Use the suggestions below to help you respond to and analyze the readings you choose for your mini-writes this term. Make sure that you include at least one quote from the text reading in your mini-write.

Strategies for personal response:
• Compare or contrast your reactions to the topic (for example, “At first I thought . . ., but now I think. . .”)
• Relate a personal example, incident, or anecdote that connects to the text material.
• Compare one of the author’s points with your own prior knowledge of the topic or with your own or others’s experiences.
• Interpret the text in the light of your own knowledge or experiences.
• Extend an idea with a personal recollection or reflection.

Strategies for analysis:
• Agree or disagree with a statement in the text, giving reasons for your agreement or disagreement.
• Extend one of the author’s points.
• Draw attention to what the author has neglected to say about the topic.
• Discover an idea implied by the text but not stated by the author.
• Provide additional details by fleshing out a point made by the author.
• Embellish the author’s point with a vivid image, a metaphor, or an example.
• Test one of the author’s claims.
• Question one of the author’s points.
• Speculate about one of the author’s points by:
  • Asking questions about the direct consequences of an idea
  • Predicting consequences
  • Drawing implications from an idea
  • Applying the idea to a hypothetical situation
  • Giving a concrete instance of a point made in the text
• Draw comparisons between the text and books, articles, films, or other media.
• Validate one of the author’s points with an example.
• Criticize a point in the text.
• State which ideas are most important in the text and why.
• Make a judgment about the relevance of statement that the author has made.
• Impose a condition on a statement in the text. (For example, “If . . ., then . . .”)
• Qualify an idea in the text.
• Assess the usefulness and applicability of an idea.

(From Writing in the Disciplines, Kennedy, Kennedy, and Smith, pp.43-44)