REVISIONS

As I hope you already know, you will need to rewrite all or parts of your LEARNING ANALYSIS ONE before or at the end of the term in order to receive a grade for your analysis. You will also receive a grade for the quality of your revisions. Generally speaking, you may revise LEARNING ANALYSIS ONE as often as we have time for you to make revisions, submit them, allow time for me to evaluate them, generate feedback for you regarding them, and then return them to you. All final revisions are due in class the last class period of the semester, Wednesday, December 8th. Each time you turn-in your LEARNING ANALYSIS ONE after you have made revisions, please submit the following:
1. In all of your revisions, PLEASE PRINT IN CAPS (or some other form of emphasis such as underlining or a distinctly different font or highlight in a different color) ALL OF THE CONTENT YOU ADD IN YOUR REVISIGN to the previous version of your responses.
2. THE FEEDBACK/GRADING SHEETS I HANDED BACK TO YOU
3. YOUR PREVIOUS VERSIONS OF YOUR LEARNING ANALYSIS
4. A PRINTED HARD COPY OF THE REVISIONS YOU HAVE MADE TO YOUR EARLIER RESPONSES.
I NEED ALL OF THESE ELEMENTS TO BE INCLUDED WITH YOUR REVISIONS OR I WILL NOT BE ABLE TO GRADE THEM COMPLETELY!!

LEARNING ANALYSIS TWO

For LEARNING ANALYSIS TWO, DISCUSS YOUR RESPONSES TO THE QUESTIONS LISTED BELOW. It is up to you whether or not your responses to these questions are related in any way to your LEARNING ANALYSIS ONE. They do not have to be connected. You decide. A printed hard copy of LEARNING ANALYSIS TWO is due by Friday of finals week, December 17th, 10:00 AM, at the latest, in AEB 228 or my office (AEB 236). It can be turned in earlier in AEB 228 or my office (AEB 236).

Typically, your essays are assessed in terms of your use of the intellectual processes of conceptualization, definition, analysis, synthesis, evaluation, and application. As has been discussed in class, your responses should always be well-reasoned (logical), clear, precise, accurate, deep, significant, relevant, and consistent. In the body of your writing, any reference you make to a particular phrase, sentence, or quote from an author should include the last name of the author(s), year of publication, and the page number(s) where the quote can be found in parentheses. A complete reference for each phrase, sentence, or quotation should be included in a footnote, an endnote, or a reference page. See the section in the syllabus entitled “NECESSARY DETAILS FOR ALL WRITING ASSIGNMENTS” for guidelines on referencing and other relevant matters. Also, be sure you have successfully attended to the other “Necessary Details for all Writing Assignments” discussed in the Course Syllabus.

Where appropriate, include specific examples and connections from your own experience to illustrate the personal relevance of the ideas and to add greater clarity to your explanations. Be sure you articulate how aspects of your example are specifically relevant to the points you are making in your analysis.

The audience you are to write for is made up of peers, family members, friends, and others who have little, if any, understanding of the things you are studying for this assignment. Think of yourself as writing to this audience from the perspective of a budding behavioral and social scientist not just as a student in an upper-division, graduate-level course. Hence, your analytical and evaluative reasoning and writing is critical. It must be explicit, thorough, and “spelled-out”.

Keep in mind that you are attempting to demonstrate that you have acquired deeper and broader understanding from the materials we have been studying in our reading assignments and class discussions. Particularly, you need to discuss what has been altered in or added to your initial or prior understanding — the things you hadn’t seen or considered or understood before you discovered this insight (in relationship to what you believed, thought, and understood before you discovered your insight).

Where relevant, carefully search for and select quotations that contain the most specific, essential, and critical information (i.e., your “data” and “evidence”) from the readings that help you clearly, precisely, and deeply articulate and analyze the application of your insight and increased understanding. Be aware that some passages are far more pertinent than others to the logic and demands of your questions, application, and analysis.
The essence of LEARNING ANALYSIS TWO is to address and discuss your response to the general question: What differences can your “new” enlightenment/personal insight make in your life, what you believe and perceive, the way you think, and what you do (i.e., actions, behavior) in your life and your relationships with important others to reduce abuse, anger, shame, violence, hatred, or hostility, etc. in your family and personal life? To answer this general question in sufficient depth and detail, specifically respond to the following components:

(1) By way of an introduction to this assignment, carefully discuss in sufficient depth and detail the most important things you have learned in or from our class discussions, readings, writing assignments, etc., that you want to immediately apply in your life – in the things you believe and perceive, the way you think, and what you do (i.e., actions, behavior) that pertain to the prevention and/or reduction of abuse, anger, shame, violence, hatred, or hostility, etc. in your family and personal life. For the most part, your changes should be derived from content, ideas, suggestions, recommendations, etc., taken from our course reading materials. In this assignment, I am looking to see whether or not you can learn specific things from our readings that you can effectively apply into your own personal perceptions, thinking, and actions.

(2) What changes in thinking will you make in your life that you have not been thinking, believing, or perceiving before that apply your increased understanding in your immediate present life — today or tomorrow — as opposed to some futuristic scenario (i.e. after you marry or have children or have a career)?

(3) What actions will you take in your life that you have not been doing before that apply your increased understanding in your immediate present life — today or tomorrow — as opposed to some futuristic scenario (i.e. after you marry or have children or have a career)?

(4) Why are these the particular changes that you will make? How will your proposed changes prevent and/or reduce abuse, violence, hatred, or hostility, etc. in your family and personal life?

(5) How will you make these changes in your life? Explain the specific steps you will take to implement these changes.

(6) What differences do you think they will make in your life if you successfully apply these things in the way you think and the actions you take?

(7) What do you think will be the opposition from others to you making these changes or your own resistance to making them?

(8) What will be your response to the opposition from others or yourself in order for you to overcome it?

We will work on these questions in class over the last five weeks of the term to give you practice with them and to familiarize you with their different requirements.