution of the United States was approved in Philadelphia, Pennsylvania.

- 5) As a result of the Watergate investigations, President Nixon resigned from office.

- 6) In July 1987, the world's population grew to 5 billion.

- 7) The movie *Haywire* was rated R.

- 8) It should have been rated R because of all of the violence in it.

- 9) William Shakespeare is the world's greatest playwright.

- 10) Ted Williams, of the Boston Red Sox, was the finest hitter in baseball in the 1940's and 1950's.

* John Chaffee, Christine McMahon, and Barbara Stout's *Critical Thinking, Thoughtful Writing*

Exercise Two:

For this exercise, you will go one step further. Determine whether the following statements are facts, inferences, or judgments, and explain your reasoning. Note that some may include more than one, and some may be open to interpretation.

Example: I heard on the morning news that the city subway system has ground to a halt this morning; many students will arrive late for class.

Answer: The first half of the sentence is a fact since the information can be verified in news reports. The second half of the statement is an inference since it is a conclusion drawn from the fact that the subway broke down.

- 1) The death penalty should be abolished.

- 2) For sale: lovely three-bedroom house in forest setting, easy commute, a bargain at \$325,000

- 3) The largest source of man-made carbon dioxide is the combustion of fossil fuel: oil, coal, and gas.

- 4) Arnold has a drinking problem.

- 5) Walter Clemmons, reviewing *You Must Remember This*, states that “Joyce Carol Oates’ 17th novel is one of her most powerful.”

- 6) After I took Richard Sammons’ Vitamin Pills, the boss gave me a raise. Those pills sure did the work!

- 7) Commuter—one who spends his life
 In riding to and from his wife;
 A man who shaves and takes the train
 And then rides back to shave again.

WHAT MAKES A LEGITIMATE INFERENCE?*

In the last section, we learned to distinguish between facts, verifiable information that we can rely on, and inferences and judgments, which may or may not be reliable.

In constructing an argument, achieving a balance between facts and inferences is important. When writing, as opposed to only listing facts, explain what you've made of the data, specifically what conclusions you've drawn from it. When reading, determine whether sufficient evidence was provided to support the inference. Do you need more information before drawing the same conclusion? Has the writer considered all relevant facts, as opposed to only those that support his conclusions? Similarly, has he considered all other possible interpretations of the facts? Whether writing or reading, we need to evaluate whether the inferences are legitimate or not.

**A LEGITIMATE INFERENCE IS BASED ON ADEQUATE EVIDENCE OR AT LEAST
A WELL CONSIDERED JUDGMENT OF THE EVIDENCE AVAILABLE.**

Exercise One:

Evaluate the following inferences, determining whether they are legitimate or unreasonable, and explaining why.

- 1) Abraham Lincoln was a stupid president. For he had very little education in school.

- 2) Queen Elizabeth I of England wore a different new dress almost every day; clearly, she is both proud and rich.

* adapted from Sheila Cooper and Rosemary Patton's *Writing Logically, Thinking Critically* (2nd ed.)

- 3) Smoking is clearly a cause of lung cancer. Scientific data shows that the death rate from lung cancer increases with the amount that people smoke. For those who smoke up to a pack a day, the rate is six times that for non-smokers; for those smoking over a pack a day, the rate is about twelve times higher.

- 4) Jim rides the bus to school every Monday, Wednesday, and Friday morning at around 7:30, and almost every one of those mornings he notices another student who is always studying, reading one textbook or another. Most of the other “regulars” study their work only occasionally, presumably when they’ve got an exam coming up. Jim concludes, “Boy, this student must be really good. She works all the time.”

- 5) Thomas Edison was not a good student in school because he was lazy.

- 6) But Edison was resourceful; when he was a boy, he made a telephone from bottles and wire.

- 7) While trying to decide which car to buy, Ruby considers a model being advertised by a company that promises it makes quality the very first consideration in building its cars. The motto of this company’s ad campaign is “Quality is our middle name.” However a friend of Ruby’s bought one of this company’s cars and had a lot of trouble with it. The local dealer tried to fix it several times but was unable to do so. The company refused to replace the car, and Ruby’s friend finally got her money back only when she went to a lawyer specializing in such cases. Ruby decides, “The company’s ads are just designed to cover up poor quality control.”

ASSUMPTIONS: WHAT'S TAKEN FOR GRANTED

Exercise One:

As you read the stories recounted below, think about how each depends on an assumption. Write on a separate piece of paper the answers to the questions that follow each story in preparation for a class discussion.

1) You have a dinner guest from a foreign country who belches loudly all through the meal. You find him disgusting and want to get rid of him. But he insists that he be allowed to return your hospitality. So you go to his house for dinner. There everyone but you belches loudly all through the meal. Before you leave, your host says, " I am sorry you did not like my dinner, but you didn't have to be so rude about it." What was the assumption of the foreign guest?

2) In California, a bank holdup was staged by a man wearing a Levi's jacket and pants, a beard, and hair in a "dreadlocks" style. He waved a hand grenade and pointed to some sticks of "dynamite" strapped to his waist, which were actually road flares. After leaving the bank he ran into a warehouse next door where he shed his wig, beard, the flares, and clothing and changed into a blue, pin-striped suit. Stopped by a police officer outside, he insisted, "I'm not the one!" And because he didn't look the same as the robber, the police officer let him go. What assumptions did the robber count on in his strategy?

3) Based on these two scenarios, how would you define what an assumption is?

Understanding Assumptions

If we were to look at a photo of a smiling, affectionate man, woman, and teenage son wearing a mortar board and graduation gown, we might assume that they're a happily gathered family to witness his graduation. No matter the various inferences we drew, all are dependent on certain assumptions we make about them, for instance if they were in reality an actual family as opposed to a staged family. Thus it would be wise to preface your inferences with the phrase, "Assuming that the father-like figure is the graduate's father, then yes, his actions seem to indicate that he is proud of his son."

That example is just one of many in which the conditional "assuming that..." would be appropriate.

But other times, assumptions can work against us. Because assumptions generally are taken for granted, accepted as truth without proof, they can have negative consequences. For example, when we assume that Skyline will be as hot as the rest of the Bay Area, we may find ourselves shivering in the fog that lovingly embraces our campus so frequently. Or far worse, we may find that a trusted friend is actually not so trustworthy.

Awareness of the thinking process can help us avoid some, but not all, faulty assumptions. If we're able to recognize when something is an assumption, we would be more inclined to put it to the test. The assumption, meanwhile, can serve as a temporary guide to our actions, much like a hypothesis in a scientific experiment that can help us set some parameters to an experiment. But as we continue to discover certain principles, we should revise our hypothesis to suit our findings.

Identifying Hidden Assumptions in Reasoning

An important critical thinking skill is the ability to find hidden assumptions. Marlys Mayfield, who wrote *Thinking for Yourself*, explains, "Critical thinking articulates hidden assumptions to expose the fundamental but unexamined thoughts that form the basis for reasoning. It exposes what was taken for granted that should not have been and thus what made the reasoning unsound." Only through practice and awareness can we identify these hidden assumptions. A related kind of hidden assumption are value judgments, also known as value assumptions. They are unquestioned beliefs. They may arise from long-held practices that we've never seen any need to question. Usually a jarring experience is necessary to bring them to the surface for re-examination.

Exercise Two:

Identify and express the hidden assumptions behind each of the following statements. See, too, if you can discover at least one underlying value assumption. Ask yourself what a person would have to believe in order to create each of those arguments.

- 1) What's a nice girl like you doing in a place like this?
- 2) How can that marriage counselor help people if he himself is divorced?
- 3) You shouldn't be critical of corporations. Aren't you in favor of free enterprise?
- 4) Native Americans need to learn the importance of competition for success.

- 5) In a cartoon, two men are sitting on the edge of a river polluted with floating oil cans, syringes, industrial wastes, and dead fish. Smoke billows over them from a factory smokestack and diesel trucks in the background. One man says to the other, "Can you imagine what would happen if some irresponsible nut got hold of chemical weapons?"
- 6) Schools should teach children to believe in the Bible.
- 7) If women would stay at home, maybe we could solve America's unemployment problem.
- 8) "The government has painted all their helicopters black. These helicopters are monitoring patriotic Americans and are prepared to take their arms away, round them up, and put them in internment camps." (member of a militia group)
- 9) "The anti-environmental forces in Congress are escalating their all-out war on America's environment. If they succeed, they will rob us of our national heritage, pollute our air and water, cut down our forests, close some of our beloved national parks, and threaten the health and quality of life of thousands of Americans." (Sierra Club newsletter, 1995)
- 10) *Radio Interviewer*: "The US government released figures yesterday to show that rural highways that had increased their speed limits from 55 to 65 mph also had an increase of 20,000 more fatalities per year. What do you, as a representative of the Society for Sane Speed Limits, think of this?"

TEAM WORK: LEARNING FROM EACH OTHER

Learning to work well in groups is a needed skill to become successful in school, in the workplace, and in life. Working together will also assist you in thinking more critically about any given subject because you will be introduced to and asked to synthesize many different viewpoints in addition to your own. When students work together, they are able to learn not only from their instructors but also from each other. Therefore, we will often be working in groups and encouraging all members of the groups to participate in our shared learning goals.

Because each member of the group has valuable contributions to make, we will often assign the following roles to ensure that each student has an opportunity to participate:

FACILITATOR: Makes sure that every person in the group has had an opportunity to share their ideas; praises members for their contributions; and draws out the quieter students by asking them questions to include them in the conversation.

TIMEKEEPER: Keeps track of the time to ensure that the group completes the task within the time allotted.

RECORDER: Takes notes during the group discussion; highlights the key points; and compiles the information to be presented to the whole class.

REPORTER: Clarifies and repeats back the points of their group members during group discussion and then presents the information to the whole class.

WRITING A COLLABORATIVE PAPER

Writing a paper with another classmate can be a very rewarding, eye-opening as well as challenging experience. One thing is for sure is that you will work harder and learn more about your writing as well as the process of writing in general when you join your thoughts and ideas with another person's.

Tips for successful collaborative writing projects:

- (1) Exchange contact information: phone numbers, cel phone numbers, email, etc.

- (2) Exchange schedules (class, work, free time) and select days and times when you can both meet. Schedule specific meeting times, stick to them, and come on time.

- (3) Set up an overall timeline for the project. Take into account when the paper is due and then schedule completion dates for each step of the writing process. Your schedule could include the following.

Due date of paper: _____

Actual number of days until due date: _____

- Freewriting/Brainstorming on topic due by _____
- Outlining/Clustering on topic due by _____
- Outside research to be completed by _____
- Writing the introduction with a clear statement of the paper's thesis by: _____
- Completion of the body paragraphs by: _____
- Revising and seeing a tutor/instructor by: _____
- Proofreading and editing completed by: _____

EVALUATING THE MEMBERS OF THE TEAM

To ensure that working as a team is a productive experience for everyone involved, it is important to evaluate your team members as well as yourself.

Your name: _____

Team member you are evaluating: _____

Rate each of the following statements using the following scale:

5 = Strongly Agree
4 = Agree
3 = Neither Agree or Disagree
2 = Disagree
1 = Strongly Disagree

Evaluating Your Team Member:

(1) This team member provided appropriate leadership for our group

1 2 3 4 5

(2) This team member completed assigned tasks

1 2 3 4 5

(3) This team member arrived promptly at meetings and met the team's deadlines.

1 2 3 4 5

(4) This team member used facilitative behavior (helping, listening, encouraging, sharing, providing directions) during cooperative work.

1 2 3 4 5

(5) This team member shared information and materials to help others.

1 2 3 4 5

(6) This team member contributed to the quality and success of the team's project/activity

1 2 3 4 5

I would assign this team member the following grade _____ because

Evaluating Yourself as a Team Member:

- | | | | | | |
|---|---|---|---|---|---|
| (1) I was prepared to contribute to the group | 1 | 2 | 3 | 4 | 5 |
| (3) I contributed my ideas | 1 | 2 | 3 | 4 | 5 |
| (4) I asked others for their ideas | 1 | 2 | 3 | 4 | 5 |
| (4) I encouraged others to participate in the group | 1 | 2 | 3 | 4 | 5 |
| (5) I stayed on task | 1 | 2 | 3 | 4 | 5 |
| (6) I helped others stay on task | 1 | 2 | 3 | 4 | 5 |
| (7) I did my fair share of the work | 1 | 2 | 3 | 4 | 5 |
| (8) I met the group decided deadlines | 1 | 2 | 3 | 4 | 5 |

I would assign myself the following grade _____ because _____

TABLE OF CONTENTS (SPRING 2012)

An Explanation of Grades	1
--------------------------------	---

ENGAGING IN THE WRITING PROCESS

Expressing Logical Relationships Between Ideas: An overview of Sentence Combining Strategies	3
Creating Your Own Argument (Thesis) on a Topic.....	4
Developing Paragraphs with P.I.E.....	5
MLA Format.....	7
Evaluating Your Draft: The Checklist	9
Benefitting from Peer Response.....	11
Essay Cover Letter Guidelines.....	12
Essay Feedback.....	13
Understanding Instructor Comments on Essays.....	15
Revising and Editing.....	16

RESPONDING TO A TEXT

Journal Entry Guidelines.....	18
Dialectical Journals.....	19
Tackling a Full Length Text.....	20
Writing about Literature.....	22

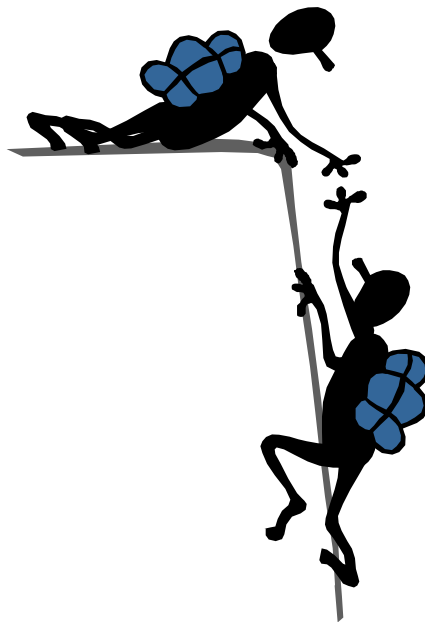
THINKING CRITICALLY

Questioning Levels.....	25
Denotation/ Connotation.....	26
Facts, Inferences, and Judgments.....	27
What Makes a Legitimate Inference?	30
Assumptions: What's Taken for Granted.....	32

WORKING INTERDEPENDENTLY

Teamwork: Learning From Each Other.....	35
Writing a Collaborative Paper.....	36
Evaluating the Members of a Team.....	37

ENGLISH 100 JA READER:
COMPOSITION



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SPRING 2012