Dr. Ramos' ENGL 1301 Prompts for Reader Responses

Reader Responses (RR):

- 7 entries (your RR 1-7) as responses to prompts for assigned readings (at least 100 words per RR entry, written in Edited American English, that is, as if emailing a professor or a professional setting), and posted in the course Discussion Board in one "thread" post per instructions in the syllabus.
- Then "REPLY" to one classmate's RR 1-7 entries (no word count required) – just briefly comment about what they wrote.
- All readings are from the textbook *Structures: The Reluctant Writer's Guide to College Essays, 2nd edition.*

RR1: **Jessica Bray's Narration, "A Hard Lesson Learned" (42-44):**

A. Bray lost her dream of becoming an Olympic gymnast. Can you relate to you (or someone you care about) losing something important? (It can be a dream, a belief, a thing, a place, or a person.) Why or why not?
B. For Bray, she didn't realize her loss until it was too late to change anything. Can you (or someone you care about) relate? Explain what happened.
THEN "Reply" to one classmate's RR1

RR2: **Janey Broyles's Process Explanation, "Shipping Solutions" (52-53):**

A. Broyles's explanation of how to ship packages at FedEx Express is long and detailed. Why do you think she needed to be this detailed?
B. Have you (or someone you know) ever done or observed a process that took some time to complete -- because rushing the process would cause problems? (It can be a personal process or a job-related process, like Broyles did.) What was the process, and what were the problems that happened if someone rushed through or was otherwise careless with the process?
THEN "Reply" to one classmate's RR2

RR3: Rufel Ramos' Division essay, "Vanilla: My Favorite Ice Cream Flavor" (57-58) & Classification essay, "My Favorite Ice Cream Flavors" (33-35):

A. What's the difference between a Division essay about vanilla and a Classification essay about ice cream flavors? *Hint: think 1 vs. 3.*

B. **Division:** Do you have **ONE** emotionally or intellectually significant person, place, or thing? (It can be positive – like Ramos did -- or negative.) What are the top three descriptive characteristics that make it significant to you? Explain the memories behind those characteristics, with examples.

C. **Classification:** Do you have one emotionally or intellectually significant category of persons, places, or things? (It can be positive – like Ramos did -- or negative.) What are your top **THREE TYPES** of persons, places, or things? Explain the memories behind those types, with examples.

RR4: Jessica Bray's Point-by-Point Contrast essay, "You Get What You Pay For" (69-71):

A. Based on her experiences, Bray prefers American Airlines over Spirit Airlines. Can you relate to having **two contrasting experiences** between two persons, places, or things? (It can be that one is better than the other, like what Bray did – or that both are equal in value, just different in details, like contrasting two good friends.)
B. What are the top **three categories of contrast** that you noticed between the two? Explain the memories behind those categories, with examples.
Then "Reply" to a classmate's RR4

RR5: Georgia Rudd's Causal Analysis essay, "Causes of Lower Income in a Restaurant" (82-83):

A. What **caused** the restaurant's lower income? What are the **effects**?
B. Is there a **current event, situation, or phenomenon** (a recurring, common and/or popular habit or trend) that you've personally experienced and/or observed in society right now? (It can be negative – like what Rudd did – or positive.) What is it?
C. In **your observations AND experience**, what are its **past causes** (especially the main cause) to explain WHY it is what it is now?
D. What are the **effects/ results** that you see so far?
Then "Reply to one classmate's RR5

RR6: C. Smith's Classic (Definition) Argument essay, "Stereotyping Is Wrong" (90-92):

A. Can you (or someone you know) relate to Smith's experience, of being seen and therefore being treated as the ==opposite== of who you (or that someone) truly are, based on a stereotype? What was it?
B. Do you agree with Smith, that this stereotyping is **always** morally wrong (because it always causes at least emotional harm), or can there be a "benefit" to stereotyping (like "Better safe than sorry" or "It motivates me to prove 'them' wrong")? Explain your answer, based on **YOUR OBSERVATIONS AND EXPERIENCE**.
THEN "Reply" to one classmate's RR6

RR7: Stephen Klehm's Toulmin (Points) Argument essay, "Quality Headphones" (92-94):

A. Can you (or someone you know) relate to Klehm's experience, of being negatively judged for a **"waste" of time and/or money** on a something important to you? What was that something? (It can be a product – like what Klehm did – or a service, hobby, plan, or program.)
B. **Was it worth it?** Why or why not? What two or three reasons can you give to support your position that it was worth it? **OR** what two or three reasons can you give to support your position that it was not worth it? Explain your answer, based on **YOUR OBSERVATIONS AND EXPERIENCE**.
THEN "Reply" to one classmate's RR7