

EFP 11 Key Concepts Test

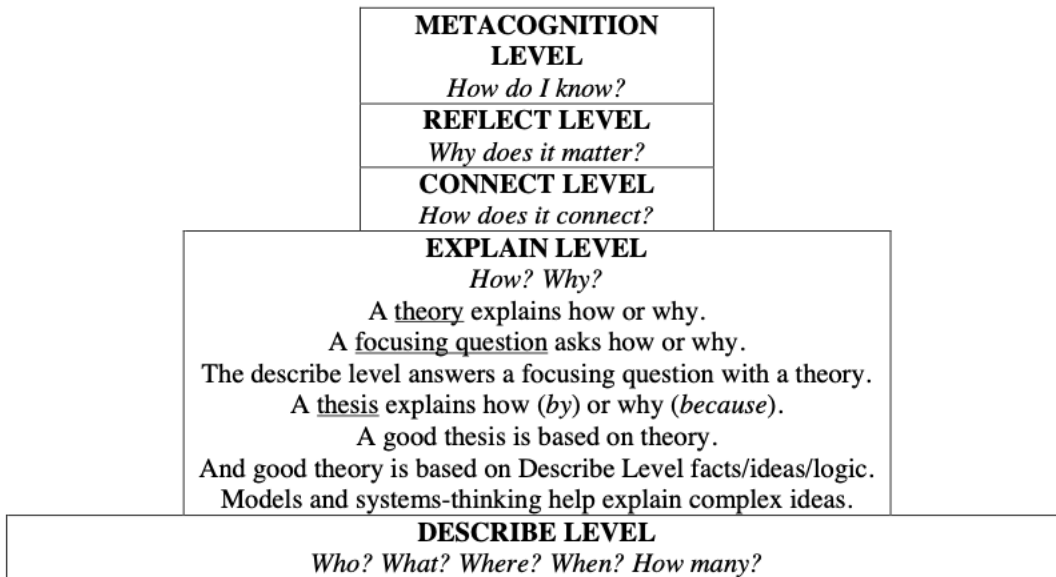
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1. Define the following terms.

- a. **Theory** is a systematic explanation of how or why things are, based on rigorous thinking and analysis.
- b. The **thesis** is the point of the paper. There is always one, and only one, thesis for each paper.
- c. A **system** is a bunch of parts that work together and that do more together than they can on their own.
- d. An **expository essay** is a type of paper that aims to inform, explain, or describe a topic in a clear, concise, and objective manner. This kind of essay features the levels of describe, explain, and connect. It can also include the level of reflect but rarely includes the level of metacognition. Its main purpose is to understand and to explain.
- e. **Features of text** are elements within a text that help organize, present, and emphasize information to make it more accessible and understandable to readers.
- f. A **focusing question** is a question that asks how or why and that you ask to come up with a thesis that will explain your theory for how or why things are as they are.
- g. You will define "**knowledge**" in your own words. This definition must match the one used in your own research for this course.
- h. **Literary devices** are "tricks of the trade" that authors use to enliven their texts and to render images, feelings, and experiences in the reader's mind.
- i. You will define "**narrative**" in your own words. This definition must match the one used in your own research for this course.
- j. An **outline** is either an organized plan for how to write a text or a way to organize your notes.
- k. You will define "**place**" in your own words. This definition must match the one used in your own research for this course.
- l. **Policy** is a plan (such as putting in place a series of steps, carrying out a specified process, establishing certain rules or procedures, or instituting a system) for doing something to achieve something, such as when any level of government does something to achieve an intended goal, outcome, or objective.
- m. You will define "**power**" in your own words. This definition must match the one used in your own research for this course.
- n. **Process** involves working through a sequence (often a series of steps) that result in an outcome. Think of process as "system in action".
- o. A **reflective analysis essay** is a paper focused on explaining why something matters, or on the value of something. This kind of essay features the levels of describe, explain, connect, and reflect. It can also include the level of metacognition. Its main purpose is to reflect on value and purpose or meaning.
- p. **Scholarship** is the creation of knowledge through rigorous and systematic research, dialogue, and reflection.
- q. To **summarize** a text is to describe or explain the main points of it in as few words as possible.
- r. A **textual analysis essay** describes and explains how and/or why the author wrote a text in a certain way, applying a theoretical lens to a text (book, story, film, poem, essay, etc.). Its purpose is to understand how and why a text was authored and to read closely (to think carefully

about what you read). Another purpose is to you learn from other authors by rigorously examining their texts.

- s. The **theme** of the paper is the “big idea of the paper” that shows how the thesis and topic of the paper connect to other theories, topics, ideas, etc. Theme functions at the connect level.
 - t. The **topic** of a paper is the thing itself that you are writing about. The topic functions at the describe level, unlike the thesis, which functions at the explain level and not the describe level. You describe a topic. You explain a thesis. Much of your evidence, in support of your thesis, comes from careful study, at the describe level, of the topic.
2. Write a 4-paragraph response (describe-explain-connect-reflect) that describes how to research and write a pre-university-level paper in high school, explains how the process of writing improves your capacity to think about and understand reality, connects the writing process to your own work, and explains why learning and applying the writing process matters to you and your community. In short, provide a concrete answer to this question: How can learning the writing/research process make a positive difference that matters to you?
3. Complete (draw and label) the following charts:
- a. Levels of Analysis



- b. Five Fs (also known as Elements of Non-Fiction Writing)

Focus	Topic, Subtopic, Focusing Question, Thesis (Explain), Theme, Theory
Form	Text Features, Sections, Subsections, Paragraphs, Sentences
Filler	Describe, Explain, Connect, Reflect, Metacognition Ideas, Facts, Opinions, Quotes, Data, Stories, Examples Boundaries, Components, Inputs, Outputs, Functions
Flow	Roadmaps, Signposts, Transitions
Feeling	Connect, Reflect

c. Elements of a System (also known as Systems Thinking)

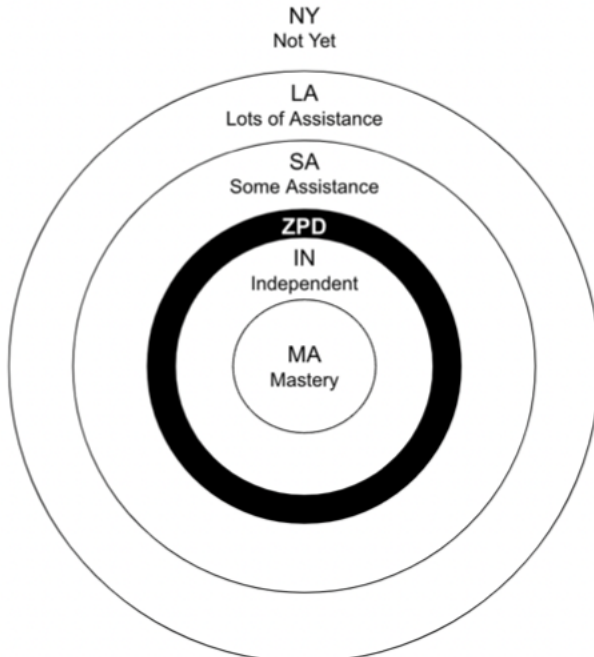
Boundaries	The boundaries set the limits of “what is the system”. You set the boundaries when defining the system.
Components	A system is a bunch of parts (components) that work together and do more together than they would on their own. Components are at the parts of the system. (Sub-systems are systems within systems.)
Inputs	Inputs cross the boundary into the system and interact with the system and its parts.
Outputs	Outputs cross the boundaries out of the system.
Functions	A system performs a function. It does something or produces something.

d. Six Stages of Research (also known as Six Stages of Writing)

Wondering Stage	Journal, rough note, observation, question, connect, reflect, wander
Preparing Stage	Topic, subtopic, focusing question, theory, thesis, theme Organize sources and take detailed notes
Planning Stage	Thesis statement, main ideas, systems thinking, outline
Drafting Stage	Rough drafts, first draft
Revising Stage	Second draft (possibly other drafts), revision process
Publishing Stage	Edit and publish (format), submit for publication (more revision likely)

Note: Sometimes the “Publishing Stage” is referred to as the “Editing Stage”. Either is correct.

4. Draw the Zone of Proximal Development (ZPD) Chart and then describe it in a 1-paragraph descriptive summary. Next, write a 1-2 paragraph connection/reflection summary of how and why you applied Vygotsky’s theory of learning and development so far this term. Be specific, describe the theory in your own words, and explain how metacognitive analysis helps you acquire cognitive tools to make you a smarter and more powerful thinker.



5. Demonstrate the following skills:

- Select a topic
- Select a related theme
- Write a focusing question

- d. Write a thesis statement
- e. Write an outline for an essay in support of your thesis
- f. Write a roadmap
- g. Write a signpost
- h. Write a transition phrase (or transition sentence)
- i. Write an in-text citation (direct quote) Write an in-text citation (paraphrase)