

YOU AS AUTHOR—

SET UP THE MEETING ROOM (OPEN THE DISCUSSION OF YOUR TOPIC):

identify the topic of discussion
provoke interest in your topic
establish the topic's relevance / importance to your readers
state the "boiled-down" point of your entire conversation
(preview how the discussion will proceed)

HOST AND GUIDE THE SCHOLARLY CONVERSATION (**INTRODUCE** AND **USE**):

introduce each speaker and bring them together into the conversation on the topic, to:
contrast
contradict
support
provide expert testimony
provide studies/data/evidence
disagree
defend

YOU RESPOND (ENTER) THE CONVERSATION TO (**COMMENT**):

summarize the speakers and
explain
question
analyze,
compare/contrast
point out
evaluate
conclude

_____ THE PROCESS LOOKS LIKE _____

INTRODUCE

In an article in *The Chronicle of Higher Education* (2016), college professor Charlotte Kent claims that in today's market,

USE

work-ethic competencies are more essential than specific academic skills in reading, writing, and math in gaining and keeping employment, and yet schools habitually ignore or actually enable students' incompetence in meeting deadlines and being responsible. [summary] Kent (2016) points out that "nationwide tests show that students now are doing as well as or better than before in those areas" of academics. [direct quote]. Kent claims that it is the work ethic she requires from her college students that is essential for future successful employment and economic reward. [paraphrase]

COMMENT

Kent's point runs counter to the current emphasis on standards-based grading in which only measured academic skills are to be reflected in grades. Perhaps, it is time to reconsider this grading policy.