

## CITED COMMENTARY & RESPONSE (a synthesis and citations piece)

### PART I - IDEAS

Over the last several class periods, we have read essays, TED talks, articles, poems/songs (only a fraction of genres available when you research a topic).

Now, for the thinking...

What *have* you been thinking about any of these topics? Do you see places where the mentor texts intersect, overlap, agree or disagree with one another? What do YOU have to add to the conversations around these topics? Which pieces connect? (Challenge: can you push beyond the obvious connections to bigger, deeper, or more analytical ones?)

Think about how you will comment on, respond to, and join the “conversation” around an important topic or idea raised in pieces we read.

Generate some ideas. Which pieces might you focus on? How do they connect? What will you say?

So many combinations exist that the possibilities are practically endless.

(Strategies for making connections in class. . . .)

### PART II – MORE RESEARCH

Additional works in each of the genres we studied (and with related subject matter) are provided as supplemental to what we read/wrote about in class. Read and annotate/take notes as needed and add a source to strengthen your paper and add to your ideas.

You can incorporate any of these provided sources—news articles, TED talks, button poetry, songs, essays from collections—who else is “talking” about your issue? Note: any sources you add will need work cited entries and to be documented in text when you quote, paraphrase, or summarize them.

Sources might be 1) a way to strengthen a claim you make through new perspective or information 2) a naysayer to counter a claim, that you can then counter again 3) a way to make a new point you hadn’t considered previously and can then elaborate on 4) a sidepoint that feels relevant and adds depth to your argument.

(Time for expanding your research in class. . . .)