

Says: "From what I have learned so far in English Internship, it is that the process of education, from both a student and instructor standpoint, is a synthesis."

Does: This sentence introduces the idea of the assignment ("education...is a synthesis") while also placing the writer as a participant (student) just as much as an analyzer.

Says: "There are so many disparate aspects of the tutoring process, and while it's easy to list them and learn about each one individually, they gain potency by their combination and application."

Does: This sentence goes into further explanation of the statement about synthesis. However, could this sentence and the previous one be compacted for the sake of directness?

Says: "With this mindset, I decided I wanted to talk about two TED Talks, Elizabeth Gilbert's and Raymond Tang', because I think in a way they have a conversation with each other, just as much as they have a conversation with our experiences and instruction within English Internship."

Does: This sentence introduces the text/media that the writer is planning to use to support his claims about synthesis. While the content is secure, if this were to be expanded into a more theoretical piece, should the "I" perspective be removed?

Says: "In the TED Talk "Your Creative Elusive Genius", Elizabeth Gilbert explores and interrogates the misconception that all writers or other great artists are doomed to lives of tragedy or sadness, mental illness within the arts, and the titular elusive genius."

Does: This sentence takes a greater focus on a single source of textual evidence that was introduced earlier. It summarizes the text so as to create a basis for what is to come next.

"A New York Times bestseller due to the overnight success of *Eat, Pray, Love*, Gilbert struggled to feel component as a writer for a long time after, fearing that she would never surpass the praise of that particular book."

Does: A continuation of the previous sentence, providing more summary for the TED Talk.

"Through this awareness of her own fear, though, Gilbert was able to look at the cultural history of artists, and audiences conceptions of them, and began to wonder why artists so often succumbed to the stress of success, and by looking back further to ancient times,

discovered the idea of the elusive genius: the genius was a separate entity, or being, or energy, that came into a person only once in a while to assist with the creative process."

Does: Summarization continued. This may be a moment for the author to consider brevity: while summary is important, and valuable information regarding textual evidence is being set up, the time being used to relay this information is taking away from the author's own perspectives.

Says: "By applying this to her current situation, she was able to forgive herself when she wasn't fully inspired, or willing to write, because the pressure wasn't on her to *be* a genius, but rather to *access* genius."

Does: Finishes summarizing Elizabeth Gilbert's TED Talk.

Says: "In Raymond Tang's "Be Humble and Other Lessons from the Philosophy of Water", the speaker reveals his own issues with stress and self doubt and what he learned from a poem within the Tao Te Ching, which likens existence to the element of water."

Does: Introduces the second source of textual evidence for the thesis of this assignment.

Says: "Through his own interpretation he broke down the "philosophy of water" to three components: humbleness, harmony, and openness (H₂O... HA)."

Does: This breaks down the textual evidence into specific pieces, which is useful to readers as it allows for more digestible information.

Says: "While openness may initially appear to be the most important aspect to take from this philosophy in our position as tutors, I believe harmony is more applicable, and more crucial to the tutoring process."

Does: This sentence continues to explore the points made in the textual evidence, while also directly tying into the opinion of the author. This is a stronger conclusive statement to this introduction than that of the summarization of Elizabeth Gilbert's.

Says: "The reason I believe this is because, just like Elizabeth Gilbert's "elusive genius", Raymond Tang's "harmony" asks us to not only continually adapt, but forgive ourselves and recontextualize our position in work, or play, or our lives."

Does: This sentence explicitly ties back to the introduction of this assignment by returning to the idea of synthesis. Should this statement be more naturally woven into the summarizations?

Says: "In tutoring, every appointment we will be presented with new challenges and frustrations, and while inspiration (or genius) will certainly strike during sessions, it will not always be present."

Does: Along with the textual evidence, this sentence ties in field experience as a further form of evidence for the thesis.

Says: "But with Gilbert's advice to not put the burden entirely on ourselves, and with Tang's flexibility of water, tutors can learn to adapt to changing circumstances with students and themselves."

Does: This acts as a declarative statement regarding the thesis. Is this jumped to too quickly?

Says: "For example, while I was shadowing Cara during a tutoring session, I watched how her tuttee struggled to speak his thoughts and not quite understand what he wanted to say."

Does: Introduction of a third form of evidence, observation. Is there a clearer way to interweave the evidence to create a stronger argument?

Says: "While an amateur tutor (like myself) may have felt guilty for not being able to provide an answer, Cara played the role of the "genius" for this tuttee by telling him: "write it how you would tell it.""

Does: This sentence places the author directly in relation to the thesis, evidence, and observations.

Says: "Furthermore, Cara challenged her tuttee to be like water and, instead of stopping at a roadblock, to simply move around it, like water would do around a rock in a river."

Does: This sentence applies what was summarized of the TED Talks into the field experience.

Says: "But in order to do that, Cara had to let go of some of the control, move around the tuttee's frustration like water, until she was able to find a way to give him the tools he needed to better the piece he brought into the session."

Does: Continuation of the explanation of how summarization met the field experience.

Says: "Flexibility and self-forgiveness are crucial skills to learn in the role of an educator."

Does: This sentence begins the conclusive statement of this assignment. Does the way the author structured this assignment restrict its effectiveness?

Says: "I talked with my father, an English teacher of 25 years, and he agreed with these philosophies, and by looking at my own experiences, I feel that the need for these skills is true."

Does: This final sentence introduces new personal experiences into the argument for the thesis. This is strangely placed, and should perhaps be moved to earlier in the assignment so it can be used as a constructive part of the thesis.

I know we were supposed to simply break down the sentences into "says" and "does", but while reviewing these I also found myself critiquing my own work through the eyes of a tutoring, and seeing how I could make it better, so I included some questions I had for myself in the "does" sections.