

CREATING USEFUL END PRODUCTS MODULE

Every session in the Center ends with the tutor and the client reviewing and solidifying the client's end product to support the client's independent writing and to record the progress made during a session.

End Products

End products vary by session, but examples include: outlines, charts (t-charts, flow charts, Venn diagrams, etc.), thesis statements, brainstorming notes, grammatical explanations, citation examples, helpful diagrams, or revised editions of drafts. While take-home products are developed throughout the session, the last five minutes is the time to clarify the product, celebrate the accomplishments it signifies, and, most importantly, discuss it in relation to the client's next steps.

An end product is most effective when it:

- Captures the essence of what the tutor and client accomplished during the session.
- Is actively written/developed by the client; an end product should never be notes/work the tutor has compiled during the appointment and then just hands to the client.
- Is detailed and makes sense on its own so the client can use it independently after the session.
- Comes with a plan. Be sure to discuss HOW the client can use this tool in the next step of the writing process.

End products for brainstorming/pre-drafting sessions:

While all that is produced at the brainstorming stage should further client confidence in his/her ability to tackle a particular writing project, pre-drafting end products are also useful in encouraging more detailed analysis, better selection and use of evidence, and further thought and research on the topic. Some possibilities include:

- Summary/purpose statements paired with questions for further inquiry or questions that prompt analysis
- Detailed annotations of a text that correspond to outlines in progress
- List of evidence that corresponds with the topic/question at hand
- Free-writes labeled with further points of inquiry/analysis, terms that must be defined, possible claim statements or paper topics, etc.

NOTE: End products for the brainstorming stage need not be a detailed or "working" thesis statement. Options for exploration of possible position (and counter-arguments) and questions to explore through analysis of evidence and, perhaps, thesis templates are more useful at this stage than even "working thesis statements," which students sometimes misinterpret as their final thesis statement. If you start to generate a position statement for development, make clear that the client will need to answer certain questions or leave blanks for further explanation, etc.

End products for structural/argumentative sessions:

The goals of these end products are to 1) bring together argumentation and evidence in a coherent and compelling way and 2) check on flow or organization of claims.

- Structural flow charts – sometimes traditional outlines prompt students to approach their argument in a list-like fashion; a flow chart/argument may make clearer the significance of transitions
- Detailed outlines, which (can) include topic sentences, framed evidence, transitional sentences or phrases, a thesis statement, a problem statement and a list of consequences to address in the conclusion.

NOTE: Make sure that you are working with evidence in these sessions and not "first thoughts" or notes from class. Students sometimes think that merely organizing their class notes into a paper will suffice. A student's beliefs or impressions alone cannot drive a paper's development. This should become clear to the client as you develop outlines and structural guides.

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End products for drafted papers:

Here, it is best to work from a laptop if possible as well as a printed draft because the end-products for these sessions will be **deleting information, moving information within paragraphs or within the document, reordering sentences for greater impact, developing clearer explanations, and creating in-text citations.** Other possible end products include:

- Backwards outline to check thesis validity/relevance or structural “flow”
- Solidified thesis statement that captures the full scope of the paper

NOTE: This is “roll up your sleeves” kind of work. Students, at the full draft stage, SHOULD NOT leave with a new skeletal outline. You need to work with the draft that is there as much as possible. Clients get frustrated and feel disheartened when you tell them to essentially start over. That said, the delete key can still be your friend in these appointments. Generating new sentences with your client can move you to hero status.

End products for editing appointments:

If a client brings in a nearly completed paper that is argumentatively and structurally sound, end products may be detailed notes on the draft itself:

- Tips for independent proofreading/editing
- List of resources for recurring client errors from the Hacker Manual, Session Resource Binder, or our online resources
- Marked up/edited draft
- New sentence combinations or structures

NOTE: Grammar problems are usually not the main issue; it is usually clarity or overly simplified sentences. Use these appointments to discuss verb choice, order of clauses and phrases in sentences, sentence flow, use of new forms of punctuation such as the hyphen or the semicolon, etc. Correctness in these sessions is too simple of a goal and too low of a hurdle for a 45-minute appointment.

Module Comprehension Check: Keeping these qualities of an effective take-home product in mind, consider the sample take-home products below. For each situation, there are two examples.

1. Decide which example is most effective.
2. Then, justify your choice by explaining two ways it helps the client to independently address an issue.

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Situation A: Products A1 and A2:
A1

took a risk
 Harriet Ann Jacobs was being pretty risky when she wrote, *Incidents in the Life of a Slave Girl*.
 wordy
 ↑ Italicized book titles
 Girl: Hesitant to reveal herself as an unwed mother and stereotypically promiscuous slave
 woman
 ↓ irregular
 ↓ woman
 ↓ plural
 women the character of Linda is developed by Harriet so she can truthfully tell her story.
 Comma after introductory clause
 Nevertheless, she risked losing the compassion of her free white female audience upon
 revealing herself as a fallen woman. Instead of ~~not telling the truth~~ about her affair or her
 role in it she use her affair as an opportunity to reveal the everyday struggles of them as
 they fight against attacks on their morality. Jacobs continue to rely on shared experiences
 of womanhood and motherhood in particular throughout her narrative to help her white
 readers sympathize with black slave women. Slavery's demoralizing effect on white
 women was even chosen to be commented on. Ultimately, Jacobs helped her white readers
 recognizing how the patriarchal institution of slavery is really oppressive to all women, and she
 her aim is to inspire free white readers to join the abolitionists' cause for the good of their
 fellow women.
 passive voice
 aims
 effect = verb
 effect = noun
 vague pronoun, slave women
 comma between 2 coordinate adjectives
 wordy
 ending sentence w/ preposition
 oppresses
 their-
 pg. 69 in Hacher guide

passive voice → pg. 3 Hacher guide
 is developed by Harriet
 verb subject
 subject/verb agreement → pg. 21 Hacher guide
 Jacobs (one person) → continues
 They (plural) → continues

comma after introductory word group → pg. 38 Hacher guide
 Instead of lying about her affair or her role in it, she uses her affair...
 put comma before the subject

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A2

Harriet Ann Jacobs ^{took a risk} was being pretty risky when she wrote, Incidents in the Life of a Slave Girl.^X Hesitant to reveal herself as an unwed mother and stereotypically promiscuous slave ^{woman} ~~woman~~, ^{Jacobs develops} ~~the~~ the character of Linda is developed by Harriet so she can truthfully tell her story.ⁿ Nevertheless she risked losing the compassion of her free white female audience upon revealing herself as a fallen woman. Instead of not telling the truth about her affair or her role in it she use her affair as an opportunity to reveal the everyday struggles of ^{slave women} ~~them~~ as they fight against attacks on their morality. Jacobs continue to rely on shared experiences of womanhood and motherhood in particular, throughout her narrative to help her white readers sympathize with black slave woman. ^{she even chooses to comment on} ~~Slavery's demoralizing affect on white~~ ^{women} women was even chosen to be commented on. Ultimately Jacobs ^{helps} ~~helped~~ her white readers recognizing how the ^{patriarchal} ~~patriarchy~~ institution of slavery is ^{really} ~~really~~ oppressive to all women and ^{she} ~~her~~ ^{aims} ~~aims~~ to inspire free white readers to join the abolitionists' ^{cause} ~~cause~~ for the good of ^{their} ~~there~~ fellow women.

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Situation B: Products B1 and B2

B1

Assignment: Compare and Contrast the actions of three characters in *The Odyssey*. Do these characters qualify as heroes based on their actions? Why or why not?

Penelope

- rejects her suitors
- does not re-marry

Odysseus

kills monsters
cheats on Penelope

Telemachus

confronts the suitors
vice to suitors

Assignment: Compare and Contrast the actions of three characters in *The Odyssey*. Do these characters qualify as heroes based on their actions? Why or why not?

Key concepts for thesis!

Penelope* Circe
 Odysseus* Calypso
 Telemachus* Agamemnon

What defines heroic action? Self-sacrifice

Ingenuity

Courage

Heroic

NOT heroic

Character	Quality			Other
	Self Sacrifice	Ingenuity	Courage	
Penelope	- Husband left (Book 1, line 230) - Stays faithful (Book 6, line 62)	- Weaving (line 71) - Trickery (5) - Bow contest - Discovers its Odysseus w/ tree trunk (Book 7, line 43)	- Stands up to suitors (Book 3, line 78)	- Almost marries a suitor - Wants to die (Book 6, line 21)
Odysseus	- Leaves wife to fish in war (Book 1, line 61)	- Tricks Cyclops - Feeds suitors w/ disguise (Book 7, line 53)	- Sailing - Charming - Cyclops - Fights suitors (Books 2-4)	- Cheats on Penelope (Book 7 + 9)
Telemachus	- Keen to suitors (Book 2, line 43)	- He plots w/ his father (Book 9, line 66)	- Confronts suitors (Book 10, line 53)	- Really none

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Type Situation A choice and two ways here:

Type Situation B choice and two ways here: