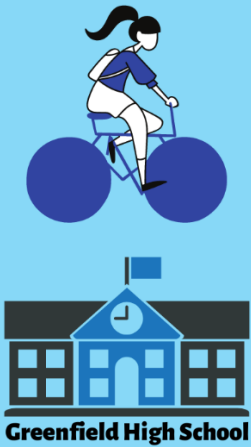


Student Handout
Class Activity Example
A Holistic Review (Elite College Admissions in Action)

Course	English 115: First year college composition (at a California community college).
Background for Assignment	This example occurs in week two of the module. Students have a foundational understanding of the policy and goals of Affirmative Action. To help students understand and experience how the holistic review process functions in admissions, they are given the opportunity to review this comprehensive process.
Agenda	To get started, the instructor will break students into 5 teams. Each team will represent a selective university and will receive a placard with their college name. The instructor may simply print the logo and name on an 8.5x11 piece of paper and fold it like a tent. Students are provided with a copy of two student profiles (Marisol & Heather). Students are given 10 minutes to compare the two profiles and make an admission decision.
Student Performance Task	To demonstrate mastery of how the holistic admission process works, students will evaluate two candidates for admission, side-by-side. Their task is to consider all relevant criteria (e.g. GPA, extracurriculars, test scores, etc.) and determine which of the two students will be admitted to their campus. Only one student will be selected, so the team must weigh and compare criteria to render their decision. Secondly, students will respond to a discussion post addressing both the pros and cons of the Affirmative Action debate (see example graphics below).
Learning Outcomes	This activity will challenge students to interrogate the myth of meritocracy by examining how race and social class are the greatest predictors for admission at selective universities. It will also expose students to the ways in which marginalized communities typically lack access to prized college going capital – limiting their odds of admission and overshadowing their intellectual talents. Conversely, they will discover how privileged students gain significant advantage in the admission process, simply because of their parent’s wealth and their zip code. Ultimately, students will comprehend the concept of an unfair “playing field” or “starting point” and the difference between equality and equity. All of these issues are at the forefront of the Affirmative Action debate, and will help students begin to formulate a working thesis for their essays.

<p>Student Resources for Task</p>	<ul style="list-style-type: none"> • Forbes: Holistic Admissions Will Save Higher Education (link here) • Stanford University Holistic Admission Policy (link here) • How Applications are Reviewed at UCLA (link here) • Latino Students Impacted by Affirmative Action Ruling (link here) • Affirmative Action Combats Systemic Discrimination and Creates Equal Opportunity for People of Color (link here) • What the Supreme Court Ruling Means for College Admissions (link here) • What was Affirmative Action Designed to do – and What has it Achieved? (link here) • Affirmative Action and the Diversity Dilemma (YouTube link here) • The Education Trust: “<i>Segregation Forever – The Continued Underrepresentation of Black & Latino Undergraduates at the Nation’s 101 Most Selective Colleges & Universities</i>” (link here) • Inside Higher Education: “<i>Confronting Racism in Admissions</i>” (link here) *this article has links to 40+ research articles • Numerous recent articles by credible online (free and accessible) publications including Chronicle of Higher Education; Education Week; Ed Source; Ed Trust; Inside Higher Education.
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Marisol attends Greenfield High School –in Monterey County where 97% of students are Hispanic, 80% are considered socioeconomically disadvantaged, 1 in 3 are English Learners, and only 7% of graduating seniors are eligible 4-year colleges. Marisol will be the first in her family to attend college. She holds a 3.85 GPA, 1250 SAT, 26 ACT score, and only 1 counselor for every 523 students at her school. She is President of her campus' MEChA -- a youth led organization focused on Chicana cultural identity. Marisol's Personal Insight Questions reflect how she is a surrogate parent for her four younger siblings so that her single-parent mother can work a graveyard shift. She performed more than 400 hours of community service, tutoring migrant education students in math and science. Marisol's career objective is to become an immigration attorney to serve low-income clients.



Heather lives in the affluent Menlo-Atherton suburb of Northern California and attends Harker Academy (\$60,500 per year) an exclusive school staffed with PhD Teachers, personal academic counselors and college advisors. 100% of students go on to 4-yr universities. Heather's parents hold graduate degrees from Ivy League institutions. Her parents paid for Princeton Review SAT test prep program, hired private tutors, and hired a private essay-writing coach to help Heather craft an exceptional essay. Since freshman year in high school Heather travelled each summer to various countries in Europe, Asia, and Africa. She holds a 3.85 GPA, an SAT score of 1350, and ACT score of 32. Heather's goal is to study journalism so she can become a food blogger. Her Personal Statement reflects how her world view is influenced through summer vacations, eating interesting foods, and visiting museums throughout the world.



Equity v Equality

Marisol & Heather

Carefully Review the Candidates



- Conduct a holistic review
- Rank each candidate
- Vote and make a decision

How Does this Relate to our Essay?



5 Teams of Admission Officers

Who will receive admission to your campus?
Heather or Marisol



10 Mins

Which Candidate will be Offered Admission to Your College?

Be prepared to share out

Only 1 student gets admitted. Who should it be? Marisol or Heather? Identify at least 3 reasons and explain your rationale

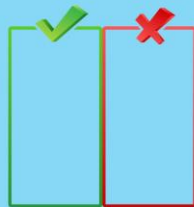
Who Got in?

Heather or Marisol?



You Got a Glimpse of the Complexities of Affirmative Action

With this “fresh” in your mind, let’s identify and sketch out the arguments on both sides (pro and con).



15 Mins

Discussion Post



Now that you have a better understanding of the Affirmative Action debate, **write 4 sentences** that describe the “controversy.”

- 2 sentences “pro”
- 2 sentences “con”

Since this will become part of your introductory paragraph, focus on including fair and balanced perspectives from **both sides**.

Affirmative Action Argumentative Essay Grading Rubric

<i>Do redlined communities today have the same quality of life and life outcomes as greenlined communities?</i>		
<p>Introductory Paragraph</p> <p>Hook</p> <p>Definition of key term(s)</p> <p>Description of controversy</p> <p>Preview of thesis factors</p> <p>Thesis Statement</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>10 points possible (2 points each component)</p> <ul style="list-style-type: none"> • Is there evidence of a “hook” – language that compels the reader to continue reading. Examples are a question, quote, anecdotal reference (story), or statistic. • Did the writer include a comprehensive definition of a key term(s)? “Comprehensive” refers to 15 or more words from a source of authority (quoted). • Is the controversy of this topic explained? Does it describe both sides of the argument (pro and con)? • Did the writer preview each of the 3 thesis factors? Meaning, was there at least one sentence summarizing each factor prior to stating the formal thesis statement? • Does the intro paragraph include a thesis statement as the last sentence in the paragraph?
<p>Thesis Statement</p> <p>One sentence</p> <p>Definitive & declarative language (taking side)</p> <p>Precise opinion</p> <p>Includes 3 distinct factors</p> <p>Logical and accurate statement</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>20 points possible (4 points each component)</p> <ul style="list-style-type: none"> • Is the thesis one-sentence long? A clear thesis should be concise and to the point. Consider Einstein’s famous saying, “<i>If you cannot explain it simply, you do not understand it well enough.</i>” • Definitive and Declarative Language – the thesis should clearly state how the two eras (redlining of the 1930’s versus today) are either more <i>similar</i> or more <i>dissimilar</i> and whether this leads to quality of life outcomes. • Does the statement reflect a precise opinion? Pick a side. The writer’s side should be clear to the reader. • Did the writer include three factors to support the thesis statement? Each factor should be distinct and clear (easy to understand). • Logical & Accurate Statement – Is the thesis factual, logical, and arguable? With this thesis, can the writer argue the position effectively and comprehensively? In other words, will credible research back up the writer’s position?
<p>Body Paragraphs</p> <p>Transition strategy</p> <p>Topic sentence aligned with thesis factor</p> <p>Content compares & contrasts both sides</p> <p>Minimum 2 citations (credible sources)</p> <p>Citations are in MLA format</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>30 points possible (10 points each body paragraph)</p> <ul style="list-style-type: none"> • Is there a transition strategy for the topic sentence? Did the writer include language that clearly signifies to the reader they are now moving on to the next factor? • Did the writer use language specifically aligned with the respective thesis factor? • Does the writer provide comprehensive analysis (compare/contrast) for both sides, such that reader can easily identify whether the writer is highlighting similarities or dissimilarities? • After making the assertion, did the writer provide at least two sources of evidence and cite them? • Are the writer’s parenthetical references in MLA format?

<p>Conclusion</p> <p>Uses summary phrase</p> <p>Restates the thesis</p> <p>Summarize the main points</p> <p>Tell reader why the findings are significant</p> <p>1 page long</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>5 points possible (1 point each component)</p> <ul style="list-style-type: none"> • Does the writer use language signifying essay is concluding? Uses effective closing language (not “In conclusion”) • Does the writer effectively re-state the thesis, avoiding a cut-and-paste (verbatim) from the introductory paragraph? • Does writer construct a comprehensive conclusion that is at least one page long? • Does writer explain to reader why it matters whether the concepts are more similar or dissimilar (impact to society)? Why should they care? • Does the writer provide enough comprehensive closing material to cover one full page?
<p>Syntax/Diction</p> <p>Run-on sentences</p> <p>Comma/splice</p> <p>Grammar</p> <p>Diction</p> <p>Punctuation</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>5 points possible (1 point each component)</p> <ul style="list-style-type: none"> • Does the writer avoid run-on sentences? • Does the writer avoid the comma/splice? • Does the writer include proper grammar usage? • Does the writer use appropriate diction to explain or describe? • Does the writer use proper punctuation?
<p>Format</p> <p>Headers</p> <p>Point-by-point method</p> <p>Five (5) full pages</p> <p>Double spaced</p> <p>Header on first page</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>25 points possible (see point distribution below)</p> <p>Does the writer include a header on the first page? (1 point)</p> <p>Does writer follow the structure of the point-by-point method? (2 points)</p> <p>Does writer include content that meets a minimum of 5 pages? (20 points)</p> <p>Does the writer double-space throughout the document? (1 point)</p> <p>Does the writer use a 12-point font (no larger than 12 pt) with 1” margins? (1 point)</p>
<p>Works Cited Page</p> <p>Minimum 6 sources</p> <p>Credible sources</p> <p>MLA format</p>	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p>	<p>5 points possible (see point distribution below)</p> <p>Does the writer include a minimum of 6 sources (2 per each body ¶)?</p> <p>Does the writer cite credible sources (from “Greenlighted” list)?</p> <p>Does the writer follow MLA format for works cited page?</p>