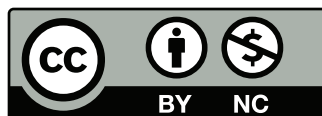


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Modes of Thinking

Each of us knows firsthand that adjuncts usually are the last to get their teaching assignments. Not only do classes arrive on short notice, but your assignments and syllabi have to deal with a variety of curricula, and this further complicates using your own expertise. Between endless travel, low pay, and the grind of grading, you seldom find places for your own expertise in the classroom. There seems to be a conflict between enriching the classroom and surviving the reality of the adjunct life.

If there's a way around this conflict, it has to respect both dimensions of your professional existence. Drawing on our own years of adjunct teaching and assistantships, we want to suggest a way to achieve just such a simplification. We see adjuncts as needing two kinds of tools for making a place in a department. First, adjuncts need a conceptual framework that can answer to a variety of composition *strategies* (rhetorical modes, cultural studies, writing in the world, etc.). Second, adjuncts need a corresponding set of teaching *tactics* that embody the departmental strategies of wherever they're teaching. Assignments and syllabi have to find the common ground of these varied teaching contexts.

This book provides the rationale for creating such assignments -- assignments that satisfy various departmental frameworks -- and simultaneously enables adjuncts to draw on their experience and expertise to teach effectively. It provides tools, term-long topics, and assignments that let adjuncts satisfy even the most restrictive of departmental composition strategies: the approach through rhetorical modes. What follows is a way to do just that. Its three steps offer a natural set of class sessions and assignments that can serve your own *content*, while solving the "what do I do in class?" problem that affects all teachers.

The book employs the modes within a process for enhancing students' critical thinking. This tactic ties each of the modes to a particular facet of critical thought. The adaptation to a variety of curricular strategies can serve to strengthen your integration into a department, even a department with a different approach to composition. Whether you choose to do separate topics for each assignment or to focus on a single topic throughout the term, this book can serve as a sort of template that absolutely respects the curricular framework of wherever you find yourself teaching.

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A THREE-STEP MODEL FOR ORGANIZING ASSIGNMENTS AND CLASS ACTIVITIES

WRITING AND THE MAP STRATEGY

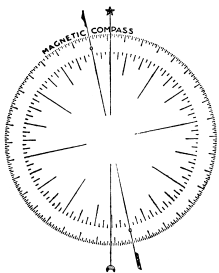
Maps are a special kind of writing. A map can tell about population, about geography, about natural resources, or about other features of a region. A map represents (re-presents) the world in a simplified set of terms. That is why there are so many maps of any region. It is also why maps change. They change because the region changes, and sometimes they change because somebody asks a new question about the region. Think: were there maps of oil reserves in 1800? There were no such maps because nobody needed, used, or understood petroleum. It did not matter, so it was not mapped. Oil matters a great deal in the modern world, and the maps of petroleum deposits are detailed.

Maps are not only the colorful squares and the globes that we traditionally imagine when we think of them. We “map out” a strategy, or we “map our future” when we plan a career. Thus, to “map” something means to understand it. Students’ maps are going to be drawn in words, in ideas, and in their general understanding of a topic. When they write, they will understand what has already been thought. Then, they will improve the “map” by adding, removing, and correcting information.

The map metaphor anchors the students’ writing process in a dynamic relationship between their own claims and the frameworks that determine the need for evidence, categorization, etc. Using the map metaphor helps students understand that the modes are facets of critical thinking.

Step 1: Mapping What Others Have Discovered

Writers must map the discourse of their subject. They must somehow navigate their craft to the world they want to explore. To do that, they have to know their predecessors’ routes and discoveries. Writers build their voyages on the maps created by others, and thus they must recognize basic tasks such as identifying trustworthy sources, developing strong reading skills, and sifting important information from the non-essential.



The tool for mapping what others have discovered is called the Terms, Expectations, & Questions Sheet (“TEQ Sheet”). The form is available on pages 7 - 9.

Step 2: Identifying the Gaps in the Current Map

Explorers and writers map the field so they can find the blank spots where they can write their own discoveries. These gaps invite research, experimentation, and discovery.



Explorers do not want to simply repeat the discoveries of others. They want to add to the existing map. The blanks in a map motivate the exploration, give it focus, and connect it to the discoveries of others.

The tool for identifying the gaps in the existing map is called the Purpose & Problem Statement. A description of how to build that document is on page 10.

Step 3: Re-Drawing the Map With Your Own Insights

Explorers can discover a new island, a new lake, or even a continent. These discoveries force them to re-draw the map. The old map still matters because the explorers connect their



discoveries to what is already known. Good writing will do the same thing. It will produce a new “map” (paper) that uses existing knowledge, but the writer will make discoveries that require a re-writing of the map to improve it. Good writing offers new ideas to specific audiences. The way writers re-draw the map will respect each audience’s level of interest and expertise. The redrawn map becomes the map that future writers study and improve.

The tool for summarizing the new elements in the re-drawn map is called the Prospectus. A description of what goes into a prospectus is on page 14.

Summary

The three stages of the map metaphor help students create complex ideas supported by evidence. It enables them to fuse their personal insight with the knowledge of others. This fusion of an “I” and a “They” leads them to use evidence, make comparisons, categorize, and to make the case for a new understanding of a topic. Ultimately, it is a process model that focuses their thinking by requiring them to plan, ask questions, and embed their ideas in relation to expert knowledge. The model subordinates the modes to critical thinking.

See the flow chart on page 15 for a visual summary of how this process begins the writing process.

A TOOL FOR MAPPING WHAT OTHERS HAVE SAID: THE TEQ SHEET

For a fillable TEQ Sheet, see www.re-think.us/TEQsheet.pdf . After filling out the form, it then must be “saved as” a filename.

Terms/Expectations/Questions: The TEQ Sheet

Complete Citation:

Terms and Phrases

To make its claim, the source uses important concepts. These concepts organize the evidence and make sense out of it. **Identify** four key terms or phrases that are especially important to the source’s claim. **Explain** why each is important to the source’s claim.

1. _____

2. _____

3. _____

4. _____

Expectations

Readers already have beliefs about a topic even before they start reading. It is important to recognize the difference between what we expected and what we read. The difference between what we expect and what we read can identify unexplained territories that are worth writing about. List four ideas, facts, sources, or other features from the source that surprised you. How was each different from what you expected?

Surprising Elements	What You Expected to Read

Questions

After you have carefully reviewed the source, ask useful questions whose answers might become your claim. These questions should address the source's assumptions, evidence, thesis, or issues that it ignores.

1. _____

2. _____

3. _____

A TOOL FOR IDENTIFYING GAPS IN THE CURRENT MAP: THE PURPOSE & PROBLEM STATEMENT



The Purpose and Problem Statement (PPS) focuses the TEQ Sheets. It begins by forcing writers to recognize the writing context (the *purpose* of the course) and then to review the *purpose* of the paper in relation to the purpose of the course. The statement of these two Purposes is followed by a statement of the Problem that the paper will examine. It is the place where students directly ask about the gaps in the map. Below are examples of each portion of the PPS:

The Purpose portion of the Purpose & Problem Statement below was a student's response to the comparison assignment on pages 19-21.

This course teaches students how to understand information created by knowledgeable people who have already thought about a subject. Second, it teaches us how to read their work to spot the places where we can make a correction, add a new idea, or make things more thorough. Once we see where we can “add to the conversation,” we have the basis for a paper. This whole process can be summarized in a map metaphor: we map a topic, find the gaps in the map, and then re-draw the map to make it more complete. For each step of the map metaphor we have a tool: TEQ Sheets for the mapping, Purpose & Problem Statement for identifying gaps in the map, and the Prospectus for proposing a new map.

This assignment will build on what we learned about types of education in the first assignment so that we can understand how the web sites from Pomona and Macomb are designed to attract a specific type of student with specific values and beliefs about education. The assignment requires the use of the TEQ Sheets, Purpose & Problem Statement, and the Prospectus to begin building a claim about how my own values and beliefs fit with those of the two colleges.

These paragraphs state specific questions that identify how the assignment serves the goals of the course. The “Problems” section (below) should recognize an error in the existing discourse, a contradiction, an important aspect of the topic that hasn’t been discussed, or evidence that would improve the understanding of the issue. These questions identify opportunities for improving the discourse or providing an insight into its nature. This section builds upon the questions from the TEQ Sheets. However, the questions are much more developed. These statements often are halfway

between questions and answers. The questions contain terms, phrases, ideas, sources and tactics for dealing with the assignment, but writers remain open to ideas. They are willing to leave some questions unanswered, but are clearly pointing toward what is important to the way they will re-draw the map.

The “Problem” portion of the Purpose & Problem Statement for an assignment asking students to compare the implied audiences of two colleges’ web sites continued:

Web sites seem to be “information,” but also they seem to have values and beliefs hidden in their images, words, and even in the way they’re organized. What are the hidden values and beliefs of the Pomona website that appeal to a specific kind of student? How does the web site create those hidden values? If I look at Macomb’s web site, does it also have hidden values and beliefs? If so, what are they, and how are they created? I want to be careful NOT to compare the schools, but instead to use the web sites to compare the types of student that each of these sites targets. Do these differences tell me anything more general about education? Do they tell me anything about how I view education? Do I see it as job training or as something else? Do people from our college have a view of education that’s based on being working class? Do students at MSU and UM think differently about education than I do? What’s the difference? How can I use the readings by Anyon, Geiselman, Johnson, and Tom Hanks to build a new idea that helps explain what kind of school fits with my values and beliefs about education?

Avoiding pro/con Thinking

Pro/Con reasoning often avoids nuance, paradox, and the recognition of the larger contexts within which an issue operates. However, such assignments are common in high schools where they are mistakenly called “arguments.” Such papers are often rationalizations of individual beliefs; they seldom reflect an understanding of background information because students have yet to read what knowledgeable others have written. To go beyond this sort of thinking, students need to critically read materials about the topic. Students often cling to pro/con thinking because it is amenable to the structure of another high school favorite: the five-paragraph paper. Both the pro/con paper and the five paragraph structure enable students to avoid the background knowledge to which their own thinking must respond. Without such connections, the writing loses its discursive properties and becomes highly subjective. The mapping/gapping/re-drawing model insists that to write well is to participate in an ongoing “conversation” about a topic. By offering students a variety of examples that show how to transform pro/con thinking into genuine argumentative thinking, students learn to think critically and write in ways that are common in the work world and in upper division classes. For

example, the typical pro/con paper about gun control can be transformed by adapting the map/gap/re-draw metaphor to discussion.

Problematizing Issues and Topics: an alternative to pro/con reasoning

Rather than ask if we support or oppose gun control, we can ask about the ways that gun control is discussed. Why are American arguments about gun control so intense? What are issues that both sides think are important? Do these shared questions (even if answered differently) point to some larger anxiety in the culture that people don't talk about? Can I treat the "arguments" as a symptom of something more basic than gun rights?

Step 1: mapping what others have discovered through background reading. A TEQ Sheet for the following encourages the formation of an interplay of "I" and "they" that builds a complex argument.

Lio, Shoon, Scott Melzer, and Ellen Reese. "Constructing threat and appropriating 'civil rights': Rhetorical strategies of gun rights and English only leaders." *Symbolic Interaction* 31.1 (2008): 5-31. Available: <http://www.jstor.org/stable/10.1525/si.2008.31.1.5>

Mapping What Others Have Discovered About Gun Rights Arguments

Discussions of gun control almost always include the following claims:

- Guns provide safety in the home by protecting us from intruders.
- Guns make the home unsafe because they are easily misused.
- A well-armed culture makes crime a high risk activity and thus reduces it.
- Criminals have a flawed sense of risk, and widespread gun ownership does not affect their behavior.
- Gun ownership is a right guaranteed in the Second Amendment to the Constitution.
- Gun ownership is meant only for the creation of State militias.
- Guns protect citizens against the authority, power, and illegal intrusions of government.
- Guns protect citizens when the police cannot.
- Guns are a part of legitimate recreational activities: target shooting, hunting, and collecting.
- Guns are used to obtain food.

Identifying the Gaps in the Current Maps

- There seem to be anecdotes about threats from outside the family, about safety, danger, and attacks by strangers. There are stories about dangers from within the family. Is the idea of safety/danger/threat the real issue?
- Another group of responses deals with managing threats from outside the family. I thought laws and the police controlled dangers; both sides choose to talk about laws and law enforcement. Why do they seem to agree on the issue, but not the answer?
- Finally, is hunting part of these other questions? Is it useful to say that it's "nostalgic" behavior for an (imaginary) time when everything was peaceful, safe, and harmonious?
- So what's the bigger narrative about America that lies behind BOTH the pro and the con arguments about gun control?

The PPS orients a writer to the task, and it serves to remind her that a good paper responds to established knowledge with her individual insight. Note that this is not the same as a documented paper; however, the process easily extends to papers with citations.

A TOOL FOR UPDATING THE MAP WITH NEW INSIGHTS: THE PROSPECTUS



The Prospectus continues to build on previous steps by providing a *tentative* map of the answer to the “problem” identified in the PPS. The Prospectus lays out the writer’s main points by providing a full response to these problems and questions. It may summarize the evidence.

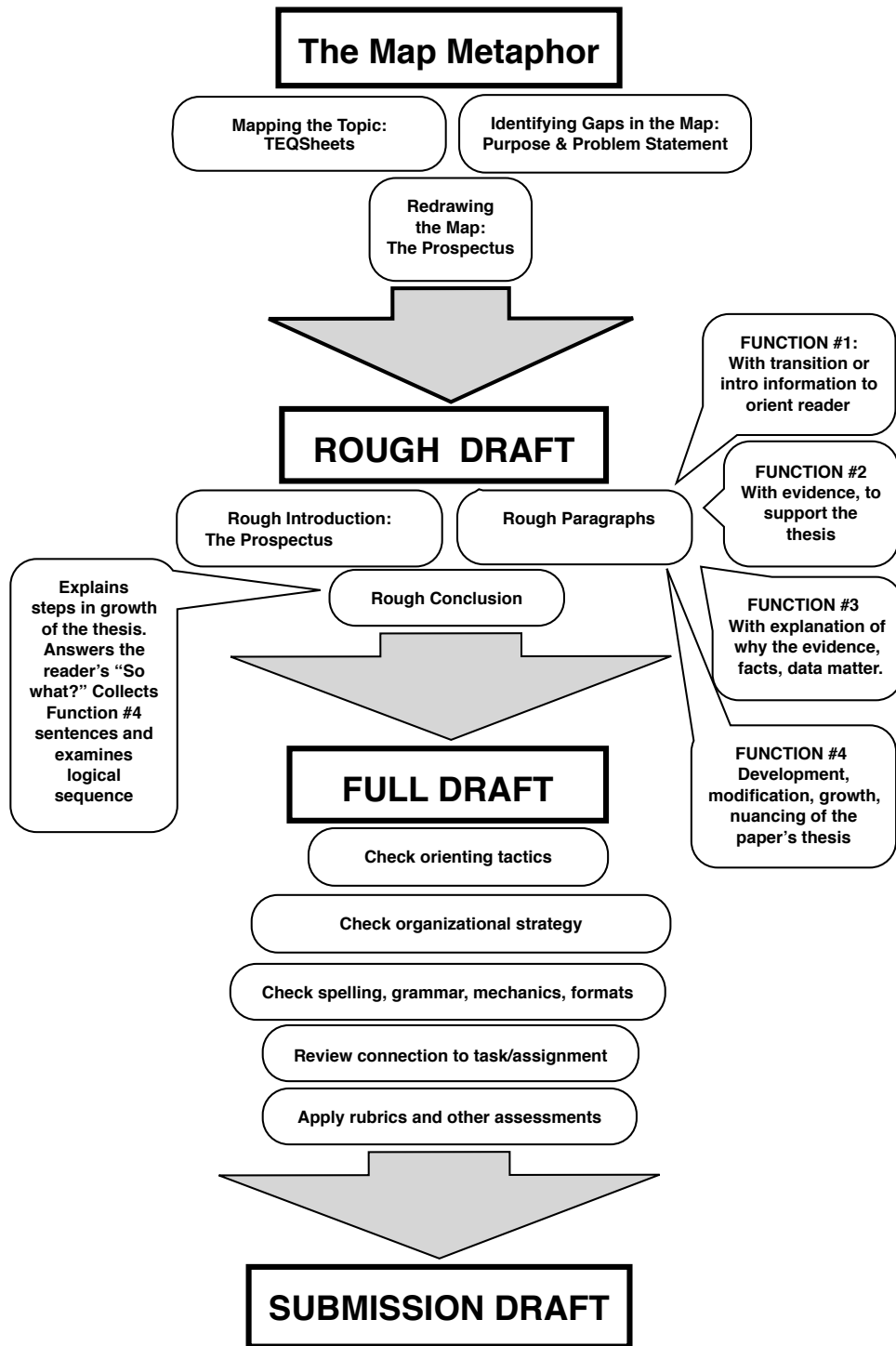
After completing TEQ Sheets, developing a Purpose & Problem Statement, and asserting a Prospectus, the student is ready to begin the paper. Students are often shocked to discover that the content of the paper -- its claim and evidence -- are largely completed. The introduction to the rough draft is already in hand: the Prospectus. Rather than starting with a blank sheet of paper and a blank mind, the materials are already in hand and ready for development and revision. Asking them to underline the claim emphasizes the importance of going beyond a report of what others have said.

Sample Prospectus

*Gun control arguments are not really arguments. They are noisy places where people who seem to be opposed to each other talk about a common interest: guns. Even though the two sides claim that their differences are what matter, their similarities show that they are worried about the same things. **Their “argument” reveals a shared interest in the changes that America has experienced, and their attitudes toward guns are really attitudes about the kinds of changes that come with social changes.** For example, the two sides agree that family safety is an important question. They agree that whether or not the government threatens us is an important question. And they agree that the memory of hunting and fishing in rural life is still influential. Despite these agreements, they focus on the different answers to them instead of asking if the argument is really about dealing with social changes like urbanization, family structure, and government spying. Each side needs to look at the other and recognize that it is seeing its own image in a mirror. Like a mirror, the “sides” of what we see are reversed, but they’re really the same. The bickering could become a real argument if each side recognized this.*

After the Mapping Metaphor: assignments that enable critical thought

Each of the following sections outlines tactics for teaching a particular mode. Each section presents a sample writing assignment that makes use of the steps in the map metaphor. The first of these, the assignment for comparisons (page 16), is annotated and offers a model that leads students into critical thinking. Designing assignments so that they further develop the map strategy connects thinking and writing.



Tactics for Mapping What Others Have Discovered: Comparison, Description, and Classification

COMPARISON: Differences create meaning, and comparison is one of the most fundamental modes for specifying difference and discovering similarity. It extends the value of description by helping to identify and create a context that supports a claim.

DESCRIPTION: The writer's first task is to understand what others have said about a topic. This requires tactics for accurately describing existing maps of the field. Descriptive techniques often serve the presentation of evidence, facts, and data. In this role, the mode acquires a practical value.

CLASSIFICATION: The criteria that drive classification can familiarize an anomaly, but also their failure can demonstrate a need to revise the criteria, or even to assert an entirely new category. As with Description and Comparison, the mode maps the nuances of the field.

MODE **COMPARISON: FINDING CONTEXTS THAT CREATE MEANING**

Where in Your World are Comparisons?

Comparisons provide a framework for choice. They always involve values and beliefs about what is important and what is not.

Comparisons in Daily Life:

- When we lived in caves, we *compared* the risks of picking fruits and nuts with the risks of spearing a gigantic cave bear.
- We *compare* the risk of our children getting a disease to the risk of being vaccinated.
- We *compare* computers, televisions, phones, and other products before we make a judgment.

Comparisons at School:

- We make comparisons to reach decisions about who to ask to the prom.
- We make comparisons to decide which college to attend.
- We use Rate My Professor to compare and contrast teachers.

Comparisons at Work:

- Medical researchers compare the results of different treatments.
- Manufacturers compare the quality of components purchased from different suppliers.
- Web designers compare navigation strategies for sites.
- Marketing specialists compare the responses of specific groups to images, products, and designs.

Comparisons are always on the basis of a more general principle. Because they serve to identify those more general principles, comparisons are part of the “They Say” that the claim of a paper will engage. In short, comparisons build upon the accuracies of description to provide a more abstract map of the discourse by identifying important conceptual boundaries. Used carefully, a comparison assignment goes beyond the differences and similarities of two items and identifies the larger principle that puts them in relation to each other.

It’s important to remember that in themselves, “things” don’t have meanings. They acquire meaning when their contexts become clear, and when we see how they operate within that context. Comparisons can map the assumptions of ongoing conversations about a topic.

- Comparison uses criteria to identify important similarities and important differences
- Comparison identifies the values and beliefs guided by the selection of the criteria
- A simple comparison pays little attention to the background values and beliefs
- A complex comparison emphasizes the background values and beliefs in the criteria that let the writer identify differences
- Comparison is used to make decisions and choices

Comparisons can serve to map a discourse’s assumptions about its methods, assumptions, and subjects. Comparisons thus are a tool for mapping an academic paper’s network of similarly interested sources.

As writers begin to fill the gaps in this map, their own views develop and they naturally compare this emerging insight to what has been established. Such comparisons are an important transition between the simple mapping of description and the active creation of “naming the blanks.”

Simple Comparisons and Complex Comparisons

Simple Comparisons: comparisons often solve simple problems -- Coke or Pepsi? There is no need for new criteria, and the writer does not need to make a complex analysis. Such comparisons help make simple recommendations. Their emphasis is on the *outcome* of the comparison. However, a simple comparison can lead to more complex discoveries.

Complex Comparisons: complex comparisons also analyze the beliefs and values behind a criterion. Such comparisons lead to the choice between medical treatments, the selection of a college major, the design

for solar panels, and other high-level decisions. Understanding the values, beliefs, and assumptions that have created the criteria is typical of the comparisons found in research and scholarship.

Using Comparison to Think Critically

All comparisons involve activities that are already familiar:

1. *Mapping the existing knowledge about the items being compared*
 - a. Identify key features of each item
 - b. Identify the existing criteria for comparisons
 - c. Identify the values and beliefs behind the existing criteria

2. *Discovering the blanks in the existing map*
 - a. Discover important criteria that *are not* being used to create a relationship between the things being compared
 - b. Identify the values and beliefs that would make these criteria important

3. *Re-drawing the map:*
 - a. Apply both the old and the new criteria
 - b. State the values and beliefs that have been discovered
 - c. Evaluate what the new criteria make important
 - d. Apply both the old and the new criteria to create a judgment or insight

A good comparison is like any other kind of writing. It maps what is already known. It finds the blanks in the map, and then it re-draws the map. The new map has a new insight that explains how the differences and similarities matter to a specific audience.

Comparisons Use Values and Beliefs

Good criteria help readers understand what matters. That is why a comparison is more than a list of differences and similarities. For example, one writer can compare dozens of cars on their technical features. However, a second writer might have friends who are unemployed automotive workers. This writer will probably pay attention to where each car is built. A third writer who lives in Los Angeles, Atlanta, or New York may find pollution a major problem. This writer may judge that the exhaust emissions of a car are important. Values create the criteria for comparison, and each writer will have a different recommendation. Stating the values behind the criteria enables the reader to make an independent choice.

Select from Two Basic Organizational Strategies

Comparisons can be organized in two basic ways. One is called *point-by-point*. The other is called *block*. Each produces a different effect, and each has its advantages and disadvantages.

Consider the following when choosing a comparison strategy:

1. *Point-by-Point*: The writer first applies one criterion to one object. For example, the writer might first discuss the gas mileage of a Prius. Then, the writer applies the criterion to the other object. For example, the writer then discusses the mileage of a Volt. The document goes back and forth between the objects being compared. The criteria control the sequence of topics in the paper. The writer concludes by making judgments and insights about the two cars.
2. *Block*: The second type of organization begins with a complete discussion of only one item. This section uses all the criteria. When that is finished, the comparison turns to the other item in the comparison. This method makes the objects themselves seem most important, and they control the paper. It works well for short documents.

Note: writers can organize a paper this way so that one item in the comparison serves as a means of understanding the other. The first item dominates because it is often more familiar to the reader. Thus, it enables her/him to understand the second item.

A Template for Designing Paper Assignments:

The assignment below is divided into a left column that presents an assignment used by faculty at Macomb, and the right hand column offers the rationale for each part of the assignment. Together, they can serve as a model and template for most assignments. By carefully following this template, students will be more likely to write critically and professionally about important topics.

ASSIGNMENT	RATIONALE
So Far	
We have seen that comparisons are a practical tool for making choices between products, activities, and the other options we face in daily life. We also have seen the difference between these simple comparisons and the complex comparisons that reveal values and beliefs.	<i>Reviewing the key points about the mode/genre focuses students' understanding of the assignment. Reminders of how the mode/genre connects to critical thinking lead to a clear purpose of the course and the assignment.</i>

<p>You have read three articles and created a TEQ Sheet for each of them as you read.</p>	<p><i>Specify the readings that form the context for the students' writing. Writing is social, and the assignment reflects that fact by naming knowledgeable others who have addressed the topic.</i></p>
<p>"The Death of Expertise" by Tom Nichols http://thefederalist.com/2014/01/17/the-death-of-expertise/</p> <p>"No, You're Not Entitled to Your Opinion," by Patrick Stokes theconversation.com/no-youre-not-entitled-to-your-opinion-9978</p> <p>"Wikipedia and the Shifting Definition of Expert," by Rebecca Rosen www.theatlantic.com/technology/archive/2012/04/wikipedia-and-the-shifting-definition-of-expert/256418/</p>	<p><i>Critical thinking requires an understanding of others' ideas. Instructors might provide appropriate readings in terms of content, but also that address the audience in a way that the student will develop in her/his paper. The readings should model the kind of writing that the student will do for the assignment. Note that the TEQ Sheets accompany class discussion.</i></p>
<p>Now</p>	
<p>The three essays you read all speak to the nature of expertise and credibility. Your job is to examine the claims each of the authors makes about how they determine credibility and then use their ideas to locate your own process for determining how you make judgements of accuracy and credibility. In other words, which viewpoint do you align yourself with? How do you manage the contradictions among/between the authors? Do you have a process or strategy that goes beyond the bounds of what they discuss? What is it?</p>	<p><i>An assignment should ask a question that cannot be addressed in a pro/con fashion. Note that this assignment begins by framing the issue with key terms and states the initial task: "use their ideas to locate your own process for determining how you make judgments of accuracy and credibility." This is followed by questions that narrow the focus, identify contradictions, and imply opportunities to "re-draw the map." Each student will probably re-draw the map differently.</i></p>
<p>In order to do this assignment, you will first need to complete the steps below to develop a worthwhile claim:</p>	

<p>Prepare a Purpose & Problem Statement that does the following:</p> <ul style="list-style-type: none"> • Reviews the Purpose of the Course • Identifies the connection between the purpose of the assignment and the purpose of the course • Names the problem that your paper will deal with 	<p><i>Because context determines much of how we write (genre, writing level, voice, etc.) the Purpose & Problem Statement begins by encouraging a direct recognition of context. It concludes with the students' re-vision of the question statement. The problem statement asks the student to name the questions that have to be answered in order to write the paper.</i></p>
<p>Write a Prospectus that does the following:</p> <ul style="list-style-type: none"> • Summarizes the key evidence that you will use to make a specific claim. • States <i>your own</i> idea (claim) about the topic. 	<p><i>By the time students arrive at this step, they already have a notion of their claim. This sort of sprawling document names the crucial features of the paper. It can serve as a map of the segments of the document that will be written and organized into the paper. An analogy to an outline can be useful to some students.</i></p>

MODE **DESCRIPTION:** PRESENTING DATA, FACTS, AND EVIDENCE

Where in Your World are Descriptions?

Description presents evidence for which an interpretation can be made. It is often part of modes such as narration.

Description in Daily Life

- Recommending a book or movie to a friend
- Explaining symptoms to a doctor or dentist
- Giving directions by referring to landmarks

Description at School

- Selecting courses based on catalog descriptions
- Writing a proposal for a research paper
- Posting a teacher evaluation on RateMyProfessor

Description at Work

- Writing film, book, and restaurant reviews
- Creating advertising brochures
- Writing an accident report

Critical thinking requires evidence, and descriptions are part of presenting facts that support the claim made about a topic. Descriptions may be imaginative or they may be representational. Whether an expression of imaginative skill or an attempt to represent (re-present) something in the external world, descriptive assignments can teach the use of concrete language, accurate observation, exact vocabulary, and other skills essential to a careful mapping of existing discourse.

Teachers may find it useful to begin with an emphasis on imaginative description because it is more personal, but then to re-address the mode through its representational function. Moving the student from idiosyncratic expression to a public voice is part of academic writing. Thus, description is useful as a first step toward mapping a discourse.

- Used imaginatively, description serves to map the writer's feelings, beliefs, etc.
- Used representationally, description is part of mapping an established discourse.
- Description often serves as a first step toward mapping a subject.
- Description is the basis of reporting observations and evidence. It presents the material about which the claim is made.

What makes a description a description? First, it uses concrete language that attempts to re-create something from the real world. It requires accurate observation and exact vocabulary to carefully map the world. It selects its focus, its vocabulary, and its strategy of presentation to *imply* a meaning. We know that a description is good when the reader can *infer* the implied meaning. Remember: writers make implications; readers infer meanings. Good descriptive writing enables readers and writers to share an understanding.

General Features of Description

- a. Creates a mutually understood world through
 - i. Accurate observation
 - ii. Concrete language
 - iii. Exact vocabulary
- a. Creates a specific meaning through
 - i. Conscious aim
 - ii. Carefully selected details whose implications
 - (1) Reflect the reader's knowledge, experience, expertise, and role
 - (2) Reflect a mutual exchange between writer and reader
 - (3) Lead to predictable inferences
- c. Creates a dominant impression: the outcome of effective description

Thus, descriptive language attempts to create a verbal equivalent of the material world or the emotional world by providing words that mean the same thing to both writer and reader. Such writing means that both share an awareness of the context. Thus, description rarely operates alone.

DESCRIPTION ASSIGNMENT: EVALUATION

So Far

We have discussed the need to use evidence when we make a claim, and we have explored how concrete language that “shows” rather than “tells” creates the same image in the mind of the reader and the mind of the writer. We have discussed the difference between “inference” and “implication.” Thus, descriptions are essential to creating a clear, evidence based claim. We have also discussed that paragraphs have four functions (page 41) and how description fits with Function #2.

We have also discussed that your papers are *not* written for your classroom teacher. Rather, they are written for someone who doesn’t know you, doesn’t know the exact assignment, and needs help understanding why the paper was written. The difference between writing for the person who teaches your class and for this other “person” is the basis for providing detailed information.

You have read the newspaper article below and created a TEQ Sheet. If you wish to do well, you will probably have found additional sources and completed TEQ Sheets for them.

Associated Press. “Barrel art nets arrest, notoriety for N.C. student.” <http://gazette.com/barrel-art-nets-arrest-notoriety-for-nc-student/article/56675>

Now

The newspaper story about the “Barrel Monster” raises questions about the role of bias and perception in descriptions. Your job is to anticipate how different people with different values and beliefs might see the event. Write two paragraphs for yourself. The first paragraph should detail the needs and values of the police who describe the barrel monster as vandalism. In other words, why do they see it as destruction of property and not a work of art? The second paragraph should detail the same information according to the barrel monster’s creator, who sees the project as street art. Why does he think destroying public property is an acceptable enterprise?

Then, write a *description* of the barrel monster either from the perspective of the police describing the project to another member of the police force, or from the perspective of the artist describing the project to a group of art students. Your paper should display a keen awareness of how the perception of the object affects the way the object is described. This will be reflected not only in the types of words and imagery that are used, but also in the “so what” of your description that makes an assertion about what should be done with the monster. Your paper will show how description contributes to judgments.

In order to do this assignment, you first will need to complete the steps below to develop a worthwhile claim:

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the purpose of the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:

- Summarizes the key evidence that you will use to make a specific claim.
- States *your own* idea (claim) about the topic.
- Becomes the introduction to the rough draft of the paper.

MODE **CLASSIFICATION:** RECOGNIZING THE MAP'S NAMING SYSTEM

Where in Your World are Classifications?

Classification is the act of placing something into a category. The category is a practical way to name a key aspect of whatever is being classified. It strengthens modes such as argument by specifying what makes something distinct from other things.

Classification at School

- In a biology class to study taxonomy
- In a chemistry class to decipher the periodic table
- In a history class to understand the forces that change a culture

Classification in Daily Life

- To plan a weekly menu
- To track personal spending
- To plot out a garden

Classification at Work

- To perform a demographic analysis
- To assign a risk level to an insurance application
- To diagnose the stage of a cancer

As writers continue to fill the gaps in the map through description and comparison, their own views develop, and they naturally compare their emerging insight to the established map. Such comparisons are an important transition between the simple mapping of description and “naming the blanks.”

Writers have three basic ways to use classification. Each is useful, but they are used to perform three different kinds of thinking.

- Classification can emphasize the criteria that determine how to categorize the object. Placing the object in the correct category is one kind of classification.
- Classification can focus on the *system* of classification. It can focus on the criteria by emphasizing their usefulness. This type of classification *increases* our understanding of the world.
- Classification can focus on values that the categories reflect. This type of classification increases our understanding of problematic issues by building upon the other two types.

Teachers can exploit the transition from comparison to classification by emphasizing that classification seeks to re-connect the categories created in a comparison. Where comparison assignments can teach students to discriminate, classification assignments can teach students to generalize.

So what makes a classification a classification? First, classification puts an object into relationship to a category. The user's needs create the category; categories are not natural, and thus neither is classification. If classification is artificial, then why do people do it? People do it to make sense out of the world and solve practical problems. Humans judge classifications according to their usefulness. If the classifications do their job of making sense out of the world, they are accepted as legitimate.

Classification is primarily an action:

1. Features of Classification
 - a. Classification recognizes *existing* categories
 - b. Classification understands the criteria for each category
 - c. Classification identifies key features of objects to be classified
 - d. Classification identifies their absence or presence
 - e. Classification assigns the object to a category
 - f. Classification can proceed even further
 - i. to adjust the criteria to solve new problems
 - ii. to discover the assumptions, values, and beliefs of the classification system
2. Purposes of Classification
 - a. Solves pragmatic organizational problems
 - b. Prepares the user to undertake additional inquiry

Classifications have specific features, but how they appear in writing depends on their purpose. For example, sorting objects into categories (classifying them) begins with a clear naming of the categories. Think of sorting silverware: knives go in *the knife slot*, spoons in *the spoon slot*, and forks in *the fork slot*. Naming the categories makes it possible to put away the silverware. This is the simplest use of

classification. Such uses are common. We put garbage in the garbage can, the laundry in the hamper, and the children in their beds. The items fit pre-made categories. Such categories are handy, everyday ways to organize our work and our thinking. Everything works just fine until we go to put away a spork, or when we discover a platypus, or when we think about a transgendered friend. Classification relies on the use of clearly defined categories. Often, it "slots" things in terms of criteria that both the writer and reader have had to consciously accept. It asserts that something simultaneously "is" something -- a member of a category -- and also that it "is not" something else -- a member of another category.

Sample Classification Assignment: Review & Evaluation

So Far:

We have discussed how classification measures the fit between an object, idea, behavior, or method and an existing category. We have seen that in order to classify, we must have knowledge of the existing categories, their criteria, and the key features of what we are classifying. We can then use classification to name something that aids our understanding by examining how and why it fits (or does not) into a category. We have read and completed a TEQ Sheet for Tkacz's essay: Tkacz, Nathaniel. "Old discourse, new object: Wikipedia." *The Value of Knowledge* (2007): 1-10. Web. 2 Aug. 2015.

<<https://scholar.google.com/scholar?oi=bibs&cluster=12338667248644358491&btnI=1&hl=en>>.

Classification	Free	Pay	Peer Reviewed	Crowd Sourced	Citations	Informal	Digital	Paper
<u>wikipedia.com</u>								
social media								
encyclopedia								
newspaper								
magazine								
scholarly journal								
blog								
Television								
Radio Talk Show								
Tumblr								

Now

The chart above helps you to classify *Wikipedia*. You can put a check in the boxes under the criteria that run horizontally from each of the categories in the left hand column. After you check off the appropriate boxes, use Wikipedia's similarities and differences to place it in a category. Which criteria do you think are most important? Why? How does classifying the publication affect your judgment of its credibility?

Many teachers attack Wikipedia for its editorial process. Because it is collaboratively produced, it does not fit into familiar categories. Some believe that this means that the information on its pages is not accurate. You can begin to think about the nature of Wikipedia by determining its similarities to existing categories of information. Fill out the chart, and then make a judgment about how to classify the online publication.

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the purpose of the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:

- Summarizes the key evidence that you will use to make a specific claim
- States *your own* idea (claim) about the topic
- Becomes the introduction to the rough draft of the paper

TACTICS FOR IDENTIFYING GAPS IN THE CURRENT MAP: NARRATION, ILLUSTRATION, AND PROCESS

NARRATION: Explanations are stories; even a lab report is the *story* of a scientific event. Stories make links between events and meanings. By recognizing narrative elements in an explanation, we can assess its completeness and need for clarification.

ILLUSTRATION: Readers absorb information in stages, so orienting them to the evidence and claim is important. Often, a simple example prepares the way for a more complex explanation.

PROCESS: Writers and readers often need to know how to do something, and process clarifies the gaps that might interfere with the completion of a task, the understanding of an idea, etc. It enables writers to incrementally build a claim.

MODE **NARRATION:** EXPLANATORY STRUCTURES FOR CLAIMS

Where in Your World are Narratives?

Narration is the most basic mode for communication. Stories are efficient, effective tools for sharing insights.

Narrative in Daily Life

- We follow and create narratives when we play video games
- We follow narratives on film and television
- We use narrative conversations to build intimacy and relationships

Narrative at School

- We use narratives when we write scientific reports
- We use the narratives of syllabi to foresee the future of a class
- We use narrative in college applications to present our achievements over time

Narrative at Work

- Medical charts are narratives of what is happening to a patient
- Employee reviews tell the story of past accomplishments
- An insurance company uses an accident report to reconstruct the story of a collision

Narratives make sense out of the world. While students comfortably recognize Hansel and Gretel as a narrative, they may resist thinking of their lab reports in chemistry as a form of narrative, i.e., as a scientific story about events in the lab. Lab reports deploy a specific kind of language, describe a setting and a sequence of events, compare the results to other similar attempts, and classify the results to produce an argument about the nature of the physical world. Hansel and Gretel is more familiar; it also has a specific lexicon, describes a setting and sequence, compares types of mothers, classifies dangers, and makes an argument about danger. In both cases, the meaning depends -- in part -- on the nature of the narrative.

Students struggle with the notion of narrative because they want an objective, unvarying, discoverable set of truths. There's a tension between the power of culturally bound narratives and the sense that they're always partial, somewhat arbitrary, and unstable. In some senses, this mirrors the tension between mapping the existing discourse and finding the gaps in it that need to be filled with their own insights. Some students resist creating disciplinary insights because they believe that offering clarifications, corrections or nuanced alternatives within a discipline is to demolish the legitimacy of its accumulated knowledge. Such students have a difficult time asserting a claim, and they need your reassurance that their claims are distinctly different from rants, idiosyncratic belief, etc. They need reassurance that their claim is legitimate to the extent that it is in response to a culturally sanctioned discourse.

Second, students struggle with the notion of narrative because they are radically subjective. Some see the morality of Hitler and of Gandhi as simply differences in opinion. Arguments, whether scientific, political, or cultural, are not understood as situated in a network of credible claims that move them out of the realm of individual idiosyncrasy and into the realm of culturally and historically sanctioned writing.

- Narrative focuses on the larger tension between existing knowledge and personal insights in terms of mapping a discourse and identifying its gaps.
- Narrative offers practical steps toward creating credible claims. Descriptive language often embodies the narrative or presents evidence.
- Narrative enables students to develop their own claims, but also to understand that all explanations are only temporary formulations that will invite yet more responses.

Meaning is always a part of a narrative. This meaning is not always directly stated. Often, we have to piece it together and arrive at a meaning. The meaning is there, but it relies on the reader to do some of the work. Both readers and writers deal with the choices that select the materials for narratives. The choices reflect the beliefs, values, and experiences of the writer. Thus, narrations can never be neutral, and always embody many assumptions. Good readers are aware of the choices and their associated values. Good writers know how to select material for narrations so that the message and the content are connected.

NARRATION ASSIGNMENT: MAKING SENSE OUT OF THE WORLD

So Far

We have built a specific concept of narration. The key elements of this concept include sequence, chronology, a statement of meaning, a plot structure, and a narrator.

We have recognized that as both readers and as writers, we will deal with the choices that select the materials for our narratives. The reasons vary for making choices about what to include and what to exclude from a particular story.

We have identified three aspects of writing: mapping the territory; identifying its gaps; redrawing the map to improve it. We have emphasized that writing does not simply copy the existing map. The way we improve the map is to incorporate our own ideas and insights into a new, improved version of what is available.

Read the three articles below and complete a TEQ Sheet for each.

- Zirin, Dave. "Ali at 70: What he meant; what he means." articles.latimes.com/2012/jan/18/opinion/la-oe-zirin-ali-20120118
- Zirin, Dave, "'Smokin'" Joe Frazier: The Death of the Disrespected." www.edgeofsports.com/2011-11-10-662/
- A.P, "Woman Falls 17 Stories to Her Death; AP Implies She Deserved it." www.slate.com/blogs/xx_factor/2013/08/02/

Now

Your job for this assignment is to produce two autobiographies, one for each of two different audiences. Each audience has different needs and expectations. For example, one audience might be your fiancée and the other one might be your boss. You will begin to map this territory by writing a paragraph describing your relationship to each person.

Each autobiography will each appropriately reflect the particular relationship. These are two (2) separate autobiographies. Remember that a key aspect of narrative is knowing what to include and exclude. The kind of information to tell your fiancée is different from the kind of information you would want to expose to your boss.

The third section of your document will be a reflection on the differences in the two autobiographies. You will discuss how the differences illustrate important features of narration. In what ways does the frame of the narrative (context, audience, purpose) help to make the meaning, or the “so what” of the story?

In order to do this assignment, you will need to complete the steps below to develop a strong claim:

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the purpose of the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:.

- Summarizes the key evidence that you will use to make a specific claim.
- States *your own* idea (claim) about the topic.
- Becomes the introduction to the rough draft of the paper.

ILLUSTRATION: TAMED AND UNTAMED**Where in Your World is Illustration?**

Illustration helps readers understand the evidence, method, and claim of a document. It makes subsequent material clear by connecting it to patterns that are already familiar to the reader.

Illustration in Daily Life

- Using parables to encourage good behavior
- A driver education film that shows a person drinking, driving, and then driving off a cliff

Illustration at School

- A teacher provides three sample introductions to a paper topic
- A lab experiment serves as a template for understanding chemical reactions

Illustration at Work

- An employee orientation session where the management is presented as a “tree”
- A flow sheet for completing the tasks in a project

Illustration is the least mode-like of the modes. It uses concrete observations and examples to present a model of a larger idea. Thus, it is a tool that prepares the reader for more complex material. Often, it summarizes the connection between examples and evidence through a condensed analogy that clarifies the claim. Illustration has four major functions:

- Illustration clarifies evidence through condensation
- Illustration develops the claim by identifying points where it might develop
- Illustration simplifies and introduces abstract concepts
- Illustration introduces a case that launches general discussions of a topic

Illustration is likely to call upon description, comparison, classification, and narrative as it identifies the anomalous and configures the explanations that give it meaning. It serves as an important bridge between what is already known and what is proposed.

ILLUSTRATION ASSIGNMENT: RECOGNIZING PATTERNS

So Far

We have examined illustration and found that it is a fairly simple strategy. The writer recognizes:

1. I know about two subjects, Subject #1 and Subject #2
2. My reader knows how Subject #1 operates, but does not understand Subject #2
3. I can use Subject #1 (what the reader already understands) to explain Subject #2 (what the reader does not understand)

The mode embodies an acute awareness of the audience's needs. It offers an introductory map of the topic that enables the audience to comprehend the details of a more complex map.

We have read and completed a TEQ Sheet for Jurgenson, Nathan. "Pinterest and Feminism." thesocietypages.org/cyborgology/2012/03/05/pinterest-and-feminism/

Now

One common difference between generations is how they think about technology. For example, to your parents (or possibly your grandparents) social networks like blogs, Facebook, Twitter, or even community-created knowledge sites like *Wikipedia* just do not make sense. Older people might wonder why you would bother texting when you can just pick up the phone, or why you would look for information on a site where "anybody can write anything." Using a model or system that you understand well, explain *to someone from another generation* WHY people use one such medium.

In order to do this assignment, you first will need to complete the steps below to develop a worthwhile claim:

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the purpose of the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:

- Summarizes the key evidence that you will use to make a specific claim.
- States *your own* idea (claim) about the topic.
- Becomes the introduction to the rough draft of the paper.

MODE

PROCESS: THE STEPS OF THE “HOW”

Where in Your World Are Processes?

Process emphasizes “how,” and thus often connects to ideas of replication and reliability central to the sciences. Thus, process has roots in the human hope to control the world by making it predictable..

Process in Daily Life

- Using a recipe
- Assembling a bicycle on Christmas morning
- Planning a wedding

Process at School

- Using a step-by-step model to write a paper
- Creating a spreadsheet for a project
- Conducting online searches

Process at Work

- Following instructions in an automotive manual
- Performing an appendectomy
- Predicting weather patterns

Process papers assume that the writer and the reader share a goal. The writer knows *how* to produce a specific product, behavior, or idea. The reader wants to produce it. A clearly defined *outcome* enables the writer to lead the reader to success. The key word is *process*, and it is important to know what creates a process document. A simple process document presents a sequence of tasks, and it makes a promise. The promise is specific: “do these things in this order, and you will get this result.” Although both reader and writer expect a particular outcome, each is

wary of the glitches, malfunctions, confusions, and other threats to their success. Thus, two aspects of process documents are especially important:

- *The reader's role:* Readers place an unusual degree of trust in the credibility of the writer. The reader's job is to follow a set of instructions and produce a predictable outcome. In many ways, readers consciously submit to the expertise of the writer. However, the reader makes a careful assessment of the writer's expertise.
- *The author's role:* Writers have a responsibility to understand the expertise, interest, and skill of the audience. If the writer assumes too much expertise on the reader's part, then the document will leave out crucial information. On the other hand, too much detail can be distracting. The writer who understands the audience will avoid both mistakes.

Often, knowing *how* we create things is to know *how* we think, *how* we are connected to the work of others and *how* we participate in the world. If we want to innovate and create new solutions, we have to build our innovations in response to existing expertise. Such work requires:

- Understanding the importance of an audience's experience, expertise, and needs
- Planning a step-by-step process that a reader can follow
- Applying unambiguous terminology to enable readers to perform the task
- Using process as a critical tactic for identifying and assessing information to distinguish processes from other types of writing

PROCESS ASSIGNMENT: THE STEPS OF THE “HOW”

So Far

We have discussed how most people who achieve a high level of proficiency at some task make small adaptations to the “textbook” way of doing things. For instance, prolific writers have often developed their own process for writing that most likely deviates from the way they were originally taught to write.

Now

Read the article below and complete a TEQ Sheet for it.

Linzer, Dafna. “How I Passed My U.S. Citizenship Test by Keeping the Right Answers to Myself.” www.propublica.org/article/how-i-passed-my-us-citizenship-test-by-keeping-the-right-answers-to-myself

You should identify something that you are good at doing. Describe the textbook way of performing that particular task, and then point out your innovation -- your adaptation -- of the particular task. Discuss how you created the innovation. What are the differences between the textbook way of doing things and your innovation? Why (or why not) would your innovation be appropriate for a novice to learn?

In order to do this assignment, you will need to complete the steps below to develop a worthwhile claim:

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the purpose of the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:.

- Summarizes the key evidence that you will use to make a specific claim.
- States *your own* idea (claim) about the topic.
- Becomes the introduction to the rough draft of the paper.

ARGUMENT: RE-DRAWING THE MAP

Where in Your World is Argument?

For writers, an argument is not a fight, a form of bickering, or some other form of conflict. An argument identifies a worthwhile topic, and then it “makes the case” for a new idea about the topic. Such writing requires a variety of modes, especially when it relies on evidence. Evidence-based arguments are especially persuasive because they emphasize both logos and ethos. Most of all, they meet the readers’ expectation that a writer will go beyond a simple repetition of existing ideas or a simple statement of the writer’s subjective beliefs. Argument creates the opportunity to add insights, judgments and corrections to the existing map of a topic.

Arguments are complex, and they require the use of a variety of modes. This mixing of modes clarifies existing insights, discovers needed improvements, and then offers an improved map of the topic. Such explanations are commonly part of the following:

Argument In Daily Life

- We make arguments to construct effective political campaigns
- We assess advertisements by identifying their arguments
- We argue for the dismissal of a traffic ticket

Argument At Work

- We argue when we ask for a raise or promotion
- We make an argument when we propose a new product or service
- We create an argument to select between competing designs

Argument At School

- We use argument to construct a literary analysis
- We argue when we build a case study in business
- We argue when applying for a job, scholarship, or internship

Argument emphasizes the modes as facets of a larger thinking process. Argument enables readers and writers to:

- Construct a productive question
- Identify vital background issues, facts, and ideas
- Recognize and use appropriate evidence
- Name the connections between the claim and evidence
- Recognize opportunities to add insights, judgments, and corrections to the existing map of a topic
- Use a variety of modes to produce a thoughtful, evidence-based argument

In an argument, the modes can become tools for performing the fundamental tasks of writers: entering the conversation of a discourse. Whether we call this discourse a “map” or a “They Say” is not the issue. What matters is that writers see their job as connecting what’s known to an insight of their own.

Are arguments just attempts to persuade readers of a viewpoint?

Arguments *can* be attempts to persuade readers that a single viewpoint is correct and that different viewpoints are wrong. For a very simple question like “Is it a good idea to sleep in the fast lane of an expressway?” there is probably some value to persuading readers that it is a bad idea. Of course, almost no one needs such simple advice, and those who do probably need help with a number of more basic issues.

Which modes are most useful when writing an argument?

Good arguments frequently mix modes. When evidence is necessary, they use illustration or description. When differences need to be explained, they use comparison. When the “why” of a viewpoint needs clarification, they use cause and effect. The modes are useful tools for constructing the argument. The modes become techniques that help the writer “make the case” for its way of understanding a topic.

Does “persuade” have a special meaning in argumentative papers?

Logos (appealing to logic), Ethos (referring to expertise and values), and Pathos (appealing to emotions) are tools that make an insight acceptable. In argumentative writing, “persuasion” means the use of these tools to make an argument valid.

Do arguments disprove other viewpoints?

A worthwhile topic can have a history with many viewpoints, but the writer’s job is to analyze their value. Good argumentative writing often says that an existing viewpoint is helpful, but it needs to be modified. Sometimes a good argumentative paper says an existing viewpoint is not valuable, but the

error is about something that matters. There is no real point in rejecting or “disproving” a viewpoint. Even a flawed idea points us toward a better insight. Along the way, errors in the existing map need to be identified, but those errors are part of the boundary of what needs to be explored.

Does an argument use evidence?

Readers usually ask, “How do you know this is true?” when they read a writer’s claim. Without evidence, the writer has to admit that the document does not connect with the ideas and evidence of others. Without evidence, one of the major legs (the Logos) of an argument is missing. Some arguments seem good when first read, but they start to crumble because they lack the evidence that creates legitimate claims. Sometimes evidence takes the form of a quotation from an expert (Ethos), sometimes as facts and data (Logos), and sometimes as an emotionally moving description (Pathos). These techniques enable the reader to accept the claim.

Does an argumentative paper have to use quotation and a works cited page?

Argument papers often use quotation. “Building the case” for an insight means connecting the writer’s ideas to the ideas and evidence of experts. In many magazines, newspapers, and high quality general publications, the source of the quotation appears only in the text of the paper. There is seldom a Works Cited page. On the other hand, a university paper, a researched document, or scholarship has to have full documentation.

Does an argumentative essay end discussion of the topic?

A good paper never ends discussion. Writers have an ethical obligation to recognize that no one’s language -- not even their own -- can fully re-present an issue. Thus, the ethical writer makes it clear that the next writer will also discover blanks in the map.

How to Develop a Thesis Statement

Many writers feel that the thesis statement must appear in the introduction. These writers understand that their readers want to know the idea, discovery, or problem that motivated the paper. A thesis statement -- often a sentence or two -- establishes the focus of the paper. It grows throughout the paper and becomes the conclusion. To repeat: the thesis grows throughout the paper. Writers can announce the thesis early, but they have to do so in ways that promise further development.

A thesis begins with a set of key words and concepts. Often, they come directly from the TEQ Sheet. This language has to produce further thought. These key terms control the direction of the argument. A thesis statement with complex terms requires clear definition so that readers exactly understand the claim in the context of the argument. They help focus the thesis.

For example, a thesis that uses the words “bad” or “good” will be simplistic; they are the basis for a rant, not a paper. For example, if a student writes a paper about gun control, and the thesis is “Guns are bad,” or “Gun control is good,” s/he is not being especially insightful. This thesis statement promises a laundry list of advantages or disadvantages and then a return to the same place the essay started.

On the other hand, if a writer has thought carefully about gun control, s/he might use key terms such as “masculinity,” “control systems,” or “nostalgia.” These terms signal the complexity of the idea. A writer might use them to say, “Arguments about gun control are often disguised arguments about larger issues such as the relationship between the individual and the state, about masculinity, and about America’s historic anxiety about the nature of control systems.” This second thesis promises to make connections between complicated issues. The first thesis can not really grow; the second one has to grow. Below is an example of an introduction that carefully keeps the question open:

Americans have a strong interest in guns. Gun control is frequently a topic of political debate, and most citizens have strong opinions about limiting the right to keep and bear arms. The arguments are never resolved, and they rarely go past the “guns are good” or “guns are bad” claims of each side. There’s no real purpose to such debate unless we pay closer attention to the evidence that each side offers. This evidence tells a lot about how Americans think about bigger issues like masculinity, our history as an agricultural community, political freedom, and states’ rights. If we look at this evidence, we can see that the gun control debates are really an argument about whether we look to the past for guidance, or if we look to present-day life for guidance about how life will be lived in America. The question cannot be answered, but by seeing the question behind the debate, we get a better idea about what it means to think like an American.

Another tool for developing key terms is the thesaurus. A thesaurus is like a dictionary, but instead of definitions, it lists words with meanings that are similar but not identical. Many good writers will turn to a thesaurus to help develop ideas. The differences between words are differences in ideas, and some of the words can turn a paper to entirely new aspects of a topic. For example, a student writing about censorship might turn to a thesaurus and find the terms “editing” and “sanitizing.” One suggests altering

something to improve it; “sanitizing” suggests cleaning up something offensive to protect the reader. The student might begin to ask about the line that separates these two.

The Thesis as a Departure Point

Writers *do not* create a thesis and then attempt to “prove” it. Instead, they use it as a point of departure for discovering information, evidence, and problems related to the writer’s interests. Developing a topic into a thesis is a key skill. A paper’s thesis develops in response to what others have already discovered. It is an idea that is worth expanding, changing, and developing.

Exercises

Construct a potential thesis for each of the topics below. Make sure that your thesis has key terms, ideas, and concepts that can be developed.

Topic	Thesis
The limits of surveillance in a democracy	
Repairing the public transit system in Detroit	
Global warming	
The Gardasil vaccine	
Attitudes toward Wikipedia	

Paragraphs

Paragraphs are the workhorses of writing. Their job is to make four things happen. These four functions make a paragraph understandable. Once students know how to use these four functions, they will be able to *develop* their own paragraphs, *unify* their focus, and create a *coherent* document.

Function #1: A paragraph has to introduce the topic and/or provide transitions to the paragraphs that come before and after.

Function #2: A paragraph has to present important facts, data, descriptions, or other highly specific pieces of evidence. Note that a quotation is evidence. Placing it between Function #1 and Function #3 sentences creates a “quotation sandwich.” Quotation sandwiches help readers understand the evidence and prepare for the claim.

Function #3: A paragraph has to comment on the evidence in #2 above. Facts cannot “speak for themselves.” The paragraph’s job is to speak about the importance of the evidence.

Function #4: A paragraph has to return to the central idea of the paper. Using the evidence, it has to expand, enlarge, correct, limit, or nuance the major idea. The thesis grows throughout the paper, and it grows in these sentences.

These are functions. There are four of them. This does *not* mean that a paragraph has four sentences. An effective paragraph meets the reader's expectations by performing all four functions. The following paragraph is a simple example of a Four-Function paragraph. Each sentence is labeled according to its function by a superscript numeral at its beginning.

¹Macomb Community College has an unusual basketball team. ²Of the fifteen players on the roster, eleven are taller than 7'6". ³This is the tallest group of basketball players on any team in the country. ⁴Not only are they tall, but each runs a 40 in less than six seconds. ⁵This speed means that they are both tall and fast, an unusual combination. ⁶We can reasonably expect our team to win a national title.

Readers expect to have information introduced, supported with evidence, enriched with explanations of the evidence, and then related to a controlling idea.

note: *Sometimes, a sentence will have several functions. Consider the following example:*

Eleven players on this year's basketball team are 7'6" or taller, a highly unusual collection that promises many victories.

The sentence presents data (the number of players who are tall) and also explains its importance (it promises many victories). The sentence has combined the #2 Function and the #3 Function. Such combinations are common.

Scientific organizations also know the value of using this structure for paragraphs. CERN, the organization that invented the World Wide Web and now operates the Large Hadron Collider, explains the value of basic research through sentences that serve the four functions. As part of a web site that explains the organization and its research, it offers the paragraph below. Each function is identified by a superscript just as each was identified in the paragraph about a basketball team:

¹Fundamental science is where new ideas and methods begin that later become commonplace ²from the electric light, which originated in 19-century curiosity about electricity, to the World Wide Web, invented at CERN to allow international teams of particle physicists to communicate more easily. ³No amount of applied research on the candle would have brought us the electric light; no amount of R&D on the telephone would have brought about the Web. ⁴Science needs the space for curiosity and imagination.

Without all four functions, a writer would leave too much to the reader, who might misunderstand. Putting the meaning in the words on the page controls the risk of a reader substituting her/his ideas for the writer's. Remember: the four functions are the tools to use to achieve unity, coherence, and development.

What problems does the Four Function model solve? First, it helps writers who "never have enough to say." Often they do not put into words on the page what they know in their heads. By using the model,

students find that making their paper "long enough" is no longer a problem. The paper is not just padded and wordy. It meets the expectations of the grading persona who is not going to give credit for what is not in the words on the page.

Writers can clarify their rough drafts by numbering the function(s) of each sentence in each paragraph. When a function has been ignored, it is relatively simple to add the needed material. An even better way to clarify a rough draft is to have someone else -- a reader -- number the function of each sentence. A reader only understands the words on the page, and this will make it easier for her/him to identify what is missing. Each student will probably find that s/he tends to ignore some functions. By numbering the sentences according to their function, they can identify where documents need to be clarified.

ARGUMENTATION ASSIGNMENT: MAKING THE CASE
So Far
<p>We began our work for this paper by reviewing the various "rules" for writing that we were taught in high school. By using Matthew Malady's essay about how writing is taught in high school, we examined the alternative method of ENGL 1180. Next, we read Shaun Johnson's essay about the kind of writing instruction offered in elite high schools, and we concluded by reading the abstract (summary) of Jean Anyon's essay about the different types of education offered in this country.</p> <p>Earlier, we looked at the presence of comparisons in both daily life and in academic and work settings. We also looked at the distinction between simple and complex comparisons. We talked about how comparisons can solve problems, illustrate values and beliefs, and create a space for critical thinking. This argumentative assignment emphasizes the use of comparison to discover values and beliefs and to then make the case that one or the other of these approaches to education fits with your notion of what education should be.</p> <p>We have recognized that argument is more complex and larger than any individual mode, but that it uses the modes as facets of thinking critically about a topic. We have recognized that argument is <i>not</i> the same as bickering, quarreling, or taking sides. It is <i>not</i> part of a pro/con strategy for proving that your own beliefs are right. Instead, it "makes the case" for thinking of a topic or problem in a specific way.</p>
<p>Read the articles below and complete a TEQ Sheet for each one.</p> <p>The sample TEQ Sheet below is a model for the other TEQ Sheets you will fill out for this assignment.</p>

Matthew Malady, "We Are Teaching High School Students to Write Terribly"

Shaun Johnson, "Why America's Prep Schools Aren't Following Arne Duncan's Public School Education Reforms"

Jean Anyon, abstract for "Social Class and the Hidden Curriculum of Work"

Andrew Simmons, "The Danger of Telling Poor Kids that College is the Key to Social Mobility"

Nate Kreuter's, "Customer Mentality."

Now

Look at the *websites* for Macomb Community College and Pomona College. What are areas of overlap in how they discuss themselves? What categories does each one highlight in terms of what it can offer students? What categories are present in one website and absent in the other? Look at these differences and similarities to describe *the implied audience* for each web site.

After comparing the two web sites for the way they describe themselves, take the next step by addressing the "So what?" Who does each see as its kind of student? Conclude with a "boost" in your conclusion that discusses the value system of each type of education, and how it fits your own values and needs; explain why you would choose one or the other school.

Beware: there is a trap in this assignment. The assignment tempts you to compare the actual schools, but that is not the topic. Compare the *implied audiences* of the schools to make an argument about the values that underlie educational choices.

In order to do this assignment, you will need to complete the steps below.

Prepare a Purpose & Problem Statement that does the following:

- Reviews the Purpose of the Course
- Identifies the connection between the purpose of the assignment and the course
- Names the problem that your paper will deal with

Write a Prospectus that does the following:.

- Summarizes the key evidence that you will use to make a specific claim.
- States *your own* idea (claim) about the topic.

Terms/Expectations/Questions: **THE TEQ SHEET**

Complete Citation:

Malady, Matthew. "We Are Teaching Our Children to Write Terribly." Slate. Ed. Julia Turner.

Graham Holdings Company, 10 Oct. 2013. Web. 30 Aug. 2014.

Terms and Phrases

To make its claim, the source uses important concepts. These organize the evidence and make sense out of it. **Identify** four key terms or phrases that are especially important to the source's claim. **Explain** why each is important to the source's claim.

Term 1:

"tier": Malady says that SAT/ACT scores could be the difference between "Stanford and the second tier." This suggests that colleges have important differences in status. Malady's essay discusses the effect of testing and especially writing tests on getting into higher tier colleges.

Term 2:

"Regimented scoring process." Malady reports what the director of UMich's writing program says about how scoring follows specific rules that reflects the need to get papers scored rather than respond to them.

Term 3:

"bullshit on demand" This quotation (again from the UMich director) focuses Malady claim that the writing required in ACT/SAT tests does not reflect the real world of writing.

Term 4:

Holistic: the term means that scorers are expected to make a general judgment about an essay that doesn't require looking at many smaller aspects of the writing.

Expectations

Readers already have beliefs about a topic when they start reading. It is important to recognize the difference between what we expected and what the document says. The difference between what we expect and we read can identify unexplained territories that are worth writing about. List four ideas, facts or other features from the source that surprised you. How was each different from what you expected?

Surprising Elements	What You Expected to Read
Content doesn't matter	I expected that readers would pay close attention to content and to the evidence that was used to strengthen a claim
A single part of a single test can keep people out of some schools	I expected that highly selective schools wouldn't bother looking at these test scores
That writing under a time pressure is a faulty way to test because nobody does that in the real world.	I don't think of writing courses as connected to the word anyway, but there seems to be some other idea about how they can be connected.
The way I've been taught to write is really about test scores. It's not about thinking and writing.	I guess that I don't think writing matters.

Questions

After you have carefully reviewed the source, ask useful questions whose answer might become your claim. These questions should address the source's assumptions, evidence, thesis, or issues that it ignores.

Question 1: Ok . . . if some students from some schools get special training in how to take tests, aren't the results really more about the kind of school they graduated from rather than how well they write and think? Is there some sort of bias here?

Question 2: Who benefits from a system that experts (MIT, UMich, etc.) seem to think is bogus? Is it corporate profit, people who only want a certain type of student? Would we have to specify who benefits in order to get it changed?

Question 3: Ok . . . if this kind of testing creates a specific type of teaching that keeps us from thinking critically, who benefits from having an uneducated population? This isn't the same question as #2 because I'm thinking that everybody -- schools, companies, politicians, etc. -- are part of a bigger way of thinking about how the society should be organized? If these schools are so smart, why do they knowingly use these tests? Are there good schools that don't?

Purpose & Problem Statement

A Comparison of web sites: Pomona and Macomb Community College:

The purpose of this course, English 1180, is to take what knowledgeable people have said about a subject or thing. We break this information down into what professor Culik has called the “they say” and ask questions, find the gaps, the missing information and add the “I” say. The course is teaching us to put all of that information together and call it the “We say.” This course has taught us to use this metaphor called “mapping”. The tools we have been taught to use for this process consist of, TEQ sheets, a purpose and problem statement and the prospectus. We then compile all the information and use what we have learned about the subject to form a well written paper.

This purpose of the assignment is to take the information we have already gained from the readings on the different types of education the different social groups receive and use that information when looking at the web sites of Pomona and Macomb community college. We will compare the sites, find the differences and be careful not to compare the schools themselves, but use what we have learned in the previous readings to help us figure out what type of audience these colleges are trying to appeal to.

The Problem:

The websites may be easy to move through and user-friendly, but what is the information really telling us about the schools? Do they in fact have hidden values and beliefs? Are these websites designed to attract a certain audience? While comparing these college web sites I have to ask myself, does Pomona aim its marketing toward a certain socio-economic group? Macomb College also seems to be gearing its values and beliefs toward a certain type of student, could it be the more financially challenged? If I’m looking at these colleges to compare them to make a decision on what school is right for me, how would I view the types of education they offer based solely on the design and information found on each site? How does the work of Jean Anyon help to describe the differences in the implied audiences of the web site? Nate Kreuter’s article talks about the material advantages of various educations; do the sites offer different material benefits that tell us about social class? How can I write this paper without buying into the idea that one type of school has an implied audience that is essentially better than the other?

Prospectus:

Pomona College and Macomb Community College each strive to promote their education systems through their web sites. They each offer degree programs and have a variety of courses to choose from. They each have a different implied audience whose differences tell us about the class structure in America. Pomona and Macomb's web sites each show values and beliefs, however they are very different. Each college web site aims its advertisement for their education at different types of students. These values and beliefs that each of these colleges present, have been used to recruit students is to a specific social class. This is indeed proof that America's education system is segregated into different classes of a social hierarchy, and that is one of the most important differences when looking at these sites. Macomb Community college is just that — a community college, and its web site speaks to the community it serves: first time college students, older students just going back to school, and those using it as a stepping stone to reach a higher goal of learning. Pomona's web site appears to be reaching out to a higher class of society. Pomona looks inviting to those interested in a high-priced education. I'm not sure there is a big difference in the education Pomona offers compared to the education Macomb offers as far as text book knowledge. The big differences I find just by looking at the web sites themselves are how they promote themselves and the types of students they are trying to attract. Macomb seems so basic compared to Pomona. **Most of us can see that a big difference between educational institutions is that some schools can be labeled as a "trade school" at which you get training on a specific job type, and some can be labeled as a higher learning institution to which a student can receive a two or four year degree. Maybe it's due to the way I was raised in a working class family, but I believe in specific job training. Those values and beliefs are what made me what I am and also helped me choose where I want to receive my education: Having to choose a college based only on a web site would be easy for me. Pomona looks wonderful through the eyes of the current students; they all seem young and energetic and willing to learn and bring their creativity to the class room. Pomona's campus looks like something out of a movie scene; who wouldn't want to study under a palm tree? But those like me, looking for specific job training skills, are not so much concerned with whether or not my school of choice has a student body made up of a certain social class. Macomb Community College looks like it offers just what I need, the tools and knowledge to get me into the career I am seeking. It's a devil's bargain, but I live in the real world of children, poor wages, and a need for something that feeds my family. If I had a real choice, I'd take Pomona, but I don't.**

Nora McNamara

Professor Hugh Culik

English 1180/C1604

October 12, 1492

Purposes for Education

Pomona College and Macomb Community College each strive to promote their education systems through their web sites. They each offer degree programs and have a variety of courses to choose from. They each have a different implied audience whose differences tell us about the class structure in America. Pomona and Macomb's web sites each show values and beliefs however, they are two very different schools and appear to be marketing to two different types of students. The values and beliefs that each of these colleges use to recruit students is unique to its own social class. Pomona and Macomb's web sites both offer degree programs, however Macomb seems to offer quite a bit more as far as choices in which career path to choose. Looking further into each of the web sites I can see a multitude of similarities in the way they promote diversity on their campus, and each of them offer the use of financial aid and even show links on where to go to apply. While looking at each site I can't help but notice the differences in the schools mission statements. Macomb clearly states it strives to promote workforce development in the southeast Michigan, while Pomona mission statement speaks about the creative learning experience.

These college web sites are very similar in the way they promote the affordability of their schools, but is the cost of the school the only factor a student makes when choosing a school? Is it solely the decision on the student or are the parents involved in the decision making, which could be when the question of affordability comes into play. Macomb being a publicly funded community school, students will automatically see that as an affordable choice, in fact doing the calculations for an eight year old first time student living at home the average cost without financial aid is about twelve thousand a year. Looking at Pomona's web site a first time student may be a little intimidated thinking the cost of the school would be out of reach for someone financially challenged. Well just the opposite, Pomona is very clear on the pricing of the school and makes it very clear that almost every student can receive some sort of grant or scholarship and the majority of its applicants never pay full price. So with the question of affordability possibly not being a factor in the decision making, why then is one school more appealing to students than the other. If each school claims they are affordable what makes a student choose one over the other.

It is my belief that students chose a school and career path based on their upbringing and background. I think that the social class that someone is brought up in has almost everything to do with the decision making when going to school. Looking at the web sites of each of these schools it is very

apparent to me that the schools know this and promote themselves based on different conceptions of education that are tied to class.

Macomb Community College looks as if it is speaking to the students living at home, those who may have other commitments such as children and military, or those just looking to get their feet wet and not quite sure what they want to pursue in life. Pomona seems to be looking for the go-getters and those interested in expanding their learning above and beyond the career path they have already chosen.

Looking at these colleges based on their web sites alone and being a first time student and assuming money was not a concern, I would have to think about what it is I was really looking for in a school. Pomona looks warm and inviting to those who are interested in expanding their minds and creative thinking, not just going after the job training but looking further into the field of expertise they are after. Macomb looks as if it's just opposite; it's a get in and get out school, choose your degree program take the necessary classes to achieve the degree, and move on to the career path and job placement. In the Macomb county area, it is no secret to anyone here that we are a working class society, and Macomb College helps to keep that going.

Let's face it Macomb can be labeled as a trade school, and that's not altogether a bad thing. I was raised in this community; I was raised in a blue collar family and was never interested in a big name university when I graduated from high school. Still, trying to find out what it is I'm going to do on my journey in life, I know without a doubt Macomb is where I will find it. Even With Pomona making it affordable for just about anyone with a good GPA and excellent credentials to be accepted to their school, there are other factors that would stand in my way. I believe in job specific training; it's how I was raised. I believe if there is one interest you have, there's nothing wrong with learning that trade and making a living doing what you love. Had I been born into a wealthier family, raised in a society where my social status was more upper class would my choice of schools be different? Absolutely. The differences in educational purposes are just that: differences. They cannot be put into a hierarchy.

Rubric

Most rubrics explain the grade on a paper; they seldom serve as teaching tools that help a student assess progress toward a successful paper or toward an understanding of the writing process itself. However, this need not be the case; a rubric can specify traits central to good writing. Such rubrics can be used in two ways. First, they can be used to check a paper's development during the composition process; they are a roadmap to a successful paper. Second, they can be used as revision tools for directing the peer review activity of other students. The following rubric is meant to serve both purposes.

<h1>Writing to Learn</h1>	
Mapping the Topic: Terms, Expectations & Questions Sheet (TEQ Sheets)	
• Do the TEQ Sheets focus primarily on the content of reading, <i>not</i> on your response to the reading?	
• Terms: new words and especially “words that are important to the reading”	
• Expectations: do the differences between your expectations and what was actually written help identify how you can “join the conversation” about the topic?	
• Do your questions help identify issues that are being ignored, undervalued, mistakenly explained, or are in need of further evidence?	
• Does the TEQ Sheet lead to a Purpose & Problem Statement?	
Understanding the TEQ Sheet’s function: percentage	
Use of the TEQ Sheet in a skilled and productive fashion: percentage	
Discovering the Gaps: The Purpose & Problem Statement	
• Does the “Purpose” portion of the statement review identify the larger purpose of the course?	
• Does the “Purpose” portion of the statement review identify the connection of the assignment to the purpose of the course?	
• Does the “Problem” portion of the statement briefly discuss gaps in the EXISTING knowledge of the discourse? • [Note: these gaps are the student’s opportunity to add new material to discussions of the topic. The gaps are <i>not</i> gaps in the students knowledge.]	
Understanding of the Purpose & Problem Statement’s function: percentage	
Use of the Purpose & Problem Statement in a skilled and productive fashion: percentage	
Proposing a Preliminary Claim: the Prospectus	
• Does the Prospectus state the claim of your paper and describe the evidence that makes the claim credible?	
• Does the Prospectus avoid pro/con or good/bad thinking?	
• Does the Prospectus have a claim that can grow and become more complex throughout the paper?	
Understanding the Prospectus’ function: percentage	
Using the Prospectus in a skilled and productive fashion: percentage	
<h1>Writing to Communicate</h1>	
Completing the Assignment	
• Do the writing-to-learn documents and the paper reflect the requirements of the assignment?	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	
Document Format	
• Are page formats correct?	
• Are quotations inserted as part of “quotation sandwiches”?	
• Are sources recognized as required?	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	

Introduction	
• Does the introduction build on the discoveries of the Prospectus?	
• Does the introduction name the problematic issues that guide the paper?	
• Does the introduction establish the initial phase of the writer's claim about the problematic issue?	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	
Body Paragraphs: 4 functions (Each function often requires several sentences, but functions may be combined with other functions in a sentence.) Note that this does NOT mean that a paragraph has four sentences.	
• Function #1: introduction of idea or transition	
• Function #2: presentation of evidence through quotation, specialized terminology, concepts, etc.	
• Function #3: comment on particular piece of evidence	
• Function #4: claim and/or development of claim	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	
Conclusion	
• Does the conclusion summarize the growth of the claim throughout the paper, i.e., the Function #4 sections of body paragraphs?	
• Does the conclusion go beyond a re-statement of the Function #4 sentences to make an insight useful to future writers?	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	
Final Review for Submission	
• Does paper represent a careful proofreading for spelling, punctuation, grammar, formats, etc.?	
• Does paper reflect a review based on the categories in this rubric?	
• Does paper represent a careful proofreading for conceptual complexity?	
• Has the submission draft been reviewed for run ons, fragments, and comma splices?	
• Has the submission draft been reviewed for "tagged on" phrases that extend sentences, but really should be a separate sentence?	
• Are commas used correctly?	
• Do lists and series use parallel structure?	
• Are verb tenses consistent and appropriate to the type of paper being written?	
Assign a percentage for the understanding of this step in the writing process	
Assign a percentage score for the actual use of this step in the writing process.	
Review all scores for the categories above, and make a separate, overall judgment about the paper's quality that is both FAIR and ACCURATE. This score is NOT an average of the other scores.	
Author's Name:	
Reviewer's Name:	