

SPOT THE WRITERLY

1. Form small groups of 3-4.

Consider the following 3 activities, each drawn from a different course.

Individually:

- Which of these would you consider to be the most WRITERLY?
- Which of these would you consider to be the least WRITERLY?

As a group:

- Discuss your individual choices.
- Was there a consensus?
- Why or why not?

COURSE 1: RELIGIOUS MINORITIES IN ISRAEL

Peer-Review Writing Assignment

Comparing the readings: differing ideological interests

This brief assignment invites you to take a critical look at this module's readings. You will do so by writing a minimum 200-word post and responding to two other students with a post of each at least 50 words.

Your posting

There is no such thing as neutral writing, and also Sezgun's article and Sapir/Statman's chapter clearly take sides with a particular perspective. For instance, if you read well, Sezgun gives a different explanation of what purpose the Ottoman millet system had. You are therefore to present in a (minimum) 200-word post 1) an example of a partisan perspective from any of the texts you read this week, and 2) offer another possible perspective (or perspectives). This posting is due on 6 September, 11:59 PM

Your responses

Respond to two other students with each (at least) 50-word constructive response, describing in your own words 1) the point(s) that is/are made in the post you are responding to, and 2) what is not in there and would be worthwhile also to include. You are automatically assigned posts to respond to two hours after the deadline, and only if you have submitted your own. Only those who submit posts by the deadline will be assigned posts of other students to respond to. These responses are due September 10, 11:59 PM.

A note on responding

A good response is not one that merely agrees or disagrees, but adds something extra, such as an insight inspired by the other's post, a criticism that can help the author of the post you are responding to. We are dealing with religious minorities, thus controversial issues, so I am sure you do not all agree on everything!

COURSE 2: ENGINEERING PRODUCT INNOVATION

Journal Assignment

Getting Trapped in the Suppression of Exploration | A Simulation Model

At this point, please be sure you have read the assigned article by van Oorschot, Walrave, and Romme (see the [Course Schedule](#)), which details some of the forces that may cause a company to lean too heavily on exploitation (at the expense of exploration). While you are reading this article, consider the following questions. You are not required to formally submit responses to all the questions; however, formulating a few ideas will be helpful for your journal entry.

- What puts a company at risk for falling into the exploitative loop?
- How will the balancing effect of external pressure differ between large and small organizations?
- According to the authors' findings, which has the greater effect on the appropriate balance: environmental dynamism or environmental competitiveness?
- What can you do as an engineering leader to build exploration into the company's long-term strategy?

Finally, consider Figure 2.1 as this infographic contains information to support the different strategies of when to incorporate exploration vs exploitation. The flow chart is useful when the top management team may be indecisive as to which strategy should be incorporated for a particular situation.

COURSE 3: COLLEGE AND UNIVERSITY TEACHING

Discussion Assignment

Activate: Module 10

Educators often say that it is important to help learners “activate” their prior knowledge. What this means in practice is asking learners to recall what they already know about a topic. What it means in theory is asking them to recall their existing schemata, or organizational systems of knowledge, so that acquiring new information is more efficient. In this section, you will activate your prior knowledge. As you read the prompt, think about what you already know about this topic. Submit a brief response to the prompt, no more than a short paragraph, or no more than 250-300 words. The goal is for you to recall your prior knowledge on this topic in order to set the stage for new information in the module.

- The aim of argument, or of discussion, should not be victory, but progress. *Joseph Joubert*
- A good discussion increases the dimensions of everyone who takes part. *Randolph Bourne*
- Freedom is hammered out on the anvil of discussion, dissent, and debate. *Hubert H. Humphrey*
- No problem is so deep that it cannot be overcome, given the will of all parties, through discussion and negotiation rather than force and violence. *Nelson Mandela*
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Above are some quotations focused on discussion. Drawing on one of these quotations, or finding one on your own, describe the role and function of discussion in college teaching.