

ComPAIR Assignment: Scholarly Paraphrase

****Please note that each step of this assignment has a specific open window—don't miss it!** If you miss the window, the app will not allow you to continue the assignment; it is our responsibility to complete the assignment in the open time.

Please **do NOT use your name in your posts**—I will know everyone's identity, but it should otherwise be **anonymous**. Create an **anonymized nickname** in your profile if you have not done so already.

Instructions:

1. Access the ComPAIR app through the link provided on Canvas
2. Click on ComPAIR Assignment #1
3. Complete Steps 1 and 2 as detailed below

Schedule:

Step 1: Write a two to three sentence paraphrase of the passage provided on the ComPAIR page.

TIME WINDOW: Tuesday, January 23 at 9am to Thursday, January 25 at 9:00 am

Step 2: Evaluate and compare 3 *pairs* of paraphrases. For *each pair*, you will:

1. provide feedback on each paraphrase
2. compare and choose one paraphrase as best meeting the requirements of scholarly paraphrase

In providing feedback and making your comparison consider whether the paraphrase stays true to the key concepts of the original while putting it into the summarizer's own words and if it does or does not meet the standards of academic integrity.

TIME WINDOW: Thursday, January 25 at 9:01am to Monday, January 29 at 9am

The quality of your answer and the quality of your feedback to your peers will be weighted equally in this assignment. The grade you receive will come from my assessment: the peer feedback you receive does not count toward your grade. After the evaluation window has closed, you will be able to read peer feedback on your own answer (but comments are not visible to other students).

We will review the answers as learning tools to help you to prepare for scholarly summary writing in all your courses.

Based on student difficulties with paraphrasing the ideas and words of scholarly writers, I hope that you will benefit from:

- writing a practice paraphrase and having your paraphrase evaluated by your peers
- in comparing, thinking through what makes a paraphrase more or less successful
- in comparing, recognizing what makes a paraphrase acceptable and unacceptable
- after giving and receiving feedback, thinking about how your own paraphrase could be strengthened

If you run into difficulties, please be sure to contact me with plenty of time to reply. To prevent stress and to avoid missing the hard deadlines, do not leave this assignment to the last hours.

WRDS 150

Dr. Laila Ferreira

ComPAIR instructions and passage:

Write a two to three sentence paraphrase of the passage provided below. Remember our class discussion and workshop on acceptable and unacceptable paraphrase as you shape your own. Choose MLA, APA or Chicago citation formatting.

Passage is from, Janet Giltrow et al. *Academic Writing: An Introduction*, 3rd ed. Broadview, 2014

Genre theory predicts that diversity of expression will reflect the complexities of social life, whether that life takes place in a chat room or on a hockey rink or in a university classroom. Because people interact for a lot of different purposes, they write and speak in a lot of different ways. And as the world changes, so too will ways of writing and speaking. If we apply genre theory to the kinds of writing produced by university researchers, we can better understand what communities of scholars do and how they typically communicate with one another. For the student just beginning a university career, there are huge benefits to understanding how communities of scholars interact. However, after their long experience with the schoolroom essay, and long contact with rules and pronouncements of good writing, university students suddenly face many examples of expression that contradict the schoolroom tradition.

Genre theory tells us that the schoolroom essay--in its style--serves its situation. Inspecting the situation, we might look for connections between the kinds of features prized in student essays and the broader function of the schoolroom itself. We might consider the schoolroom's role in socializing youth, in controlling the time of young people, in scheduling some students for further education--in well-paid occupations that structure and regulate social life--and scheduling others for vocational or service occupations. Since the essay is a persistent genre, it must be doing an adequate job of defining, and service, and maintaining schoolroom situations. (8)

But the schoolroom and the university classroom are different situations. Accordingly, the kind of writing that suits the schoolroom tends not to suit the university classroom. That is, these two kinds of writing represent two different genres--that is, two different blends of situation and form. The most important distinction between high-school and university situations is that the latter are located in research institutions that produce new knowledge. (9)

The "seeded" answers:

Answer A:

According to Giltrow et al., genre theory looks at forms of communication as reflective of the situations and contexts in which they are used. People use different forms of expression to suite what is needed and expected in different situations. For example, the rules and expectations of a highschool essay reflects the role of the highschool in preparing a large number of students for life as productive citizens whereas the writing done at university serves the purpose of scholars and researchers in producing new knowledge. (8-9)

Answer B:

Genre theory looks at diversity of expression as mirroring the challenges of social life that might be different depending on if it is in a classroom or a chatroom. Genre is a blend of situation and form. A highschool essay has particular features that serve a purpose of regulating social life. This is different from the university classroom and the kind of writing students will need to do there.

