

# The Construction of a College Experience

*Developed by Jenny Kwok  
Revised by Norman Unrau*

## STUDENT VERSION

### Reading Selections for This Module

Adventures in Education. "Types of Colleges." *Adventures in Education*. Texas Guaranteed, n.d. Web. 27 Aug. 2012. <<http://www.aie.org/planning-for-college/Going-to-college/types-of-colleges.cfm>>.

Adventures in Education. "What's College Like? Get Real Answers from College Students About Daily Life on Campus." *Adventures in Education*. Texas Guaranteed, n.d. Web. 27 Aug. 2012. <<http://www.aie.org/planning-for-college/First-steps/hear-from-students.cfm>>.

Ching, Roberta. "A Letter to a Future College Student." 10 Oct. 2010. Print.

Holtom, Brooks C., and Tony Brummel. "College Is Worth the Cost." *Bloomberg Businessweek*. Bloomberg, Mar. 2010. Web. 27 Aug. 2012. <[http://www.businessweek.com/debateroom/archives/2010/03/college\\_is\\_wort.html](http://www.businessweek.com/debateroom/archives/2010/03/college_is_wort.html)>.

Cushman, Kathleen. "Facing the Culture Shock of College." *Educational Leadership*. ASCD, 2007. 44-47. Web. 27 Aug. 2007. <[http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200704\\_cushman.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200704_cushman.pdf)>.

Grove, Allen. "College Preparation in Middle School: Why Middle School Actually Does Matter for College Admissions." *About.com. College Admissions*. InterActiveCorp, n.d. Web. 27 Aug. 2012. <<http://collegeapps.about.com/od/admissionstimeline/tp/college-prep-junior-high.htm>>.

H., Ngan. "Great Expectations." *TeenInk*. Young Authors Foundation, n.d. Web. 22 August 2012. <[http://teenink.com/college\\_guide/college\\_articles/article/3010/Great-Expectations/](http://teenink.com/college_guide/college_articles/article/3010/Great-Expectations/)>.

"Middle Schoolers: Why College?" *KnowHow2Go*. American Council on Education and Lumina Foundation for Education, 2012. Web. 27 Aug. 2012. <[http://knowhow2go.org/middle\\_college.php](http://knowhow2go.org/middle_college.php)>.

U.S. Department of Education. "Getting Ready for College Early: Steps 1, 2, 3 & 4." *Education.com*. N.p., 12 Jul. 2011. Web. 27 Aug. 2012. <[http://www.education.com/reference/article/Ref\\_Getting\\_Ready/](http://www.education.com/reference/article/Ref_Getting_Ready/)>.

## Overview

This project will prepare you for the kinds of research and writing you will do in high school and college. It will also give you the opportunity to practice the skills you've already begun developing: reading texts, evaluating claims and evidence, making arguments and supporting them, and considering the audience. For your writing component, you will be reading several different kinds of articles, essays, interviews, and information from web pages on the college experience, a topic that is relevant to you and your future academic choices.

The articles in this packet provide some of the material needed to fulfill the writing assignment that will come later. You will have additional research to do to complete this project. The purpose of your assignment is for you to learn how to research material and use that material to help you formulate and support a position you take about the college experience. You will learn to summarize, paraphrase, or directly quote from the readings and construct a thesis statement that will serve to guide a paper that you will write for a real audience.

## Reading Rhetorically

### Prereading

#### Activity 1: Getting Ready to Read

Read the four reasons to go to college from the text “Middle Schoolers: Why College?” from KnowHow2GO.org, and respond to one of the following prompts:

**Quickwrite 1:** Do you want to go to college? If so, which schools have you considered? What kind of career do you see for yourself in the future? Do you need a college degree to work in that field?

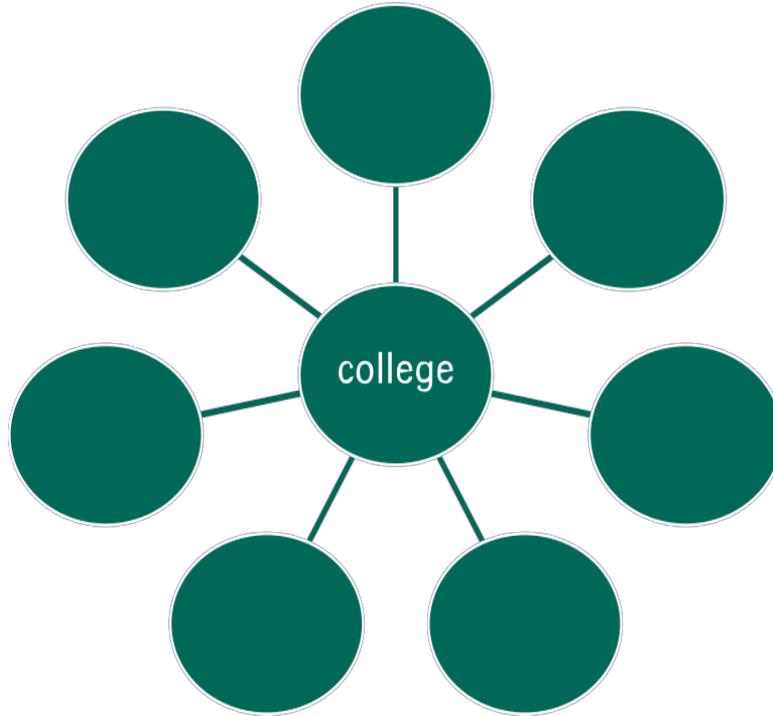
**Quickwrite 2:** Do you think choosing to go to college right after high school is a good choice for someone who does not know what he or she wants to do as a career?

**Quickwrite 3:** Do you think the reasons listed in the text from *KnowHow2GO.org* are good enough? Explain. Do you have other reasons to go to college?

Write for ten minutes on one of the three questions listed below. The purpose of this writing is to provide personal thoughts and opinions on the subject. Respond in a paragraph format, yet focus on your thoughts and examples rather than on spelling and grammar.

**Activity 2: Exploring Key Concepts**

Brainstorm a list of words related to the word “college.”



Complete the vocabulary chart below using words from the brainstorm activity. The first one has been done for you. This activity can be done in small groups if that applies.

word	synonym	antonym	sketch	sentence
college	higher education	work		I am going to earn a professional degree in college after high school.



### **“Facing the Culture Shock of College”**

<b>What do you think this text is going to be about?</b>	
<b>What do you think is the author’s purpose for writing this selection?</b>	
<b>Who is the intended audience for this piece? How do you know?</b>	

### **“College Is Worth the Cost”**

<b>What do you think this text is going to be about?</b>	
<b>What do you think is the author’s purpose for writing this selection?</b>	
<b>Who is the intended audience for this piece? How do you know?</b>	

**“Getting Ready for College Early: Steps 1, 2, 3 & 4”**

<b>What do you think this text is going to be about?</b>	
<b>What do you think is the author’s purpose for writing this selection?</b>	
<b>Who is the intended audience for this piece? How do you know?</b>	

**“College Preparation in Middle School”**

<b>What do you think this text is going to be about?</b>	
<b>What do you think is the author’s purpose for writing this selection?</b>	
<b>Who is the intended audience for this piece? How do you know?</b>	

## “A Letter to a Future College Student”

<b>What do you think this text is going to be about?</b>	
<b>What do you think is the author’s purpose for writing this selection?</b>	
<b>Who is the intended audience for this piece? How do you know?</b>	

### Activity 5: Understanding Key Vocabulary

Tone is the attitude that an author has toward his or her subject matter and audience. Meaning is of course the message that a piece of writing conveys. Tell how the following words contribute to the tone and meaning of each of the five articles. Definitions have been provided. This activity can be done in small groups if applicable.

**Article 1.** Kathleen Cushman. “Facing the Culture Shock of College.”

- confidence (noun) (paragraph 2): trust; self-assurance, ability
- tension (noun) (paragraph 4): mental strain or anxiety
- intimidate (verb) (paragraph 7): to frighten or to pressure by threat
- aspire (verb) (paragraph 8): to seek after something
- inadequate (adjective) (paragraph 9): not sufficient for the intended purpose

---

---

---

---

---

---

**Article 2.** Brooks C. Holtom and Tony Brummel. “College is Worth the Cost.”

- outweigh (verb) (paragraph 1): exceed in value
- aggregate (verb) (paragraph 1): gather together
- probability (noun) (paragraph 3): likelihood
- venture (noun) (paragraph 6): an undertaking marked by risk
- contingent (adjective) (paragraph 7): happening by chance
- entrepreneur (noun) (paragraph 10): one who undertakes a business venture
- enterprise (noun) (paragraph 11): a project undertaken or to be undertaken

---

---

---

---

---

---

---

**Article 3.** U.S. Department of Education. “Getting Ready for College Early: Steps 1, 2, 3 & 4.”

- occupational (adjective) (paragraph 3): of or relating to one’s job
- foundation (noun) (paragraph 21): the basis or groundwork for anything

---

---

---

---

---

---

---

**Article 4.** Allen Grove. “College Preparation in Middle School.”

- aggressively (adverb) (paragraph 1): boldly assertive
- extracurricular (adjective) (paragraph 4): outside the regular curriculum or program of courses
- ambitious (adjective) (paragraph 7): eagerly desirous of achieving or obtaining success, power, wealth, or a specific goal

---

---

---

---

---

---

---

**Article 5.** Roberta Ching. “A Letter to a Future College Student.”

- proficiency (noun) (paragraph 2): competence in ability and skill
  - enthusiastically (adverb) (paragraph 4): feeling or showing a lot of interest and excitement about something
  - provocative (adjective) (paragraph 4): aimed at exciting or annoying people.
- 
- 
- 
- 
- 
- 
- 

## Reading

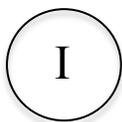
### Activity 6: Reading for Understanding and Annotating the Text: Reading with the Grain

This first reading of the articles will be “with the grain” because it is important to understand the problem and the various solutions offered. Because you will be using information from these texts when you write your assignments, you will find **annotating** particularly helpful. Annotation involves adding critical and explanatory notes to a written work to help you dissect the strategies the author has employed and grasp the greater meaning of the text. Many academic readers annotate directly on the page of the text with a highlighter and a pen or pencil and take notes on a separate sheet of paper later. The whole point is to be able to find the main points and important statements quickly. Since this may be your first time annotating, you will be provided with a graphic organizer to complete the task, but the end result is the same.

**Read the text “Facing the Culture Shock of College.” (Article 1 in this set)**

#### STEP 1

- Locate the Introduction. Using a bright colored pen, mark this section of the text in the left-hand margin with



- Locate the author's main argument (Thesis). Using a bright colored pen, mark this section of the text in the left-hand margin with:

TH

- Locate the conclusion. Using a bright colored pen, mark this section of the text in the left-hand margin with

C

**Read Articles 2-5 in this set and repeat STEP 1 for each one.**

1. Next, make a T-graph on a sheet of paper and jot down notes in the first column about points you thought were valid. You will fill in the second column in Activity 7.

## **STEP 2**

- Complete the Annotation Charts that follow for Articles 1-5.

## “Facing the Culture Shock of College” Annotations

<p><b>Summary:</b> Write a summary of the main idea of the article in 1-3 sentences.</p>	
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in her piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in her piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Personal Connection:</b> Copy a portion of the text (1-3 sentences) that you can personally connect to.</p>	<p>What is your connection to this part of the text? Explain.</p>
<p><b>Question:</b> Write down one question about the author’s ideas or assumptions.</p>	<p>Why do you have this question? Imagine what her response would be.</p>
<p><b>Challenge:</b> Write down a statement that challenges an inference or a conclusion that the author makes.</p>	<p>Explain why you feel compelled to challenge the author on this point.</p>

## “College Is Worth the Cost” Annotations

<p><b>Summary:</b> Write a summary of the main idea of the article in 1-3 sentences.</p>	
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in his piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in his piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Personal Connection:</b> Copy a portion of the text (1-3 sentences) that you can personally connect to.</p>	<p>What is your connection to this part of the text? Explain.</p>
<p><b>Question:</b> Write down one question about the author’s ideas or assumptions.</p>	<p>Why do you have this question? Imagine what his response would be.</p>
<p><b>Challenge:</b> Write down a statement that challenges an inference or a conclusion that the author makes.</p>	<p>Explain why you feel compelled to challenge the author on this point.</p>

## “Getting Ready for College Early: Steps 1, 2, 3 & 4”

<b>Summary:</b> Write a summary of the main idea of the article in 1-3 sentences.	
<b>Author’s Example:</b> Below copy one of the best examples that the authors use in their piece.	Why is this example effective/persuasive?
<b>Author’s Example:</b> Below copy one of the best examples that the authors use in their piece.	Why is this example effective/persuasive?
<b>Personal Connection:</b> Copy a portion of the text (1-3 sentences) that you can personally connect to.	What is your connection to this part of the text? Explain.
<b>Question:</b> Write down one question about the author’s ideas or assumptions.	Why do you have this question? Imagine what their response would be.
<b>Challenge:</b> Write down a statement that challenges an inference or a conclusion that the author makes.	Explain why you feel compelled to challenge the authors on this point.

## “College Preparation in Middle School” Annotations

<p><b>Summary:</b> Write a summary of the main idea of the article in 1-3 sentences.</p>	
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in his piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in his piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Personal Connection:</b> Copy a portion of the text (1-3 sentences) that you can personally connect to.</p>	<p>What is your connection to this part of the text? Explain.</p>
<p><b>Question:</b> Write down one question about the author’s ideas or assumptions.</p>	<p>Why do you have this question? Imagine what his response would be.</p>
<p><b>Challenge:</b> Write down a statement that challenges an inference or a conclusion that the author makes.</p>	<p>Explain why you feel compelled to challenge the author on this point.</p>

## “A Letter to a Future College Student” Annotations

<p><b>Summary:</b> Write a summary of the main idea of the article in 1-3 sentences.</p>	
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in her piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Author’s Example:</b> Below copy one of the best examples that the author uses in her piece.</p>	<p>Why is this example effective/persuasive?</p>
<p><b>Personal Connection:</b> Copy a portion of the text (1-3 sentences) that you can personally connect to.</p>	<p>What is your connection to this part of the text? Explain.</p>
<p><b>Question:</b> Write down one question about the author’s ideas or assumptions.</p>	<p>Why do you have this question? Imagine what her response would be.</p>
<p><b>Challenge:</b> Write down a statement that challenges an inference or a conclusion that the author makes.</p>	<p>Explain why you feel compelled to challenge the author on this point.</p>

## Activity 7: Reading for Understanding and Annotating the Text: Reading Against the Grain

The next reading of the articles will be against the grain. Reading against the grain is seeking contradictions, holes, and limitations in a text, or questioning the information presented. Answer the questions below as you re-read the articles against the grain.

	What does this text tell me about the author?	Is there an obvious bias?	What did the author leave out or not consider?	What limitations are there in the text?
<b>Article 1:</b> "Facing the Culture Shock of College."				
<b>Article 2:</b> "College is Worth the Cost."				
<b>Article 3:</b> "Getting Ready for College Early: Steps 1, 2, 3 & 4."				
<b>Article 4:</b> "College Preparation in Middle School."				
<b>Article 5:</b> "A Letter to a Future College Student"				

## Activity 8: Noticing Language

The intent of this activity is to help you learn new words by using the context of your reading material. The acronym, PASSION, will help you do so. When you are reading the articles in this module and come across a word you don't know, try following these steps to help you learn it:

- **Pause.** Stop when you meet a word you don't know.
- **Access long-term memory.** Use it and your inner dictionary to check for possible meanings: Have you seen or heard this word before? Can you recall its meaning?
- **Survey the word's structure.** Check its root, its prefix, and its suffix for clues to its meaning.
- **Synonym play.** Try to find a word in the article that means the same thing, especially in the unknown word's context, including synonyms that have the same part of speech.
- **Investigate the context.** What clues do the word's neighbors give you about the unfamiliar word's meaning? Is its meaning restated in some way? Does the word appear again with different neighbors that you know?
- **Outsource.** If your internal mental work doesn't yield the word's meaning, try resources outside yourself, such as a dictionary or friend.
- **Note it down.** Write the word down and write its meaning, part of speech, perhaps a drawing, sketch or symbol to represent the word's meaning.

Your task now is to come up with 10 words from your reading material so far.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

## Activity 9: Using the Words of Others

Remember that you are using your sources to support your argument. You don't just string your sources together and hope they make sense. Every source you use should be a form of evidence for the case you are making for your essay.

If you think that an author has said something very well and that your audience needs to know that information, or if you are providing facts or statistics, then it's best to quote the author. When you quote an author, you need to let your reader know who the author is (if it's the first time you're quoting him or her) and some context for your use of the quote. In the direct quotation noted below, the author is identified, and the next phrase provides the context for the quote, explaining what the quote means or refers to. Note that the quotation becomes part of the sentence, so your punctuation should help the reader to read smoothly. In this case, a comma or a colon before the quotation would be correct.

- **Direct quotation:** David T. Conley, in his article "The Challenge of College Readiness," reveals what first year students think of college: "Many first year students find that their college courses are fundamentally different from their high school courses" (25).

If the material you want to present as evidence for your proposal is difficult to read or understand, you might want to paraphrase it in your own words. This is easy on your reader, and it also helps you understand your reading better. Again, you should provide a context. In the example noted below, all the words are the writer's, but the meaning is from Conley's article (the original passage is in quotes, shown above). Remember that you must provide citation information in parentheses after paraphrasing just as you do after quoting.

- **Paraphrase:** In his article, "The Challenge of College Readiness," David T. Conley emphasizes what college students realize—there are basic differences between classes they are now taking and those they took in high school (25).

When you have done a lot of research, you may find that the arguments become repetitive and that you do not need all the details and specifics that exist in the original work. Then you can summarize what you have read. When you summarize, you present the highlights of the work without the details. Summaries include only high-level, important information.

- **Summary:** In his article, "The Challenge of College Readiness," David T Conley discusses research that shows a difference between high school preparation and college expectations.

As you prepare your essay, you will find that some of your material is covered by more than one author, or you may want to weave several authors' ideas into your own paragraph to support the paragraph's topic. In this case, you can synthesize several articles in your own writing. When doing this, the following sentence frame may be useful:

Although a number of authors have said \_\_\_\_\_,

I believe \_\_\_\_\_.

The Works Cited page is often called a Bibliography or References, and it is important for readers who need to check the reliability of the sources. Dates and publishing information tell us more than just where to get the source if we want to read it ourselves; the information also helps us know how much we can believe the source. The organization of the information is called “format” and has to be done in a certain way. You must follow the format exactly so your readers can find your source and judge its reliability for themselves. The following has been adapted from the Purdue Online Writing Lab (OWL).

### **Bibliography (MLA Format)**

Always indent the second line of a Bibliography.

#### **Book with one Author:**

Author’s Last Name, First Name. *Title of book in italics*. City of publication: Name of Publishing company, Year of Publication. Medium of Publication.

#### **Example:**

London, Jack. *White Fang*. New York: Scholastic, 2001. Print.

#### **Book with more than one Author:**

The first given name appears in last name, first name format; subsequent author names appear in first name last name format.

#### **Example:**

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn & Bacon, 2000. Print.

#### **Book by a Corporate Author or Organization:**

A corporate author may include a commission, a committee, or a group that does not identify individual members on the title page. List the names of corporate authors in the place where an author’s name typically appears at the beginning of the entry.

#### **Example:**

American Allergy Association. *Allergies in Children*. New York: Random, 1998. Print.

#### **A Work in an Anthology, Reference, Collection, or Textbook:**

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form for this sort of citation is as follows:

#### **Format:**

Last name, First name. “Title of Essay.” *Title of Collection*. Ed. Editor’s Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.

#### **Example:**

Harris, Muriel. “Talk to Me: Engaging Reluctant Writers.” *A Tutor’s Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth: Heinemann, 2000. 24-34. Print.

#### **Citing an Entire Web Site:**

It is necessary to list your date of access because web postings are often updated and

information available on one date may no longer be available later. Be sure to include the complete address for the site.

\*Remember to use *n.p.* if no publisher name is available and *n.d.* if no publishing date is given.

**Format:**

Editor, author, or compiler name (if available). *Name of Site*. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access.

**Example:**

*The Purdue OWL Family of Sites*. The Writing Lab, OWL at Purdue, and Purdue U, 2008. Web. 23 Apr. 2008.

MLA style also requires in-text documentation for every direct quotation, paraphrase, summary, or synthesis. You might believe that documentation is necessary only for direct quotations, but that is not true—the author needs to be cited in all cases. If the author is given in the text, the page number should be given in parentheses at the end of the sentence containing the material. For example, here is a paraphrase of material from the Conley article. Because the author is not named in the text, the last name goes in the parentheses.

While it is true that some high schools are doing what they can, few have implemented all of the important elements needed for college success (Conley 28).

Documentation, citation forms, and formatting are all very important in college in almost all subjects. If you are confused or want more information, a good online resource is the Purdue Online Writing Lab (OWL) <<http://owl.english.purdue.edu>>. This site is helpful for all kinds of writing, especially academic writing. There is a whole section on documenting sources that you can click on.

## **Activity 10: Creating an Annotated Bibliography**

### **Notetaking**

Since researchers collect much more material than they will actually use in their writing, they have to read more than they will use; you will need to do this too for completing a research paper. In Activity 6, you read all five articles in this packet and made annotations. You will now compile information you think will help you in your research paper. **In the paper, you will need to determine if earning a college degree is right for you.** If it is, use information from the articles along with additional research to support your point of view. If college is not right for you, use information from the articles to support your decision. You will need to come up with an alternative plan in order to reach your career goal.

An essential part of writing any research paper is annotating your sources and taking notes. The point here is to find the information in your sources that will be useful in your paper.

Reread your annotation charts, **highlighting relevant information and details you want to use in your research paper**. Standard procedure is to use index cards to take notes on, with each one labeled with the author of the book or article and the page number or paragraph where you found the information. Because you have your notes in chart form, we will skip the index cards here.

However, if you want **additional quotations as evidence** in your research paper, copy the quotations onto index cards. Also rewrite main points each author makes so you know what the quotation is related to. Remember to put quotation marks around any material that is taken word for word from the source.

### **Bibliography Cards**

In addition to taking notes on index cards, it is helpful to make bibliography cards, either on paper note cards or **on your computer** (recommended) for each source you read. The note cards should have all the information you will need to write a complete entry in your Bibliography or Works Cited page (a list of all the sources you use). Modern Language Association (MLA) is the format we will be using. Arrange these note cards (or computer entries) alphabetically, since that is how you will present them in your bibliography. For every source you will need to know as much of the following as possible:

- Author
- Title
- Publication (name of publisher, place published)
- Date published
- Page number(s)
- Date of update for the Web site (if you can find it)
- Date accessed if it's on a Web site
- How you got to the Web site (Google, AskJeeves, Yahoo, etc.)
- URL if it is accessible to anyone (not a paid subscription or through library's subscription)

**At times you may not be able to find all of the information listed**, especially with Internet sources. You will be using MLA format and must indicate when information is not available in your citing.

The following is a copy of bibliography cards for the five articles you have read.

**Article 1.**

**Author:** Kathleen Cushman

**Title:** "Facing the Culture Shock of College"

**Publication:** *Educational Leadership*

**Date Published:** April 2007

**Page Numbers:** 44-47

**Date of Update for the Web site:**

**Date accessed:** August 27, 2012

**How you got to the Web site:** Google.com

**URL:** [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200704\\_cushman.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200704_cushman.pdf)

**Article 2.**

**Author:** Brooks C. Holtom and Tony Brummel

**Title:** "College is Worth the Cost"

**Publication:** *Bloomberg Businessweek*

**Date Published:** March 2010

**Page Numbers:**

**Date of Update for the Web site:**

**Date accessed:** August 27, 2012

**How you got to the Web site:** Google.com

**URL:** [http://www.businessweek.com/debateroom/archives/2010/03/college\\_is\\_wort.html](http://www.businessweek.com/debateroom/archives/2010/03/college_is_wort.html)>

**Article 3.**

**Author:** U.S. Department of Education

**Title:** "Getting Ready for College Early: Steps 1, 2, 3 & 4"

**Publication:**

**Date Published:** July 12, 2011

**Page Numbers:**

**Date of Update for the Web site:**

**Date accessed:** August 27, 2012

**How you got to the Web site:** Google.com

**URL:** [http://www.education.com/reference/article/Ref\\_Getting\\_Ready/](http://www.education.com/reference/article/Ref_Getting_Ready/)

**Article 4.**

**Author:** Allen Grove

**Title:** "College Preparation in Middle School: Why Middle School Actually Does Matter for College Admissions"

**Publication:**

**Date Published:**

**Page Numbers:**

**Date of Update for the Web site:**

**Date accessed:** August 27, 2012

**How you got to the Web site:** Google.com

**URL:** [http://collegeapps.about.com/od/admissionstimeline/tp/college- prep-junior-high.htm](http://collegeapps.about.com/od/admissionstimeline/tp/college-prep-junior-high.htm)

**Article 5.**

**Author:** Roberta Ching

**Title:** “A Letter to a Future College Student”

**Page Numbers:** 1-2

**Activity 11: Questioning the Text**

You will now be revisiting the articles to compare and contrast key ideas in order to distinguish obvious and subtle differences in the author’s responses to significant questions related to the college experience. Reread the articles and fill out the I-Chart for your article(s). After you have completed your section of the I-Chart. If this is being done in class, you can divide the articles among five groups. Then choose one of your members to report to the group as a whole and complete the I-Chart based on the group reports. If you cannot find an answer in a text, you should write “NA” (for “not applicable”).

<b>Article Title</b>	<b>Summarize the Article</b>	<b>What do you think the author(s) believes about college?</b>	<b>How does the author use evidence to support his or her claim?</b>	<b>What advice is stated in the article?</b>
“Facing the Culture Shock of College”				
“College is Worth the Cost”				
“Getting Ready for College Early: Steps 1, 2, 3 & 4”				
“College Preparation in Middle School”				
“A Letter to a Future College Student”				

## Activity 12: Analyzing Stylistic Choices

The words authors choose are often vocabulary common to that topic; therefore, the authors are knowledgeable about the vocabulary specific to a topic or theme. The words often show the author's attitude toward the topic.

### Words

- What are some words that are repeated, and because they are repeated, may have significance in many of the articles you have read?

---

---

---

---

- Which of these words—or additional words—indicate the attitude of the writer toward the topic of going to college?

---

---

---

---

- How do specific words the author chooses affect your response to their pieces?

---

---

---

---

---

### Sentences

- Some of the articles are formal, and some are informal. How can you tell which is which?

---

---

---

---

- What effects do the choices of sentence structure and length have on you?

---

---

---

---

## Postreading

### Activity 13: Thinking Critically

#### Questions about Logic (Logos)

- Look closely at two of the articles about college in your packet. See if you can find a claim that is particularly well-supported. What kinds of support are provided?

---

---

---

---

---

---

---

---

- Can you think of counterarguments that the authors don't consider? Explain.

---

---

---

---

---

---

---

---

#### Questions about the Writer (Ethos)

- Make a list of the issues that most of the authors seem to discuss.

---

---

---

---

---

---

---

---

**Read the brief biographies or company/organization backgrounds provided for the authors of “College is Worth the Cost”.**

**Brooks C. Holtom**

(from <http://www.businessweek.com/authors/3434-dr-brooks-c-holtom>)

Dr. Brooks C. Holtom is an associate professor of management at McDonough School of Business, Georgetown University. He specializes in the study of human and social capital in organizations. Also a business consultant and researcher, Holtom has worked with Booz Allen Hamilton, Capital One, Northwestern Mutual, Rolls Royce, the International Monetary Fund, and many other organizations.

Industry Profile: Tony Brummel

(adapted from <http://www.victoryrecords.com/interview>)

— By Larry LeBlanc

**This week In The Hot Seat with Larry LeBlanc: Tony Brummel** Victory Records founder Tony Brummel is one of the most accomplished American label entrepreneurs of the past 25 years.

Fiercely independent, fiercely passionate about his label and bands and music, and fiercely protective of what he feels his label stands for (“I don’t have a record company, I have a lifestyle company”), the 38-year-old Chicagoan has long shown his mastery of the music biz.

If Brummel is meticulous, if he is marvelously disciplined, those qualities have stood him in good stead. What he has achieved with Victory—America’s leading independent rock label—he’s got from paying attention to fundamentals.

His tenaciousness and passion for the music of his label is shared by a staff of 40—a significant factor in the successes of so many of Victory’s acts when coupled with the company’s grassroots marketing strategy of touring, street-team promotion, and band-as-brand development.

Brummel may be a master showman, but he has also been the discoverer of a sizable number of talented artists.

Victory’s catalog of rock, metal, post hardcore, emo, ska and pop punk has included releases by Hawthorne Heights, 1997, Taking Back Sunday, Atreyu, A Day To Remember, Bury Your Dead, Thursday, Bayside, Aiden, Funeral for a Friend, Streetlight Manifesto, Voodoo Glow Skulls, and many others.

Growing up in Chicago, some of the first concerts Brummel went to see (when he was 12 and 13) were punk and hardcore shows with Youth Brigade, Social Distortion, The Exploited, Cro Mags, and Bad Brains.

Later in his teens, meeting bands like Earth Crisis, Strife, Snapcase, and Integrity, Brummel became interested in helping out bands in the punk and hardcore scene.

At 18, studying to be a history teacher, and waiting tables at night, Brummel started Victory

Records in August, 1989. After four years of releasing 7-inch records, Victory released its first full-length CD. The same year, Snapcase's debut album, "Lookinglasself" sold 30,000 copies. Brummel then hired his first employee, and got the company's website up.

By 1997, Victory had a staff of 15; had national distribution with RED Distribution in the U.S.; and was being distributed in Canada, the United Kingdom, Japan, Australia, Belgium, the Netherlands, Luxembourg, Italy, and Sweden.

- Do the authors seem to be qualified to write about college? Why or why not?

---

---

---

---

---

---

---

---

### Questions about Emotions (Pathos)

- Look again at the two articles you considered for their logical effect. Explain how the authors use language to move you emotionally and to persuade you to adopt their point of view.

---

---

---

---

---

---

---

---

- Explain how you think the authors are trying to manipulate your emotions.

---

---

---

---

---

---

---

---

- Explain whether your emotions conflict with your logical interpretation of the arguments.

---

---

---

---

---

---

---

---

## Connecting Reading to Writing

### Activity 14: Considering the Writing Task

The articles in this module give you information about the college experience through different media. Read the assignment carefully to be sure you understand what you are asked to do.

#### Writing Assignment

Taking into consideration all of the articles you have read in this module, **take a position on whether or not college is right for you. Write a position paper to describe your point of view. Use evidence from the articles in your packet to support your essay, and bring in additional research pertinent to your personal aspirations.** Think about your future career goal. Research whether or not you need a college degree in order to obtain your desired job. A successful essay will include the following sections:

- I. Introduction to and background information on the idea of going to college or not going to college
- II. Definition of the college experience (as you understand it)
- III. Evidence that illustrates that college is important or not important to you
- IV. A discussion of counterarguments and your response to these counterarguments
- V. Your plans for your future

Read the assignment several times. Since you have read the articles in your packet, you should already be forming some ideas about how to construct a position paper that contains the persuasive elements you will need to include to convince your reader of your position. If you have *any* questions about the assignment, be sure to ask your teacher.

## Activity 15: Taking A Stance

Write the answers to the following questions. This will help you formulate a working thesis for your paper.

- What is your tentative thesis?
  
- What support have you found for your thesis?
  
- What evidence have you found for this support (e.g., facts, statistics, authorities, personal experience, anecdotes, stories, scenarios, and examples)?
  
- How much background information do your readers need to understand your topic and thesis?
  
- If readers were to disagree with your thesis or the validity of your support, what would they say? How would you address their concerns? (What would you say to them?)

## Activity 16: Gathering Evidence to Support Your Claims

You will need to do some additional research to strengthen your arguments.

### Primary Research Assignment 1: Reading Interviews

Read the student interviews in your reading collection from the Adventures in Education interview packet. Did the students have anything to say that added to your idea of the college experience? List some of the main observations and advice that you read about.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### \*Primary Research Assignment 2: Interview

\* This portion of the activity is optional and counts for Extra Credit!

Come up with interview questions and decide on a final list to use for an interview of a current college student or recent college graduate on campus that you have access to. These questions may include asking the persons interviewed what they thought about college before they went and what they think about college now.

Some sample interview questions may include:

- What did you think of going to college before you went?
- Did you always want to go to college?
- When did you make a decision to go to college?
- Are you glad you made the decision you made?

- What are some of the most important things you learned from your college experience?
- Did your college experience help you learn about who you were? If so, how did that come about?
- What teacher or course was the most important to you during college?

### **Primary Research Assignment 3: Finding Out About Your Potential Colleges**

After reading the “Types of Colleges” article from the Adventures in Education web page, think about what interests you have and the type of careers associated with your interests. **Research which colleges have well-known reputations for preparing students for these careers, and choose your top three. Find out pertinent information about these colleges, such as location, tuition fees, population, demographics, and admissions requirements.** Write all of this information down, and keep it handy for your position paper. You can conduct an Internet search using *Google.com* or any search engine you are familiar with.

Don’t forget to make bibliography cards, either on paper note cards or **on your computer**, for each source that you get information from. The note cards should have all the information you will need to write a complete entry in your Bibliography or Works Cited page (a list of all the sources you use) in MLA format.

### **Activity 17: Getting Ready to Write**

**Structure:** Think about the best structure for your essay, given what you have discovered about college in general. You may find some models in your reading; be sure your structure is the best for the essay you are writing.

**Evidence:** Gather together the evidence you have in your notes to support your essay. Decide the most important points for you to make.

**Audience:** Make notes about the audience. Your current classmates undertaking this essay assignment will have a clear background and understanding of a college experience. Think about others who may not have this background. How much background do you need to include in order for them to understand your position?

Structure	
Evidence	
Audience	

## Writing Rhetorically

### Activity 18: Composing a First Draft

Compose a draft: Write freely what you would like to include in your essay. You do not necessarily have to start at the beginning with the introduction, although you may. Your goal here is to write down on paper, in complete sentences, your argument on whether or not going to college is right for you.

### Activity 19: Considering Structure

The following sections are traditional parts of an essay. The number of paragraphs in an essay depends upon the nature and complexity of your argument.

#### Introduction

The following components should be included in your introductory paragraph or paragraphs:

- A “hook” to get the reader’s attention

- Background information that the audience may need
- A thesis statement, along with an indication of how the essay will be developed (“forecasting”). A thesis statement often states the topic of the essay and the writer’s position on that topic. You may choose to sharpen or narrow the thesis at this point.

## **Body**

The body usually follows this outline:

- Body paragraphs consist of a topic sentence and concrete details to support that topic sentence.
- Body paragraphs give evidence in the form of examples, illustrations, or statistics, and analyze the meaning of the evidence.
- Each topic sentence is usually directly related to the thesis statement.
- The number of paragraphs is dependent on the topic and the evidence presented.
- The thesis dictates and focuses the content of the essay.
- Some paragraphs include different points of view or address counterarguments.
- At least one paragraph addresses the main counterargument(s) by doing at least one of the following:
  - Refuting them
  - Acknowledging them but showing how your argument is better
  - Granting them altogether but showing that they are irrelevant

## **Conclusion**

A final paragraph (or paragraphs) that includes a solid argument to support the thesis and indicates the significance of the argument—the “so what?” factor

## **Works Cited (Bibliography)**

The Works Cited page (separate page at the end) presents all the sources you used, arranged alphabetically according to MLA format.

## **Proper Heading**

Do not make a title page for your paper. In the upper left-hand corner of the first page, list your name, your teacher’s name, the course, and the date (all double-spaced). Double space again and center your title. Do not underline, italicize, bold, or place your title in quotation marks. Double space between the title and the first line of your essay.

## General Guidelines

- Type your paper using a legible font (e.g., Times New Roman). The font size should be 12 pt.
- Set the margins of your document to one inch on all sides.
- Indent the first line of each paragraph one-half inch from the left margin.

## Activity 20: Negotiating Voices

Make notes as you are reading the texts, your annotations, and your I-chart, making two columns on a sheet of paper. Label one side “What the Text Says” and the other side “What I Think.” The following chart includes some templates you may want to use in framing your notes.

- What is the problem this author is addressing?
- What evidence does he or she provide that the problem exists?
- Why does he or she think something needs to be done?
- What does he or she think needs to be done?

### Example

What the Text Says	What I Think
<ul style="list-style-type: none"><li>• A number of writers have recently suggested that _____.</li><li>• It has been common today to dismiss _____.</li><li>• In their recent work, Y and Z have offered harsh critiques of _____ for _____.</li></ul>	<ul style="list-style-type: none"><li>• I've always believed that _____.</li><li>• When I was a child, I used to think that _____.</li><li>• Although I should know better by now, I cannot help thinking that _____.</li><li>• At the same time that I believe _____, I also believe _____.</li></ul>

Combining the ideas of others with your own ideas often results in writing that is more unified and comprehensive. There are several ways in which you can combine the words and ideas of another author with your own words and ideas. You can, for example, combine sentences from your “What the Text Says” column with sentences from your “What I Think” column, as in the following: “While a number of writers have recently suggested that \_\_\_\_\_, I’ve always believed that \_\_\_.” Finding ways to combine your ideas and opinions with those of other authors you have been reading enables both you and your readers to keep in mind the claims of others as you present your own claims.

What the Text Says	What I Think

# Revising and Editing

## Activity 21: Revising Rhetorically

When you have completed the draft of your essay, you should have the opportunity to revise it. As you read the draft, answer the following questions. You do not have to provide written answers unless you think it would be helpful.

1. Have I responded to the assignment?
2. What is my purpose for this essay?
3. What should I keep? Which parts are the most effective?
4. What should I add? Where do I need more details, examples, and other evidence to support my points?
5. What could I delete? Did I use irrelevant details? Was I repetitive?

## Activity 22: Considering Stylistic Choices

Answer the following questions in an effort to make your writing more effective.

1. What should I rethink? Is my position clear? Did I provide enough analysis and evidence to convince my readers? Was my essay convincing? Did I come across as a sincere and truthful person?
2. How is the tone? Was I too overbearing, too firm? Do I need qualifiers (words such as “sometimes” instead of “always” or “seldom” instead of “never”)?
3. Have I addressed differing points of view?
4. Does my conclusion show the significance of my essay?
5. Is my documentation correct? Have I documented all material that was borrowed, whether it is quoted, paraphrased, summarized, or synthesized? Have I included all the necessary material in the Works Cited or Bibliography page?
6. Did I use grade level appropriate language? Did I use vocabulary that is mature and specific? Did I choose to refer to definitions from the articles or from class discussions?



Do you feel more prepared for your future pathway? Explain.

---

---

---

---

---

---

---

---

Do you feel confident about how to do a research paper, or do you still have questions? If you have questions, what are they?

---

---

---

---

---

---

---

---