

Introduction

Unit 1 Essay: Educational Self-Analysis

College is a place that provides many tests—not just midterm and final exams, but tests of our stamina, our optimism, our self-concept, and our resolve. Luckily for us, scientific studies of the brain’s function and of our psychology and behavior are proliferating and have a great deal to offer us as we navigate the river of college towards its great rewards. For this unit, you will read and discuss the ideas of five authors on your way to writing a paper that assesses your strengths and weaknesses as a learner and/or a student and makes a plan to build on your strengths and address your weaknesses so that you meet your educational goals.

In addition, your instructor will use these unit materials to teach you to approach both reading and writing as a process. However, he or she may not do all the activities for each step of the process, so be sure to follow his or her specific instructions.

Readings

In this unit, you will read the following texts:

Carol S. Dweck, “Brainology: Transforming Students’ Motivation to Learn”

Daniel H. Pink, “The Three Laws of Mastery,” “The Oxygen of the Soul,” and “Seven Reasons Carrots and Sticks (Often) Don’t Work,” from *Drive: The Surprising Truth about What Motivates Us*

Rebecca D. Cox, “The Student Fear Factor,” from *The College Fear Factor: How Students and Professors Misunderstand One Another*

Harry Edwards, excerpt, *The Struggle That Must Be: An Autobiography*

Martha Beck, “How to Be Wildly Successful”

Readings 1 and 2—Understanding Our Abilities

Carol Dweck’s “Brainology”

Daniel H. Pink’s “The Three Laws of Mastery” and “The Oxygen of the Soul” from *Drive*

Prereading and Reading, Dweck and Pink—First Pass

Use the “Reading Strategies” packet to help us prepare to read Carol Dweck’s article first. Begin with the prereading exercise “T & G.” Then move on to “P & P,” the “KW” of “KWL” (Activity 2, pp. 3-4 of packet), reading and annotation according to the packet’s guidelines on annotation (pp. 6-7), and the “L” of “KWL” (Activity 7 on p. 5). You will also do a vocabulary activity, but for now, stick to typing up words that you don’t know and their definitions. Please print this document before coming to class.

Once you have finished the Dweck, do the T & G, P & P, KW, reading and annotation, vocabulary, and then L for the Pink. When you are doing the P & P and KWL, notice that Pink mentions Dweck’s research. Please again type up unfamiliar words and their definitions and print those.

Postreading—Dweck

Before discussing the Dweck, your instructor will have you answer the following questions and perform the following tasks.

Activity #1: Reading Questions and Tasks

1. The main idea of the essay is stated in the second paragraph. Find it and write in the space below.

2. List all the section heading titles (they are in bold font).

Activity #3: Chunking

For your second task in Activity #1, you had to write down all the subheadings of Dweck’s article. Review those and return to your article.

Proficient readers monitor their comprehension and often “chunk” their reading—break it up into smaller units—to help them understand what they are reading. You will chunk Dweck’s article with the help of her subheadings.

1. Begin with the first section that follows the title. This section is relatively short. Reread it, making additional markings to identify its most important ideas as you go. Then, use the margin or a separate piece of paper to restate her ideas in just two sentences or so. Avoid the wording and sentence structure of her original text.
2. Move on to the second section, titled “Mindsets and Achievement.” This section is longer, so you may chunk it into multiple pieces. Reread the section, paying attention to when it seems to finish covering one idea and moves onto another. (For example, you will probably notice that she lists each discovery of the researchers in a separate paragraph.) Every time you discover the beginning of an idea and an ending of the discussion of that idea, bracket that section using the margins—a bracket looks like this:



Then, you can either use the margins to write down brief summaries of each bracketed chunk or use your separate piece of paper.

3. Do this for each section of Dweck’s article.
4. Come to class with your article chunked—you should have brackets in the text and descriptions of each chunk, either in the margins or on a separate piece of paper.

Activity #4: Summarizing

After reviewing your chunks as a class, you will write a summary of Dweck’s “Brainology.” Before writing your summary, you should review the lesson on Summary in your Reading Strategies packet (pp. 8-9).

You will be asked to type your summary in a document formatted in MLA style. See <http://www.laspositascollege.edu/RAW/essayhelp.php#mlaapastyle> for an example. Remember to avoid plagiarism in your summary.

Postreading—Pink

1. Rate the level of difficulty of this article (for you).

Easy

Medium

Difficult

Very Difficult

2. In your own words, write down one idea from the article that spoke to you or that you understood the most.

3. Go back and look over your annotation, or places where you didn't annotate and find a section of the essay that you didn't understand that well. Put the paragraph number below and try to capture at least a little of what you think the author was saying.

4. Choose three of the vocabulary words you looked up and write sentences using them according to the same denotation as Pink intended.

Readings 3 and 4—Barriers

Rebecca Cox’s “The Student Fear Factor”

**Daniel Pink’s “Seven Reasons Carrots and Sticks (Often) Don’t Work,”
from *Drive***

Prereading—Cox

Exploring Key Concepts:

Predictably, the key concept in Rebecca Cox’s “The Student Fear Factor” is FEAR.

Working in groups of four, create a bubble map using poster paper with “college fears” at the center and bubbles coming out from it that describe and explain the types of fears college students face. Keep in mind that some of those fears may be related to the current challenges of college but could also be driven by previous experiences of school or personal fears of failure, issues of self-esteem, and the like.

After you are done with your map, you will put it on the wall and participate in a gallery walk where you take notes on the ideas in the maps that you think are most important and ask at least three questions to clarify or extend some of the ideas you saw. For example, if you see that someone wrote “fear of failure,” you might ask a question like, “Does that fear come from past experiences of failure or fear of disappointing others?”

Reading—Cox

Think Aloud:

While reading Cox’s “The Student Fear Factor,” annotate the text in whatever ways you have come to find most helpful. Don’t forget to circle difficult or important vocabulary words. As you read, please also narrate your thought process out loud. This will be modeled in class.

When you are doing this at home, talk to yourself about points that you agree with or relate to, predict what will be discussed next in the article or what will happen to the student being discussed, and talk yourself through passages that are complicated. Take time to jot down portions of these thoughts after saying them.

Postreading—Cox

Five Word Summary:

The following are some of the words you may have circled because you needed to clarify their definitions, but they are also important to the main idea of the chapter.

Step 1—Review the list and add any words that you may have circled and/or words that are important to the main idea of the chapter that are not here:

Threshold (21)	efficacy (35)
Tenuous (25)	reprieve (36)
Irrevocably (26)	anxiety (36)
Elite (26)	avoidance (37)
Hesitancy (27)	counterproductive (37)
Trajectory (28)	inadequacy (37)
“college material” (30)	conundrum (39)
divert (31)	resilient (39)

Step 2—Define all the words in the list. Your teacher may have you do this on your own or divide up the words as a class.

Step 3—Create a new, shorter list of the five most important words. These should all be words that explain and/or clarify the main point of the reading.

Step 4—Choose a partner and compare your five-word list to the partner’s. The two of you will now have five minutes to create a new list of the five most important words by synthesizing your two original lists. Be sure to choose those terms from your lists that represent the reading’s main idea.

Step 4—In pairs, now join another set of partners to form a group of four. Each pair will share its five-word list; then, the group of four will once again discuss which words are really most essential to the main idea of the reading. Each group will also have five minutes to create a newly synthesized list of five key words. While you can try to persuade your peers that your word choices are the best, your group must be in agreement about its final list.

Step 5—On your own, use the final list of five key words that your group of four agreed on, and write a summary paragraph of the reading. Use all five words from your final list in your paragraph. Underline each of the five key words in your summary. Be sure that the words you chose support/explain/clarify the main point of the reading. The summary paragraph should be typed and formatted according to MLA style.

Be ready to share your paragraph with the class.

Prereading—Pink #2

Speed Dating:

For this exercise, you will go around the room and discuss the following question with multiple people. You will be given only a few minutes to discuss your answer with each person, so make sure each person gets time to talk. Your instructor will call time and ask you to go on to the next person.

Question: How have your parents and teachers tried to motivate you to do things over the course of your life? Do your employers have incentives to make you a good employee? What has worked and not worked with you? Why?

Predict and Preview:

Just as you did for the first Pink selection from *Drive*, preview the text, looking for the following:

Titles and subheadings

Bold or italicized words

Graphics or illustrations

Make predictions about the content of the reading and the author's purpose, perspective, and tone.

Reading—Pink #2

Please read and annotate the Pink article using whatever annotation strategies you like best. Don't forget to circle and define important vocabulary words. Type up the words and their definitions on a separate sheet of paper.

Postreading—Pink #2

Descriptive Outlining:

A descriptive outline asks you to make a distinction between the content and rhetorical purpose of each section. Content is what the text “says” and rhetorical purpose is what it “does” (why the writer put it there)

Step 1: At the end of each section, specify what the section says (content) and then what it does (why the writer put it there).

Step 2: At the end of the text, describe the overall content and purpose of the text. After this has been done, think about the following kinds of questions:

- What does each section say?
- What is its content?
- How does each section affect the reader?
- What is the writer trying to accomplish?
- Which section is the most developed?
- Which section is the least developed?
- On the basis of your descriptive outline of the text, what do you think is the main argument? Is that argument explicit (stated outright) or implicit (more indirect and subtle, suggested)?

Readings 5 and 6—Strategies for Success

Harry Edwards’ *The Struggle That Must Be*

Martha Beck’s “How to Be Wildly Successful.”

Prereading—Edwards

Harry Edwards is an emeritus professor of the sociology of sport from U. C. Berkeley who is famous for his groundbreaking research, his professional consulting relationships with MLB, the NFL, and the NBA, and his encouragement of black athletes like himself to use their fame to make political statements about black inequality in America and demand change.

To learn a little bit more about Edwards, review the following quick bio and part of his recent lecture at the University of Texas. In the beginning of the

lecture, he talks about how he moved from being a star athlete to being an academic and activist.

<http://vimeo.com/92324968> From 02:50 to 18:10

Reading—Edwards

Making Connections: text-to-self, text-to-text

Given what you have learned so far about “brainology,” mastery, motivation, and fear, read and annotate Edwards’ piece by highlighting and commenting on ideas that relate to what you learned about these ideas in the Dweck, Pink, and Cox. This is called making “text to text” connections. Please also connect to your own experience as a student and/or student athlete or acquaintance with student athletes if applicable, and make comments in the margins explaining those connections.

You should also identify any main ideas that are distinct from the ideas of the other texts we’ve read, either by highlighting, underlining, or marking with a !

Postreading—Edwards

Post-Reading Journal:

1. Write a reflection concerning Edwards’ epiphany about the importance of reading critically. How does he describe finally getting it? What kind of reading had he been doing, and what did he need to be doing? Why is that kind of reading so important? In your answer, be sure to use your own words and avoid copying Edwards’.

2. Edwards doesn’t reflect on it much in this excerpt, but do you get the sense that his teachers don’t have confidence in him? Given what he said in the University of Texas speech you watched (see prereading) about public schools not knowing what to do with black students after desegregation, do you think his teachers assumed he had little to no

Reading—Beck

Read and annotate the Beck using whatever strategies you like best. After you read through it once, reread it and do quick chunking in the margins.

Postreading—Beck

Type a 1-2 page, typed response (again, using MLA formatting style) addressing the following:

1. Describe yourself as a student: do you see yourself as one of the types of learners described in the article? Are you a “quick start,” “fact finder,” “implementor,” or a “follow thru” learner? If so, could you give an example? If not, how would you describe yourself? Could you give an example?
2. What kind of assignments and learning environments work best for you? Could you give some examples? What assignments do you remember from past educational experiences that you enjoyed? When, where, and how do you study/learn best? (You are welcome to consider learning experience outside of school too—sports, working on projects with friends, the arts...)
3. What are your goals for success in this class?
4. What would you like your teacher, the instructional assistants, and your classmates to do to help you make the learning experience in this class a positive one?
5. What will you do for yourself to meet your goals for success in this class?

Getting Ready to Write

Essay Prompt

What are your strengths and weaknesses as a learner and/or a student? As this academic year progresses, how will you build on your strengths and address your weaknesses so that you meet your educational goals?

In your essay, identify at least two strengths and two areas of weakness, providing specific examples from your own experience to illustrate your points. In addition, you should connect your experience with at least two texts that we

have read for this unit. You may use quotations, examples, and/or paraphrases from Dweck’s “Brainology,” Pink’s *Drive*; Cox’s *The College Fear Factor*, Edwards’ “The Struggle That Must Be,” and Beck’s “How To Be Wildly Successful.” Also, you should describe the ways in which you plan to use your strengths and address your weaknesses so that you reach your educational goals.

	The essay addresses the assignment topic (your strengths and weaknesses as a learner and your educational goals).
	The essay has an introduction that . . .
	The essay has a main point about the topic (Why it has been a challenge to use your strengths and address your strengths and challenges, how what you’ve learned about brainology and/or motivation and/or fear will help you reach your goals, etc.)
	The essay begins with an introduction that presents the thesis and main ideas.
	The essay has a conclusion that summarizes the main points of the paper and explains why they are important.
	Each paragraph is organized around a central idea. (The paragraph should stay on one single topic, not stray to multiple topics.)
	Paragraphs include concrete details to support thesis and paragraph topic sentence. (These details could include personal experience, quotations, examples, and/or paraphrases.)
	Sentences are generally clear and easy to follow. Student is beginning to apply principles of sentence combining.
	The essay has a title that reflects the specific topic of your essay, not the generic topic for the assignment (NOT “Education Essay”).
	The essay reflects proofreading (lacks typos, missing words, etc.).

Prewriting

You may do a draft of your freewrite by hand, but please type it up in the end to submit to your instructor.

1. Freewrite an answer to the following question:

What are your strengths and weaknesses as a learner?

2. Choose the texts that you will use in your essay. Write them below:

3. Reread the annotated texts and review the reading activities you have done, skimming for relevant quotations that might support your ideas. Make a double-entry journal (see below), listing at least **eight** quotations that you might use in your paper, noting the author and page number for each. In the right-hand box, paraphrase the quotation in your own words. Finally, on the other side of the journal, paraphrase the quotation and/or explain why it is important. Also list any personal experience that you will use to illustrate your points.

4. Share your double-entry journal with a classmate. Discuss your ideas and how they might be developed with reference to your own personal experience, experiences you have heard about, and your readings.

5. Add to your freewrite: do you have more ideas about your personal strengths and weaknesses? How do you plan to build on your strengths? How do you plan to address your weaknesses?

6. Do a bubble map, a list, or an outline to organize your ideas. Word processing programs have good outlining templates, but if you prefer a bubble map, the next page has a good model.

Name

Instructor

Double-Entry Journal

Quotation, Author, Page Number	Paraphrase of Quotation (passage in your own words)
<p>Example:</p> <p>“A fixed mindset makes challenges threatening for students (because they believe that their fixed ability may not be up to the task) and it makes mistakes and failures demoralizing (because they believe that such setbacks reflect badly on their level of fixed intelligence)” (Dweck 1).</p>	<p>Example:</p> <p>[Paraphrase] When students believe their abilities never change (they are either good at something or they aren't), difficulty scares them, and they think any mistake makes them look dumb, so they are afraid of failure. [Why It's Important—written on the back] This quote is important because it shows why some students become afraid to even try when they find something difficult. This reminds me of when I started losing interest in algebra when I was in 9th grade because I thought I was incapable of understanding it.</p>
<p>1)</p>	

2)	
3)	
4)	

5)	
6)	
7)	

8)	
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Writing

For most writers, writing is a multi-draft process. As they create their first draft, writers take risks, explore ideas, and think on paper, knowing that they will have an opportunity later to revise and edit. As you compose, use your cluster, list, or outline to shape your thoughts into a basic structure of an introduction, a few body paragraphs on distinct ideas within your overall main point, and a conclusion.

Postwriting: Revising and Editing

When working to improve your writing, your instructor may have particular suggestions or exercises for you to do, but it's always a good idea to take the following steps:

1. Respond to the comments of your peer editors. (See pp. 27-30.)

Hopefully your peer editors looked at your draft essay with care. They will have evaluated your performance as best they know how. Keep in mind, however, that you might not always agree with their feedback. In this case, use their suggestions as inspiration to revisit the articulation of the main point, or the sentence combining, or whatever it is to make sure it's the best it can be. You can consult class notes, your unit packet, the *Sentence Combining Workbook*, and the RAW website for further guidance.

2. Focus one revision on "global" revisions.

Global revisions are revisions to the foundations of an essay: thesis, organization, unity, and coherence, for example.

As you consider changes, don't be afraid to radically move things around. You may decide that it would make sense to introduce a certain idea first instead of third, for example, or you may decide to broaden your thesis a bit to ensure that it connects to every idea in your paragraph.

3. Focus a separate revision on "local" revisions for sentence combining and other errors or for changes to your sentence style.

Be sure to apply the lessons of the *Sentence Combining Workbook* (coordination, subordination, concession, transitions, and others) to your own sentences. Consider also making edits to your word choice and sentence types to affect your reader's response. Ask yourself what effects your choices of sentence structure and length will have on the reader. Ask yourself in what ways your language helps convey your identity and character as a writer. Ask yourself if your language is appropriate for your intended audience.

4. Finally, proofread.

Make sure there are no obvious typographical errors, misspellings, or essay formatting errors.

Post Essay Reflection

Name _____

Instructor _____

Answer the following questions about the essay that you are about to turn in. You may look back at your essay to help you answer the questions.

1. Which aspect of your essay did you do the best on (for example, the introduction, the conclusion, an example or discussion of a quote)? What made that example so successful?

2. Which aspect of your essay do you think could use some improvement? How might you improve it if you had a chance to revise this essay?

Due Date _____	Unit 1 Post Essay Reflection (10 points) A 10-9 B 8 C 7 D 6 F 5-0	
Please Re-write: Date: Initials:	Points Assigned:	Initials:

3. Which class assignments or activities helped you the most in preparing for this essay?

4. What lessons did you learn about your essay-writing process? What will you do the same or differently for essays in the future?

Unit 1 Essay

Name _____

Instructor _____

Your instructor will assign an essay. Your essay should meet the following goals:

	The essay addresses the assignment topic (your strengths and weaknesses as a learner and your educational goals).
	The essay has a main point about the topic (Why it has been a challenge to use your strengths and address your strengths and challenges, how what you’ve learned about brainology and/or motivation and/or fear will help you reach your goals, etc.)
	The essay begins with an introduction that presents the thesis and main ideas.
	The essay has a conclusion that summarizes the main points of the paper and explains why they are important.
	Each paragraph is organized around a central idea. (The paragraph should stay on one single topic, not stray to multiple topics.)
	Paragraphs include concrete details to support thesis and paragraph topic sentence. (These details could include personal experience, quotations, examples, and/or paraphrases.)
	Sentences are generally clear and easy to follow. Student is beginning to apply principles of sentence combining.
	The essay has a title that reflects the specific topic of your essay, not the generic topic for the assignment (NOT “Education Essay”).
	The essay reflects proofreading (lacks typos, missing words, etc.).

Format Directions: Type your essay according to MLA format, with the appropriate page header and heading, Times New Roman 12-point font. Double-space your typing. Use one-inch margins. Place your title in the center of the top of your page. Your essay should be at least 500 words.

Due Date _____	Unit 1 Essay (200 points) A 200-180 B 179-160 C 159-140 D 139-120 F 119-0	
Please Re-write: Date: Initials:	Date Recorded	Initials

Unit 1 Essay
Peer Review

Writer's Name _____ Instructor _____

Reviewer's Name _____

The following questions will help you and your peer reviewers meet the broad goals on the assignment, described on the Unit 1 Essay cover sheet. Write the answers to these questions on the draft of the paper. Be sure to sign the draft and give it back to the writer.

Focus: (If there are problems with focus, only answer #1 -3.)

1. Underline the thesis statement as you understand it.
2. Does the thesis statement accurately explain the main point of the essay? Does it address the assignment?
3. Does each paragraph develop the thesis? Identify the topic sentence(s) in each paragraph and note whether it contains a point related to the thesis. Mark any information in the paragraphs that doesn't directly relate to the topic sentence/point or to the thesis.

Development: (If the writer needs more development, only address # 1-8.)

4. Does the writer support each point with information / specific evidence? Note places where the writer could add an example, a quotation, or a paraphrase to illustrate a point. Note any evidence that is especially effective.
5. Does the writer explain how the information (quotation / paraphrase / example) supports the point / topic sentence? Note any places where the writer includes an effective explanation and any places where the writer needs an explanation.
6. Reread the essay prompt: Does the writer fully address the essay prompt? Why or why not?

Due Date _____	Unit 1 Peer Review (10 points) A 10-9 B 8 C 7 D 6 F 5-0	
Please Re-write: Date: Initials:	Points Assigned:	Initials

7. Are there any ideas / points that are unclear or could use more explanation? Are there any quotations that are unclear or need signal phrases? Note questions you have in the margins.

8?

Organization: (Work on this if the focus and development are fine.)

9. Look back at the thesis: Has the writer organized the points in the body in a logical manner as suggested by the thesis?

10. Note any places where the writer could work on a transition between the thoughts or the paragraphs.

11. Note any problems with the paragraphing: Are there places where the writer could create or combine a paragraph? Make this suggestion based on the goal of having no paragraph longer than $\frac{3}{4}$ of a typed, double-spaced page and of having each paragraph discuss only what is claimed in the first sentence, the point. If the paragraph is fine but the student has to rewrite the point to be broader or narrower, make that recommendation.

12. Note whether the writer has answered the question “So what?” in the conclusion. Why is this discussion significant or important?

Sentence Clarity:

13. Based on what we have learned so far in *SCW*, do you see any problems with sentence structure or clarity? Make any corrections that you think are particularly important and explain why you are making them with a quick comment in the margin (subject-verb agreement, coordination, etc.).

Overall:

14. At the end of the essay, explain what is strongest and what the writer should focus on the most to improve it.

Unit 1 Essay
Peer Review

Writer's Name _____ Instructor _____

Reviewer's Name _____

The following questions will help you and your peer reviewers meet the broad goals on the assignment, described on the Unit 1 Essay cover sheet. Write the answers to these questions on the draft of the paper. Be sure to sign the draft and give it back to the writer.

Focus: (If there are problems with focus, only answer #1 -3.)

1. Underline the thesis statement as you understand it.
2. Does the thesis statement accurately explain the main point of the essay? Does it address the assignment?
3. Does the each paragraph develop the thesis? Identify the topic sentence(s) in each paragraph and note whether it contains a point related to the thesis. Mark any information in the paragraphs that doesn't directly relate to the topic sentence/point or to the thesis.

Development: (If the writer needs more development, only address # 1-8.)

4. Does the writer support each point with information / specific evidence? Note places where the writer could add an example, a quotation, or a paraphrase to illustrate a point. Note any evidence that is especially effective.
5. Does the writer explain how the information (quotation / paraphrase / example) supports the point / topic sentence? Note any places where the writer includes an effective explanation and any places where the writer needs an explanation.
6. Reread the essay prompt: Does the writer fully address the essay prompt? Why or why not?

Due Date _____	Unit 1 Peer Review (10 points) A 10-9 B 8 C 7 D 6 F 5-0	
Please Re-write: Date: Initials:	Points Assigned:	Initials

7. Are there any ideas / points that are unclear or could use more explanation? Are there any quotations that are unclear or need signal phrases? Note questions you have in the margins.

Organization: (Work on this if the focus and development are fine.)

9. Look back at the thesis: Has the writer organized the points in the body in a logical manner as suggested by the thesis?

10. Note any places where the writer could work on a transition between the thoughts or the paragraphs.

11. Note any problems with the paragraphing: Are there places where the writer could create or combine a paragraph?

12. Note whether the writer has answered the question “So what?” in the conclusion.

Overall:

13. At the end of the essay, explain what is strongest and what the writer should focus on the most to it.

Please attach this sheet to the front of your final draft.