



<p>-must have strong thesis statement; must "prove and back up"</p>	<p>-Clarity, organizational flow Note: subtext may include adversarial 2-sided debate model also said to add to clarity</p>	<p>-overrides/dominates understanding of the assignment; creates rigid "prove" statements even where assignment says "discuss" "explore"</p>	<p>-explain whether assignment actually calls for thesis or not; be aware that phrases which include "strong thesis statement" may be over-interpreted by student to mean "prove;" - discuss verbs of flexible analysis---what does "discuss" "explore" "examine" mean and why do we use them -be aware that "strong" does not always mean clear; it can produce rigid debate-based over-statements</p>
<p>-intro is written first</p>	<p>-Clarity, logic goals</p>	<p>-interpreted as written first and thereafter cannot be changed; embedded in writing linear non-recursive writing practices</p>	<p>-discuss hammerlock of writing intro first; explain writing as process and "plunge in" model; give explicit permission to revise intro in submitted outlines or later drafts; use language of "provisional outline" -discuss recursive nature of writing; explore writing for discovery and writing for communication (What do I want my reader to know.)</p>

### ***3 Paragraphs as Body of the Text***

<b>5P Convention</b>	<b>Probable Intent (high school)</b>	<b>Student Practice/Interpretation (university)</b>	<b>Intervention Strategy</b>
<p>-Body of essay must be 3 paragraphs</p>	<p>???? -“4 paragraphs are too many and 2 are too few...”</p>	<p>-3 paragraphs automatically confers structure and flow; no need to explain how paragraphs are connected; undermines logic/organizational flow -may produce very long paragraphs, one or more pages.</p> <p>-may not engage with all the issues described in the assignment</p>	<p>-link to explicit wording of assignment and explain that there is no injunction to use only 3 paragraphs</p>

## **CONCLUSIONS**

<b>5 P Convention</b>	<b>Probable Intent (high school)</b>	<b>Student Practice (university)</b>	<b>Intervention Strategy</b>
<p data-bbox="191 480 590 612">-conclusion repeats arguments of 3 paragraph body, reasserts and demonstrates that thesis has been proven</p> <p data-bbox="191 1215 558 1248">-conclusion is one paragraph</p>	<p data-bbox="638 480 1037 579">-may be a convention of rhetoric and debating practices in which repetition is deemed persuasive</p> <p data-bbox="638 1215 684 1248">-???</p>	<p data-bbox="1071 480 1465 720">-boring rehash of intro and body; may include a gesture towards what was actually asked for in assignment e.g. one or two sentences on policy implications or research strategies to consider</p> <p data-bbox="1071 1149 1465 1281">-very long concluding segment of essay in one paragraph; overrides description of what is asked for in assignment</p>	<p data-bbox="1503 480 1898 827">-point out that the conclusion does not ask students to repeat what they just said in the essay but actually asks for, for example, an assessment of the credibility of the data or a proposal for why a research strategy is fruitful, or how theoretical proposition has been operationalized....</p> <p data-bbox="1503 1116 1898 1348">-point out that conclusion can be broken down into more than one paragraph; perhaps one paragraph might make policy recommendations and another might describe the impact of the research on the student writer</p>

## **Other Assumptions/Conventions that Influence Student Writing Practices**

### 1. 3 paragraphs and google-ism research strategies

-The 3 paragraph approach seems to invite GOOGLE-ISM---first 3 hits on google with words that resemble the words in the assignment become the 3 paragraph body of the essay.

-→Discuss research strategies, relevance, credibility and bias in sources.

-→Discuss your own research strategies.

→Take students to the library and show them what a peer reviewed journal looks like as a means of inviting them into the academic project.

### 2. 2 side-ism

If the assignment calls for complex comparative approaches many students will be at a loss. Their experience of "compare" may that of an adversarial/mutually exclusive debate model and they may stake out overly oppositional approaches. And only two issues even if you ask them to consider more than two things.

If your assignment starts from the proposition that there are more than 2 sides and that there are arenas of overlap and agreement, minor and major areas of disagreement or anything that is more nuanced than two opposed sides, or two elements to be compared, you will have to explain this very carefully.

"Compare" turns out to be a very loaded term....

### 3. Can't use subheadings

I have no idea why some students feel strongly that they are not permitted to use subheadings. But many do.

- Address this issue explicitly. If you think subheadings will be useful to the assignment, say so explicitly.

### 4. Near Analysis

This is a term I made up to explain a seemingly odd practice which actually has some merit. The sentence(s) usually looks like a theory (or approach) has been given causal agency. So it might read like this: "Feminism causes more day care spaces."

The student has been asked to integrate theories discussed in the course and this kind of near analysis statement is produced. On the positive side is the fact that the student can identify a theoretical position. On the negative side is that this phrasing makes no sense. But it is actually not terrible. I read it as a meaningful preliminary effort to grapple with theory.

→ Very hard concept for many students. Takes a long time to discuss agency ie who is acting and how theoretical positions may be operationalized.

Any suggestions for how to deal with this issue?

## 5. loaded terms

Students may not know that the academic usage of “argue” “critique” is different from common parlance usages. If we ask for a “critique” or a “critical discussion” they may interpret these terms as negative purely negative. They may see “argument” as a fight and not a line of reasoning.

## 6. If I've highlighted I understand it

I have seen what students' readings and notes look like. The use of highlighters can be overwhelming. It often seems like a performance accompanying the reading process rather than any indication of relevance or importance. Some readings are between 1/3 to 2/3 highlighted. Some even more.

My discussions with students include issues of how to become engaged in the academic project by using that wonderful technology *the pencil*. The pencil unlike the highlighter allows you to comment, change your mind and talk to the text.