

Preparing for PRAXIS CASE Essays





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University Writing Center

We serve *everyone* in the UofL community, including undergraduates, graduate students, faculty, and staff.

We help at any point in the writing process:

- ✓ Getting started on an idea
- ✓ Working on a draft in progress
- ✓ Revising a completed draft
- ✓ Copyediting and polishing a final draft.



We can help with:



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Personal Statements

Resumes

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Applications

Thesis or Dissertation

Creative Writing

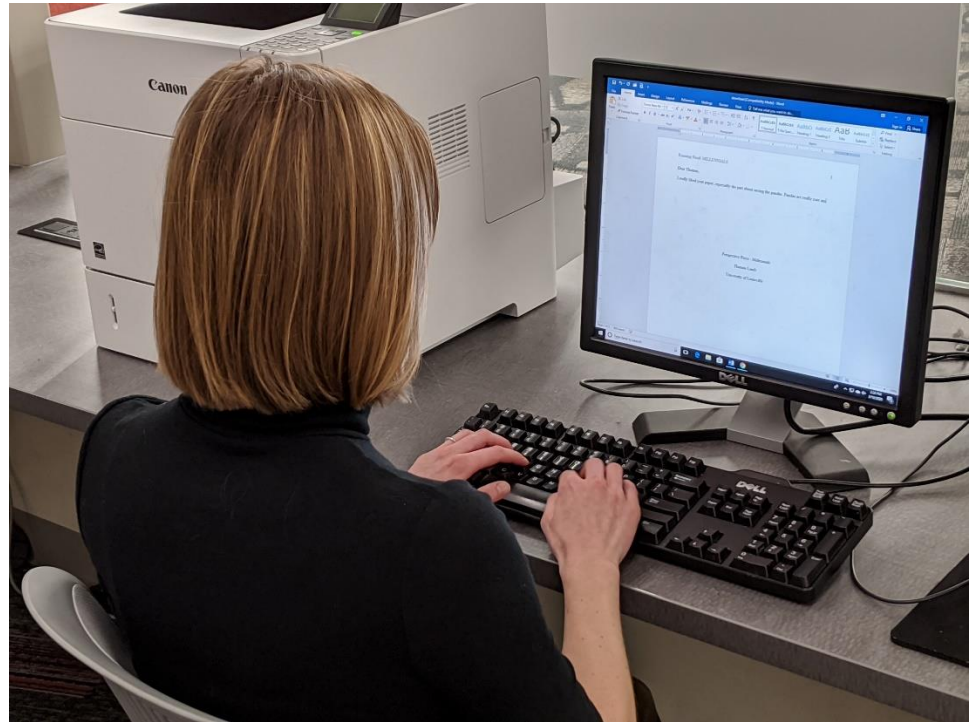
Co-op or Internship

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And More!!!!!!!

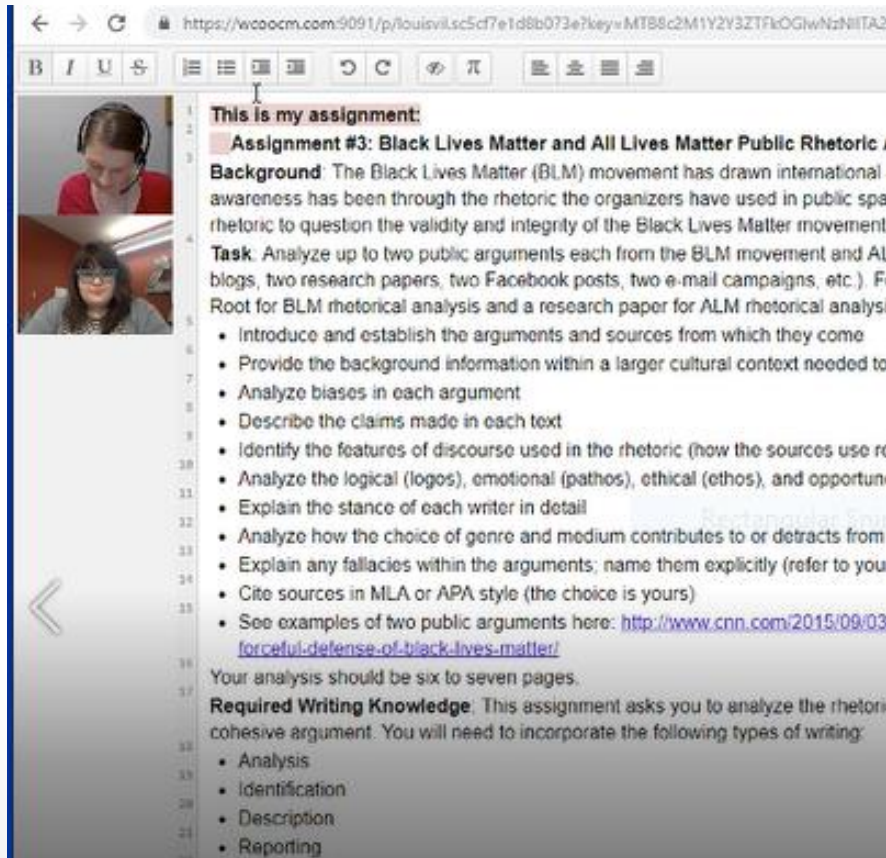
Virtual Writing Center:

- Live Video Chat
- Written feedback
- Online resources



Live Video Chat

50 minutes



The screenshot shows a web browser window with a video chat interface. On the left, there are two video thumbnails of participants. The main content area displays a document with the following text:

This is my assignment:

Assignment #3: Black Lives Matter and All Lives Matter Public Rhetoric

Background: The Black Lives Matter (BLM) movement has drawn international awareness has been through the rhetoric the organizers have used in public spa rhetoric to question the validity and integrity of the Black Lives Matter movement

Task: Analyze up to two public arguments each from the BLM movement and AL blogs, two research papers, two Facebook posts, two e-mail campaigns, etc.) F Root for BLM rhetorical analysis and a research paper for ALM rhetorical analysis

- Introduce and establish the arguments and sources from which they come
- Provide the background information within a larger cultural context needed to
- Analyze biases in each argument
- Describe the claims made in each text
- Identify the features of discourse used in the rhetoric (how the sources use r
- Analyze the logical (logos), emotional (pathos), ethical (ethos), and opportun
- Explain the stance of each writer in detail
- Analyze how the choice of genre and medium contributes to or detracts from
- Explain any fallacies within the arguments; name them explicitly (refer to you
- Cite sources in MLA or APA style (the choice is yours)
- See examples of two public arguments here: <http://www.cnn.com/2015/09/03/forceful-defense-of-black-lives-matter/>

Your analysis should be six to seven pages.

Required Writing Knowledge: This assignment asks you to analyze the rhetori cohesive argument. You will need to incorporate the following types of writing:

- Analysis
- Identification
- Description
- Reporting

- **Writers:** Upload or copy/paste any writing or files relevant to the project.
- **Consultants:** Ask about the writer's concerns, read through the assignment & draft with the writer, ask questions, and offer advice.

Written Feedback

50 minutes

- **Writers:** Upload a draft, assignment prompt, and questions/concerns.
- **Consultants:** Read your draft and compose a response that includes questions, comments, suggestions, praise, and overall revision advice.
- **Consultants:** Email feedback to writer as a new file.

The image shows a document page with three paragraphs of text. On the right side, there are three red-bordered boxes, each containing a Microsoft Office User icon and a question. Red dashed lines connect these questions to specific parts of the text. The first question asks about important 'trees' for work, pointing to the phrase 'dominant cultural myths'. The second question asks if the chapter is based solely on the organizer's viewpoint, pointing to the phrase 'plato shape the ways that facilitators imagine'. The third question asks about pre-existing programmatic goals, pointing to the phrase 'participants' voices and'.

2

Title: Imagining People Leads to Coordinating Roles

When organizers—be they program directors or WPAs—plan new programming, they do so with a specific audience in mind. That imaginary audience is created through experiences in similar programs and knowledge of the targeted community. Perhaps it comes from familiarity with particular personalities or trends in focus groups' stated needs, filtered through the beliefs, experiences, and social positioning of the organizers. Perhaps it's influenced by **dominant cultural myths** about participant groups, and the programming they need to fit a particular model of citizenship. However it comes to be, the creation of the imaginary audience is unavoidable because programming is created for people. This statement may seem too obvious to warrant mention, given the emphasis placed on "audience" throughout Rhetoric and Composition's history. As with many obvious statements, however, I think some of its implications have been ignored. Stated another way, we might say that the process of imagining future participants—their experiences, needs, goals, discomforts—informs the ways that organizers shape programmatic goals and practices, imagine themselves as facilitators, create texts, and coordinate roles. Programs are shaped based on anticipated interactions with a future, constructed community.

Of course, **programmatic goals and practices** *plato* shape the ways that facilitators **imagine** coordinate participants; I am not naming a linear trajectory. In beginning with *people* rather than *practices*, however, I forward my underlying belief that programmatic practices should exist for and respond to the community they serve, and more than this, that **participants' voices and**

Microsoft Office User
Would you say this is an important "tree" for your work? Is there any touchstone within or work that is like the central work on cultural myths?

Microsoft Office User
Would you say that this chapter is based solely on the organizer's viewpoint, the creation process of programming? If by chance, the chapter also deals with participant uptake/response/acceptance or challenging of the roles assigned to them by organizers, you may want to bring in the idea of participant response before too many pages go by.

Microsoft Office User
Do you mind here like pre-existing programmatic goals, like a mission statement or a specific program's historical goals?

Microsoft Office User
Nice - here is the mention I was searching for earlier

University Writing Center: Our Goal

We strive to both to help writers with their current projects, and offer strategies to help with future writing tasks. **We are not an editing service**, but work to help people become better writers.

University Writing Center: Online Writing Resources <http://louisville.edu/writingcenter>

Writing FAQs: Responses and advice to the Frequently Asked Questions we get about writing.

Videos: about citation styles, writing with sources, and avoiding plagiarism.

Handouts: Online copies of the handouts we use in the Writing Center to address issues of writing strategies, genres, and style and usage.

University Writing Center:

How to Make an Appointment

****Go to louisville.edu/writingcenter and click on **Appointments******

- Chat with us on Microsoft Teams: Writing Center Virtual Front Desk
- Call us at 502-852-2173
- Stop by our front desk (fall 2020).

Read through the information on our website about appointment policies and procedures.

Our hours are M-F 9 am – 5 pm

If the schedule is full, you can put your name on an electronic Waitlist to be notified of an opening.

Two minute freewrite:

- What do you know about the format and expectations for the Praxis CASE ?
- What strategies have been successful in the past for timed writing?
- What do you want to learn from today's workshop?

Praxis CASE Writing- 3 Sections

- 1. Selected response (40 min) – questions involving usage, sentence correction, revision in context, & research skills**
- 2. Argumentative Essay (30 min)**
- 3. Source-based Essay (30 min)**

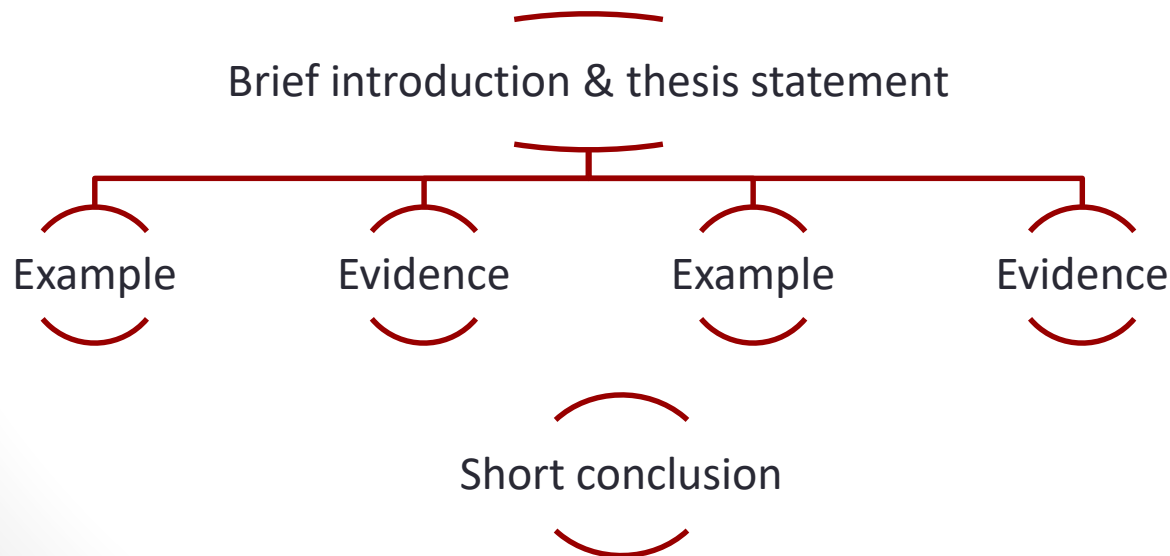
Study guide:

<https://www.ets.org/s/praxis/pdf/5722.pdf>

Argumentative Essay

“Draw from personal experience, observation, or reading to support a position with specific reasons and examples”

- Argue a point—agree, disagree— with convincing evidence
- Use your own words to analyze
- Demonstrate critical and analytical thinking



Argumentative Example Prompt

“Minimum wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job.”

Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Source-based

- “extract information from two provided sources to identify important concerns related to an issue”
- Sort through information, identify important concepts, and discuss importance
- Synthesize – identify the main point of debate.
- Make connections, discuss relationships, compare, contrast
- Demonstrate critical and analytical thinking
- Directions: In the following section, you will have 30 minutes to read two sort passages on a topic and then plan and write an essay on that topic. The essay will be an informative essay based on the two sources that are provided.

Examples of 2 sources

Source 1

Adapted from: McLeod, Kembrew. *Freedom of Expression®: Overzealous Copyright Bozos and Other Enemies of Creativity*. New York: Doubleday, 2005. 79–80. Web. 14 Feb. 2013.

One of the more headache-inducing aspects of the way copyright law is interpreted is the seeming randomness of it all. When writing a book, quoting from another book is perfectly acceptable. . . . But quoting more than two lines from a song's lyrics in a book . . . might get you and your publisher in trouble. As long as it's brief, singing a phrase from an old song and placing it in a new song probably won't get you sued, and a court likely wouldn't consider it an infringement. However, David Sanjek—director of the Broadcast Music Incorporated (BMI) archives—is careful to point out to me that any copyright owner with an axe to grind *could* sue . . .

More mind-numbing examples from other mediums: Referring to a trademarked good in everyday conversation will cause no problem, but movie directors often have to get permission from an intellectual-property owner to show it or even mention it in movie dialogue. Referring to trademarked brands in pop songs is okay. But creating satire on a Web site by using a company logo requires you to exactly duplicate a privately owned image, and this leaves you more vulnerable to a lawsuit.

Today's unrealistically high standards of originality don't reflect the way people have always made art and music. What's the difference, really, between T. S. Eliot invoking and *directly quoting from* the Bible, Greek myths, Dante, Shakespeare, Arthurian legend, and dozens of other cultural works, and Public Enemy doing the same sort of thing with sound? There is no convincing argument I have heard that justifies why it is fine in printed works to quote small fragments from books, poems, or plays, but quoting and collaging small fragments of sound is unacceptable.

Source 2

Adapted from: Martin, Scott M. "The Mythology of the Public Domain: Exploring the Myths Behind Attacks on the Duration of Copyright Protection." *Loyola of Los Angeles Law Review*. 36.1 (2002): 272. Web. 14 Feb. 2013.

At the risk of speaking words of heresy, it is copyright protection that *encourages* innovation and creativity, while the public domain *discourages* both innovation and creativity.

Why create something new if you can reprint or reuse something that already exists? Why invest in untested new works if you can instead distribute royalty-free existing works?

The fact that creators of new works cannot merely re-use the expression contained in copyrighted work of others without permission forces them to be creative. Composers cannot rehash the melodies created by earlier composers, they must create their own new original melodies. Writers must invent new characters and plots instead of recycling the efforts of others. Animators and motion picture studios cannot freeload on Mickey Mouse; copyright protection forces them to create their own original cartoon characters. This promotion of fresh creation is an entirely appropriate goal for Congress to pursue through legislation.

Counter to the "copyright good, public domain better" myth, an extension of the term of copyright protection at the temporary expense of public domain *encourages* rather than *discourages* the creation of fresh new original works. Opponents of the current duration of copyright protection argue that an earlier termination of copyright protection would encourage the copyright owner to create new works rather than relying on income from old works. While such a result may ensue from earlier loss of copyright protection, if creation of fresh works is a policy goal for copyright law, is it not better to create incentives for all creators to develop new works in lieu of free-loading on existing works than it is to encourage just one party—the copyright owner—to develop new works?

Preparation

- Read successful examples
- Practice, practice, practice
- Time yourself (30 minutes)
- Get feedback:
 - **Organization:** What order do you present your ideas and which ideas are grouped together?
 - **Content:** What are you actually trying to say?
 - **Style and voice:** How do present your ideas, on the sentence level?

Writing the Essay

- Read directions carefully
- Use some of your 30 minutes for planning
- Use words from the question in your response.
- State your claim (argument) or overall synthesis (source-based) in the first sentence.
- Consider short paragraphs
- Use clear transitions and connections between ideas and paragraphs. (**handout**)
- If you think of new ideas as you write, stop and jot it down on your outline.

Reducing Test Stress & Anxiety

- Give yourself enough time to study
- Get plenty of sleep the night before
- Have a healthy, energy-boosting snack before (or during) the exam. Drink plenty of water. Don't have caffeine.
- Before and during the exam, take deep breaths. If possible, stretch, close your eyes for a moment.
- Bring a “good luck charm”
- Use all your time



Practice: 10 minutes

- Brainstorm, write a thesis, and create an outline for the following argumentative prompt:

Parents are not playing enough of a role in schools today. They need to be more involved in their children's education. That is why schools are not doing so well today

Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Questions?

Additional resources

- Wise Words handout
- [How do I write an essay that makes an argument?](#)
- [How can I revise my draft if it doesn't seem to "flow"?](#)
- [Writing With Sources: Quoting, Paraphrasing, and Summarizing \(video\)](#)
- [Using Sources \(PDF\)](#)
- [Style and Usage handouts \(active voice, parallelism, commas and semicolon\)](#)

What is your main “take away”
from the presentation?