

# ANALYTICAL PAPERS

Source: *Engaging Ideas* by John C. Bean

# Teach “How To”

- ❖ Ask research questions by approaching paper as opportunity to answer questions
- ❖ Use case studies for background
- ❖ Find sources and why
- ❖ Document sources
- ❖ Manage sources

# Teach, cont'd

- ❖ Establish purpose and context of paper
- ❖ Establish their role as author
- ❖ Establish audience consideration

# Layered Approach to Paper

- ❖ Practice asking questions
- ❖ Ask for research plan in advance
- ❖ Practice writing introductions by studying some during class time
- ❖ Practice writing titles: read examples, categorize the three types

# Layered Approach, continued

- ❖ Use model papers when available
- ❖ Practice the writing through exploratory essays
- ❖ Practice short research assignments
- ❖ Participate in “walk through” assembly of final paper during class

# BUSINESS COMMUNICATIONS

Application of Case Analysis

# Student Process

- Analyze a complex fact situation
- Identify the central issue or problem
- Identify the needs & wants of the audience
- State a desired outcome
- Identify appropriate channels of communication to reach the audience
- Craft the message
- Develop an action plan with a timeline, element of coordination and control

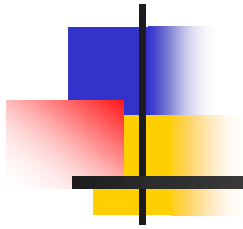
# Desired Outcome

A communication that is appropriate as to form, correct in grammar, complete in content and effective in its communication

# Case Subjects

- Corporate Responsibility
- Racial and Ethnic Sensitivity
- Public Image
- Violation of Law
- Ethical Standards
- Management of Corporate Communication in Response to Terrorism

# Informal or Low-Stakes Writing





# Informal or Low-Stakes Writing

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- Is not graded at the level of formal writing and is not evaluated for grammar or mechanics
- Does not always require to be read or responded to by the instructor.
- Helps students discover what they know, think and feel in relation to a topic or a segment of text.
- Can stimulate and focus class discussions



# Examples of low-stakes assignments

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- Open-ended journals
- Reading logs
- Imagined interviews with, or letters to, authors or business people
- Taking another person's role or perspective
- On-line chats on a reading or topic
- Discussion board entries
- Think pieces (exploratory -- thought out and worked over) but not yet an essay and not merely free writing.



# Benefits of low-stakes assignments

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- Students' high stakes essays get better because of their extensive practice with low stakes think pieces
- Their low stakes writing gets more thoughtful when they experience it as practice for the high stakes essays (and relief from them, too). – *Peter Elbow*



# Scaffolding or sequencing writing assignments

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- Assignments that break reading, analysis and writing into component parts and give students practice developing mastery in each area, building gradually towards more complex, comprehensive writing tasks.



# Benefits of scaffolding or sequencing

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- Provides a sense of coherence for the course
- Helps students see progress and purpose in their work rather than seeing the writing assignments as separate exercises
- Encourages complexity through sustained attention, revision and consideration of multiple perspectives
- Mirrors professional work in many professions.



# Example of scaffolding

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## **Scaffolding a long-range project**

- Clip and summarize newspaper and magazine articles for two weeks.
- Practice how to use and document quotations and set up a Works Cited list.
- Make a list of the controversial aspects of the issue and devise a leading argumentative question about it.
- Respond to the question.
- Turn the question into the main idea of a paper that drew evidence from the articles newspaper and magazine articles.

# ESTABLISHING RHETORICAL CONTEXT: HELP WRITERS CONCEPTUALIZE REAL-LIFE ROLES

Sensitize students to contexts outside their immediate experience

--identify audience/receiver/reader needs

--identify possible response and writer's desired effect

# HIGH ORDER vs. LOW ORDER CONCERNS

## HIGH ORDER CONCERNS include:

- Ideas.....are they clearly discernible?
- Organization.....does it express ideas?
- Development.....sufficient address central ideas?
- Clarity...does it allow reader access to ideas?

## LOW ORDER CONCERNS include:

Grammar, tone, style, diction, writing conventions

**HIGH ORDER CONCERNS MUST FUNCTION FOR LOW ORDER CONCERNS TO SUCCEED**

# Assessment Tools and Techniques: Instructor's values, student participation

## **Analytic/structured rubrics**

Advantages: Provides clear and specific focus

Defines expectations for student and instructor

Drawbacks: Less room to reward high order concerns

Quantitative measurement can reward low order concerns

## **Holistic/Interpretive rubrics**

Advantages: Quicker to score

Allows flexibility to reward imaginative work and lower scores for 'cookie cutter' writing

Provides a tool to reward innovation or unorthodox approaches

Disadvantages: Cannot target specific technical needs of some types of writing

Flexibility can cause students claim scores are too subjective, unfair

# Student assessment and peer review

## Goals:

- ❑ To cultivate students' focus on ideas first, mechanics second
- ❑ To coach methods of reorganizing and revising
- ❑ To raise students' awareness of their own errors
- ❑ To avoid abstract critical terms and increase writer's ability to identify details and describe adjustments

## Peer Reviews: Techniques to get higher-quality drafts

**Paired Interviews:** Students trade drafts and develop *questions only*

Questions are asked, answered, noted in margins

**Advice-centered reviews:** Pairs of writers collaborate on a written review of another pair's drafts

**Sentence/Paragraph Revisions:** Each writer chooses a sentence. As a class, students revise each sentence. Or, students revise a volunteer's paragraph and discuss the changes as a class.