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| Analyze & Interpret: choosing the right topic | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret choosing the right topic to write about. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/Instructor asks… | * What do you already know about topic choice? * What have you learned about…? * Do you want to know about that topic? * What can you say about …? * What do you think about …? * Could you explain the topic? * What details and examples would you use to support your topic? * What do you think is valid to support your topic? * What is relevant to you about the topic? * What has meaning for? * What is most important to include when writing about your topic? | | | * How would you best outline the information my topic? * How would you categorize or classify the different parts … ? * What is the purpose/motive/goal of your chosen topic? * Who is my audience besides my professor? * Do you know “who or what,” “when or where,” and “why or how” about your topic?   *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: when to use simple past vs. present perfect | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret differences between these two verb tenses. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Recognize  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/ Instructor asks… | * What do you already know about simple past vs. present perfect? * What have you learned about simple past and present perfect? * What do you want to know about …? * What can you say about …? * What do you think about…? * How would you explain the difference between the two tenses? * What would you use to support? * What is the significance of the support of clue words? * What is valid? * What is relevant to the difference between the two tenses? * What has meaning for? * What information is most important to? | | | * How would I best organize the information on tense versus the other tense? * How would I categorize or classify the…? * What is the purpose or motive of using these different tenses to refer to the past? * What are my assumptions about…? * Why does it make sense to differentiate between these two verb tenses?   *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret: logical organization in arguments (structure) | | | | | | | | | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret their arguments by effectively using outside sources and their independent ideas. | | | | | | | | | | | | | | | |
| When Students analyze and interpret, they … | | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | | Compare  Contrast  Decipher  Define  Detail  Determine | | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | | | Gather  Identify  Inspect  Investigate  Label  Map | | Match  Organize  Outline  Paraphrase  Relate  Rephrase | | Resolve  Select  Separate  Signify  Summarize  Understand | |
| To help students analyze & interpret, the tutor/ Instructor asks… | | \*What do you already know about using outside sources?  \*What have you learned about proper documentation?  \*What do you want to know about the author’s background (ethos)?  \*What can you say about…?  \*What do you think about…?  \*How would you explain your point of view?  \*What would you use to support…?  \*What is the significance of the support of the author?  What is valid…?  \*What is relevant to…?  \*What has meaning for your argument?  \*What information is most important to promoting logical conclusions? | | | | | | \*How would you best organize the information on your argument?  \*How would you categorize or classify the different parts of your argument?  \*What is the purpose or motive of…?  \*What are your assumptions about the author’s point of view?  \*Who, what, when, where, why and how?  \* How can you use your own ideas to explain the author’s point so the reader understands without reading the primary sources?  *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| Analyze & Interpret: supporting details in a paragraph | | | | | | | | | | | | | | |
| Learning Outcome 1 how to recognize supporting details and identify the signal words that initiate them within a paragraph  Students will analyze and interpret | | | | | | | | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | | Compare  Contrast  Decipher  Define  Detail  Determine | | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | | | Gather  Identify  Inspect  Investigate  Label  Map | | Match  Organize  Outline  Paraphrase  Relate  Rephrase | | Resolve  Select  Separate  Signify  Summarize  Understand | |
| To help students analyze & interpret, the tutor/ Instructor asks… | * What do you already know about what the word “support” means. * What have you learned about how you support a friend or relative * What do you want to know about the word “supporting? * What can you say about support in an argument? How necessary is it? * What do you think about when you want to list the supporting details? * How would you explain? * What would you use to support? * What is the significance of the support of? * What is valid? * Did you notice anything when you listed them? * What is relevant to? * What has meaning for? * What information is most important to include in your report? | | | | | | * How would I best organize the information on? * How would I categorize or classify the different parts putting the list in order ? * What is the purpose or motive of proving and supporting the main idea? * What are my assumptions about summarizing what the supporting details do? * Who, what, when, where, why and how? * First, next, in addition, finally, etc.?   Additional Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | | | | | |

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| Analyze & Interpret: transition words | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret ways to identify transition words in a sentence in order to comprehend the author’s intention. | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/ Instructor asks… | * What do you already know about transition words? * What have you learned about time order vs. addition? * What do you want to know about clarification transitions? * What can you say about compare vs. contrast transitions? * What do you think about spatial transitions? * How would you explain cause and effect transition? * What would you use to support? * What is the significance of the support of transition words? * What is valid? * What is relevant to? * What has meaning for? * What information is most important to? | | | * How would I best organize the information on? * How would I categorize or classify the types/categories of transition words? * What is the purpose or motive of an author using a transition word? * What are my assumptions about? * Who, what, when, where, why and how? * Discuss the difference between process and addition * Identify a few examples of words that are “definition” transitions. * Choose 5 transition words you wish to understand.   *Additional Questions*:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret  Learning Outcome 1  Students will analyze and interpret what makes an effective thesis statement. | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Argue  Articulate  Counter | Emphasize  Endorse  Illustrate | Oppose  Refute  Relate |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
| **To help students analyze & interpret, the tutor/Instructor asks…** | \*What do you already know about the topic?  \*What have you learned about both sides?  \*What do you want to know about?  \*How would you explain the other side?  \*What would you use to support your side?  \*What information is most important to the reader? | \*What is the purpose or motive of the writer?  \*What may be a counter argument?  \*What are the limitations of my argument?  \*What are examples that undermine my argument?  \*Is my argument debatable?  \*What is the relevance of my argument to the real world?  *Additional Questions*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Analyze & Interpret | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the thesis and major supporting ideas of assigned essays | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/ Instructor asks… | \* What do you already know about the topic of the essay?  \* What do you think about the author’s thesis?  \* How would you explain the relevance of the thesis?  \* What has meaning for academic applications?  \* What information is most important to the author’s central contention?  \* How would I best organize the information on the topic primary/ secondary?  \* How would I categorize or classify the different parts of the essay?  \* What is the purpose or motive of the author?  \* What are my assumptions about the thesis?  \* Who, what, when, where, why and how? – put the essay into a larger context. | | | Additional Questions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret the validity and implications o f a source article | | | | | | | |
| When Students analyze and interpret, they … | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | Compare  Contrast  Decipher  Define  Detail  Determine | Differentiate  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  Identify  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| To help students analyze & interpret, the tutor/ Instructor asks… | \* What do you already know about the text subject?  \* What have you learned about analyzing source legitimacy?  \* What do you want to know about the subject?  \* What can you say about the author?  \* What do you think about the writer’s position?  \* How would you explain the article’s thesis?  \* What would you use to support your response?  \* What is the significance of the support of data and facts?  \* What is valid about the evidence used?  \* What has meaning for society?  What information is most important to civil society? | | | \*How would I best organize the information on this subject?  \*How would I categorize or classify the different parts of the reading?  \*What is the purpose or motive of the author?  What are my assumptions about the subject?  *Additional Questions:*  *Has the article challenged you to think about this topic differently? Why or why not?* | | | |