

Midterm Study Guide

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- I. Readings: Are you familiar with the key concepts associated with each of the class readings? Could you answer questions based on their content?
1. "Why I Write" by George Orwell
    - a. Motives for Writing (sheer egoism, aesthetic enthusiasm, historical impulse, and political purpose)
    - b. Clarity and honesty in writing
    - c. Role of Writing
  2. "Academic Writing" and "Writing In Academic Contexts" (Norton Reader)
    - a. Academic conventions
    - b. Using evidence to build credibility
    - c. Why topics matter
    - d. Acknowledging the complexity of the topic
    - e. Careful attention to detail
    - f. Writing as a larger conversation
    - g. Quoting, paraphrasing, or summarizing others
    - h. How to present a response to others' ideas
    - i. Stance (confident and authoritative)
    - j. Style and grammar conventions
  3. "Reading Critically" (Norton Reader)
    - a. Strategies for engaging with a text
    - b. Reading as a doubting game
    - c. Text analysis (paragraph structure, patterns)
    - d. Sentence Outlining and summarizing
  4. "Reading In Academic Contexts" (Norton Reader)
    - a. Reading strategies
    - b. Understanding the reading process
    - c. Reading strategically
    - d. Previewing
    - e. Organizational queues
    - f. Establishing landmarks
    - g. Monitoring one's understanding
    - h. Annotating
    - i. Coding reactions and questions
    - j. Summarizing
  5. "Narrating" (Norton Reader)
    - a. Narratives that support the larger writing purpose
    - b. Narrative Sequencing: chronological (*fabula*) vs narrative order (*sujet*)
    - c. Time markers, transitions, and pertinent details
  6. "Paragraphs" by Keith Folse
    - a. Topic Sentence

- b. Controlling Idea
- c. Types of Supporting sentences
- 7. "Deliberative Rhetoric" by Paul Van Den Hoven
  - a. Three dimensions of the deliberative or argumentative genre
    - i. degree of coercion,
    - ii. the strength of justification
    - iii. the rhetorical situation's format requirements
  - b. an explanatory narrative vs. logical argument based on norms
  - c. positive self-face (empathy with the audience)
  - d. shared cultural symbols and values
  - e. concern for personal freedom and individual rights

II. The MLA 9 format: Could you write a bibliographical entry in the work cited section for a book, article, and web page? You need to memorize and apply these three basic formats.

III. Thesis Statement: Do you know how to formulate a clear and qualified thesis statement? Could you evaluate different thesis statements? Do you remember how to combine the thesis statement for the purpose statement to craft a thesis statement for this class?

IV. Paramedic Method: Do you remember the steps in the Paramedic Method? Can you apply it to a text? Can you revise a text after applying these steps? What is the passive voice? What is a nominalization? What is a prepositional phrase? How do these contribute to obscuring meaning?

V. Grammar: Could you fix a sentence that is a fragment, has a run on, or whose coherence or cohesion has been reduced by the improper placement of a modifying phrase or clause? Can you identify noun, adjective, and adverbial phrases and clauses? Can you define the parts of speech and identify them in a sentence?

VI. Vocabulary: Are you familiar with the following vocabulary terms? Could you define or explain how to use them?

Audience	Genre	Plagiarism
Bildungsroman	Narrative, Expository,	Purpose
Clause	Analytical,	rhetorical situation.
Comma usage	Argumentative,	Run on
Constructive feedback	Comparative Writing	Semantic field
Critical abstract	Person	Stance
Fragment	Phrase	