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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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRecognizeRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 paragraphStudents will analyze and interpret  |
| When Students analyze and interpret, they … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 & InterpretLearning Outcome 1Students will analyze and interpret what makes an effective thesis statement. |
| **When students analyze and interpret, they…**  |

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| **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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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 … | ArticulateAssembleBreak downCalculateCategorizeChooseClarify | CompareContrastDecipherDefineDetailDetermine | DifferentiateDiscoverDiscussDissectDistinguishExamineFind | GatherIdentifyInspectInvestigateLabelMap | MatchOrganizeOutlineParaphraseRelateRephrase | ResolveSelectSeparateSignifySummarizeUnderstand |
| 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?* |