



Crossing the Bridge from Reading to Writing

Start With Reading EACH Source Closely and Annotating

--read with a PURPOSE to find information relevant to your Issue. Annotate!

to see the Bohemian girl and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting and, when he sang about the lass that loves a sailor, she always felt pleasantly confused. He used to call her Poppens out of fun. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had sailed through the Straits of Magellan and he told her stories of the terrible Patagonians. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

"I know these sailor chaps," he said.

One day he had quarreled with Frank and after that she had to meet her lover secretly.

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother's bonnet to make the children laugh.

Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying:

"Damned Italians! coming over here!"

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being -- that life of commonplace sacrifices closing in final craziness. She trembled as she heard again her mother's voice saying constantly with foolish insistence:

"Derevaun Seraun! Derevaun Seraun!" (*The end of pleasure is pain. The end of pleasure is pain.*)

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

Annotation involves underlining important text and writing marginal notes and comments

--[Close, Critical Reading Strategies](#)
--[Annotation Guide](#)



First Level Notes from Individual Readings

--review your separate readings and record important information and quotes relevant to your issue and your emerging thesis, listing them in any order (be sure to identify where the quote or information came from).

Title of source

Effects of Self-Regulating Behaviors - Else Street Writing

24 Numerous studies have found that self-regulation and self-efficacy are related to achievement outcomes

Social Cognitive Theory

self-regulation closely related to self-efficacy and agency

25 Zimmerman and Bandura found that perceptions of self-regulating ability for writing significantly influence perceived general academic self-efficacy which in turn, are critical to adopt the goals necessary to master writing skills. They found that general academic self-efficacy was significantly related to final grades composition

> review of literature on empirical research on self-efficacy did not reveal a single study that examined the relation as a reflection of self-regulatory behavior and its influence on writing performance

Students do not see writing as a goal

Sustained Practice (1990)	+
Smith (1989)	- little
Bennett (1988)	inconsistent - for very advanced students

32 > SCT and self-regulation theory - predict that those with a high sense of self-efficacy actually work half when challenged

33 Frequency of lab visits was the only significant predictor of grade in journal composition

- not that visit time
- not visit time (before/after class)
- not reading time - after lab
- pre-post test score - inconsistent

34 Our results - indicate that increased visitation was the primary predictor of journal results. *Student self*

Number used to refer to this source in 2nd level notes

Pg. # from where the quote/information came from.



Second Level Notes: Sorting Evidence by Primary Support

--Next review your first level notes from the separate sources and sort the relevant support by Primary Support. Your job here is to find Secondary Support for each Primary Support. Gather more evidence that you might need. This [exercise in Brainstorming for Reasons](#) can help you find Primary Supports:

Example #1 from a General Primary Support

Quotes on efficacy/research

① College admin want better - legit
① institutional survival - dependent upon single straight-forward number

② ← contrary to - research agenda examines far more report than course grades
need to assess more meaningful effects
- studies need to be logically and statistically sound

③ ← shift assessment from overt performance to internal constructs > parallel / triangulate
performance not sufficient measure

④ Jones - evidence on efficacy elusive good
concrete evidence hard to construct
indirect evidence is easier to extrapolate
- isolating tutoring as "treatment" problematic

⑤ Miller results illustrate how we efficacy can be assessed empirically by examining the relation of frequency of visits to grades

⑥ no studies on we efficacy examining we visits as reflection of self-regulatory behavior
and its influence on writing performance

② Complications - don't know if students start from same place
- self-selection bias - seekers do better
But what if no resource available to seek help from? House seekers have found within the desert anyway?

General Primary Support

#s indicate which article the quote came from



Using Evidence Sheets to Gather Evidence for Primary Supports

--Evidence Sheets represent a more formal way of pulling together support from separate sources for separate Primary Supports. The advantage of Evidence Sheets is they provide space to write a connecting statement about how the quote is working as evidence for the claim and reason. [More on Gathering Secondary Support.](#)

Secondary Support Evidence Sheets

REASON # 1

Essay Question: *What is a significant theme in Hamlet?*

Claim/Thesis: *The most significant theme in Hamlet is the theme of "seems vs. is"*

Claim/Thesis + REASON:
I believe the most significant theme of the play is seems vs. is because the theme is so evident in the scene when Laertes is leaving for France.
(phrase reason as "because" statement): Creon should be condemned because he defies the laws of the gods.

Textual Evidence Supporting Reason	Explanation of How the Quote is Showing or Proving the Reason to be True
<p>"For Hamlet, and the trifling of his favor,/ Hold it a fashion, and a toy in blood,/ ... Forward, not permanent, sweet, not lasting,/ ... No more" (I,iii, 5-9).</p>	<p><i>This quote is showing how Laertes believes Hamlets love is not real. It is just a show like fashion. He calls Hamlet's love a "trifling," a "fashion," a "toy," rather than a true love that would be "permanent" and "lasting."</i></p>
<p>Perhaps he loves you now, ... but you must fear, His greatness weight'd, his will is not his own, For he himself is subject to his birth: He may not as unvalued persons do, Carve for himself, for on his choice depends The sanctity and health of the whole state, And therefore must his choice be circumscribed Unto the voice and yielding of that body Whereof he is head. (I, iii, 13-23)</p>	<p><i>This quote says that he may love you but it can't be true or real love because he will be King some day and will have his wife chosen for him. The only legitimate and real relationship he can have is with this future wife and it won't be you Ophelia. Therefore, his love (as real as it may seem) is not real love (as in marriage love)</i></p>
<p>Ophelia: My Lord he hath importuned me with love/ In honorable fashion. Polonius: Ay, fashion you may call it, go to, go to. Ophelia: And hath given countenance to his speech, my lord,/ With almost all the holy vows of heaven. Polonius: Ay, springes to catch woodcocks. ... these blazes daughter,/ ... you must not take for fire. (I, iii, 110-120)</p>	<p><i>This quote shows the suspicions of her father that Hamlet is just out to deflower Ophelia and he does not have good intentions. Again, we see the contrast between outward appearance (the way Hamlet woos her with love honorably and swears by heaven he loves her) and the reality of how Polonius considers his wooing as being just out to take advantage of her</i></p>

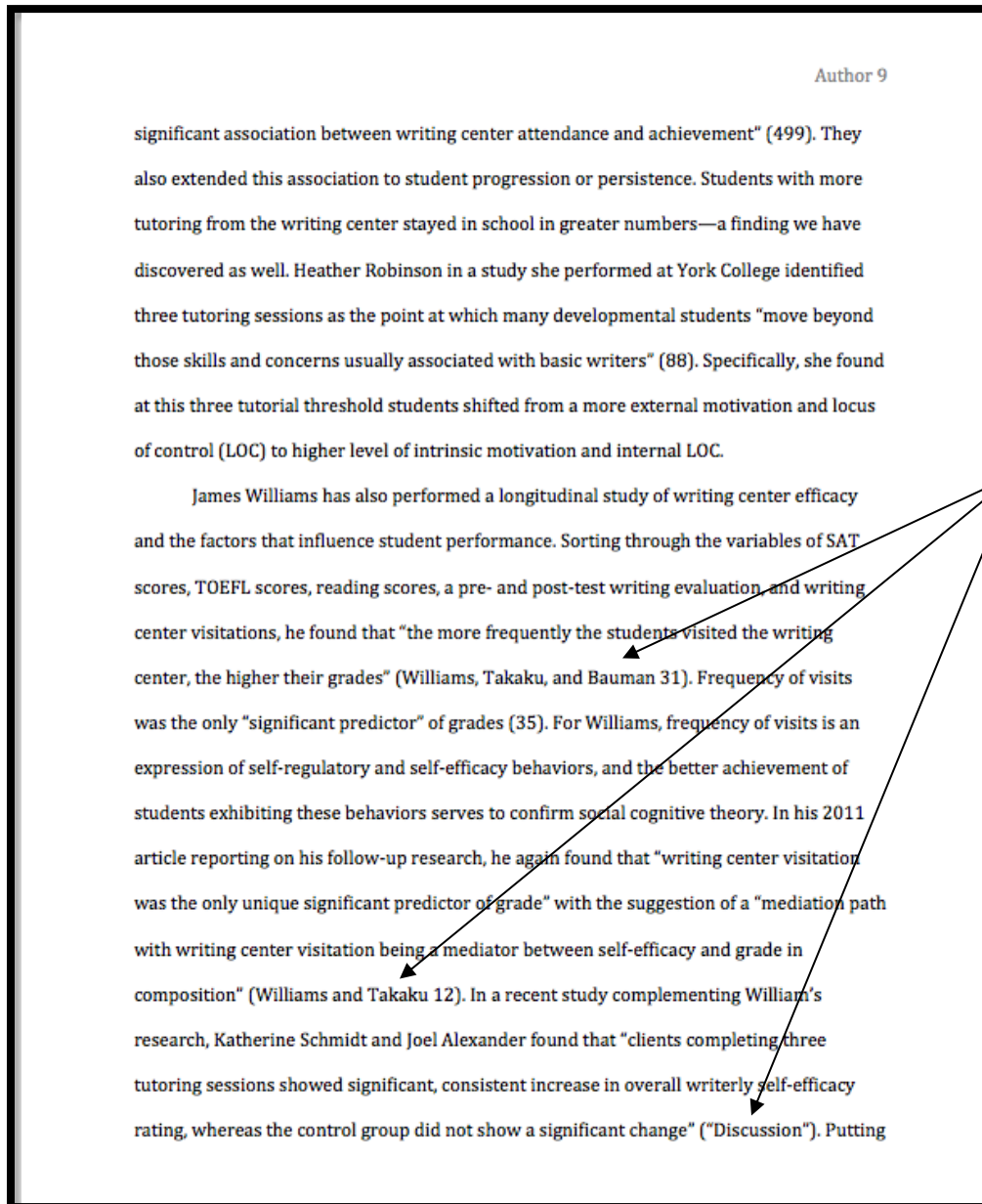
See this evidence written up into a well-supported body paragraph:
<http://www.lirvin.net/WGuides/SSupport.htm>

NOTE: This example is from gathering evidence from a single source. If you had quotes from multiple sources, you would need to indicate where each separate quote came from.



Use Your Separate Evidence Sheets As You Write Each Separate Body Paragraph

--Your Second Level Notesheets or Evidence Sheets become your cheat sheets from which to write each of your supporting paragraphs. These notesheets make writing your argument EASY because you have all the evidence you need at your fingertips.



Quotes from multiple sources are woven into the support for the Body paragraph

NOTE: Put each Primary Support into a single Body paragraph for short 3-5 page papers. As you write longer papers, you may use multiple paragraph for any single Primary Support.

