

**EWP Outcome 2** -- To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

- The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
- Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized)
- The writing is intertextual, meaning that a "conversation" between texts and ideas is created in support of the writer's goals.
- The writer is able to utilize multiple kinds of evidence gathered from various sources
- The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

**Introduction** - Compare-Contrast 1.1 to 1.2  
SP 1.1 has a basic Introduction, SP 1.2 uses a specific Minding the Gap Intro.  
How do the differences effect the reading? *Focus on your Emotion/Feeling/Response*

**Body Paragraphs** - Using the terminology above, examine the body paragraphs of SP 1.2 and explain how you achieved those goals. (citations, evidence, tone)

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**EWP Outcome 1** -- To demonstrate an awareness of the strategies that writers use in different writing contexts.

- The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
- The writer is able to demonstrate the ability to write for different audiences and contexts
- The writing understandings of its audience, and various aspects of the writing and are strategically pitched to that audience.
- The writer articulates and assesses the effects of his or her writing choices

**Comparison-Contrast** - Looking at 1.1 and 1.2 side by side, examine the differences in tone between the two papers and explain why you think there is a difference. What do these papers SOUND like?

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## Conclusions --

These are the trickiest paragraphs because you need to remind the reader of what they have read, you need to keep the conversation going, and do so without stalling the conversation. Therefore, here is a good pattern.

- Validate potential objections (with known examples)
- Explain why your opinion is stronger
- Why should people listen?
- What lesson should they leave the paper remembering?

### Conclusion:

Looking the conclusions from the two papers, explain one common problem they share, and how the formula above would changed the tone between what you have and what you would re-write

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### Evaluation

In many ways, writing is sound, sight, and sense. Evaluate the differences between the two papers according to the following. When you read the two, side by said, what is your impression of

- 1) What they look like
- 2) How they sound
- 3) How they make you feel