



What I Have Learned in This Course

I have learned a great deal in this course in relation to writing argumentative essays. There is much research involved, as well as objectivity to the position taken on a particular subject. These are, what I have learned, to be the two most important factors in the preparation for a paper. A writer must look at all possible arguments to support his or her position and make this very concise in the thesis statement in the first paragraph of the work. Similarly, one must look at any counterarguments that could arise from the thesis and explore these, as well.

All of this research must be done before the paper is written and woven in the supporting paragraphs in the piece. Of equal importance is taking a professional stance on the position/thesis and not an emotionally-driven stance. Using "I" statements is unacceptable, such as stating "I think that this is the best policy...". For instance, Conclusions must come from extensive data review and demonstrate an extremely objective, yet clear stance on the subject from beginning to end.

All supporting paragraphs, after the introductory paragraph, that includes the thesis and main points that support it, should be filled with explanatory data to provide cause for the writer's position. After these arguments (supported by other research) are presented, then counterarguments should be noted. Having not only an literature review before beginning a paper, but, also, an outline with supporting arguments for the position and counter claims to the position with a response to them will make this portion of the argumentative paper easier and is extremely beneficial to the first draft of the work.

It is standard in a shorter essay to use four supporting paragraphs that all flow consistently from paragraph to paragraph and a conclusion that does not introduce new facts, but highlights the importance of the writer's previous information in this final paragraph. This final paragraph should not simply reiterate everything that is already written, but restate the main points and help further support the important stance taken on an issue. This "wrap-up" of the paper should leave no doubt in the reader's mind as to exactly what the writer intends the reader to absorb and the importance of the issue to that reader.

If further writing and research on the subject is planned, the final paragraph should indicate this. As many times, a short argumentative essay may evolve into a larger research project. After compiling the research, the outline, and then the first draft of the essay, a writer must then review the work and make any needed changes to the paper. Grammatical errors should be corrected, as well as any language that is unclear and may confuse the reader.

These essays must be very precise and to the point, so they may involve more than one revision to make a great final paper. I have, also, learned to ask for help involving feedback and constructive criticism.

What I Learned Essay

Aimee Nezhukumatathil



What I Learned Essay:

What I Learned and What I Learnt Concetta A. Williams, Lydia Brown Magras, 2018-11-27 African Americans have viewed literacy as a key to upward mobility and freedom since before America's Reconstruction Era. However, African American academic achievement continues to be plagued by the ever-widening achievement gap, especially when their literacy skills are measured by standardized assessments that do not consider or value their culture, their experiences. It is common to think that this is an issue in K-12 settings. However, research and practical experiences suggest that African American students' achievement continues to be affected at the post-secondary level where they are likely to be taught by faculty who have limited experience with the nuances of Black English or African American Vernacular English (AAVE). This book steps into that gap by offering a resource for teaching speakers of AAVE at the post-secondary level. The St. Martin's Guide to Writing Rise B. Axelrod, Charles R. Cooper, 2010-01-26 This textbook provides instruction in college-level rhetoric and writing. It offers readings, a research manual, a handbook, and supports a range of approaches to teaching and learning, including collaboration, visual rhetoric, personal writing, writing about literature, writing in the community and the workplace, field research, portfolios, oral presentations, essay exams, and ESL. It contains step-by-step guides to writing specific kinds of essays: remembering events, writing profiles, explaining a concept, finding common ground, arguing a position, proposing a solution, justifying an evaluation, speculating about causes, and interpreting stories. Because so much college writing requires strong argumentation skills, four of the assignment chapters focus on argumentative writing, and a separate strategies chapter covers theses, reasons, and support, counterarguments, and logical fallacies. Three full chapters on research give students useful strategies not only for conducting field, library, and Internet research but also for evaluating sources, deciding whether to quote, paraphrase, or summarize, avoiding plagiarism, and documenting sources. The authors have included 39 readings by well-known authors and various fresh voices, including 12 students providing well-written examples of the different types of essays and papers that students might be asked to complete. **Axelrod & Cooper's Concise Guide to Writing** Rise B. Axelrod, Charles R. Cooper, 2011-10-19 Adapted from the best-selling St. Martin's Guide to Writing, Axelrod and Cooper's Concise Guide to Writing provides streamlined versions of the chapters covering six of the most commonly assigned genres in the first-year writing course: remembering events, writing profiles, explaining concepts, arguing a position, proposing a solution, and justifying an evaluation. The careful integration of well-chosen readings with guided writing instruction in these chapters is complemented by coverage of strategies for reading, writing, and research in brief but complete chapters at the end of the book. Read the preface. Assessment in the Second Language Writing Classroom Deborah Crusan, 2010-07 Assessment in the Second Language Writing Classroom is a teacher and prospective teacher-friendly book, uncomplicated by the language of statistics. The book is for those who teach and assess second language writing in several different contexts: the IEP, the developmental writing classroom, and the sheltered composition classroom. In

addition teachers who experience a mixed population or teach cross cultural composition will find the book a valuable resource Other books have thoroughly covered the theoretical aspects of writing assessment but none have focused as heavily as this book does on pragmatic classroom aspects of writing assessment Further no book to date has included an in depth examination of the machine scoring of writing and its effects on second language writers Crusan not only makes a compelling case for becoming knowledgeable about L2 writing assessment but offers the means to do so Her highly accessible thought provoking presentation of the conceptual and practical dimensions of writing assessment both for the classroom and on a larger scale promises to engage readers who have previously found the technical detail of other works on assessment off putting as well as those who have had no previous exposure to the study of assessment at all What They Don't Learn in School Jabari Mahiri,2004 Contributors to this book have illuminated the practices of literacy and learning in the lives of urban youth Their descriptions and assessments of these practices are anchored in perspectives of New Literacy Studies The ten studies explore a number of urban scenes in order to engage understand and present multiple youth identities attitudes activities representations and stories connected to a range of situated adaptive and voluntary uses of literacy The authors use a variety of conceptual and methodological approaches to explicate the various skills the distinct methods of production or composition the subjective and collective meanings the mutable and variegated texts and the dynamic contexts that urban youth utilize for expression affirmation and pleasure There is a response to each chapter by a major scholar in its area of focus Together these studies and responses contribute to a more comprehensive understanding of the pedagogies politics and possibilities of literacy and learning in and out of school Negotiating Academic Literacies Vivian Zamel,Ruth Spack,2012-08-06 Negotiating Academic Literacies Teaching and Learning Across Languages and Cultures is a cross over volume in the literature between first and second language literacy This anthology of articles brings together different voices from a range of publications and fields and unites them in pursuit of an understanding of how academic ways of knowing are acquired The editors preface the collection of readings with a conceptual framework that reconsiders the current debate about the nature of academic literacies In this volume the term academic literacies denotes multiple approaches to knowledge including reading and writing critically College classrooms have become sites where a number of languages and cultures intersect This is the case not only for students who are in the process of acquiring English but for all learners who find themselves in an academic situation that exposes them to a new set of expectations This book is a contribution to the effort to discover ways of supporting learning across languages and cultures and to transform views about what it means to teach and learn to read and write and to think and know Unique to this volume is the inclusion of the perspectives of writers as well as those of teachers and researchers Furthermore the contributors reveal their own struggles and accomplishments as they themselves have attempted to negotiate academic literacies The chronological ordering of articles provides a historical perspective demonstrating ways in which issues related to teaching and learning across cultures

have been addressed over time The readings have consistency in terms of quality depth and passion they raise important philosophical questions even as they consider practical classroom applications The editors provide a series of questions that enable the reader to engage in a generative and exciting process of reflection and inquiry This book is both a reference for teachers who work or plan to work with diverse learners and a text for graduate level courses primarily in bilingual and ESL studies composition studies English education and literacy studies **World of Wonders** Aimee

Nezhukumatathil,2020-09-08 A poet celebrates the wonders of nature in a collection of essays that could almost serve as a coming of age memoir Kirkus Reviews As a child Nezhukumatathil called many places home the grounds of a Kansas mental institution where her Filipina mother was a doctor the open skies and tall mountains of Arizona where she hiked with her Indian father and the chillier climes of western New York and Ohio But no matter where she was transplanted no matter how awkward the fit or forbidding the landscape she was able to turn to our world s fierce and funny creatures for guidance What the peacock can do she tells us is remind you of a home you will run away from and run back to all your life The axolotl teaches us to smile even in the face of unkindness the touch me not plant shows us how to shake off unwanted advances the narwhal demonstrates how to survive in hostile environments Even in the strange and the unlovely Nezhukumatathil finds beauty and kinship For it is this way with wonder it requires that we are curious enough to look past the distractions in order to fully appreciate the world s gifts Warm lyrical and gorgeously illustrated by Fumi Nakamura World of Wonders is a book of sustenance and joy Praise for World of Wonders Barnes Noble 2020 Book of the Year An NPR Best Book of 2020 An Esquire Best Book of 2020 A Publishers Weekly Big Indie Book of Fall 2020 A BuzzFeed Best Book of Fall 2020 Hands down one of the most beautiful books of the year NPR A timely story about love identity and belonging New York Times Book Review A truly wonderful essay collection Roxane Gay The Audacity Write, Think, Learn Mary Tedrow,2017-08-15 Find out how to create the climate and space for everyday student writing In this new co publication with MiddleWeb award winning teacher Mary Tedrow shows you how to encourage students to integrate daily writing into their lives leading to improved critical thinking skills increased knowledge of subject areas and greater confidence in written expression This practical guide will help you consider the unique needs of your students while still meeting state standards You ll discover how to Develop classroom routines and activities that invite creativity and self expression Teach writing methods that can be used across different grade levels and all content areas Challenge students to examine their own writing processes for thinking and problem solving Evaluate written work in a way that emphasizes growth over grades Many exercises prompts and attempts at thinking found in the book can be easily adapted for use both in and out of the classroom Whether you are a new or experienced teacher Write Think Learn will enable you to make writing come alive for all your students **The Ethics of Caring** Tammy A. Shel,2007-01-01 In a cold and heartless world Tammy Shel s The Ethics of Caring demonstrates that teaching can and should involve care for the student and a pedagogy of caring at the core of education Combining philosophy

with ethnography Shel examines the definition of caring through the voices of five case studies of five teachers The book demonstrates that despite the challenges they cope with teachers can still make a difference in students lives and in society by doing more than teach for the test The book makes a significant contribution to the promotion of the ethics of caring in education and for humanity s welfare Douglas Kellner George F Kneller Chair in the Philosophy of Education UCLA Tammy Shel s study presented in this powerful book adds important dimensions to the understanding of caring in classrooms Furthermore the narrative and analysis of teachers teaching students learning and the contexts of schooling and communities provide for a deep theoretical and practical discussion of pedagogy vis a vis the larger purposes of education The discussions of caring as enacted in these cases are a solid and sophisticated contribution to further comprehend its complexity and challenges as well as an addition to the literature in the field This book is a must read for students of teaching for experienced practitioners and for teacher educators who are interested in a humanistic caring and just education Jaime Grinberg Professor Educational Foundations Montclair State University

The MBA Field Guide: How to Get In & What to Expect at the World's Renowned Programs , Writing and Reading Connections Zoi A. Philippakos, Steve Graham, 2022-11-18 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction

Freedom to Learn Bruce Macfarlane, 2016-08-12 The freedom of students to learn at university is being eroded by a performative culture that fails to respect their rights to engage and develop as autonomous adults Instead students are being restricted in how they learn when they learn and what they learn by the so called student engagement movement Compulsory attendance registers class contribution grading group project work and reflective learning exercises based on expectations of self disclosure and confession take little account of the rights of students or individual differences between them This new hidden university curriculum is intolerant of students who may prefer to learn informally are reticent shy or simply value their privacy Three forms of student performativity have arisen bodily participative and emotional which threaten the freedom to learn Key themes include A re imagining of student academic freedom The democratic student experience Challenging assumptions of the student engagement movement An examination of university policies and practices Freedom to Learn offers a radically new perspective on academic freedom from a student rights standpoint It

analyzes the effects of performative expectations on students drawing on the distinction between negative and positive rights to re frame student academic freedom It argues that students need to be thought of as scholars with rights and that the phrase student centred learning needs to be reclaimed to reflect its original intention to allow students to develop as persons Student rights to non indoctrination reticence in choosing how to learn and in being treated like an adult ought to be central to this process in fostering a democratic rather authoritarian culture of learning and teaching at university Written for an international readership this book will be of great interest to anyone involved in higher education policy and practice drawing on a wide range of historical and contemporary literature related to sociology philosophy and higher education studies

The Literary churchman ,1884 Encyclopedia of the Essay Tracy Chevalier,2012-10-12 This groundbreaking new source of international scope defines the essay as nonfictional prose texts of between one and 50 pages in length The more than 500 entries by 275 contributors include entries on nationalities various categories of essays such as generic such as sermons aphorisms individual major works notable writers and periodicals that created a market for essays and particularly famous or significant essays The preface details the historical development of the essay and the alphabetically arranged entries usually include biographical sketch nationality era selected writings list additional readings and anthologies

Deeper Learning, Dialogic Learning, and Critical Thinking Emmanuel Manalo,2019-09-12 Deeper learning dialogic learning and critical thinking are essential capabilities in the 21st century environments we now operate Apart from being important in themselves they are also crucial in enabling the acquisition of many other 21st century skills capabilities such as problem solving collaborative learning innovation information and media literacy and so on However the majority of teachers in schools and instructors in higher education are inadequately prepared for the task of promoting deeper learning dialogic learning and critical thinking in their students This is despite the fact that there are educational researchers who are developing and evaluating strategies for such promotion The problem is bridging the gap between the educational researchers work and what gets conveyed to teachers and instructors as evidence based usable strategies This book addresses that gap in it leading scholars from around the world describe strategies they have developed for successfully cultivating students capabilities for deeper learning and transfer of what they learn dialogic learning and effective communication and critical thought They explore connections in the promotion of these capabilities and they provide in accessible form research evidence demonstrating the efficacy of the strategies They also discuss answers to the questions of how and why the strategies work A seminal resource this book creates tangible links between innovative educational research and classroom teaching practices to address the all important question of how we can realize our ideals for education in the 21st century It is a must read for pre service and in service teachers teacher educators and professional developers and educational researchers who truly care that we deliver education that will prepare and serve students for life

Block Scheduling and Its Impact on the School Library Media Center Marie Shaw,1999-02-28 Across the country

educators are facing the challenge of restructuring the secondary school to meet the needs of students in the twenty first century Block scheduling provides sustained time and fosters an environment for active and experiential learning a key to student success in life The author who has spearheaded the adoption of block scheduling in her school s library media center has prepared a complete guide for library media specialists contemplating or moving to block scheduling In preparing this guide she has incorporated the experiences of twelve secondary school libraries across the country that have also moved to block scheduling Step by step this guide walks the library media specialist through planning networking curriculum and instruction professional development technology and assessment Practical suggestions forms lesson plans and case studies of other media centers that have successfully adopted block scheduling will help the library media specialist to make the transition to the block Block scheduling places a high demand on staff materials and information technologies Shaw stresses that networking of people and resources is essential to successful adoption of block scheduling She takes the reader through the planning and transitional phases of a high school adopting block scheduling and addresses concerns about instructional change ongoing curriculum and the role of the library media specialist as a teacher of information technology She provides ideas on where to find professional development and how to network with other library media specialists with expertise in the block and offers practical suggestions on resource sharing study hall flexible scheduling budget collection development substitute teachers and assessment techniques

Learn to Write Badly Michael Billig, 2013-06-20 A humorous clearly written scholarly analysis of what is going wrong with the way that social scientists write *The Parliamentary Debates (official Report)*. Great Britain. Parliament. House of Commons, 1912

Legacy of Trust Daniel Greenberg, Mimsy Sadofsky, 1992

Academy and Literature Charles Edward Cutts Birch Appleton, Charles Edward Doble, James Sutherland Cotton, Charles Lewis Hind, William Teignmouth Shore, Alfred Bruce Douglas, Ellis Ashmead-Bartlett, Thomas William Hodgson Crosland, 1910

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