Rodriguez’s story and comparing it to our views behind education.

Akilah: OK, so you were able to write in your own format and use a personal example. I understand. What was the point that you were trying to get across in your essay? This is just so I can get a better understanding of your paper as it relates to you.

RiShana: I wanted to explain that I didn’t agree with Rodriguez relying on his teachers to teach him about a new heritage. He should have been proud of his own family heritage.

Akilah: Yeah, I saw that you used a lot of really good personal examples in the essay to show how your family helped you to learn about your heritage and you also did a good job at distinguishing that from Rodriguez’s education process. I especially liked when you said “However, unlike Rodriguez, when I entered school I wasn’t a blank slate for my teachers to write on.” Is there anything else that you wanted to get across?

RiShana: That’s about it. I just wanted to show the importance of heritage because I feel that Rodriguez didn’t support his heritage at all.

Akilah: Definitely, and I think that having some background examples like you had with your mother would be very helpful. Can you point out your main thesis for this essay?

RiShana: It is this sentence in the first paragraph.

Akilah: Do you feel like that accurately explains what you’re trying to say in the rest of your essay? To clarify that statement, do you think that the last sentence of that paragraph shows the reader that you have a negative outlook on how Rodriguez went about using his education?

RiShana: Now that I think of it, I really didn’t. How do you think I can phrase it better?

Akilah: Well, can you explain to me in one sentence what you want to get through to the reader of this essay?
“My aim is to put down what I see and what I feel in the best and simplest way I can tell it.”

Ernest Hemingway, novelist, short story writer, journalist

**COMMONLY CONFUSED TERMS IN WRITING: FIGURATIVE LANGUAGE**

Ever wonder how to distinguish between a metaphor and a simile? Here’s a quick guide! If you don’t, read on, as these kinds of things can prove to be cool party tricks.

**Metaphor:** compares two different things. The distinction to make with the metaphor is that it identifies the subject with the image. In short, instead of saying that the subject is like the image, a metaphor asserts that the subject *is* the image in some sense.

*Example:* She is a tree of rectitude.

**Simile:** compares two different things that have at least one quality in common. In poetry they are used for artistic effect, and in formal writing they serve to clarify an idea in an imaginative way.

*Example:* The two-year-old was so intent on getting his own way that his mother joked he was like a fascist ruler.

**Analogy:** compares two things like a simile by identifying points of similarity. It is often used to give conceptual clarity by explaining an unfamiliar idea by comparing it to a familiar one. Therefore, it is a practical device so the qualities in common between subjects are illuminated, rather than striving for effect through the use of images.

*Example:* “In order to solve a problem, you first have to know what the problem really is, in the same way that you can’t untie a knot until you’ve found the knot.” - Aristotle


**FREQUENTLY ASKED QUESTIONS**

**Q:** What is the difference between active and passive voice?

**A:** In a sentence using active voice, the subject of the sentence performs the action expressed in the verb.

*Examples:*

The dog jumped onto the boy.
Kristy will give a book report to the class.

In a sentence using passive voice, the subject is acted upon; he, she or it receives the action expressed by the verb.

*Examples:*

The boy was jumped on by the dog.
A book report will be given by Kristy to the class.

For more information, go to: www/owl.english.purdue.edu

**CONGRATULATIONS, WRITING COLLEAGUE CANDIDATES SPRING 2008**

The Writing Colleagues Seminar has a great group of students this spring because of the keen eye of last semester’s Writing Colleagues and Faculty Colleagues.

You know who works well with their peers and professors. You also know who can write well. So, please send their names to Heidi Beach, WCP Coordinator, and encourage those students to apply.

Meghan Abbott
Kyli Archibald
Keith Bartlett
Kathryn Bowering
Akilah Browne
Rachael Cico
Hannah Kallet
Elizabeth Leibman
Alexandra Lucas
Sarah O’Neill King
Felix Rodriguez
Phil Yamartino

Interested in a Writing Colleague for your course next semester? Interested in becoming a Writing Colleague? Please contact:

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Check out *The Sounding Board* online:
www.hws.edu/academics/enrichment/writingcolleagues.asp