

Identity: Love and Relationships – Writing Skill – Compare/Contrast
PREPARATION FOR PAPER #2

Writing Workshop: Day 1

SCHOLARS!!!!!! Go GET EM!!!!!!

This workshop is based on reading the article by Helen Fisher and watching her TED talk “The Brain In Love”. In addition, you have been asked to read the article *Young Love* by Tiffany Sharples. Including a variety of articles that relate to both love and friendship. Begin to brainstorm with the group. Develop some ideas based on the concepts of love and friendship. Can you draw comparisons between the concepts of love? Can you draw contrasts or comparisons between types of love? Friendship? Can you draw correlations between love and friendship? Is there a connection between young love and adult love and attachment? Can you see any connections between the chemicals associated with love at the early stages and those that occur later on? The sky is the limit. You have a variety of choices and therefore this makes for a challenging task.

Tips

- Begin with a T-Chart and BRAINSTORM YOUR IDEAS! OR VENN DIAGRAM
- Think About what you are most interested in writing about!
- Focus on specific connections/contrasts.
- Develop thesis that is clear. IF YOU ARE COMPARING FOCUS ON SIMILARITIES IF YOU ARE CONTRASTING FOCUS ON DIFFERENCES.. ONE POINT SEES THE OTHER SIDE.
- Incorporate a third article of choice to further support your ideas.
- Combine concepts! Think outside of the BOX!

Remember- If you are comparing draw at least one contrast. If you are predominately contrasting, develop at least one comparison. Try to focus on comparing and draw ONE or Two Contrasts. Have your analysis reflect your critical thinking based on the writing. Support the ideas you believe to be strongest in your final analysis.

Based on your notes you will work in groups to do the following;

Develop a background and a Thesis –Highlight the Thesis **YOUR THESIS MUST REFLECT THAT OF A COMPARE CONTRAST THESIS!**

Develop 3 main points from any of the following sources you evaluated with the group.

Support each point with at least 2 concrete examples and quotes to support these examples. You can paraphrase as well. Be sure to use IN- Text Citation and state According to if you are referring to a source.

Evaluate- Write a Final Analysis. Be sure to develop ideas in your analysis based on your reading.

HW- Search for your own article about LOVE/ Friendship/ Happiness ! Do some research! Choose an article of your liking and ACTIVELY READ IT! This means that once you choose an article that you like you must read it and highlight some main points, draw some connections and take notes on the page! This means you are drawing conclusions and actively thinking and learning. Bring your article to class with you!

Day 2

Based on the homework given and the articles brought to the table from the group , decide which ones are worthy of incorporating into your Working THESIS. At this point you can develop a fourth main point or add it to your three main points. You do not have to add every article brought to the table. In fact, you should narrow it down. **This means you are now evaluating sources and deciphering what will work and will not work for your presentation with your group.**

The Workshop Presentation: HOW TO GET A 10/10

1. EVERY STUDENT IN THE GROUP IS RESPONSIBLE AND MUST PARTICIPATE .. SEPARATE BACKGROUND AND THESIS
2. Must present your thesis as a visual GOOGLE DOC OR PPT.
3. EVERY TOPIC SENTENCE (MP), CONCRETE EXAMPLE, RESEARCH SUPPORT, IN-TEXT CITATION, ANALYSIS (COMMENTARY WITHIN THE PARAGRAPH) IS CLEAR AND HIGHLIGHTED IN THE PRESENTATION
4. Must be in MLA format /Must CITE SOURCES – YOU NEED A WORKS CITED PAGE
5. GROUP ASKS A QUESTION AT THE END FOR THE AUDIENCE