

LEARNING ANALYSIS ONE: *GETTING STARTED*

1. In some form of a list (on a sheet of paper, on separate pieces of paper, 3 x 5 cards, post-it notes) write down the 5 or 8 or 10 or 12 (or whatever number is useful for you greater than 5) most important ideas or thoughts you have discovered or come upon in your reading, writing, listening, or discussing. ***BRING THIS LIST TO CLASS.*** Sort through these ideas until you find several that you think you have learned enough about or that you have acquired greater understanding about. Put these ideas in some kind of order as to which ones seem like they could be the best ones for you to analyze and write about. Separate these from the rest.
2. In some form of a list (on a sheet of paper, on separate pieces of paper, 3 x 5 cards, post-it notes) write down the 5 or 8 or 10 or 12 (or whatever number is useful for you greater than 5) most important phrases, sentences, or quotations that you have discovered or come upon in your reading, writing, listening, or discussing. ***BRING THIS LIST TO CLASS.*** Sort through these quotes until you find 5 or 6 or so that you think you have learned enough about or that you have acquired greater understanding about that could help you with your insight. Separate these from the rest. **[I HAVE INCLUDED A SAMPLE LIST OF QUOTATIONS FOLLOWING ITEM #9.]**
3. Consider which of these ideas and quotes you think you could breakdown into meaningful and important parts in order to write an analysis of them and their important relationships in much greater depth and detail. Try to identify and write down the most important parts and the important relationships between them for each of the two or three ideas and/or quotes you want to consider for analyzing.
4. Decide which idea, thought, insight, and related quotation you think you want to analyze at this point. Write it down.
5. What is the related quotation you want to use? Write it down.
6. Underline the most important, significant, meaningful, compelling phrase or phrases in the quotation. Write down the phrase or phrases below.
7. Circle the most important, significant, meaningful, compelling word or words in the quotation. Write down those words below.
8. Which of all these words is the most important word that is relevant to your insight that you would benefit most from analyzing in more breadth and depth? Write down your current understanding of this most important word. (50 words minimum)
9. Where did your current understanding come from or what is the basis for your current understanding? (150 words minimum)

SAMPLE LISTING OF RELEVANT QUOTES

Gilligan, James. (1997). "Dead Souls" in *Violence: Reflections on a National Epidemic*. New York: Vintage Books (Random House), 45-55 (Chapter 2).

47 The two possible sources of love for the self are love from others, and one's own love for oneself. ***Children who fail to receive sufficient love from others fail to build those reserves of self-love, and the capacity for self-love, which enable them to survive the inevitable rejections and humiliations which even the most fortunate of people cannot avoid.*** Without feelings of love, the self feels numb, empty, and dead. The word I use in this book to refer to the absence or deficiency of self-love is shame; its opposite is pride, by which I mean a healthy sense of self-esteem, self-respect, and self-love. When self-love is sufficiently diminished, one feels shame. (Emphasis added.)

48 Shame is also experienced as a feeling, and an intensely painful one; but like cold, it is, in essence, the absence of warmth, emotional warmth, or love for the self. And when it reaches overwhelming intensity, shame is experienced, like cold, as a feeling of numbness and deadness.

48 It may be difficult to understand, let alone imagine, how the feeling of shame could actually lead to a total inability to feel; and to know how intolerable that emptiness and absence actually "feels" when one has experienced a total loss of self-love. To suffer the loss of love from others, by being rejected or abandoned, assaulted or insulted, slighted or demeaned, humiliated or ridiculed, dishonored or disrespected, is to be shamed by them.

51 The soul needs love as vitally and urgently as the lungs need oxygen; without it the soul dies, just as the body does without oxygen. It may not be self-evident to healthy people just how literally true this is, for healthy people have resources of love that are sufficient to tide them over periods of severe and painful rejection or loss.

51-52 The kind of man I am describing protects himself from the emotional suffocation of living in a loveless atmosphere by withdrawing the love he has begun to feel from everyone and everything, in an attempt to reserve for himself whatever capacity for love he may have. But his supply of self-love is also deficient. And it cannot grow to the dimensions that are necessary for health when it is not fed by love from others. If it were not deficient, he could afford to love others.

52-3 Emotional health is not the absence of pain. It is the capacity to bear painful feelings when they occur, without letting them stop us from loving others and continuing to feel worthy of love ourselves. A person can expose himself to the vulnerability of loving another person only if he has enough self-esteem to protect himself from the devastation he would suffer if that love were not reciprocated. He cannot afford to give to another what no one has previously given him. Nor can he give to another the love which he cannot give himself.

Gilligan, James. (2003). Shame, guilt, and violence. *Social Research*, 70, 1153-1154.

Just as pride means self-love (and its various synonyms, such as self-esteem, self-respect, or feelings of self-worth), shame means the lack or deficiency of self-love. There are only two possible sources of love for the self — from oneself and from others. While the self-esteem of adults who have attained internalized sources of pride can survive the withdrawal of love from others, up to a point, it appears to be difficult if not impossible for a child to gain the capacity for self-love without first having been loved by at least one parent, or parent-substitute.

Gilligan, James. (1997). "Shame: The emotions and morality of violence" in *Violence: Reflections on a National Epidemic*. New York: Vintage Books (Random House), 113.

113 The third precondition for engaging in violent behavior is that the person lacks the emotional capacities or the feelings that normally inhibit the violent impulses that are stimulated by shame. The most important are love and guilt toward others, and fear for the self...The person who is overwhelmed by feelings of shame is by definition experiencing a psychically life-threatening lack of love, and someone in that condition has no love left over for anyone else.

113 With respect to guilt, being assaulted, or punished, or humiliated (the conditions that increase the feeling of shame) decreases the degree of guilt. That is why penance, or self-punishment, alleviates the feeling of sinfulness. Guilt, as Freud saw, motivates the need for punishment, since punishment relieves guilt feelings. That is also why the more harshly we punish criminals, or children, the more violent they become; the punishment increases their feelings of shame and simultaneously decreases their capacities for feelings of love for others, and of guilt toward others.

SAMPLE OUTLINE.

STATEMENT IDENTIFYING MAIN INSIGHT (in 50 words or less):

A person has to “build” both the “capacity for self-love” and “reserves of self-love” in order to shield or buffer themselves from the unavoidable experiences they will have with shame and other negative things. (36 words)

THE TWO OR THREE MOST ESSENTIAL PARTS BY THEMSELVES

- A. build the capacity for self-love
- B. build reserves of self-love
- C. shield or buffer from shame and other negative things

THE MOST IMPORTANT RELATIONSHIPS BETWEEN THE PARTS

- A. interconnectedness between the capacity for self-love and reserves of self-love
- B. capacity for self-love and reserves of self-love have to be built in order for a person to have them as a buffer or shield from inevitable experiences of shame and negativity

SAMPLE LISTING OF RELEVANT QUOTES

Gilligan, James. (1997). Excerpts from “Dead Souls” in *Violence: Reflections on a National Epidemic*. New York: Vintage Books (Random House), 45-55 (Chapter 2).

47 Children who fail to receive sufficient love from others fail to build those reserves of self-love, and the capacity for self-love, which enable them to survive the inevitable rejections and humiliations which even the most fortunate of people cannot avoid. [THIS IS THE SINGLE MOST RELEVANT QUOTATION.]

47 The two possible sources of love for the self are love from others, and one’s own love for oneself.

51 ...healthy people have resources of love that are sufficient to tide them over periods of severe and painful rejection or loss.

51 The kind of man I am describing protects himself from the emotional suffocation of living in a loveless atmosphere by withdrawing the love he has begun to feel from everyone and everything, in an attempt to reserve for himself whatever capacity for love he may have.

51-52 But his supply of self-love is also deficient. And it cannot grow to the dimensions that are necessary for health when it is not fed by love from others. If it were not deficient, he could afford to love others.

52-3 Emotional health is not the absence of pain. It is the capacity to bear painful feelings when they occur, without letting them stop us from loving others and continuing to feel worthy of love ourselves.

53 A person can expose himself to the vulnerability of loving another person only if he has enough self-esteem to protect himself from the devastation he would suffer if that love were not reciprocated.

53 He cannot afford to give to another what no one has previously given him. Nor can he give to another the love which he cannot give himself.

47 The word I use in this book to refer to the absence or deficiency of self-love is shame; its opposite is pride, by which I mean a healthy sense of self-esteem, self-respect, and self-love. When self-love is sufficiently diminished, one feels shame.

48 To suffer the loss of love from others, by being rejected or abandoned, assaulted or insulted, slighted or demeaned, humiliated or ridiculed, dishonored or disrespected, is to be shamed by them.

Gilligan, James. (2003). Shame, guilt, and violence. *Social Research*, 70, 1153-1154.

1153-1154 While the self-esteem of adults who have attained internalized sources of pride can survive the withdrawal of love from others, up to a point, it appears to be difficult if not impossible for a child to gain the capacity for self-love without first having been loved by at least one parent, or parent-substitute.

**EXAMPLE OF DICTIONARY/THESAURUS COMPARISON CHART
FOR IMPORTANT WORDS AND SYNONYMS**

INITIAL OR PRIOR UNDERSTANDING OF IDEA OR WORD	THE WHAT? ADDITIONAL INFORMATION AND WHAT IT HELPED ME UNDERSTAND THAT I DIDN'T UNDERSTAND BEFORE	SO WHAT? THE DIFFERENCE THIS NEW UNDERSTANDING MAKES
<p>CAPACITY. <i>When I think about this idea in the context of Gilligan's quote, I think of two different meanings.</i></p> <p>1. <i>Capacity is the size of something; its dimensions or how big or how small something is. A gas tank could have a five gallon or twenty-five gallon size or capacity. Depending on the size of holding space or capacity of something, it can hold different amounts of stuff in it.</i></p> <p>2. <i>Capacity is a capability or ability to do something. I am a little less sure of this meaning. It could also refer to the potential someone has to do something. Without the ability or potential to do a particular thing, one would not be able to do the particular thing. They simply could not do it or at least not very well.</i></p>	<p>DICTIONARY ONE PHRASE THAT INCREASED MY UNDERSTANDING: 5. Innate potential for growth, development, or accomplishment; faculty. See synonyms at ability. [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/11/C0081100.html]</p> <p><i>I found many definitions that were in line with the definitions that I identified initially. So my two different definitions were accurate and useful. I was interested in this particular new definition because of the idea of "innate potential for growth, development." The capacity for self-love could be thought of as something that grows and develops. Gilligan mentions that it is something that one "builds." The other aspect of this definition is that it suggests that "capacity" might be present at birth in some way. If something is "innate," it is, by definition, inborn or present at birth. My two initial definitions did not consider the idea of growth or that this potential for growth and development is inborn and present at birth. At the end of the definitional phrase, it lists a synonym — faculty — that I decided to look up as well. I would then go on to talk of how these ideas further deepened and broadened my understanding.</i></p> <p>DICTIONARY TWO PHRASE THAT INCREASED MY UNDERSTANDING: 2. The power of receiving and holding ideas, knowledge, etc.; the comprehensiveness of the mind; the receptive faculty; capability of understanding or feeling. 3. Ability; power pertaining to, or resulting from, the possession of strength, wealth, or talent; possibility of being or of doing. [Webster Dictionary. 1913. Retrieved February 16, 2009, from http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=capacity]</p> <p><i>These phrases gave me several new ideas and words to think about that I hadn't thought about before. I included both of these phrases because they were very helpful to me. You only need to include one phrase from a second dictionary. One thing I learned is the simple use of the word "power." The phrase "power of receiving and holding ideas, knowledge, etc.," also suggested to me a related connection with reserves of self-love. If reserves require something to hold them and this phrase refers to the power of holding something then that could be one thing I talk about later when I discuss the relationship between capacity and reserves of self-love as part of my analysis. I also liked the words "receptive faculty" and the "capability of understanding or feeling." This suggests "capability" as another synonym and related word that I could look up. This makes me wonder if the capacity of self-love is something of the mind that pertains to "understanding" or "feeling." The second phrase refers to "ability" and "power pertaining to" the "possession of strength." Could the possession of self-love be the something that this "ability" and "power" pertain to? I would then spend some space exploring these questions that I wonder about. Finally, the last of these definitional phrases I found useful is "possibility of being or of doing." If I replace "being" and "doing" with "loving one's self" then it seems to be an accurate way of talking about the capacity of self-love. I would then go on to talk of how these ideas further deepened and broadened my understanding.</i></p>	<p><i>Here is where I would talk about the difference this new stuff makes to me and my thinking and what I do now or could do in the future that can be connected to my insight.</i></p>

INITIAL OR PRIOR UNDERSTANDING OF IDEA OR WORD	THE WHAT? ADDITIONAL INFORMATION AND WHAT IT HELPED ME UNDERSTAND THAT I DIDN'T UNDERSTAND BEFORE	SO WHAT? THE DIFFERENCE THIS NEW UNDERSTANDING MAKES
<p>ABILITY. <i>When I think about this word I immediately think about things I am able to do. I can hit a golf ball, write sample definitions on a computer, read books in the English language, wash dishes, make the bed, drive a car. I can do these things in varying degrees of satisfactory accomplishment. I do them fairly well to quite well to very well. These things I am able to do, I can do them because I have the ability which is the facility for doing or being something.</i></p>	<p>SYNONYM THAT INCREASED MY UNDERSTANDING: ABILITY. These nouns denote qualities that enable a person to achieve or accomplish something. ABILITY is the mental or physical power to do something. CAPACITY refers to the potential for acquiring that power. FACULTY denotes an inherent ability. [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/55/A0015500.html]</p> <p><i>The simple phrase that helps me better understand the synonym "ability" is "power to do something." It could be mental power to do something like thinking or reading or writing or it could be physical power to do something like hit a golf ball, type on a keyboard, drive a car, wash the dishes, and so on. If I think of the capacity for self-love as the "ability" for self-love or the ability to love one's own self or the ability of self-love it seems to fit as a good substitute (and therefore a good, useful synonym) for capacity, especially if I think of this ability as the power to love one's self. Again, I am intrigued by the idea of this being a mental and/or physical power. I know we can love others in both a mental and physical sense so maybe we can also love our own selves in both a mental and physical sense so long as we have the power, ability, or capacity to do so. According to Gilligan, the key factor would be whether or not we were able to acquire and build this power, ability, or capacity.</i></p>	

INITIAL OR PRIOR UNDERSTANDING OF IDEA OR WORD	THE WHAT? ADDITIONAL INFORMATION AND WHAT IT HELPED ME UNDERSTAND THAT I DIDN'T UNDERSTAND BEFORE	SO WHAT? THE DIFFERENCE THIS NEW UNDERSTANDING MAKES
RELATED USEFUL WORD		
<p>RELATED WORD: ABILITY.</p> <p><i>My initial thinking about this word is explained above.</i></p>	<p>DICTIONARY ONE PHRASE THAT INCREASED MY UNDERSTANDING: 1. The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something. [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/55/A0015500.html]</p> <p><i>This phrase introduces the idea of the “quality of being able to do something” as well as the “power to accomplish something.” I have already commented on power and on being able to do something so the new piece here is that whatever this is, it is a “quality.” According to one dictionary, a quality is “an inherent or distinguishing characteristic; a feature that distinguishes or identifies someone or something.” [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/30/Q0013000.html] Applying this language to my thinking about capacity for self-love makes it to be a distinguishing characteristic of all humans or of all of those who have the ability for self-love. This would be a feature or aspect that distinguishes someone without this characteristic or quality from someone who does. Or it could serve to identify someone with this characteristic or quality from someone who does not have this quality. This seems to fit Gilligan’s ideas about the capacity for self-love as something that has to be built. Some folks will not have had the requisite opportunities or resources given them to be able to build or develop this quality or characteristic or power or capacity for love of one’s own self. Others will have the necessary opportunities or resources provided for them so they will be able to build or develop this quality or characteristic or power or capacity for love of one’s own self.</i></p> <p>DICTIONARY TWO PHRASE THAT INCREASED MY UNDERSTANDING: The quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc. [Webster Dictionary. 1913. Retrieved February 16, 2009, from http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=ability]</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn’t know or understand before you looked up this word.</i></p> <p>SYNONYM THAT INCREASED MY UNDERSTANDING: FACULTY. These nouns denote qualities that enable a person to achieve or accomplish something. ABILITY is the mental or physical power to do something. CAPACITY refers to the potential for acquiring that power. FACULTY denotes an inherent ability. [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/55/A0015500.html]</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn’t know or understand before you looked up this word.</i></p>	<p><i>Here is where I would talk about the difference this new stuff makes to me and my thinking and what I do now or could do in the future that can be connected to my insight.</i></p>

INITIAL OR PRIOR UNDERSTANDING OF IDEA OR WORD	THE WHAT? ADDITIONAL INFORMATION AND WHAT IT HELPED ME UNDERSTAND THAT I DIDN'T UNDERSTAND BEFORE	SO WHAT? THE DIFFERENCE THIS NEW UNDERSTANDING MAKES
[OPTIONAL] SECOND RELATED USEFUL WORD		
<p>RELATED WORD: FACULTY.</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn't know or understand before you looked up this word.</i></p>	<p>DICTIONARY ONE PHRASE THAT INCREASED MY UNDERSTANDING: 1. An inherent power or ability. 2. Any of the powers or capacities possessed by the human mind. [The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. Retrieved February 13, 2009, from http://www.bartleby.com/61/88/F0008800.html]</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn't know or understand before you looked up this word.</i></p> <p>DICTIONARY TWO PHRASE THAT INCREASED MY UNDERSTANDING: 1. Ability to act or perform, whether inborn or cultivated; capacity for any natural function; especially, an original mental power or capacity for any of the well-known classes of mental activity; psychological or soul capacity; capacity for any of the leading kinds of soul activity, as knowledge, feeling, volition; intellectual endowment or gift; power; as, faculties of the mind or the soul. [Webster Dictionary. 1913. Retrieved February 16, 2009, from http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=faculty]</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn't know or understand before you looked up this word.</i></p> <p>SYNONYM THAT INCREASED MY UNDERSTANDING: CAPABILITY. [Moby Thesaurus II by Grady Ward, 1.0. 2001. Retrieved February 16, 2009, from http://www.dict.org/bin/Dict?Form=Dict2&Database=*&Query=faculty]</p> <p><i>I trust that you now have an idea of what might go here — depending on what you find and what you learn that you didn't know or understand before you looked up this word.</i></p>	<p><i>Here is where I would talk about the difference this new stuff makes to me and my thinking and what I do now or could do in the future that can be connected to my insight.</i></p>

TO BE INFORMED VS. TO BE ENLIGHTENED

Excerpts from Mortimer J. Adler and Charles Van Doren (1972), *How to read a book*, revised and updated edition. New York: Touchstone, 11.

Getting more information is learning, and so is coming to understand what you did not understand before. But there is an important difference between these two kinds of learning. *To be informed is to know simply that something is the case. To be enlightened is to know, in addition, what it is all about: why it is the case, what its connections are with other facts, in what respects it is the same, in what respects it is different*, and so forth.

This distinction is familiar in terms of the *differences between being able to remember something and being able to explain it*. If you remember what an author says, you have learned something from reading him. If what he says is true, you have even learned something about the world. But whether it is a fact about the book or a fact about the world that you have learned, *you have gained nothing but information if you have exercised only your memory*.

You have not been enlightened. *Enlightenment is achieved only when, in addition to knowing what an author says, you know what he means and why he says it....Being informed is prerequisite to being enlightened. The point, however, is not to stop at being informed.*

QUESTIONS TO ASK YOURSELF

SELECTION OF CONTENT

Are you seeking to be informed or enlightened? (see quote above)

Does your selection help you be informed or enlightened?

FROM THE AUTHOR

What does the insight, quote, or definition tell you on its own terms and logic?

What do you understand the author to be saying?

What are the important underlying ideas?

YOUR INTERPRETATION

What does this mean to you? What does it add or alter to what you already know?

What did you think about this before? What was the basis for your prior thinking?

How is this similar to your prior thinking?

How is this different from your prior thinking?

What connections does this suggest or make for you?

What do you understand more deeply and broadly because of this?

What do you now wonder because of this.

WHAT ELSE CAN I DO?

QUOTE OR PHRASE ONE:

- LIST SEPARATELY EACH OF
- THE VARIOUS THINGS
- YOU LEARNED FROM THE
- QUOTE OR PHRASE.

QUOTE OR PHRASE TWO:

- LIST SEPARATELY EACH OF
- THE VARIOUS THINGS
- YOU LEARNED FROM THE
- QUOTE OR PHRASE.

WORD ONE:

- LIST EACH OF
- THE THINGS YOU
- LEARNED ABOUT
- THIS WORD.

WORD TWO:

- LIST EACH OF
- THE THINGS YOU
- LEARNED ABOUT
- THIS WORD.

WORD THREE:

- LIST EACH OF
- THE THINGS YOU
- LEARNED ABOUT
- THIS WORD.

AFTER YOU HAVE LISTED A BUNCH OF SPECIFIC THINGS YOU HAVE LEARNED FROM YOUR PARTICULAR SELECTION OF QUOTES, PHRASES, AND WORDS, RESPOND TO THE FOLLOWING QUESTIONS.

WHICH OF ALL THESE THINGS DID YOU KNOW BEFORE?

WHICH OF ALL THESE THINGS DID YOU NOT KNOW BEFORE?

WHICH OF ALL THESE THINGS DO YOU NOW UNDERSTAND DIFFERENTLY? WHAT IS DIFFERENT? WHAT DIFFERENCE DOES THIS "DIFFERENCE" MAKE?

WHICH OF ALL THESE THINGS DEEPENED YOUR UNDERSTANDING? WHAT DEEPENED?

WHICH OF ALL THESE THINGS BROADENED YOUR UNDERSTANDING? WHAT BROADENED?

WHAT DID YOU THINK BEFORE? WHY DID YOU THINK THAT?

NOW WHAT DO YOU THINK? WHY DO YOU THINK THAT?

SO WHAT CAN YOU DO WITH WHAT YOU NOW KNOW THAT YOU DIDN'T DO BEFORE BECAUSE YOU DIDN'T KNOW IT UNTIL NOW?

FCS 5370: *Family Violence*
Spring 2010 CLASS MEMO

Learning Analysis One

LEARNING ANALYSIS ONE is due on or before the end of Week Ten, Friday, March 19th, 3:00 PM, at the latest, in AEB 228 or my office (AEB 236). You will be expected to rewrite all or parts of your **LEARNING ANALYSIS ONE** for a better grade sometime before the end of the term. All revisions **are due in class the last class period of the semester, Wednesday, April 28th.** Generally speaking, you may revise **LEARNING ANALYSIS ONE** as often as we have time for you to make revisions, resubmit them, allow time for me to evaluate them, generate feedback for you regarding them, and then return them to you. 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. Be sure you have successfully attended to the **“Necessary Details for all Writing Assignments”** discussed in the **Course Syllabus**. The required elements of these assignments and how they will be evaluated will be explained in class.

- ✍ 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).
- ✍ 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 your insight and increased understanding. Be aware that some passages are far more pertinent than others to the logic and demands of your questions and analysis.

BASIC COMPONENTS AND QUESTIONS

(Q1) *What* is the most significant insight you have acquired so far this term about your understanding of family violence and other relevant things (e.g., nature of violence, spouse abuse, child abuse, shame, and violence, love and violence) that has been inspired or triggered by a particular phrase, sentence, or a set of phrases and/or sentences? If you have increased your understanding about something and acquired insight about it, it will have a wholeness to it. Consequently, you should be able to articulate and explain your enlightenment regarding the main idea and (1) its essential parts by themselves, (2) the important relationships between the parts, and (3) how your understanding from 1 and 2 helps increase your understanding about the whole. Include the following components in your analysis.

(A) ANALYSIS OF QUOTATION. Integrate into your essay a thorough analysis and explanation of *how* the most significant words, phrases, and/or sentences from at least one quotation from our reading assignments helped **broaden and deepen your enlightenment** about your insight. (1) First clearly and precisely explain what the key words and phrases of the quote or definition mean to the author or source (i.e., what the author is telling you are the specific ideas behind the key words and phrases). (2) Then clearly and precisely explain how this meaning is relevant to the particular selected quote and your insight.

(B) EXPLAIN SUPPORTIVE CONTENT FROM RELATED QUOTES. Integrate into your analysis a discussion of a minimum of four related phrases, sentences, and/or paragraphs from our reading assignments (other than the phrase, sentence, or paragraph you analyze in component **A**) that help you explain and support your insight and analysis. Explain how the things you learn from the relevant content of these supportive quotes are relevant to the analysis of your quotation and insight and how they helped **broaden and deepen your enlightenment** about your insight and the quotation.

PRELIMINARY DOCUMENTATION. Prepare the following preliminary documents. Use the derived information in your analysis where it applies, and submit the completed documents with your analysis. (It is acceptable to cut, paste, edit, and explain in greater depth the content from these documents into the body of your essay.)

LISTING OF RELEVANT QUOTES. Make a list of a minimum of four phrases, sentences, and/or paragraphs from our reading assignments that you use above for component **B** to help you identify, explain, and support your insight and analysis. Include complete references for each phrase, sentence, and/or paragraph.

OUTLINE. Include an outline that includes a statement identifying your main insight (in 50 words or less); the two or three most essential parts by themselves; and the most important relationships between the parts.

(C) DEFINE AND ANALYZE CRITICAL TERM. Using relevant phrases and synonyms from two or more good dictionaries and one good thesaurus, define and analyze thoroughly at least one word, term, or concept (and one other related useful word or concept) from the quotation you have selected, and integrate what you learn about the definitions in your discussion. (1) First clearly and precisely explain what the key words and phrases of the quote or definition mean to the author or source (i.e., what the author is telling you are the specific ideas behind the key words and phrases). (2) Explain how the things you learn from the relevant content selected from the two dictionaries and one thesaurus about the words, terms, or concepts are relevant to the analysis of your quotation and insight and how they helped **broaden and deepen your enlightenment** about your insight and the quotation.

PRELIMINARY DOCUMENTATION. Prepare the following preliminary document. Use the derived information in your analysis where it applies, and submit the completed document with your analysis. (It is acceptable to cut, paste, edit, and explain in greater depth the content from this document into the body of your essay.)

DICTIONARY/THESAURUS COMPARISON CHART. Include a chart that documents the particular elements of (1) your initial or prior thinking about the definitions; (2) **what** you learned from the two different dictionaries and one thesaurus and other relevant sources (**what deepened and broadened?**); and (3) the difference your increased understanding makes (**application; So what?**). This does not need to be extensively documented inasmuch as you will be doing that in the writing of your essay. Write enough to identify the elements that you will explain and discuss in depth in your essay.

(Q2) What was your initial or prior understanding of the relevant ideas from the quotations, author and dictionary definitions, and synonyms that you choose to analyze? **What** was your prior understanding based on? Integrate your response to these questions where applicable in the development of your analysis. Compare and contrast your prior thinking with your current and more enlightened thinking. **What difference** does your new understanding make in current your thinking about relevant things?

PRELIMINARY DOCUMENTATION. Prepare the following preliminary document. Use the derived information in your analysis where it applies, and submit the completed document with your analysis. (It is acceptable to cut, paste, edit, and explain in greater depth the content from this document into the body of your essay.)

COMPARISON CHART. Include a chart that documents the particular elements of (1) your initial or prior thinking; (2) **what** you learned from the quotes, authors' definitions, and other relevant sources (**what deepened and broadened?**); and (3) the difference your increased understanding makes (**application; So what?**). This does not need to be extensively documented inasmuch as you will be doing that in the writing of your essay. Write enough to identify the elements that you will explain and discuss in depth in your essay.

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.

NECESSARY DETAILS FOR ALL WRITING ASSIGNMENTS. To help you be thorough and careful in your attention to very basic elements of written communication, please attend to the seven details listed below in your assignments. If they are omitted your assignment will not receive full credit and may be returned to you to be completed and resubmitted before it receives any credit. While attention to such details may seem unimportant to you, I assure you that the inclusion of each item makes an important contribution to the successful completion of a relevant piece of written communication from you to me or other members of the class.

1. Please word-process (or type) your work if at all possible.
2. Please put your name, the name and number of the course, the name of the assignment, and the date of the day you complete the assignment at the top of your first page.
3. Please number your pages and put them in order when you turn in an assignment that is longer than one page.
4. Any time a quotation is used in an assignment, the reference to it should include the following elements in an endnote, footnote, or reference list: (1) full name(s) of the author(s); (2) the full or complete title of the article or chapter; (3) the full or complete title of the book or publication the article or chapter came from and the names of the author (s)/editor(s) of the book if they are not the same as (1) above; (4) the year of publication; (5) the place (e.g., city, state) of publication; (6) the name of the publisher; and (7) the page number(s) where the quote can be found. Two additional elements are necessary if the reading is on the internet or web: (8) the date that you last retrieved the article or reading on the internet or web; and (9) the URL or address on the web for the article or reading in which the quote is located.
5. In the body of your writing, the reference for a quote should include the last name of the author(s), year of publication, and the page number(s) where the quote can be found. If, for example, the quote was from page 11 of James Gilligan's book, *Violence*, you could write the reference in the body of your writing as (Gilligan, 1997, 11) and the reference in a reference page would like the following:
Gilligan, James. (1997). "Prologue: Violence as tragedy" in *Violence: Reflections on a National epidemic*. New York: Vintage Books (Random House), 11.

If the quote was from the online chapter-draft by Murray Straus, you could write the reference in the body of your writing as (Straus, 2001, no page numbers given). The reference page entry could be written as follows:
Straus, Murray A. (2001). "Demystifying the defenses of corporal punishment," to appear in *The primordial violence: Corporal punishment by parents, cognitive development, and crime*. Retrieved August 25, 2008, from <http://www.nospank.net/straus9.htm>.
6. Use the following reference or citation format for words that you define from a dictionary or other relevant resources that are available on the internet. For example, if the word you looked up from the online edition of the Merriam-Webster Online Dictionary was "capacity," you would cite this in your reference page in the following manner:
capacity. (2009). In Merriam-Webster Online Dictionary.
Retrieved February 13, 2009, from <http://www.merriam-webster.com/dictionary/capacity>
7. Be certain that you respond to and complete all assigned questions, components, and their sub-parts. Pieces of work turned-in that omit important assigned components are likely to be returned without credit until they are completed and resubmitted. These resubmitted assignments will be considered late.

LEARNING ANALYSIS FEEDBACK AND EVALUATION

MOST SIGNIFICANT INSIGHT. It is assumed that you have increased your understanding about something and acquired insight about it. Clearly and precisely explain your enlightenment regarding the main idea of your insight and (1) its essential parts by themselves, (2) the important relationships between the parts, and (3) how your understanding from (1) and (2) helps increase your understanding of the insight as a whole. Explain why it is as it is and/or why and how it works as it does.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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INITIAL/PRIOR THINKING. In order to discuss how your new learning and insight has affected your current thinking, clearly and precisely explain your initial/prior understanding or thinking about key ideas, words, phrases, or quotes and what your initial/prior thinking was based on. Then, compare, contrast, and integrate your initial/prior thinking with your current and more enlightened thinking.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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WORDS AND QUOTES. For each selected word, phrase, or quote that you analyze, break the definition, phrase or quote down into parts that you then analyze. When you analyze a word, phrase, or quote, (1) first clearly and precisely explain what the key words and phrases of the quote or definition mean to the author or source (i.e., what the author is telling you are the specific ideas behind the key words and phrases). (2) Then clearly and precisely explain how this meaning is relevant to the particular selected word or quote and your insight.

LEVEL ACCOMPLISHED FOR WORDS:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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LEVEL ACCOMPLISHED FOR QUOTES:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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DEPTH AND BREADTH. Clearly and precisely explain how the things you have learned through your analysis of ideas, words, phrases, definitions, and quotations have deepened and broadened your enlightenment about your insight and other relevant matters.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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ACCURACY. You demonstrate an accurate understanding of the authors you cite and other relevant content.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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PERSONAL INPUT. You express good ideas and reflections, make interesting observations, discuss useful examples, raise important questions and considerations.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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SUPPORT DOCUMENTATION. You include the required support documentation: list of four relevant quotes; outline of insight, parts, important relationship(s); dictionary/thesaurus comparison chart; comparison chart for initial thinking, things learned (deepened, broadened), difference learning makes.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)	OMITTED (0 = E)
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BASICS. You are attentive to correct grammar, sentence structure, spelling, necessary details and assigned components; use two different dictionaries and one thesaurus for each of two words defined; include four quotes for support with references in text and complete references on separate page; include numbers on pages of assignment, etc.

LEVEL ACCOMPLISHED:	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)
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PLAGIARISM. You need to credit and reference the authors for all of the phrases or paraphrases you use since they are the author's ideas and language and/or your paraphrasing of them. Otherwise you are plagiarizing. Put the phrases in quotation marks, cite the page numbers where they can be found, or acknowledge the author as the source of the ideas and the page numbers where the author discusses the ideas you are rephrasing or paraphrasing.

LEVEL THAT PAPER INCLUDES THIS:	NONE	SOME: MUST BE CORRECTED TO RECEIVE A PASSING GRADE	A LOT: UNACCEPTABLE; PAPER RECEIVES A FAILING GRADE AS IS
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OVERALL GRADE	EXCELLENT (4 = A)	GOOD (3 = B)	ADEQUATE (2 = C)	INADEQUATE (1 = D)
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Thank you for efforts and for thinking about these things and how your learning has been influenced by your thinking and writing. I appreciate the sharing of your ideas, insights, concerns, and experiences in your writing! Thanks a bunch. With kind regards, Dr. D.

ADDITIONAL FEEDBACK AND SUGGESTIONS FOR REVISIONS
(checked items apply to your paper)

- A. You discuss a number of useful ideas that warrant further development and analysis.
- B. You have selected a very insightful quote to write about.
- C. You include useful connections of personal examples/experiences with things you are analyzing.
- D. You include interesting personal opinions, ideas, and observations that are related to your topic.
- E. You have too many useful ideas and insights to work with here. Focus on just one or two of them and their parts to further develop and analyze.
- F. This gives me a pretty clear idea of what it is that you want to write about but I could not tell what your insight, its parts, and important relationships are.
- G. Stating your insight and its parts more clearly and precisely will greatly enhance the focus and organization of your analysis.
- H. You discuss a number of interesting things without explaining, developing, or analyzing them.
- I. Explain in more depth and detail what your prior thinking was regarding the important things you analyze so you can make relevant comparisons with your increased understanding and discuss the difference your increased understanding makes.
- J. You move too quickly from a phrase or definition to a generalized statement about it without explaining and analyzing what it means and adds to your understanding of the relevant word, phrase, quote, author, or your insight.
- K. Extract more meaningful and useful content from the definitions/synonyms and analyze in more detailed depth and breadth what you learned from them that helped increase your understanding of the relevant words, phrases, quotes, ideas, and insights.
- L. Explain the important, underlying ideas behind the author's or dictionary's key words and phrases.
- M. The more you can compare things that increased your understanding with your prior understanding the more potential connections you will have with your personal examples and experiences.
- N. It would be useful for you to connect relevant personal examples/experiences with some of the important things you analyze.
- O. Your analysis will deepen as you work to understand why or how it is that things work as the quote(s) and supportive ideas suggest. As you increase your understanding of how it works you should be able to make more specific and insightful connections to relevant personal experiences or examples.
- P. You still need to carefully analyze your insight (parts and important relationships) and/or the quote you have selected and the things that deepened and broadened in your understanding due to your analysis.
- Q. Explain and analyze more of the things that you found insightful and learned from the authors you quote and how that helped deepen and broaden your understanding.
- R. As you discuss the parts of the quote, it is important for you to convey an accurate understanding of the authors so much as is reasonably possible.
- S. You mention a number of things that are not consistent with other things the author has said that pertain to the focus of your discussion.
- T. Much of your writing is difficult to understand because of the many run-on phrases and sentences.
- U. I had a difficult time following some or much of your reasoning. More detailed and thorough explanations might clarify the things I could not understand.

GPA/ %	" - " Range	Letter only	" + " Range
A	3.45 « 3.7 » 3.819 90 - 93.9 %	3.82 to « 4.0 » 94 - 100 %	
B	2.45 « 2.7 » 2.849 80 - 83.9 %	2.85 « 3.0 » 3.149 84 - 86.9 %	3.15 « 3.3 » 3.449 87 - 89.9 %
C	1.45 « 1.7 » 1.849 70 - 73.9 %	1.85 « 2.0 » 2.149 74 - 76.9 %	2.15 « 2.3 » 2.449 77 - 79.9 %
D	0.70 « 0.7 » 0.849 60 - 63.9 %	0.85 « 1.0 » 1.149 64 - 66.9 %	1.15 « 1.3 » 1.449 67 - 69.9 %
E		« 0.00 » to 0.699 < 60 %	