

# Workshop 4.2.3: All of the Above

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gis 140 / sec. D / early fall quarter 2006-07 / chang

Using your ideas in papers 4.2, 4.2.1, and 4.2.2, continue to develop your Prospective Essay. Remember that this essay, this cover letter is an argument. Consider carefully the claim that you are making and the evidence and examples you draw upon to support your ideas. For this workshop, exchange copies of your 4.2.3 draft with your peers. Keep in mind that these are not finished, polished products—do not spend too much time worrying about grammar, spelling, or punctuation. What you want to pay attention to is the writer's main idea, claim, analysis, details, and quotes. Use the following questions and writing tips as you read your peer's paper (and as you reread your own paper later). Write as many related suggestions as you can on your peer's paper.

## Content

Does the writer analyze her/his subject matter to account for the complexity of the topic and fully develop her/his ideas? Does the writer address the "So What?" question (showing the significance or implications of the topic)?

Does the writer sufficiently support her/his ideas about writing experiences and writing skills with specific details (including quotations from her/his own work and detailed breakdowns of experiences/skills), avoiding broad generalizations?

Does the writer discuss relevant theories of learning/writing so as to analyze her/his difficulties, fluencies, challenges, or goals as a learner/writer?

Does the writer present a metacognitive self-assessment that is both reflective and forward-looking? How?

## Form

Does the writer effectively integrate theories of learning, details of writing experiences/skills, and critical analysis?

Does the writer present her/his ideas in a logical, organized manner?

Are the paragraphs cohesive and fully developed, with effective topic sentences?

Is the introduction effective? Does the introduction provide a guiding theme or claim for the paper? Does it grab the reader's attention?

Is the conclusion effective? Is it more than just simple summary?

Does the writer communicate her/his ideas effectively to a college-level audience, in clear language? Does the writer improve upon sentence-level difficulties indicated on previous assignments?

Does the writer document her/his ideas appropriately using MLA parenthetical citation and bibliography?