“Grades: What do We Gain From Them Work”

Step One
In the next 10 minutes do the following, with the pens provided and on your own:
A. Use one of your pens to highlight the thesis of this paper.
B. Use a different pen to highlight all of the topic sentences for each paragraph.
C. Use your own ballpoint pen to circle how each quote is introduced, and then underline the analysis that is provided.

Step Two
In groups of three, do the following:
A. Agree on where the thesis is and why your thesis is a “strong statement of what the paper wants to do.”
B. Choose which paragraph is the most developed (with the best examples) and paragraphs, and talk about why this is.
C. Finally, ask yourself this: What is the best, and most convincing, point the author makes about grading, and why is this the best and most convincing idea.

Step Three
Discussion:
A. What do we make of her argument? Is it good, convincing? Why or why not?
B. What is the thesis? How is it arguable? Why is it a good one?
C. Describe the development of paper, what argument comes first, second, and third. What is the logic involved here?
D. Key Question: What questions do you have about creating our new assignment? What aspect (thesis, subtopics, topic sentences, or working with quotes) are you most concerned with?