Discussing Compare and Contrast paper – C/C: an objective comparison

* Difference between fact and impression

Example: fact – laptop costs $600 Impression – “reasonably priced”

Stay away from words like: cheaper, better, faster (no –er words)

INTRO => a taste

BODY => Part – by – part **or** Whole – by – whole (generally used when the two products are very similar; i.e., coke and pepsi.)

*Now, she puts a drawing on the board, block style, to illustrate a pattern for this style of paper.*

* List the criterion in the intro and present them in the same order, in the body.

CONCLUSION => Reference all the criteria bring it all back to decision (decision-maker)

(***If****/****Then*** sentences)

* *Now, she gives examples for these*

If schools are important to you, the neighborhood would be a good choice.

If walking distance to schools are important to you, the neighborhood would be a good choice.

* *Now she speaks to appropriate grouping of the criteria in the body*
* *Moves to a brief discussion on recommendation*

RECOMMEDATION – If you want to include a recommendation, then be sure the reader recognizes the tone shift, by setting it off with a separate heading called “Recommendation.”

* *Writing skills (discussed)*
* *Table discussion – just for the student, not to be turned in with the draft*

Definitions of PACE & TONE

* *Discussion of do(s) and don’t(s)*
* *Now moves back to the Summary comparison table*
* *New discussion of brainstorming*

*Chosen Subject:*

***MOOCs (massive online open courses) vs. traditional college courses***

|  |  |
| --- | --- |
| Flexible schedule | Credits - transfer |
| Don’t need to commute  e-submittals | Labs or hands-on |
| collaboration – online | structure |
| pace varies | Face – to – face with instructor |
| often more cost effective | Network with students and faculty |
|  | Have to commute |
|  | Dress presentable |
|  | Tuition costs |
|  |  |

* *Now a short discussion of better ways to learn; i.e., taking notes by hand vs. typing notes.*
* *Now building out an appropriate table based on the topic chosen above*

|  |  |  |
| --- | --- | --- |
| Criteria | Online | Traditional |
| Cost | Tuition  Community?  Laundry – bus? |  |
| Location | Need a car  Bus line |  |
| Flexibility |  | Structure |
| Social Aspect |  |  |
| Recognition |  |  |

* *Now signing up for topics*
* ***I’ve selected to write about 2 Computer games(remember to review the three steps to writing***
* *Now the grading rubric is discussed, for this assignment*
* *Now discussion of grammar homework*

Most of this stuff I already know. (IC,DC are unfamiliar and deserve a brief review)

Clauses/Clausal structure

Sentences are made up of clauses

2 types of clauses:

Independent (MAIN) & Dependent (Subordinate)

Main function of commas is to demarcate or mark off or separate clauses.

Example: (DC)As I walked to the conservatory (IC)I spotted an owl

Example2: My sister, who works for the government, is arriving in Seattle, later today.

* *Now moving on to semi-colon use*

What’s on either side of a semi-colon is a complete sentence. That is all.

Example: I like trees which are tall; flowers, which are lovely; and grass, which needs mowing. (if any have a Dependent Clause, then use the semi-colon)

Comma splice

Example: The class is enterprising, they found a way around the dysfunctional link.

Rule: Can’t use a comma to join or splice 2 (IC) Independent Clauses

1. Change comma to period
2. Change comma to semi-colon
3. Add a coordinating conjunction
4. Rewrite sometimes using sub.

***I’m getting fatigued, at this point***

Briefly starting on tables… this will be revisited during the next session