

3 Apply the Skill

DIRECTIONS: Read the remainder of the passages, read each question, and choose the **best** answer.

I'LL NEVER TEACH ONLINE AGAIN

- 1 So I'll just chalk up my first and only venture to experience and make my way back to the traditional [classroom]. Among the reasons why are these.
- 2 * "Virtual community" is the ultimate ... contradiction in terms—like saying one is "fresh from the tennis court." While some people find anonymity enabling and are able to bond with their [online group] and engage in true confessions, I find it [very] difficult to communicate with people for whom I have no face, ... no body language, no in-the-moment exchange ...
- 3 * The quality of education is compromised in online learning. In online teaching, I was only able to introduce students to a limited amount of material outside of the textbook readings; it is simply impossible to replicate a lecture online. Nor could I adequately help them develop better writing and critical thinking skills or to foster original ideas because there simply wasn't enough time or a proper [way to discuss ideas].
- 4 * Show me the money. I devoted at least three times as many hours and triple the energy to online teaching than was necessary for traditional courses. But I received no additional [pay] for that effort ...
- 5 Try to talk me down. Tell me I didn't give it enough time. Call me old-fashioned and out-of-date. Just don't call me to teach online.

From the universityworldnews.com article I'LL NEVER TEACH ONLINE AGAIN by Elayne Clift, © 2009 accessed 2013

THE BENEFITS OF ONLINE EDUCATION

- 1 One of the biggest appeals of online education is a flexibility that the standard classroom cannot match. Although there are still deadlines, students may complete assignments at preferred times. A student who works during the evening may complete assignments during the day. Another student may complete the same assignments during the evening. In addition, because students access virtual classrooms electronically, they may attend classes in other states or countries without leaving home and driving to a specific location. Online programs also may offer more course choices than a traditional campus.
- 2 Another appeal of online education is self-management. Students can choose their own certificate or degree programs, plan the pace at which they want to complete these programs, and access course materials at any time. Rebecca, an online student, recalls, "When I missed a class, I missed the notes. Now I'm able to access the professor's course notes whenever I need them."
- 3 Lastly, online education offers exciting options for students with different learning styles. In place of the traditional classroom lecture, many courses feature multimedia elements. These may range from video and audio clips to live chats and discussion forums.
- 4 Today, statistics show that about 32% of college students take at least one online class. It's clear that technology is revolutionizing education and providing new and exciting opportunities for students such as Jalen Rollins.

From THE BENEFITS OF ONLINE EDUCATION by Carl Jones, © 2013

2. Both authors mention time as evidence. How do they interpret this evidence?
 - A. Both authors acknowledge that online education is time consuming.
 - B. Clift says that online education is flexible about time, but Jones says that online education is time consuming.
 - C. Both authors acknowledge that online education is flexible about time.
 - D. Clift says online education is time consuming, but Jones says that online education is flexible about time.
3. Both authors discuss the differences between in-person lectures and online classes. How are their interpretations of evidence different?
 - A. Clift states that she cannot reproduce a lecture online, but Jones emphasizes other learning options.
 - B. Both authors agree that a lecture cannot be reproduced online.
 - C. Jones states that a lecture cannot be reproduced online, but Clift emphasizes other learning options.
 - D. Both authors are excited about other learning options.



1 Learn the Skill

A **thesis** is a key statement or claim that answers the question posed by the extended response prompt. The extended response itself is an argument in which you work to prove your thesis and persuade your audience that your reading and evaluation of the source texts are accurate, complete, and worthy of consideration.

To begin an extended response, read the prompt, and identify the task. During a test, it is best to read the prompt both before and after you read the passages. This practice will help you establish a purpose for reading. It can also provide guidance for taking notes or marking the passages as you read. After you have finished reading, develop your thesis.

2 Practice the Skill

By practicing the skill of developing a claim or thesis, you will improve your study, writing, and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the prompt and study the table below. Then answer the question that follows.

EXTENDED RESPONSE PROMPT

While Elayne Clift's article outlines the drawbacks of online education, Carl Jones's article identifies the benefits of online education.

In your extended response, analyze both articles to determine which position is better supported. Use relevant and specific evidence from both sources to support your response.

CLAIM OR THESIS

Position 1	Clift supports her argument better than Jones supports his argument because _____ _____ _____
Position 2	Jones supports his argument better than Clift supports her argument because _____ _____ _____

a To respond to this prompt, introduce a claim that states which article is better supported. You will develop your claim by logically organizing your reasons and textual evidence in the form of examples, facts, or details from both texts.

b To develop a claim or thesis, phrase the prompt as a question: *Which position is better supported?* Then answer the question in a single sentence.

TEST-TAKING TIPS

When drafting a thesis, set up a series of argumentative frames:
While _____ argues that _____, _____ makes a better argument in favor of/against _____ because _____.

1. Which claim is the **best** thesis statement for the prompt above?

- A. Jones is a supporter of online education.
- B. Jones would make a better online teacher than Clift.
- C. Clift makes a stronger argument than Jones.
- D. Clift is not a supporter of online education.

3 Apply the Skill

★ Spotlit Item: **EXTENDED RESPONSE**

DIRECTIONS: Study and complete the chart. Then read the questions that follow, and write your answers on the lines provided.

What is the author's position?	What reasons does the author give to support the position?	What evidence does the author give to support the position?
Clift's position: Online courses are troublesome and not worth the effort.	1. Anonymity 2. _____ 3. _____	1. Acknowledgment of other point of view/personal admission 2. _____ 3. _____
Jones's position: Online courses have many advantages and benefits.	1. Flexibility 2. _____ 3. _____	1. Description of assignment completion and course choices 2. _____ 3. _____

2. What are the strengths and weaknesses of Clift's argument?

3. What are the strengths and weaknesses of Jones's argument?

4. Which position—Clift's or Jones's—is better supported?

5. Write a claim or thesis statement for your extended response.

Define Points and Gather Evidence

READING ASSESSMENT TARGETS: R.9.1/R.7.1, R.9.2, R.9.3
 WRITING ASSESSMENT TARGETS: W.1, W.2

1 Learn the Skill

After you have developed your thesis, the next step is to **define points of comparison or contrast** between the passages and **start gathering textual evidence**. Begin by rereading the passages. As you read, identify the main arguments, or reasons, and supporting evidence given by each author. Note how their reasons and evidence are alike or different. Look also for examples of rhetorical techniques the authors use to support their arguments.

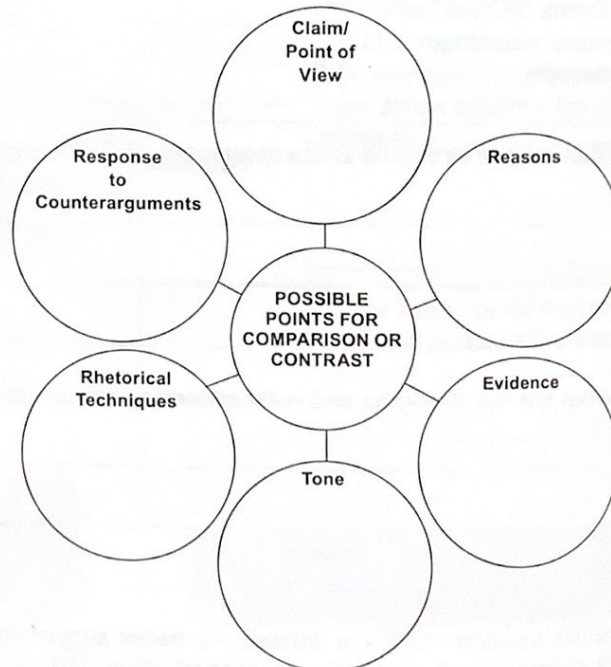
In your extended response, you can use specific points of comparison and contrast between the passages as topics to include in your own argument. Select at least one example from each passage to support every point you identify.

2 Practice the Skill

By practicing the skills of defining points of comparison or contrast and gathering textual evidence, you will improve your study, writing, and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Study the diagram below. Then answer the question that follows.

a The circles indicate points of comparison or contrast between the two articles. Start thinking about how each author uses these points.

b Take note of elements such as word choice and point of view in each text. They can help you determine an author's attitude toward the subject.



TEST-TAKING TECH

The GED® format allows electronic highlighting and note taking. Use these tools as you identify important points in each text. You will need to refer to the text frequently as you write your extended response.

- How does the overall tone of the Clift article contrast with that of the Jones article?
 - The tone of the Clift article is gloomy, but the tone of the Jones article is sarcastic.
 - The tone of the Clift article is positive, but the tone of the Jones article is neutral.
 - The tone of the Clift article is negative, but the tone of the Jones article is positive.
 - The tone of the Clift article is neutral, but the tone of the Jones article is positive.

DIRECTIONS: Study the chart. Then complete the chart by writing your answers on the lines provided.

CLIFT ARTICLE

JONES ARTICLE

Text Evidence

Points of Comparison or Contrast

Text Evidence

[illegible]



LESSON 4

Plan the Extended Response

WRITING ASSESSMENT TARGETS: W.1, W.2

1 Learn the Skill

Before you draft your extended response, **choose an organizational structure**, and prepare an informal outline or graphic organizer with all of your points. For a comparison-and-contrast response, you can use one of two possible organizational structures: **subject by subject** or **point by point**.

When you organize your extended response according to subject, you discuss all points of comparison relating to one subject and then do the same for the second subject. When you organize according to points, you discuss both subjects with regard to one point before moving to the next point. In both cases, decide whether you want to sequence the order of points from **most important to least important, or vice versa**.

2 Practice the Skill

By practicing the skill of planning an extended response, you will improve your study, writing, and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Study the charts below. Then answer the question that follows.

SUBJECT BY SUBJECT

State and explain the first point of comparison.	Provide an example of this point from the first passage.
State and explain the second point of comparison.	Provide an example of this point from the same passage.
State and explain the third point of comparison.	Provide an example of this point from the same passage.

- a** For a subject-by-subject comparison, you will need to repeat this structure for the second passage. Use this organizational structure with short essays or with essays on complex, less familiar topics.

POINT BY POINT

State and explain the first point of comparison.	Provide an example of this point from each passage.
State and explain the second point of comparison.	Provide an example of this point from each passage.
State and explain the third point of comparison.	Provide an example of this point from each passage.

- b** Use the point-by-point organizational structure with longer essays or with essays that focus on topics already familiar to you.

TEST-TAKING TIPS

For both structures, each point and its accompanying example(s) will serve as one or two body paragraphs in the actual extended response. Keep this information in mind as you plan the outline for your response.

1. In a point-by-point structure, what should follow an example about the use of tone in the Clift passage?
 - A. an example of the use of point of view in the Clift passage
 - B. an explanation of what tone is
 - C. the introduction of another point
 - D. an example of the use of tone in the Jones passage

DIRECTIONS: Study the charts. Choose an organizational structure for your extended response. Then complete the appropriate chart to plan your response. Place individual ideas in order of importance from most important to least important. You may refer to the evidence chart in Lesson 3 as needed.

SUBJECT BY SUBJECT

What is the first point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point?
What is the second point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point?
What is the third point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point?

Restate the first point of comparison or contrast.	Which example from the Jones passage supports this point?
Restate the second point of comparison or contrast.	Which example from the Jones passage supports this point?
Restate the third point of comparison or contrast.	Which example from the Jones passage supports this point?

POINT BY POINT

What is the first point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point? Which example from the Jones passage supports this point?
What is the second point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point? Which example from the Jones passage supports this point?
What is the third point of comparison or contrast? What explanation will this point require?	Which example from the Clift passage supports this point? Which example from the Jones passage supports this point?



LESSON 5

Write Introduction and Conclusion

WRITING ASSESSMENT TARGETS: W.1, W.2, W.3
LANGUAGE ASSESSMENT TARGET: L.1.9

1 Learn the Skill

The body of your extended response, which will include all of your arguments, points of comparison, and examples from the passages, should come between a thoughtful **introduction** and **conclusion**.

The purpose of the introduction, or "lead," is to gain readers' attention and prepare them for the thesis, which is often the final sentence of the introduction. The purpose of the conclusion, on the other hand, is to confirm or prove the thesis by summarizing the main ideas and details of the extended response. The conclusion also should leave readers with a final thought or call to action that will help them think about the topic beyond the extended response.

2 Practice the Skill

By practicing the skill of writing an introduction and a conclusion for your extended response, you will improve your study, writing, and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Review the charts below. Then answer the question that follows.

INTRODUCTION STRATEGIES

Action	Begin with a description of someone doing something, such as posting an assignment in an online class.
Dialogue/Quotation	Begin with a conversation in the chat room of a virtual classroom or with a quotation from an expert in the subject area.
Reaction	Use thinking verbs such as consider , remember , or reflect as you relate the thoughts of someone such as an online student or teacher.

CONCLUSION STRATEGIES

Anecdote	End with a short story that supports your thesis.
Connection	End by connecting with your audience. How does the argument affect them?
Fact or Statistic	End with a memorable or even shocking fact or statistic to support your thesis.

a After using one of these strategies, transition to the thesis. For example, *The growing popularity of such online classes has stimulated a debate regarding their value. Authors such as Clift and Jones are weighing in with differing opinions.*

b Before using one of these strategies for a final thought, first summarize the thesis, main ideas, and important details by restating them in different words.

TEST-TAKING TIPS

When beginning the conclusion of your extended response, use one of these transitions:

- Eventually,
- All in all,
- In conclusion,
- In the end,
- Therefore, as you can see

1. Which statement is an example of an action lead?

- A. Online education is a growing trend at many secondary and post-secondary campuses.
- B. Today, many adult students wonder how they will work and go to school at the same time.
- C. "How am I supposed to transfer three pages of lecture notes to a few screens?" asked Professor Clift.
- D. Jefferson clicked the Submit button and waited for confirmation of his enrollment in the online English course.

DIRECTIONS: Study and complete the charts. Remember to use the thesis statement you developed in Lesson 2 and revise it as needed.

INTRODUCTION

Circle one lead strategy:	Action	Dialogue/ Quotation	Reaction	Other
Describe your idea for the lead.				
Develop a transition from the lead to the thesis.				
Write the thesis.				

CONCLUSION

Choose a transition to open the conclusion.				
Restate the thesis.				
Rephrase important points of comparison and/or supporting examples.				
Circle one strategy for a final thought:	Anecdote	Connection	Fact/Statistic	Other
Describe your idea for the final thought.				

Draft the Extended Response

READING ASSESSMENT TARGET: R.5.3
 WRITING ASSESSMENT TARGETS: W.1, W.2, W.3
 LANGUAGE ASSESSMENT TARGET: L.1.9

1 Learn the Skill

After analyzing the passages and planning your extended response, you are ready to **write the draft**. As you write, be sure to maintain a consistent focus, keeping in mind both your purpose (to persuade) and your intended audience (in this case, the GED® test scorers).

Remember that each paragraph should connect to the thesis as well as to the surrounding paragraphs. Be sure that the paragraphs follow a logical and appropriate order, and use effective transitions to show the relationships among ideas. You should also be sure that the body paragraphs contain enough text evidence from the passages to support your thesis and the points of comparison or contrast you have chosen.

2 Practice the Skill

By practicing the skill of drafting an extended response, you will improve your study, writing, and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the outline and strategies below. Then answer the question that follows.

OUTLINE

- I. Introduction and Thesis
- II. First Point of Comparison or Contrast
 - A. State and explain point.
 - B. Provide example from passage 1.
 - C. Provide example from passage 2.
- III. Second Point of Comparison or Contrast
 - A. State and explain point.
 - B. Provide example from passage 1.
 - C. Provide example from passage 2.
- IV. Third Point of Comparison or Contrast
 - A. State and explain point.
 - B. Provide example from passage 1.
 - C. Provide example from passage 2.
- V. Conclusion

a This is a point-by-point organizational structure. To organize by subject, add to the outline by repeating Points 1–3 and repositioning the items marked C.

b Use transitions to connect ideas within and between paragraphs. Each paragraph should connect back to the thesis statement.

TEST-TAKING TIPS

To show comparison, use transitional phrases like *by the same token*, *similarly*, and *in the same way*. To show contrast, try *however*, *conversely*, or *in contrast*.

1. Which transition **best** shows the relationship between two examples that fall under the same point of comparison or contrast?
 - A. Although Clift favors lecture, Jones favors media.
 - B. Clift favors lecture, and, in the same way, Jones favors media.
 - C. Clift and Jones favor lecture and media equally.
 - D. Similarly, Clift favors lecture, and Jones favors media.