

**Strategies for Approaching Global and Local Issues Simultaneously**

For various reasons--professors' comments, students' insecurities, students' varying priorities--some ELL students resist working on global (argumentative, structural, organizational) issues in favor of tackling grammar and sentence-level clarity.

To address global and local issues simultaneously, use the following strategies. The backwards outlining strategy will help clients revise a draft, while the pre-writing strategies listed below will help clients prepare to write.

**1. Strategic Backwards Outlining**

Address the (arguably) most important sentences in the student's paper--the thesis statement, topic sentences, and sentences that evaluate or analyze evidence. Explain the U.S. rhetorical conventions--the role each sentence plays in the paper as a whole, the reason that you want to focus on these sentences first, etc.

Backwards Outlining Step	Global Skill	Local Skill
1. Isolate the client's thesis or central argument.  <b>Can't find an argument? That's okay. Follow the next steps to see if you can identify an argument in the body of the client's paper.</b>	<ul style="list-style-type: none"> <li>✓ Define thesis statement(s)</li> <li>✓ Discuss argument and analysis</li> </ul>	<ul style="list-style-type: none"> <li>✓ Address grammar and sentence-level clarity in thesis statement</li> </ul>
2. Read first body paragraph aloud. Identify the main argument, if you can, but if there is no argument, skip to the next paragraph (step 3).	<ul style="list-style-type: none"> <li>✓ Isolate and identify main argument</li> <li>✓ Revise claim statement</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify major grammatical and sentence-level clarity errors</li> <li>✓ Look for error patterns</li> </ul>
3. Repeat for subsequent body paragraphs	See above	See above

4. Assess relationship between paragraphs	✓ Evaluating argument cohesion and structure	✓ Discuss paper’s format (title, indentations, page numbers, etc.)
5. Set reasonable and clear revision goals for after the appointment  <b>Be sure to clearly explain <u>why</u> you think your session should focus on particular issues. If your client is not receptive to your suggestions, listen to their concerns and compromise.</b>	✓ Resist introducing new revision goals at the end of the appointment. Limit your post-appointment suggestions to the concepts that you’ve discussed and demonstrated.	✓ Circle the grammar/style errors whose types discussed in the appointment but did not have time to address. This way, the client has clear editing goals for after the appointment.

## 2. Strategic Pre-Writing

Because some ELL clients are unfamiliar with U.S. writing structure and others are unconfident about drafting grammatically correct sentences, tutors need to ensure that clients working in the pre-writing stage leave appointments with developed and clear end products.

As you work with clients in the pre-writing stage, you must explain the following:

- A. Where readers will look for argument in the paper (thesis statements, claim statements, conclusions, etc.).
- B. The relationship between pre-writing end products (notes, outlines, etc.) and first drafts. In other words, *how* do clients move from pre-writing materials to first drafts?
- C. The relationship between different elements of the paper. For example, how should paragraphs be related to one another? How should the thesis statement be related to claim statements? What is the relationship between claim statements and evidence?

**The Outline**

When ELL clients leave with a partial outline, the outline should always include both global and local elements. See chart below for information about merging global organizational concerns with local clarity issues.

<b>Outlines with ELL should include material from <u>both</u> columns below.</b>	
<b>Global Organizing Outcome</b>	<b>Local Clarifying Outcome</b>
✓ Working thesis statement or central argument	✓ Thesis or argument drafted in clear and complete sentence
✓ Paragraph or section organization	✓ Draft complete sentence describing each paragraph/section's function
✓ Developed arguments for each paragraph/section	✓ Complete topic sentences for one or more section
✓ Evidence organized into paragraphs or sections	✓ Draft complete sentences describing the relationship between each piece of evidence and the argument presented in paragraph/section.  ✓ ELL clients <u>must</u> leave with an understanding about the relationship between evidence and argument. Writing sentences, as suggested above, should help clients build this understanding.
✓ Begin evidence analysis	✓ Draft complete sentences analyzing evidence. Refer to <i>They Say, I Say</i> to help students respond to previously existing claims.