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Writing to Learn

Background: From <http://www.unl.edu/writing/classroom-writing-instruction>

Why integrate writing into a course?

- Students deepen their knowledge of course material by writing. Whether reflecting on what they've learned, composing a question, or connecting knowledge to lived experience, writing extends students' engagement of a subject.
- If students have had a chance to explore the course material through writing, they are likely to feel more invested in it, to be better able to discuss it, and to retain what they've learned.
- Reading our students' writing—whether a paragraph describing a lecture or a research paper—gives us a heightened sense of their grasp on the course concepts. This, in turn, allows us to teach to their needs.
- Writing gives students practice in participating in the discipline. Rather than simply testing their acquisition of knowledge, writing provides an opportunity to analyze, challenge and contribute to existing ideas.

Why are my students poor writers?

We've found that instructors often conflate "poor writing" with issues of usage and grammar. While it may seem that complaints of student error are unique to our times—a product of text-messaging and media-saturation—the complaint is nothing new, nor is the percentage of errors on the rise.

John Bean offers some observations about error that may also help us to understand it more complexly:

- "Even in an error-laden essay, an actual count of the errors reveals that there are many more correct sentences than flawed ones." Bean reminds us that our "psychology of reading" shapes our location of error in student papers. Individual teachers tend to notice different errors. If we are looking for particular errors, they are highly visible to us.
- "What constitutes 'error' really involves stylistic choices—issues of rhetorical effectiveness and grace rather than right-or-wrong adherence to rules." If we find wordiness or passive voice abounding in our papers, rather than approaching these as errors, we might devote time to instructing students on why these are not appropriate in a given rhetorical context (the lab report, the book review).
- "Errors in student writing increase with greater cognitive difficulty." As students enter new academic territory, other skills may temporarily regress. By building in multiple drafts, students will have the chance to correct these errors and further their thinking.
- "Teachers can expect to see sentence problems in first drafts and on essay exams." Students tend to produce less error-ridden prose when they have opportunities to draft, receive feedback, and revise. In the case of the essay exam, not only are students writing under pressure, but they are engaging in a cognitively challenging task.
- "Traditional procedures for grading and marking student papers may exacerbate the problem." Well-intentioned teachers often tell us that to improve students' grammar, they mark every error they find. Not only is this time-consuming (and frustrating) for the instructor, it can be counterproductive. Instead, try marking one or two patterns of error you see, and provide an explanation of why a rule has been violated. Then, let the student correct his/her own text—she will learn far more by doing so.

- “Student errors are systematic and classifiable.” That is to say, there is a difference between errors that occur in a pattern in a student’s paper—which demonstrates confusion about a rule—and a “mistake” made out of haste or lack of proofreading. If you find an error made consistently throughout a piece of writing, call attention to it and help the student understand why it isn’t correct. If the issue is a mistake, you might emphasize the need for editing, providing students strategies of how to do so.

John Bean, *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass, 2001.

How do I encourage my students to revise?

Many of us, our students included, carry around the idea that good writers, real writers, get it right the first time. As instructors, we need to help students understand (and remind ourselves, too) that good writers spend much more time revising than they do drafting.

Here are some ways you can do this:

- *Create writing assignments that leave room for students to explore an issue or problem of genuine interest.* If the writing is driven by inquiry—rather than providing a pre-determined answer—they will be more apt to revise.
- *Make clear to your students that revision is different from editing.* Help them understand that revision involves not only tweaking the text, but also re-examining the ideas within the text. You might provide them examples of a text at different stages of the revision process.
- *Build time into your course to accommodate the writing process.* You might set one deadline for first drafts, and then leave time in class for students to share texts and offer feedback to one another in small groups. If you can’t spare the class time, encourage them to visit the Writing Center where they can talk through their process with a consultant. Leave adequate time between assigning the paper and its deadline for genuine revision to take place.
- *Give your students’ papers the majority of your comments while they are in process, not when the final version has been turned in.* That said, try not make your comments so extensive that the student feels overwhelmed. Focus your response on one or two central goals for revision, so that the student has an achievable goal.
- *Don’t forget to point out what is working in the draft.* This gives the student language for what she is doing well, so that she can repeat it.
- *Require students to submit all drafts along with their final copy.* This will give you (and the student) a sense of how your students have progressed to the final version of the assignment.
- *Consider asking students to write a “process account,” in which they document the rationale that shaped the changes made in their revision process.* If you choose to include attention to process in their final grade, a process account will help you evaluate this component.
- *Model revision.* Consider letting students see a piece that you have revised for publication, from an early articulation to a mid-process draft to final version. This will give them evidence that professional writers do, indeed, revise.

How can I promote improved writing on essay exams?

Essay exams can offer many potential benefits to students: they give students an opportunity to synthesize material, to learn to think and compose quickly, and to use course material to make arguments. Here are some strategies that will help the learning potential of essay exams.

- *Teach your students how to write essay exams.* Often we tell students we value “clear” writing or that they must provide “coherent” responses. Since no student sets out to write in an unclear or incoherent manner, this advice is usually ineffective. Instead, provide students examples of exams that are exceptional, average, and poor. Help them to understand why each received the grade it did.
- *Be clear about whether your grading will include usage, grammar, etc.* If so, be sure to give students adequate time to look over their answers and make revisions.

- *Allow students to practice, either writing in class or taking a practice exam as homework.* This gives the student another opportunity to see what you value in an answer in why. In addition, it gives students another opportunity to learn by writing.
- *Call for thesis-governed writing.* This will increase the chances that students write a succinct, clear essay. If the question uses verbs such as “discuss,” “analyze,” “compare and contrast,” students tend to stray from the task. If you use imperatives, make sure the task is well contextualized. For instance, “What are the pros and cons of using pesticides to control mosquitoes?” is clearer than “Discuss the use of pesticides in controlling mosquitoes” (Bean 192).

Adapted from John Bean’s *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. For more suggestions on essay exams, see Bean’s book, pages 183-195.

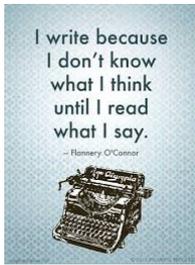
How do I incorporate writing into a large lecture course?

While it may be impossible to require a course of 100 students to write research papers, incorporating writing into your lecture course is still possible. Below are ideas that allow students to write-to-learn that are also manageable for the instructor.

- *Develop guided journals to accompany your lectures.* You might ask students to write short responses (a couple of paragraphs will do) to link lecture information to their own experiences, to apply it other contexts, or to critique or question the ideas presented.
- *Incorporate writing moments into the lecture.* You might stop your lecture and ask students to write for several moments about how the presented material interests, challenges, or confuses them. Invite a couple of students to share their responses. This will facilitate both learning through writing and dialogue between you and the students.
- *Invite student questions in writing.* At the end of your lecture, you might invite students to compose a question about or response to the material. This will give you a sense of how students are interacting with the knowledge presented.



What writing-to-learn isn't.



Adapted from multiple sources/ Resource List at the End

Writing to Learn strategies have these characteristics: Generally short and impromptu, not requiring large amounts of student or class time AND written primarily for the benefit of the writer as an aide to clarifying experience; thus, does not require extensive instructor commentary and response.

Workaday writing includes the following activities:

Note-taking, which requires students to not only take careful notes, but to reflect critically on what they have heard or read. For example, students might be asked to respond to lectures or reading by answering these kinds of questions:

- What did you already know about this material?
- What is new to you?
- Does anything contradict what you already knew?
- Does anything expand or provide more evidence for what you already knew?
- What don't you understand?
- What support does the speaker or writer give for his or her facts?
- What patterns of reasoning does the speaker or writer offer as evidence?
- Have you encountered reasoning like this before? If so, where? Are these patterns typical of the discipline as a whole?

Journals, which require students to write extensively several times a week, summarizing what they have learned, and raising issues and problems. Teachers may use the same sort of guide questions for journals as they use for note-taking.

Microthemes - mini-essays on five-inch by eight-inch cards - which require students to write summaries, support theses, pose questions, work with data, and provide support for generalizations. Here is a sample microtheme assignment for an introductory physics class (Bean et al., 1982, p. 35):

Suppose that you are Dr. Science, the question-and-answer person for a popular magazine called Practical Science. Readers of your magazine are invited to submit letters to Dr. Science, who answers them in "Dear Abby" style in a special section of the magazine. One day you receive the following letter:

Dear Dr. Science, You've got to help me settle this argument I am having with my girlfriend. We were watching a baseball game several weeks ago when this guy hit a pop-up straight up over the catcher's head. When it finally came down, the catcher caught it standing on home plate. Well, my girlfriend told me that when the ball stopped in midair just before it started back down, its velocity was zero, but acceleration was not zero. I said she was stupid. If something isn't moving at all, how could it have any acceleration? Ever since then she has been making a big deal out of this and won't let me kiss her.... You've got to explain it so we both understand, because my girlfriend is really dogmatic. She said she wouldn't even trust Einstein unless he could explain himself clearly.

Sincerely, Baseball Blues

Can This Relationship Be Saved? Your task is to write an answer to Baseball Blues. Because space in your magazine is limited, restrict your answer to what can be put on a single 5" X 8" card. Don't confuse Baseball and his girlfriend by using any special physics terms unless you explain clearly what those terms mean. If you think some diagrams would help, include them on a separate sheet.

Writing Before and After Reading. If a high-stakes writing assignment will require a student take a position on a topic they will need to research or ask them to formulate an argument in favor of or against the position of an authority, you may consider asking them to write before and after reading. This low-stakes activity will allow students to gain a stronger sense of their own position and can function as an informal conversation between the student and the expert voice. By writing before reading the position of the authority, students can explore their own assumptions about a topic and can locate gaps in their knowledge. By freewriting after reading, students can address their assumptions from an educated perspective and can discuss the texts in light of their earlier position.

Assign the students a freewrite to complete outside of class before they read a text by an authority on their paper topic. Ask them to explore their honest opinions, assumptions, and questions about the topic they have chosen to write about in their paper. You might ask them why they chose the topic, what position they are considering taking on it, and why. Then ask them to read what experts have to say about their topic (this might include readings you assign or research they do on their own). After they have read outside texts, ask them to explore their initial ideas about the topic—do they agree or disagree with their original position or with the authority’s point of view? Do they have a mixed response? What has changed since their initial freewrite?

Ask students to work in small groups to share what important takeaways they gained in their freewrites. What assumptions did they reveal and what considerations might they need to take into account when beginning their essay draft?

These freewrites do not require a response, though you should collect them and check off that they have been completed.

Variations:

- If you don’t have time to assign writing both before and after reading, you might have them write only before or after they read.
- Students can be asked to use their freewrites to arrive at a working thesis and then the working thesis could be workshopped in class.

Quick Writes

- Agree-Disagree Statements
- 3x5 card questions about reading or class lecture
- Summary statement at the end of class: What is the most significant learning today? or some variation to get at what they learned.
- Predict or hypothesize

The One-Minute Paper

A popular off-shoot of the standard quickwrite, the One-Minute Paper can be used at the beginning of a class to help students focus on the matter at hand and get them thinking. You might ask them to summarize the main point of the last class (providing a bridge to the current lesson) or summarize a reading. The point is to get them writing immediately. You might have them exchange their One-Minute Papers with a partner and ask for a follow-up quickwrite that synthesizes the views. Or perhaps ask for a few randomly-selected samples and discuss them. Look for accuracy, precise language, and conciseness. Tell students constantly to ask themselves: What do I mean? Am I saying what I mean? Will my reader understand what I've written? One-Minute Papers can also be used as a Classroom Assessment Technique at the end of a class. Direct the students to answer two questions: "What was the most important thing that you learned during today's class?" and "What important question do you still have?" This requires the students to evaluate what they remember and to reflect on how well they understand the material. Their responses can provide you with insights into how they are learning (or misunderstanding) the material.

Resources

Bain, Ken. *What the Best College Teachers Do* (Harvard University Press, 2004).

Cross, Patricia and Thomas A. Angelo, *Classroom Assessment Techniques: A Handbook for Faculty*, Second Edition. (Jossey-Bass Publishers, San Francisco, California), 1993.

Guide to Writing Across the Curriculum <https://wac.colostate.edu/intro/>

Herrington, Anne, and Charles Moran, eds. *Genre across the Curriculum*. Logan: Utah State UP, 2005.

Weimer, Maryellen. *Learner-Centered Teaching: Five Key Changes to Practice*. San Francisco: Jossey-Bass, 2013.

Writing Across the Curriculum and Writing Journals <https://wac.colostate.edu/journals/>

The Writing Studio <https://writing.colostate.edu/guides/processes/editing/index.cfm>



**Shared by Dr. Amanda Miller
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Writing Lab 1

Finding Good Sources

www.google.com/books

www.google.com/scholar (note: if you find an article you want to see on Google Scholar, you'll likely need to enter it into Primo, UIndy's library search tool so that you can access it for free. Do NOT pay to access any article.)

Sometimes, the key to finding good sources is experimenting a bit with search terms. Remember you can always change the terms.

A second tip is to find one fantastic article, then explore their sources as potential resources. Remember, you should not cite people who are citing people.

Example: If, in Miller (2009) she writes, "Sassler (2007) found that cohabitators often have more egalitarian gender roles" you would NOT cite "Miller 2009" as the source of that information. Instead, you would find Sassler's 2007 paper, double check the information, then cite Sassler 2007 if it's correct.

Strategies for Avoiding Plagiarism

1. **Do not write while looking at original sources.** Instead, take notes on what the original sources say, then write from your notes.
2. **Put in quotations** everything that comes directly from the text especially when taking notes. It doesn't matter if it's 4 words or 4 sentences or even if you've removed one or two words from the middle---if they're someone else's words, put them in quotation marks. A rule of thumb is that if you use 3 or more of someone's words in a row, put it in quotation marks.
3. **Paraphrase**, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
4. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
5. **Use direct quotes sparingly.** Fewer than 10% of your cited sentences should be direct quotes. The rest should be paraphrased. If you do use a direct quote, you must immediately explain it in your own words.
6. **Use turnitin.com** early and often to check your work. Directions for doing so are on our class ACE page.
7. **Use tools like dropbox.com** when working with a partner so you can check each other's work.

EXAMPLE OF A CORRECT PARAPHRASE

ORIGINAL FROM SASSLER AND MILLER 2009: "The female partner was seldom attributed with or claimed initiating the first date. Only 3 of the 30 couples wove a narrative in which a nontraditional script had been the followed."

PLAGIARISM (my changes in italics/strikethrough for example): Only 3 of the 30 couples ~~wove a narrative~~ *told a story* in which a nontraditional script had been the followed (Sassler and Miller 2009). The ~~female partner~~ *woman* was seldom attributed with or claimed *responsibility for* initiating the first date (Sassler and Miller 2009).

CORRECT PARAPHRASE: For the vast majority of couples, it is the man, not the woman, who initiates dating (Sassler and Miller, 2009). Traditionally, the expectation has been that men ask their female partners to dinner or a movie. Rarely do women claim that they have done the asking, nor do their male partners say they were asked out by their female partners (Sassler and Miller, 2009).

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ORIGINAL FROM MILLER AND SASSLER 2010: “Women were not always comfortable suggesting the couple move in together, which is reflected in how a number of them broached the subject. Some did it by referencing the amount of time they spent together (a ‘rationality’ approach), or nerved themselves up to raise the subject by letting their partner know that they were afraid of being ‘too forward.’ Although the majority of men agreed that living together was a good idea, our results suggest that there were valid reasons for women’s anxiety, as quite a few men were unwilling to accept these offers right away. Instead, these men effectively put the brakes on any such decision. Five middle-class men and three men in our working-class sample expressed some hesitation about taking their female partners up on their suggestions. Jonathan recalled the initial discussion, and asked how he responded said, ‘I told her that I wanted to wait a little while.’”

CORRECT PARAPHRASE (TRY IT IN 3 SENTENCES OR LESS)

Properly citing references

Which of the following sentences needs a citation?

Write a “yes” in the parentheses if it needs the citation and a “no” if it does not

Families are one of the most crucial parts of the culture of the United States (____). They provide the basic social functions of assisting with healthcare and education, as well as helping care for the elderly and minor children (____). In fact, 3 out of every 7 family members are not of working age (____). As time as gone on, families have decreased in importance due to the rise in social services and the public education system (____). However, I believe that the emotional value of families will always be important as I do not think it will ever be possible to purchase true love and caring (____).

Every sentence except the last one should be cited.

In sociology, you must cite ANY statement of fact that you make, even if you “just know it.” In that case, track down an original source and cite it so that you have evidence to back up your points. Unless it’s clearly your opinion or so basic that we all learned it in the 1st grade, it must be cited. Please do not worry about “over-citing” in my classes. In ASA style, we cite nearly every sentence except ones that are clearly noted as your opinion.

Citing

Within your paper, there are 2 ways of including a citation. Examples are below:

Cohabitators do not generally discuss marriage before moving in (Sassler 2004).

OR

Hochschild (1989) noted that many women are still working the second shift.

You need to cite within the text briefly AND include the entire citation at the end of your essay on a separate reference/works cited page.

ASA Style

Below is an example of ASA style. **You must use ASA style in your paper.** Please note: journal articles and books that you find online may be cited as if they are the hard copy version under the rules of ASA citations.

For scholarly articles:

Lastname1, Firstname1, Firstname2 Lastname2, and Firstname3 Lastname3. Year. "The Title with All Substantive Words in Capital Letters." *Complete Journal Title Italicized* #(volume): #-#(pages).

Kollock, Peter, Philip Blumstein, and Pepper Schwartz. 1994. "The Judgment of Equality in Intimate Relationships." *Social Psychology Quarterly* 57: 340-351.

For an entire scholarly book:

Lastname, Firstname. Year. *Book Title Italicized with All Substantive Words Capitalized*. Location: Press.

Johnson, Miriam. 1988. *Strong Mothers, Weak Wives*. Berkeley: University of California Press.

For chapters from scholarly books:

Lastname1, Firstname1 and Firstname2 Lastname2. Year. "Chapter Title with All Substantive Words in Capital Letters." Pp. #-# in *Book Title Italicized with All Substantive Words Capitalized* edited by Firstname1 Lastname1 and Firstname2 Lastname2. Location: Press.

Altheide, David and John Johnson. 1998. "Criteria for Assessing Interpretive Validity in Qualitative Research." Pp. 485-499 in *Handbook of Qualitative Research*, edited by Norman Denzin and Yvonna Lincoln. Thousand Oaks: Sage Publications.

For other sources : See ASA Style Guide on ACE or Purdue OWL website

Let's try one. Put the following source information into ASA format.

Author Names: Jamie Lynch and Daniel L. Carlson Year: 2013
 Journal Title: Social Sci Research Journal Volume: 42 Page Numbers: 1505-1518
 Article Title: Housework: Causes and consequence of gender ideology?

Writing Lab 2

First, begin by writing two random nouns (people, places, or things) below. Pick any two:

Organization and Flow: How a paper “sounds.” If you read it out loud, it should make sense as a conversation and not just individual paragraphs on a piece of paper. Well organized papers flow in a logical order.

Outlines are crucial for organization and flow. If you don’t start by outlining a paper, it will never flow correctly. Think about how you want to group ideas into a few subtopics, then, within each subtopic, think about how you want to present the specifics. You can always fill in examples and details later. (See *examples of a more simplistic and a more sophisticated literature review.*)

One Idea Per Paragraph is a basic tenant of writing. The first sentence of each paragraph tells the reader what every other sentence in the paragraph will be about. If your first sentence is about dating and religion, every other sentence in that paragraph needs to be about dating and religion. If you want to write about dating and gender, you need to start a new paragraph.

Introductions and Conclusions are an important part of “flow.” Every paper should include them. However, I always write mine last. That may not make sense, but when you write multiple drafts (as you should) you’ll inevitably end up moving things around. By writing your introduction and conclusion last, That you can be sure you’ve properly captured the ideas in your paper in the order in which you are presenting them in your final draft. Introductions should always begin with something interesting (i.e., not a dictionary definition) to grab the reader’s attention like a social problem or trend, an interesting fact you learned in your reading, or a question before summarizing what you will do in your paper. A conclusion should always begin with a summary of what you did in the paper before adding some concluding thoughts, predictions, or questions which still need to be answered.

The Importance of Transitions (from: <http://owl.english.purdue.edu/owl/resource/574/01/>)

Good transitions can connect paragraphs and turn disconnected writing into a unified whole. Instead of treating paragraphs as separate ideas, transitions can help readers understand how paragraphs work together, reference one another, and build to a larger point. The key to producing good transitions is highlighting connections between corresponding paragraphs. By referencing in one paragraph the relevant material from previous ones, writers can develop important points for their readers. Think about this as telling a smooth story. Instead of writing transitions that could connect any paragraph to any other paragraph, write a transition that could only connect one specific paragraph to another specific paragraph.

Reviewing Your Transitions As you review the transitions in your paper as a whole:

- Try reading only the first and last sentences of each paragraph out loud to a friend. Do these sentences together tell a coherent story or make a coherent and logical argument? If not, spend more time figuring out the relationships between your ideas.
- Express these relationships using appropriate transitional terms:

Examples

Terrible Example (not transition):

...Aardvarks truly are the world’s best animals.

I really enjoy cheese. Something about it is almost addictive to me. (Paragraph singing the praises of cheese.)

Mediocre Example:

...George Washington could not tell a lie.

Washington was interesting in other ways, too. He had wooden teeth, for example. (paragraph about Washington's dentures)

Good Example:

...Eating local foods helps the environment.

The fuel saved by eating local is not the only way of helping the environment by conserving resources, however; turning your thermostat down while not at home also saves energy. (Paragraph about conservation through changing the temperature in your home.)

Not working? Try reverse outlining. In a reverse outline, you write a brief outline after you've finished your draft. Can you group these paragraphs into larger sections? If certain paragraphs don't fit into specific sections, you may need to move them, eliminate them, modify them, or add to them.

One Idea Per Paragraph- below are several sentences about families. Write an "A" "B" or "C" next to each sentence to identify if it belongs in paragraph A, B, or C.

___ Breastfeeding is quite common among higher income families in the United States.

___ Low income children and those who receive free or reduced lunch are more likely to be obese.

___ Women who have lower-skilled, low-paying jobs often do not have the means or time off work to be able to breastfeed.

___ While the statement "breast is best" is sometimes used to describe the health benefits of breastfeeding, they are often overstated when you control for the education level of mothers who choose to breastfeed.

___ Middle class parents, especially, tend to do what is called "concerted cultivation"- scheduling every minute of their children's lives with what they view as enriching activities.

___ When parents are overbearing or protect their children to a great degree, they are sometimes known as "helicopter parents."

___ Childhood obesity has been identified as a public health crisis

___ Children who live in so-called food deserts are more often overweight, somewhat ironically, they also more often experience malnutrition.

___ Daughters are more likely to have their activities restricted by parents than are sons.

___ Even at the college level, some parents want to help their children to an excessive degree, by calling their child's professor to ask about homework or request a higher grade on an assignment, for example.

Transitions- Now, exchange your two nouns with your neighbor. Take a few minutes to write an ending sentence for the first paragraph on the first topic, then the first sentence for the next paragraph that both introduces the new topic and connects it to the old one.

Examples of a Simplistic and a More Sophisticated Paper

Integrate information to be a better writer. Instead of just telling the reader what each individual source says in turn, combine the information in a way that makes sense to YOU. This will improve the flow of your paper by adding more natural transitions within and between paragraphs. This will also help you avoid plagiarism.

For example, if the notes you took (**in your own words**) on 3 paraphrased sources say:

- a. We think laws exist to help keep people in line. However, crime doesn't always pay, so why would people want to commit most crimes that they have the opportunity to commit? (Baker and Daniels, 2007)
- b. Most people will violate social norms at some point in their lives; we use laws to help deal with some of the more serious violations (Packer, 2009)
- c. Laws cannot always account for norm violations that are not criminal; most of us won't become criminals (Henry, 2005)

A SIMPLISTIC literature review based on these three sources would say (cited information in italics for example purposes):

As most of us realize, *most people will violate social norms at some point in their lives* (Packer 2009). *We use laws to help deal with some of the more serious violations* (Packer 2009). However, *although we think laws exist to help keep people in line, crime doesn't always pay, so why would people want to commit most crimes that they have the opportunity to commit?* (Baker and Daniels 2007). The problem with thinking about laws as the sole way of dealing with deviance is that *laws cannot always account for norm violations that are not criminal, and most of us won't become criminals* (Henry 2005)

A MORE SOPHISTICATED literature review based on these three sources would integrate the material more fully and analyze it a bit throughout, perhaps providing examples or commentary when appropriate. (cited information in italics for example purposes)

Like it or not, *most of us will violate social norms at some point in our lives* (Packer 2009). For example, many of us will probably speed on our way home from work today or speak harshly to our families when we arrive. Although these are violations of social norms, they are certainly not against the law, and *most of us will not become criminals* (Henry 2005).

We generally presume that laws exist to help keep people in line (Baker and Daniels 2007). However, this just is not correct. *So many of our violations of the expected interchanges of society are not legal violations*, but norm violations, as in the above examples (Henry 2005). *Laws do nothing to address norm violations* (Henry 2005); they do not "keep people in line" in this way.

Not only is the idea that laws are what keep people from violating most norms problematic, but those that make laws to assure compliance with social norms or who rely upon them for safety's sake, also presume an additional fallacy. *We presume that we need these laws to keep people from becoming deviant* (Baker and Daniels 2009). However, *many of us will stay in line whether or not those laws exist* (Baker and Daniels 2009; Henry 2009). For example, throughout the course of shopping, many of us find ourselves with the ability to shoplift goods. However, most of us do not take advantage of these opportunities. I believe that this is either because of fear of retribution or because of some internal moral compass that houses our socialized ideas of what is right and wrong. This compass, referred to in sociology as the "generalized other" [not cited because this is common knowledge in sociology courses], is composed of our general ideas of how we should behave in a society. So, while *laws are utilized to deal with some of the most deviant norm violations in our society* (Packer 2009), *they cannot account for commonly occurring, non-criminal norm violations* (Henry 2005).

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The notes you took (in your own words) on three paraphrased sources say:

- a. Nearly every person will use a drug at some point in their lives, though many of these drugs will be used as prescribed by their doctors. (Backer 2007)
- b. Some people do use prescription drugs not as prescribed (or not prescribed for them); others use illegal/illicit drugs. There are lots of reasons why they do so, including boredom or experimentation among others. (Jims 2009)
- c. Drug use can be dangerous in certain situations. However, it's too simplistic to say that drugs are always bad. (Keifer 2005)

Writing Lab 3 Summary vs. Analysis

Once you've mastered summary, it's time to add in some of your own analysis. Summaries tend to answer the questions "Who, what, and/or when." Analyses focus more on the "why and how" questions as well as ask you to explain how the evidence you've accumulated fits in with other research. The questions below may help you add more analysis to your paper. I don't intend for you to answer all of them in a 2-3 page paper. Instead, focus on one or two. In fact, some of you may actually be summarizing in too much detail. It's ok to cut back on this in order to make more room for analysis.

If you want to move to the next level, you'll need to tell the story of your findings. That is, don't just report "Person 1 said this. Person 2 said this. Person 3 said this." Instead, think about **how** all three are interrelated. Do they share common themes? Are they different in some way? If so, refer to the handout on how to write a more sophisticated literature review in Writing Lab 2.

- **How** do they relate to course material? Do these findings remind you of anything else we've read in class or any of our lectures? If so, explain the connections (or the differences, as well as **why** you think we see similarities or differences.) Remember- you have to compare/contrast the findings on your country to our class readings to earn full credit on the analysis section of your papers.
- **How** are these ideas different from one another? Try starting a few of your sentences with words like "although", "despite", "unless", "nonetheless", "however", or "if" to help get you started.
- **Why** do you think the authors are finding what they're finding? Based on what else you've learned about your country (like from the CIA World Factbook), **why** do you think there's such a focus on this topic? Support your opinions with some evidence to make them stronger.
- Once you've written a mini-paper or two, reflect back on the ones you already wrote. **How** do you think one concept (child rearing) may relate to another (dating) based on the evidence you've accumulated?

Remember: Not all forms of analysis are created equally. For purposes of this class, in order from least sophisticated (so, will get you the least points) to most sophisticated (will get you the most points) are:

LEAST

1. How you personally think or feel about something or why you personally think something might be happening
2. Something you heard from another person or another class
3. Things you learned in our class lectures or from your past papers in this class
4. Using peer-reviewed scholarly resources to examine whether your own hunches are correct or incorrect
5. Connections to our class readings (similarities, differences, how one adds to another, etc.)
6. Connecting material about your country to our class theoretical perspectives (like the family decline and change perspective- cite original researchers like Popenoe and Stacey here)

In these papers, you should be doing numbers 5 and 6

	Too simplistic- Don't do this!	Much better- Do this
COMPARISON	Both dogs and cats are animals.	Both dogs and cats are mammals. That is, both of them have fur, give birth to live young, and nurse their infants.
CONTRAST	One is a dog and the other is a cat.	While both dogs and cats are lively little companion animals, cats tend to be somewhat more standoffish; dogs are more eager to please their masters. In addition, dogs and cats can both learn to do tricks, but, in practice, dogs are generally trained to do more active things such as fetching or high fiving while cats' tricks are more passive (e.g., sitting.)

Critical Thinking Exercise

One way to think critically that we are using in your mini papers is to compare and contrast the journal articles you find the class readings. This demonstrates critical thinking because it asks you to apply knowledge in a new way and use creative thinking to draw parallels between seemingly disparate information. Let's practice it! First, read the two articles. Then, write one good comparison and one good contrast (see above) between the two.

learning to parent transgender children

by Nicole Bedera |Contexts| June 7, 2015 | Spring 2015

Elizabeth Rahilly identifies three common techniques that indicate a shift in parents' perspectives on how best to raise their gender-variant children. In this study, "gender variant children" refers both to children who identify as a different gender than they were assigned at birth and who more casually cross traditional gender boundaries. In responding to their gender variant children, parents first use what Rahilly calls "gender hedging," or the creation of boundaries for their child's gender variance. A gender hedging parent might allow their male child to wear pink socks, but not a pink sweater.

Gender hedging allows both children and parents to explore gender nonconformity and begin to question the legitimacy of the gender binary. This questioning leads parents to seek out information about gender-variant children, connecting them to online materials that accept and normalize gender variance.

Then parents participate in "gender literacy," or active education of their children about issues of gender variance. Rahilly argues that gender literacy permits parents to actively resist the gender binary and demonstrate acceptance of their own children. Finally, parents adopt a practice of "playing along" with the gender binary according to boundaries set partially by their children. For example, a parent may not correct a stranger who mis-genders a child in a grocery store if a child requests their silence, but will address a teacher who mistreats the child.

the selfie exchange

by Steve Grimes |Contexts| November 20, 2014 | Fall 2014

If you are a teen with a social media account, chances are you have posted a selfie. The practice is so ubiquitous that last year the Oxford Dictionaries defined it as "a photograph that one has taken of oneself, typically one taken with a smartphone or webcam and uploaded to a social media website" and made it their "word of the year." A Pew Research poll found that 91 percent of teens who participate in some form of online social media have uploaded an image of themselves—up from 76 percent in 2006.

Accounting for the meteoric popularity of selfies, some see them as a means of free self-expression among teens. For example, "Selfie," a short marketing film made by Dove, the soap manufacturer, depicts teens taking selfies to express their "true selves" and "true beauty." But sociologists tell us that selfies, rather than liberating youth to be whomever they wish, may in fact act as a kind of social capital.

Teens participating in an online social network in Israel told sociologist Ori Schwarz that they understood the selfie as a form of currency. The "right" type of selfie, typically a "sexualized ad-like" pose, provided users with social capital in the form of "likes" or positive comments that were highly valued within that community, according to his 2010 *Convergence* article, "On Friendship, Boobs and the Logic of the Catalogue." This social bartering process is one of the few forms of capital teens control. In other words, in addition to being a form of self-expression, selfies may act as a kind of social real estate for teenagers.

Compare these two readings below:

Contrast these two readings below:

Writing Lab 4

Style, Diction, Tone, and Voice

Most information taken directly from Wheaton College Writing Center

Style

Style is the way in which something is written, as opposed to the meaning of what is written. In writing, however, the two are very closely linked. As the package for the meaning of the text, style influences the reader's impression of the information itself. Style includes diction and tone. The main goal in considering style is to present your information in a manner appropriate for both the audience and the purpose of the writing. Consistency is vital. Switching styles can distract the reader and diminish the believability of the paper's argument.

One of the biggest problems I see with style is what I call "quote bombing." That's when a student uses a quote but doesn't give it any context and fails to rephrase the quote. Other problems include:

Diction

Diction is word choice. When writing, use vocabulary suited for the type of assignment. Words that have almost the same denotation (dictionary meaning) can have very different connotations (implied meanings).

Examples:

Formal Diction	Casual Diction	Slang (very informal)
are not angry	aren't mad	ain't ticked

Besides the level of formality, also consider positive or negative connotations of the words chosen.

Examples:

Positive	Negative
Families are now more diverse	Families are no longer normal
the politician's stance	the politician's spin

Some types of diction are almost never advisable in writing. Avoid clichés, vagueness (language that has more than one equally probable meaning), wordiness, and unnecessarily complex language.

Tone

Aside from individual word choice, the overall tone, or attitude, of a piece of writing should be appropriate to the audience and purpose. The tone may be objective or subjective, logical or emotional, intimate or distant, serious or humorous. It can consist mostly of long, intricate sentences, of short, simple ones, or of something in between. (Good writers frequently vary the length of their sentences.)

One way to achieve proper tone is to imagine a situation in which to say the words being written. A journal might be like a conversation with a close friend where there is the freedom to use slang or other casual

forms of speech. An academic paper is like a formal speech at a conference: being interesting is desirable, but there is no room for personal digressions or familiar usage of slang words. Writing should change to suit the occasion.

Voice

Anything you write should still have your voice: something that makes your writing sound uniquely like you. A personal conversation with a friend differs from a speech given to a large group of strangers. Just as you speak to different people in different ways yet remain yourself, so the tone of your writing can vary with the situation while the voice -- the essential, individual thoughts and expression -- is still your own. When I read your papers, they should "sound" like you.

DR. MILLER'S STYLE, TONE, AND VOICE EXERCISE

Imagine you'd written this:

The American family has experienced a lot of changes (Stacey 2009). A lot of families just flat out suck. "Many issues are a direct result of the contextual nuances of the most recent permutations of both macro and micro economic sustainability hindrances. Correcting such problems is arduous due to both the obfuscation of the derivation of such foundational concerns and also the divergence in perceptions by those trusted with resolving such quandaries" (Miller 2013). Families also have a lot of the same traits as one another. For example, many families care for loved ones who are unable to work or are just plain lazy.

What are some problems with this paragraph?

How might you rewrite this paragraph?

Writing Workshop 5 Common Grammatical Errors

Why should we care about grammar and word choice?

1. Your current professors (and future bosses!) care about grammar.
2. The consequences of failing to care about grammar and word choice can be terrible (though hilarious.)

**With the Oxford comma:
we invited the strippers, jfk, and stalin.**

**Without the Oxford comma:
we invited the strippers, jfk and stalin.**

GRAMMAR MATTERS

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Here, I wanted to highlight a few of the most common issues I see among your papers this semester.

COMPLETE (NON-RUN-ON, NON-FRAGMENTED) SENTENCES

Every sentence you write should include a subject and a verb. A few tips:

1. To avoid sentence fragments, make sure you can clearly identify the subject and the verb

“The fathers work hard to make sure their children are happy.” NOT “Working hard to make sure their children are happy.” Here, working is a participle. It needs a subject to describe like *“The fathers are working hard to make sure their children are happy.”*

2. More often, I see students write run-on sentences that go on forever and the sentences have too much information with lots of subjects and verbs the students really want to write fancy sentences.

(Phew!) Don't do that. If you want to combine sets of subjects and verbs, you can do that in one of three ways:

- a. Semicolon: *"Parents love their children; they give them a lot of praise"* NOT *"Parents love their children they give them a lot of praise"*
- b. Comma + and, but, or, nor, for, so, yet: *"Parents love their children, and they give them a lot of praise"* or *"Parents love their children, so they give them a lot of praise."* NOT *"Parents love their children and they give them a lot of praise"*
- c. Turn one of the complete subject/verb pairs into a subordinate conjunction + a comma (because, although, if, when, after, while, until, since, unless, etc.): **"Because** *parents love their children, they sometimes discipline them."* or *Parents love their children, although they sometimes discipline them."* NOT *"Parents love their children although they sometimes discipline them."*
- d. **WARNING:** Just a comma without "and" or "but" isn't good enough! *"Parents love their children, they sometimes discipline them"* is a run-on sentence. This is called a comma splice.

SUBJECT/OBJECT/VERB AGREEMENT

Once you have a subject and a verb in each sentence, you need to be sure that all of the parts of the sentence agree with one another. A few tips:

1. A country (like "Japan" or "Canada") is treated as singular, even though it represents a lot of people
"Japan is a powerful country" NOT *"Japan are a powerful country."*
2. However, it's even better to refer to the people of the country if they're the ones who are doing something rather than the government
"The Japanese love their children" is better than *"Japan loves its children"*
3. Remember that many people have many family members- they don't all share the same husband, child, or uncle.

"Canadian women often work alongside their husbands" NOT *"Canadian women often work alongside their husband"* (unless you're talking about a polygamous marriage!)

APOSTROPHIES

Most students have a good handle on apostrophes with one exception: singular vs plural words.

1. If a word is singular and you want to show possession, add an "apostrophe s." (You can tell if the word shows possession by flipping the phrase around to see if including the word "of" makes sense. So, it would make sense to say "the family OF the woman", which means that "the woman's family" is also OK.)

"The girl's toys help her learn about science" OR *"The toys of the girl help her learn about science."*
NOT *"The girls toys help her learn about science."*

2. If a word is plural and ends in an "s" just add an apostrophe at the end.

If you want to talk about two or more Canadian people and their families, you say: *"The Canadians' families are very strong."* NOT *"The Canadian's families are very strong."*

Similarly, if a family has two sons, you say *"The two boys' toys are all over the house"* NOT *"The two boy's toys are all over the house."*

3. One exception: never use an apostrophe with a pronoun (like its, hers, yours, his, ours, or theirs.) They already show possession.

*“Canada is proud of **its** tradition of family unity.”* NOT *“Canada is proud of it’s tradition of family unity.”*
(That second sentence actually says “Canada is proud of it is tradition of family unity.”)

TOO, TO, TWO

Occasionally, too, to, and two confuse students.

1. Use “two” to spell out the number 2.

“There are two types of cohabitation practiced in Japan: alternative to dating and precursor to marriage.”

2. “Too” is used as a substitute for “also” or to show that something is excessive.

“I want to get married, too!” or *“Their wedding was too expensive.”*

3. “To” goes before a verb or as the beginning of a prepositional phrase

“Japanese families want to help their children grow up successfully.” Or *“Japanese families often go to the park together.”*

4. Of these, “to” is the trickiest, so use it by process of elimination. Are you trying to spell out a number? No. Are you trying to say “also?” Are you trying to say that something is excessive? No. If none of those three are true, use “to.” You’ll be right most of the time if you use that process of elimination.

THERE, THEIR, THEY’RE

Use the same process of elimination with there, their, and they’re.

1. “They’re” is a substitute for “they are.”

“They’re a very nice family.”

2. “Their” indicates possession.

“The family loves their new puppy.” (Here, the puppy belongs to the family.)

3. “There” refers to a place or gets used with the verbs is, am, are, was, or were.

“After learning about Canada, I’d like to go there.” OR *“There is a strong sense of family unity in Canada.”*

4. Again, if this is confusing, ask yourself. “Do I mean to say “there are?”” No. Am I showing that something belongs to someone? No. In that cause, use “there” and you’ll be right 90% of the time.

I/ ME/ MY AND WE/ US / OURS

Sometimes, students don’t know whether to pick I or me or my or we or us or ours. Again, let’s think about how to decide.

1. “My” and “Ours” always show possession.

“I love my family” Or *“Ours is the best family in the world”* (remember: think of if you could use “of” in the sentence if you twist it around a bit to see if it’s possessive. Here, you can also say “I love that family of mine.” or “Ours is the best of the families in the world.”)

2. “I” and “We” are always subjects. They’re actively doing something.

“I helped dad with the dishes” or *“After dinner, we helped clear the plates.”*

3. “Me” and “Us” are always objects. Something is happening to them. Frequently the words “to” or “for” come before “me” and “us.”

“She gave the list of chores to me.” or *“Mom loved us a lot.”*

4. BEWARE: Students struggle the most with these words when there’s another person involved. If that’s the case, cross out the other person and see how it sounds.

“Billy and me went to the store for milk.” Ok- cross out Billy. Does *“~~Billy and~~ me went to the store for milk.”* sound correct? Nope. So, the correct sentence is *“Billy and I went to the store for milk.”*

Try another: *“Dad helped the neighbors and we kids with planting a garden.”* *“Dad helped ~~the neighbors~~ and we kids with planting a garden.”* Nope. *“Dad helped the neighbors and us kids with planting a garden.”*

Fix the following sentences (or write “no error” if there’s no error.)

1. After our field trip, me classmates couldn’t wait too get back to our moms house for dinner.
2. Remember Sally and Bill we went to school with a lot of there siblings they had 19 kids!
3. She give her favorite comic book to Jerome and I for we to enjoy.
4. Their a really nice group of people once you get to know them they just need a little time to come out of there shell.
5. After we talked to her, we decided that she was very brave, and we thought she deserved a medal; she was, after all, a war hero!
6. The dog looked so sad; it’s favorite toy was torn to shreds and it had only itself to blame.
7. Jen and me hate that our professors care about grammar their two old to know that we all plans to use text speak 4-eval.

**Writing is a journey
in self-motivation,
after all.**