Kate Ory: So how many of you have been to one of these before? Most of you.

[Inaudible Audience Response].

Kate Ory: Workshop.

[Inaudible Audience Response].

Kate Ory: So everybody's been to one of these before. All right. Any for writing? Writing workshops?

[Inaudible Audience Response].

Kate Ory: Yeah, which one did you go to?

Audience member: It was by Michael [Inaudible].

Kate Ory: Cool. He did one earlier?

Audience member: Yeah.

Kate Ory: He's also doing one in a couple of days.
[Inaudible Audience Response].

Kate Ory: Oh, okay. He's doing one of these here I believe on the 11th, as well. And all of us doing the writing versions of these study skills workshops...

[Inaudible Audience Response].

Kate Ory: What's going on?

[Inaudible Audience Response].

Kate Ory: Okay. Everyone here doing the writing version are from a kind of special part of the Student Learning Center that we call the "writing center," though it's all in the same place and that's on the third floor. Has everybody been to the Student Learning Center at some point? Anybody not know the Student Learning Center? All right. Then you all know that it has subject tutoring, it has a supplemental instruction, it has the writing center and it has these guys. These things. At the writing center we do a few different kinds of writing tutoring. We do this kind of thing. We do one on one in two different ways; so you can go up there during regular business hours basically, for drop in at any time. You have about half an hour to have somebody help you work through and figure out what's going on with your paper and what your next
steps will be. And that's at just about any stage of writing. And then we also have appointment which are guaranteed an hour of working with a tutor one on one. We also have online. So if you don't want to come in and talk to us you can submit your paper online and we'll give you comments and feedback and all that good stuff, within about three days and send it back to you, so that you can have, you know, stuff to work on, on your paper. Has anybody used any of that before? Any of the writing center stuff.

[Inaudible Audience Response].

**Kate Ory:** Did it help?

**Audience member:** Yeah, well we have to do SI.

**Kate Ory:** You have to do SI? Cool. Did -- do you like SI? Okay. Has anybody done any of the writing stuff? Yeah? Did you like it?

**Audience member:** Yeah.

**Kate Ory:** Good answer. That's what I was hoping for. And did it help?

**Audience member:** It did.
Kate Ory: Okay, cool.

[Inaudible Audience Response].

Kate Ory: So one of the things you may have talked about with your writing tutor or you probably heard like I did all through elementary school, and high school, and college is the thing that you have to do before you write your paper is outline, or some other very serious form of organization. I'm the kind of person who actually ignored that advice until about half way through college and then I started outlining my papers before I wrote them. And I can't guarantee it works for everybody but it cut the time it took me to write a paper in half. It used to take me hours and I'd just sit there and labor over it, but after I started outlining it -- the ideas made a lot more sense in my head before I started trying to write. Does anybody actually outline before they write now? Yeah. One or two. Cool. Do -- does it -- is it helpful?

Audience member: Yes.
Kate Ory: Okay. Good. So there are six stages in the writing process. This is the writing process that you might not necessarily take every time and you might kind of jump around a little but this is what we've kind of decided is one of the standard ways to write a paper. And that goes from brainstorming, where you're basically recording your ideas; you're doing all your research, you're taking lots of notes hopefully. Usually when you're writing a big research paper kind of thing you'll have lots of source notes. You'll have notes on articles. You'll have notes from class. You'll have your textbook notes. Whatever else you've got. All those things the prompt tells you you have to include. Those are probably showing up in your notes. The second stage is organizing all those notes into kind of making sense. So what I often do is I'll take notes on notecards -- this is a paper from a couple of semesters ago -- and I'll start writing down kind of the important things or things that might be important later, and then I'll organize them kind of like that on my wall or on a big table and that's kind of the beginnings of my outline. That's why I drew it like that. Organizing all those ideas into themes. Figuring out your main ideas and what you're accomplishing.

The next stage is drafting. And I'll tell you a lot of the papers I wrote especially around high school I had a one stage writing process; it was drafting and then turning it in. I guess it was two stages. The problem with ending there and -- well, the problem with beginning there is that it's not usually nice and neat -- organized and the ideas all flow together and they're connected and make sense. It's usually a lot more stream of
consciousness bohemian style. So the next stage after that is revising. And I think revising -- we'll talk about organizing and organizing is like the revising before you write. It makes sure that it makes sense to begin with. But revising is really important because that's when you read over it and you figure out what needs to be moved to make it kind of fit, that outline a little better and to make it make more sense once you've outlined -- or once you've written. And then there's editing which is all that annoying grammar stuff, and the spelling, and the formatting, and all that fun stuff. And then everyone's favorite stage is turning it in. You're done, you submit it online, you print it out, whatever. We're talking mostly about the outlining part, the organizing. And I've already said that's where outlining goes. Where else can you outline in the process? Where else would outlining be helpful? Very quiet people.

So if we're outlining; that's what we're talking about today. And one of the things we said was that it works well in the organizing stage because that one kind of makes sense. That's what outlining is; is organizing your information. Where else would it work?

[Inaudible Audience Response].

Kate Ory: While you're writing? It could work. A lot of the times when I write from an outline I'll actually write an outline kind of at the same time turning it into paragraphs. Where else?
Audience member: Revising or editing.

Kate Ory: Revising works really well for me. I'm not sure -- it could work in editing if you're like going back and checking facts or checking quotes or things. But revising -- I met somebody who actually does this kind of in reverse. They do a draft first. They just kind of like stream of consciousness, throw everything on the paper and then they go back and build an outline, and then start rearranging things to fit the outline. And that's a good way to revise to make sure things are flowing and you can -- it helps you figure out what's missing and what needs more support and how little sense you made. It's kind of fun to find out what you were thinking at the time. So the one that we're talking about most is the organizing kind of outlining but you can really use outlining in all kinds of stages.
What’s funny is that in my presentation today we’re actually only going to look at an outline at the end. What I’m thinking -- what I’m more concerned with is what goes into to figuring out how to construct the outline. Because the outline is basically this is what’s going to go into my introduction and these are the main ideas or main themes that I want to focus on and how I’m going to support them and here’s my conclusion. But figuring out what those main ideas are and what those major themes are has a lot to do with what the assignment is that you’re writing. And so one big tool to learn how to use outlines effectively is to learn how to interpret the prompts to figure out how to structure the outline. So there's a bunch of different kinds of prompts and I think that I’m talking about five different kinds today. And this is the "I want everything" prompt. When this is on the assignment; comment, describe, discuss, review or state that basically means I want all the information you can give me about this topic. But they all mean slightly different things. Have you seen any of these words in prompts you’ve gotten this semester? Which ones mostly?

**Audience member**: Discuss and review.

**Kate Ory**: Discuss and review. Discuss is a huge one right? I -- yeah, I think they use that one to make is sound easy. Because it’s just like talking about it. And the thing is it is easy if you stop and think about it first. Because that's investigating with an argument so that you're actually kind of doing it and -- as if you're talking to somebody about what you're writing and you can build out those pros and cons and
in that case you're outline might have a couple of different things and each thing would have a pro section and a con section, maybe an introduction to the subject. If it's about discuss the role of carrots in building lunches you might have an argue -- you might try to decide between whether it's a structural issue or if it's a taste issue. If you really like carrots but they break everything else in your lunch box that's a pro and that's a con and you'll have those different sections with pros and cons about structuralness -- structural integrity and taste. And you said review? What do you usually do when you see review?

Audience member: Think back.

Kate Ory: You try to remember everything you were every told about it. Right? And that's when all the notes come in handy and one of the things that happens when I see a review is that I get overwhelmed because if I get a review or a describe I don't know where to stop. I don't know how to make all this information come into one paper and that's where those main themes and ideas come from; is if you can take all of these notecards and spread them all out and then just kind of say okay, well these are mostly about one thing and these are mostly about another and these are mostly about another. You have your big concepts and your big points, and those'll form the biggest points of your outline which become the biggest points of your paper. So that describe is give a detailed or graphic account. Comment you see every once in a while. Usually when they want a little more
opinion. So you explain, illustrate, criticize, explain how to find some significance. And state is always interesting. It depends how long the paper is. States I think are usually smaller papers because they just want you to give a definition and precisely describe something. Has anyone not seen any of these on their papers? Cool. They also -- you'll also see other things in your prompts. We'll look at that in a minute. But these are kind of the big verbs, the big key words to look out for in those prompts.
The second part is main points. These are the -- so those that I was talking about -- I was talking about main points but those are kind of like overall main points that kind of help you organize that big mushy badness that you have of information. And these are main points where you want to make sure that every main point you had is explicitly stated. That you have a very strong thesis statement. That your topic sentences all directly relate back to that thesis statement, to each other and are very strong main points. Because you have things like analyze. Analyze is one that I see on -- or I saw on most of my undergrad papers; is that's when you break it up into smaller pieces. It doesn't necessarily mean give lots of opinion or give lots of even necessarily super detail but it means break it up into different pieces. So if you're analyzing a photograph you're going to want to look at the color and the -- what do you call it when you have things are organized in the photo?

**Audience member:** Structure?

**Kate Ory:** Structure will work. There's a special word for that. I can't remember. The lighting, who took it, when they took it, what the historical significance is. So that's analyzing. It's taking all those little parts. So the thing itself is made up of the main ideas. Enumerate and list; those are fun ones because I mean there's not a whole lot of paper to write. It's just like a fancy list basically. First I am interested in this. Second I am interested in this. Third I am interested in this, or enumerate the reasons for passing this particular legislation and you can just go to town with it. The trick there --
as far as that one's not as difficult with your outline -- but the trick there is ordering them. And that's what's fun about outlining before you write it all out, is if you have short key words, and then you can organize by importance then write it out. You don't have as much stuff to move around basically.

Outline; it's kind of what we're talking about today. Sometimes they mean like full on outline, like what we're talking about, what we'll see at the end where it's actually introduction, conclusion, main points, conclusion. And sometimes it's kind of closer to trace where you're actually walking through all the details. Trace is pretty fun because you get to talk through history a lot more, and I think our inclination when we start writing about a particular subject is to kind of get a lot of context before we start getting into the interesting -- like the hard stuff. Because context is really easy to write. You can talk about the history of tomatoes all you want before you actually talk about the use of growth hormone, and creating tomatoes -- or whatever your assignment is. So tracing actually gets you that history, that development all throughout.

And summarize -- has anybody not summarized before? Yeah. Summarize is pretty easy. But again, that's outlining helps you make -- it helps you put them in order and it also helps you identify where you're missing information. So if you're summarizing -- if you're summarizing the -- what is it called -- Defense Against Women Act -- Defense Against Violence Women Act. I just totally forgot the name of that bill.
Anyway, if you're summarizing that you're going to want to take it into its main ideas and it's -- maybe a little bit of its history and its implications and when you do that you might find out that you need to go back and maybe re-read it to figure out what the proper name is, or who introduced it, or what its history was when it was first introduced. So you can figure out what you're missing in there.
And then there are the really specific things where they're talking about very specific details they're looking for. Have you seen papers like this recently?

**Audience member:** Yes.

**Kate Ory:** Anyone who's not in the front row seen papers like this recently? Yeah? Which one did you see?

**Audience member:** Explain.

**Kate Ory:** Explain. That's a very popular one right? Because it's -- it just tells you to do the work. It's not very specific. But you want to get as much detail with it as you can. I like -- I stole this explanation from a handout that we have upstairs and it's explain the character, cause, result, etcetera and I like that. It's basically describing the character of something. You take it apart to its constituent pieces and then you describe its character, its cause, its results; all the big parts that matter to it. And then illustrate is fun because you get to use lots of examples, comparisons, analogies, figures, diagrams. You get to paint a picture with your words. Sometimes with pictures. Compare and contrast; what's fun is compare means find the similarities and contrast means find the differences, and you'll often find papers that ask you to compare; that means both. So you got to clarify that sometimes. But showing the similarities and showing the differences, that's kind of like that pro con; it basically
sets up your outline for you. Define you get to tell us what a word means -- what a word or a subject means by putting into a category and then finding things that are similar, that are awfully close and start finding their differences. Demonstrates a lot like illustrate but with more words.
Then finally is opinion and that's supported opinions. So that's not like I think this. It's I think this because. So you'll often see like a chose or select. Choose one of the following methods of -- I don't know, what's your major?

**Audience member:** Kinesiology.

**Kate Ory:** Kinesiology? What kind of papers do you usually write, or assignments do you usually have?

**Audience member:** Compare and contrast.

**Kate Ory:** Compare and contrast? So what kinds of things do you have to compare and contrast?

**Audience member:** Just the resources.

**Kate Ory:** Resources?

**Audience member:** Yeah.

**Kate Ory:** So you could end up with a chose a resource too, right? So you could have like here are -- or you know it's similar in Kinesiology or like education where you
have here's three different textbooks, choose one. Or here's three different resources for future clients. Choose one and explain why. And then you get to pull in all kinds of other resources to support what you're talking about. Criticize is fun and it doesn't mean attack. That's the one that gets people in trouble the most I think. Is that criticizing can kind of be like a very slow tearing down of an idea. You look -- you judge the merit of it and then you take it up in pieces and you use other people to argue against it. But that doesn't mean that you have to be vehemently against something or angry while you write. Though it can be fun. Evaluate a phrase or estimate something's value; again using support. It's a lot like criticize except you can say that it's good too. Criticize you can too but evaluates more likely that you're going to be able to find good parts and bad parts. And again, using the support. One of the things that happens when you outline before you write with all these things that require extra support is that, you can find where that support is missing. You can find which source you used, supports which argument and you can fill in those extra spaces and sends you back to research. Interpret is expanding on a meaning. Personally valuing the support. Justifying is making a decision and supporting it, again. Is there any questions on any of these? Went over them pretty quickly because there's lots of them and you've seen most of them. But that's kind of the key to figuring out how to structure your outline.
Although sometimes pursued inconsistently, the promotion of "law and order" has been a frequent theme in the history of American baseball. This quest has shown itself in various ways: in trying to purify the early amateur game from professional influences, in setting up elaborate rules for playing the game, in responding to the threat of gambling corruption (most notably in the Black Sox and Pete Rose scandals), in steadily reinforcing the power of umpires on the field, in establishing the iron hand of the Commissioner's office (beginning with Judge Landis), relying on court cases to reinforce baseball's monopoly and anti-trust exemption, and in enforcing Major League Baseball's (MLB) policies on drug use (e.g., the cocaine and steroids cases) and hate speech (e.g., the John Rocker and Larry Krueger cases). Discuss these and other aspects of baseball "law and order." Why has this been such an important theme in baseball? What's its relationship to baseball's claim to be the national pastime? How does it mirror "law and order" themes in the broader American society? What's the general relationship between law and baseball? Make sure you integrate all the appropriate readings, videos and class discussions into your answer.

So this is a prompt that I had from a course I took several years ago called "Law Politics and the National Pastime" which was about baseball. Does anybody want to read this? I can't see it from this angle very well. It's really long. This is the shortest prompt I could find. Isn't it crazy how long prompts can get?

[Inaudible Audience Response].

Kate Ory: Yeah, this is a prompt. It's got big text though.

[Inaudible Audience Response].

Kate Ory: Go for it.

Audience member: Although sometimes pursued inconsistently, the promotion of “law and order” has been a frequent theme in the history of American baseball. This quest has shown itself in various ways: in trying to purify the early amateur game from professional influences, in setting up elaborate rules for playing the game, in responding to the threat of gambling corruption (most notably in the Black Sox and Pete Rose scandals), in steadily reinforcing the power of umpires on the field, in establishing the iron hand of the Commissioner’s office (beginning with Judge Landis), relying on court cases to reinforce baseball’s monopoly and anti-trust exemption, and in enforcing Major League Baseball’s (MLB) policies on drug use (e.g., the cocaine and
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**Kate Ory:** Okay. Well done. Thank you. That was better than I could have done it. And I somehow don't have a whiteboard today but we'll talk it through. So this -- what I like about this prompt other than it fits on the slide and none of the other prompts -- I have really long winded professors. None of the other prompts I had did. Is it actually kinds of outlines it for you. Right? So first off what are we writing about?

**Audience member:** Law and baseball.

**Kate Ory:** So yeah, law and baseball. Right? Major League baseball. Do we have any idea of how to struc- -- I mean not having read any of the sources -- I've forgotten most of them anyway -- and not have attended the class can you figure out how to organize that paper?

**Audience member:** Yeah.
Although sometimes pursued inconsistently, the promotion of "law and order" has been a frequent theme in the history of American baseball. This quest has shown itself in various ways: in trying to purify the early amateur game from professional influences, in setting up elaborate rules for playing the game, in responding to the threat of gambling corruption (most notably in the Black Sox and Pete Rose scandals), in steadily reinforcing the power of umpires on the field, in establishing the iron hand of the Commissioner’s office (beginning with Judge Landis), relying on court cases to reinforce baseball’s monopoly and anti-trust exemption, and in enforcing Major League Baseball’s (MLB) policies on drug use (e.g., the cocaine and steroids cases) and hate speech (e.g., the John Rocker and Larry Krueger cases). Discuss these and other aspects of baseball "law and order." Why has this been such an important theme in baseball? What’s its relationship to baseball’s claim to be the national pastime? How does it mirror "law and order" themes in the broader American society? What’s the general relationship between law and baseball? Make sure you integrate all the appropriate readings, videos and class discussions into your answer.

**Kate Ory:** How?

**Audience member:** Well you can start by researching why it is the national pastime and what are the major controversies.

**Kate Ory:** So you can go question by question. Right?

**Audience member:** Yeah.

**Kate Ory:** And so his major questions are down at the bottom. Right? Why has this been such an important thing in baseball? How does its relationship to baseball point to the national pastime? That would help you start your research and it would definitely help you remember which articles to go back to. In this case I would consider all those questions -- I would put them on the side and I would make sure that I’m paying attention to them as I go. But when I’m actually trying to figure out the outline I would start at the beginning. Because he says, "this quest has shown itself in various ways". He starts listing things. Right? So what’s my first paragraph going to be about? It’s going to be about trying to purify the early amateur game from professional influences. What’s my second paragraph going to be about? Setting up elaborate rules for playing the game. So he’s already told me how to write this paper. Right? So those are my topic sentences. So one of the fun -- I mean one -- not
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necessarily fun but one of the -- its only fun if you're me I guess. But the good approaches to writing papers that have longer prompts especially -- that's why it's kind of harder with murkier shorter prompts -- is that if you actually just take this and cut it up; you've got your outline. You just need to fill in the sources and back up your claims. So let's see. How does this -- and so this one actually doesn't even have any of those verbs in it. Right? Does anybody see any of the major verbs we just talked about?

**Audience member:** Discuss is there.

**Kate Ory:** Oh it is; discuss. Good job. So we're discussing it. So we're -- and what does discuss mean in papers?

**Audience member:** Pros and cons.

**Kate Ory:** Pros and cons, right? Getting all that information in there. So we've got the pros and cons of each of those several things listed and we're making sure we connect it to important themes and claims to national pastimes. What's going to be in my conclusion? In addition, to all this synthesis stuff.

What's the general relationship between law and baseball?
Although sometimes pursued inconsistently, the promotion of "law and order" has been a frequent theme in the history of American baseball. This quest has shown itself in various ways: in trying to purify the early amateur game from professional influences, in setting up elaborate rules for playing the game, in responding to the threat of gambling corruption (most notably in the Black Sox and Pete Rose scandals), in steadily reinforcing the power of umpires on the field, in establishing the iron hand of the Commissioner's office (beginning with Judge Landis), relying on court cases to reinforce baseball's monopoly and anti-trust exemption, and in enforcing Major League Baseball's (MLB) policies on drug use (e.g., the cocaine and steroids cases) and hate speech (e.g., the John Rocker and Larry Krueger cases). Discuss these and other aspects of baseball "law and order." Why has this been such an important theme in baseball? What's its relationship to baseball's claim to be the national pastime? How does it mirror "law and order" themes in the broader American society? What's the general relationship between law and baseball? Make sure you integrate all the appropriate readings, videos and class discussions into your answer.

[Inaudible Audience Response].

Kate Ory: Yeah, one of these questions is going to be a major role in my conclusion, and probably in my introduction too. Right? So we've already outlined our paper and we haven't even read the book. Well, I read the books. But I also wrote the paper so it's okay. And we even have examples and then we can find similar examples if we need to.
So this is -- this was my final paper in my Philosophy of Religion class. Which is one of the only outlines I could find on my computer because I tend to accidently turn outlines into papers, as I'm writing them. This is actually a pretty good approach. But in this case he asked for the general problem,
the illustrated problem,
philosophical positions,
strengths and weaknesses and then all these inside parts.
Again, I took exactly like the baseball one; I took those sentences out and threw them in there. So first thing he asked for was general problem including religious likeness, religious differences and all or partially true. So I went through and I dug through every note that I had and I discovered that religious likeness includes absolute ultimate reality, some version of God evident without argument, practice ritual application, spirituality and prayer and beliefs. That's what that class decided was part of religion. And then we moved onto what's different between the different religions. This was you know philosophy or religion so it's comparative religion. Then what makes -- you know, I think the answer -- or the question was something what makes all partially true. So I took his words -- and that's not something you have to do with every paper but it kind of helps sometimes. Is if you assume that the argument that you're given in the beginning is true. So with that baseball paper he started saying that American -- the national pastime of baseball and law and order have a close relationship. I accepted that as truth. Right? We all accepted that and then started writing the paper. He said all are partially true. I took it, I wrote the paper. Right? So you don't -- and then if you have your own opinion that's different and if you have the support to argue it you can always do that. I tend to go toward the what I can support because this is what my sources go with. Also I had to write this paper very quickly.
And then the illustrated problem. So if he said illustrated problem I went back and I found the three -- nope, two religions that I had studied the most or I had the most notes on. Right? So I went back and I talked about Quakers and I talked about Bhakti and I was able to give us -- give a background on each of them and then give them similarities because he specifically asked for similarities and differences.
Those are my -- that's my discussion in there too. Right? We got similarities, we got differences, pros and cons kind of thing. Both vary greatly, both emphasize and every time I had extra information or if I said both do something, or they had differences I gave examples of those differences.
So yeah, like I couldn't find very many differences so I kind of cheated on that one. Sometimes these people do this.
Philosophical positions; I went back and I followed that same kind of principle for each section I have. I kind of explained it and then pulled out the main points. The similarities and differences, the exclusion, and inclusion, and pluralism. All that kind of stuff and then I kind of concluded a little bit. You can't the concluded a little bit on the outline but I treated each section like its own mini paper.
Then strengths and weaknesses of all of that stuff that I had to explain.
So this paper had a bunch of different verbs in it. Right? Strengths and weaknesses; that's kind of like the evaluating.
Philosophical positions; that's kind of like explaining and discussing.
Up here I was comparing and contrasting.
And up here I was -- I think I was defining mostly. Yeah, I think that was -- we spent a lot of time in that class talking about what religion is. So that was about defining religion using all that. Put it into a category, find things that are similar but not quite. I didn't use his favorite example which is football religion. We had class long debates about that.
So that's what my outlines look like.
You'll find outlines out there that are very severely structured. That are a -- capital A, and then roman numerals, and lower case a's, and that's perfectly valid if you can think that way and that's -- it's usually for the main idea that's supporting detail and then the -- no, the supporting detail, the specific detail and then you go back through it. I can't think that way so I do this where I have big bullet, negative bullet, and little bullet and then super little bullet. That way I can go back and add more details and take more details away.
The fun part of this is that you take this and then
depending on how long your paper is either that's a paragraph, or that's a paragraph, or sometimes you get one of these as a paragraph. But a bullet somewhere in there usually ends up being a paragraph. So if I have an overall statement about religious likeness; they're alike in six different ways. That's my topic sentence. I can then turn these notes into complete sentences, make sure they connect and they're in the right order and I've got my first paragraph. I do the same with the next one, the same with the next one, the same with the next one, and I have a paper. So the fun -- the good part about outlining is that once you've done the outline which doesn't take all that long -- I think this one took me like an hour -- you've basically cut down your time to just how long it takes you to make complete sentences and then you have your first draft. Then you can go back and revise. You can build another outline and see what's your missing and all that stuff. But for the most part you've got an outline covered. Any questions about that or questions about this outline, anything like that? Yeah?

[Inaudible Audience Response].

Kate Ory: This paper? This was a final paper so it was like 15 pages. I think it was -- one, two, three, four, five –
yeah, there's five bullet points and I think each one of them ended up being like a page, page and a half.
Normally, like you can have an outline this long and it'll still be a couple of pages just because of how much you add, or how much you don't add, or how long it takes you to make a sentence. But yeah, mine are usually like a page, page and a half outlines. But my papers are also pretty long [laughter]. How long are the papers you usually write?

**Audience member:** I don't write papers.

**Kate Ory:** You don't [laughter] -- that's what I like to hear. Okay. You write proofs. Okay. I think most -- how about the rest of you? How long are your papers usually?

**Audience member:** Like eight to nine.

**Kate Ory:** Eight to nine. I hear...

**Audience member:** 15.

[Inaudible Audience Response] [laughter].

**Kate Ory:** So 5 to 10 or 15; all around. Yeah.

[Inaudible Audience Response].
Kate Ory: So this works -- I recommend it especially for the longer papers that take longer to write. Because it's a lot easier to go back to an outline, than it is to go back to a draft. And you can organize all of those sources in there. Okay.
Kate Ory: So let me find...does everybody have paper?

Audience member: No.

Kate Ory: Is everybody near somebody who has paper?

[Inaudible Audience Response].

Kate Ory: Did you go to a writing workshop without paper?

Audience member: Yeah [laughter].

Kate Ory: Yeah.

Audience member: I didn’t bring any -- they usually have like a...

Kate Ory: A handout.

Audience member: Not a handout but they send you a link to the presentation so that’s why I don’t usually bring...

Kate Ory: Okay [laughter].
Audience member: Sorry.

Kate Ory: Okay, let's do this as a group then. This will be fun. [Laughter] Does anybody -- does anybody remember an assignment they recently had? Yes, no, maybe? Roughly? Raise your hand whoever said yes.

Audience member: [Inaudible] movie analysis paper.

Kate Ory: Movie analysis?

[Inaudible Audience Response].

Kate Ory: Okay, what was the movie?

Audience member: I haven't wrote the paper yet [laughter].

Audience member: She'll come back to you [laughter].

Kate Ory: Okay. So movie analysis. Are you in -- what kind of class is that for?

Audience member: Multicultural gender studies.
Kate Ory: Oh, that's cool.

Audience member: [Inaudible response].
Kate Ory: [Typing] Wow, this is where you learn that I can't type [laughter]. All right, so we've got a movie analysis of a movie we can't remember [laughter]. This'll be fun. Okay. So it's for a diversity class. Yeah? So what kind of things do you look for in a movie when you're looking for diversity?

Audience member: Race.

Kate Ory: So you're looking for how race is portrayed maybe. Right?
Kate Ory: Anything else?
Movie analysis

- Race portrayed
- gender
[Inaudible Audience Response] [typing].

**Audience member**: Culture.

**Kate Ory**: Culture [typing].

**Audience member**: Stereotypes.
Kate Ory: Stereotypes.

Audience member: Socioeconomic status. [laughter].
Movie analysis

- Race portrayed
- Gender
- Sexuality
- Culture
- Stereotypes
Kate Ory: Well done [laughter]. All right. So we have kind of the things that we know to look for and this is even before we start our research. Right? This is before we watch the movie. Is that we're saying okay, in this class it's talking about race, gender, sexuality, culture, stereotypes, socioeconomic status and anything else I can think of.

So let's say we watch the movie and we find a lot of stuff about gender. We find almost nothing about how race is portrayed because we're -- we forgot to watch, pay attention and we found a couple of things about socioeconomic status. So that means the -- oh, and -- so okay, so we got [typing] --
so we found some interesting things. We found some gender stereotypes that we thought were really interesting, we want to talk about in our paper. What's the next step?

[Inaudible Audience Response].
Kate Ory: [Typing] The next step is to whisper to each other [laughter]?

Audience member: Researching.

Kate Ory: Research?

Audience member: Yeah.

Kate Ory: Yeah.

Audience member: Watch the movie.

Kate Ory: So [laughter] -- we watched the movie. I promise. And we coded by numbers all of our responses apparently. Because I can't think of things and type them fast enough. But we saw some really amazing gender roles that we thought were fantastic -- I guess [typing].
So we went back and researched and we -- what are we going to research?

[Inaudible Audience Response].

**Kate Ory:** We're -- who said -- yeah, what kind -- so...

[Inaudible Audience Response].

**Kate Ory:** So let's say we saw a specific role...

**Audience member:** Yeah.

**Kate Ory:** ...and we want to say something about it. Right?
Audience member: [Inaudible Audience Response].

Kate Ory: So we want to see kind of other examples. We want to definitely give the examples that we saw. Right?

Audience member: Hmm-mm.

Kate Ory: And then maybe find similar examples.

[Inaudible Audience Response].
Kate Ory: [Typing] Maybe in other films in the same genre.

[Inaudible Audience Response].
Kate Ory: Maybe -- we might even include a compare and contrast. It kind of depends on what was in the assignment. Or we might be comparing and contrasting to prove a point. Right? So now we have another [typing] other movie and we got comparing going on [typing], we got contrasting going on. So now we've got some other stuff and maybe we do some more research and we do -- we research some sociology stuff [background conversation]
and we find some reports about gender roles and how it’s usually portrayed in the media and what it means when something like that happens or what the results of seeing that stereotype are. And so now we have a whole paragraph about gender roles.

And then we can have another paragraph about how the gender roles are connected to something else that we found in the movie. And so we basically -- before we watch the movie we know that we’re going to look for these different things. We're going to look for roles, we're going to find examples and we're going to do a little bit more research. We might compare it to another movie we've seen and are familiar with and can remember. Then we'll -- we might pull something out of our sociology textbook. And we've got -- half our outline is done and we haven't even watched the movie yet. So that's pretty cool. What other assignments have you run into recently?

**Audience member:** Synthesis.

**Kate Ory:** Synthesis. You know it's not part of this presentation but I have a cool thing for synthesis [laughter].
Kate Ory: What I like about synthesis is that I have a tool. I have a tool [laughter]. The synthesis tool [laughter]. [Background talking] So this thing is really helpful. This is just – I mean it's not as -- it doesn't do the paper for you but it helps you identify all those themes and figure out the synthesis and build your outline for it. So as your reading your sources -- because a synthesis paper is usually here's 10 sources, synthesize them. Right? Is that kind of what you're talking about?

Audience member: Isn't it like we have a topic, and we have to like enter the conversation.

Kate Ory: I love those phrases. Enter the conversation. Okay. So you found a topic and you've read a bunch of articles that are kind of maybe related. They're all about the same topic right?

So as you're reading each of those you fill in this chart, and you have your first source and you fill out the citation information so you don't have to look it up later. And you -- the summary is just basically this was the one that had to do with this study. Right? And then your themes. The themes is kind of the tricky part but it's also the most important. What were the -- what was the big idea in that paper? Or what were the big ideas? What was interesting in that paper that you didn't see anywhere else? Quotes or examples you want to steal from the paper, use in your -- like quote later and use their example later. Then any extra notes. Sometimes over here I'll have, "I got this from Dr. Folson" or "this one was really, really boring", or "don't read again, 38 pages" or something like that. Then you go through all of them.
So your -- this one has five sources on it.
Then you look at this section here; the themes. And your themes are those big bullet points. So you have –
let's say that this first source covered A, B and C. This one covered D and S. This one covered A and B. This one covered D and B. Right? So you’ve got different sources that cover different things. You go through and find all of them that covered B, all of them that covered sexuality in film. Right? Then you look at each of those and you see what the summary was, and the quotes, and the examples, and what the important parts were in that; what they said about those themes and all of a sudden you've got a conversation. Right? So you know that they're talking about the same specific thing and you know how they talk about it, and where they -- what their relationship is between how they're talking about it. Then you can start putting yourself in that conversation.
And you can do that in lots of different ways. This is one way to do it which is linking sources together, summarizing a variety of views -- and this is kind of a model of the language -- and it makes -- it helps you turn that outline into your paper. So if you have the - - okay, they all talk about this and they all kind of agree on this, they kind of disagree on this. If you're trying to figure out how to say that you can go back to a sheet like this and sometimes we have this upstairs. So you'll say, "Allan's theory of sexuality in film is extremely useful because it sheds light on the difficult problem of gender in film which Baker discusses in his article." So this is different ways to connect those sources together and that's how to make that conversation happen that you're supposed to get yourself into. Does that help at all? Anybody with...

[Inaudible Audience Response].

**Kate Ory:** You do?

**Audience member:** Yeah.

**Kate Ory:** Who's your teacher?

**Audience member:** Carissa Ringle.

**Kate Ory:** Oh, okay. Yeah. I know her. Yeah, I stole this from another professor on campus. So it's around. But the -- this thing is really, really useful...
...when you're trying to figure out how to make that outline happen. Because the prompts help but you also need to figure out what's going on in your sources. Any other questions about any of this? Does anybody plan on using an outline in the near future? A few of you. Maybe.

[Inaudible Audience Response].

**Kate Ory:** Who doesn't? Who do we still need to convince? Who thinks outlines are stupid?

**Audience member:** I think they're [inaudible].

**Kate Ory:** You think outlines are stupid [laughter]?

**Audience member:** I don't think they're stupid I just think...

**Kate Ory:** Or not useful.

**Audience member:** I don't know. I just – like I always just start writing because I feel that I need to get all my information out first, and then I go back and like revise it and fix things.
Kate Ory: So you're one of those that might benefit from that later kind of outlining. Right? So you take a paper that you've already written and then one thing that helps with that process -- and that's a good reminder I actually want to talk about that a little bit -- is if you take a paper that you've already written -- so here's a paper that's already -- no, that's not already written.
Oh, well. This is actually a paper that's already written done doing what I just said I would do. So I took a paper that I had written and I just hit enter a lot and put bullets on it to figure out okay, do I have an introduction? Yeah. Okay. This looks like my introduction. Is it a hook? "Neil Gamin's Sandman is weird." That's kind of a hook. That gets you into it. It's as close to a hook as I can come up with. And then a narrow focus; "when I think of all the strange pieces I find myself wondering what's going on". Okay, maybe very simple and complicated. That's not especially good for a narrowing of focus but its okay. Then getting closer and I have a -- do I have a thesis statement?
I say that we're going to talk about lexical ambiguity and discourse topic. That's my thesis statement. Right? Then I go through and I say okay, what was the first one I said?
Lexical ambiguities; is that the first I talk about? Yes.
Then I did the cheating thing where I just put the whole paragraph here. If I was actually using this as a tool I might take each sentence separately or try to pull out the big ideas and see what’s working. And this -- I think I actually did this before I started a difference presentation last semester and I discovered that there parts that I really should have moved around before I turned this paper in. But you can find that oh wait, this doesn't actually belong in the lexical ambiguity section, it belongs in presupposition. Or I find out that one section is actually much larger than the rest and maybe I should have supported the other section better. So if you take a paper that you already have, which is this,
and then just kind of identify and label your sections you can see what's missing, what needs more support and it also helps you identify those redundant and irrelevant sentences. So if I notice that in every sentence I -- every paragraph I have the same basic sentence I can start taking that out. Or if I find out that I'm starting to talk about something completely unrelated in my third paragraph I can move it up to my first paragraph or eliminate it all together.
So this is that kind of -- this is what my other kind of outline looks like and it's --
yeah, it needs help. But it's a good start.