



A publication of the Teaching Effectiveness Program, Academic Learning Services

A Farewell

Michael Sweet, Assistant Coordinator of the Teaching Effectiveness Program, will be leaving his position at the end of winter term. TEP asked him if he'd be willing to share some thoughts about his experience in faculty development and his views on teaching at UO.

After almost five years with the Teaching Effectiveness Program, I will be moving on. I do this with mixed feelings. I am excited about the next step in my life, and I am also sad to be leaving the wonderful group of people I work with (TEP and Academic Learning Services) and the wonderful group of people I work for: you.

I have learned a tremendous amount about good teaching here and will carry it into my next job. I am moving into data network training—Microsoft and Cisco certification training. This naturally extends from much of the training I have done here, helping folks put up web-sites, manage listservs and so on. It is the next step in bridging the cross-cul-

tural gap between technical professionals and end-users of technology.

What do you think has been your most significant contribution to improving undergraduate education here?

Evangelizing for team learning! Bill Branch's (GTF, Economics) success last spring with team learning in a large lecture was probably the highlight of my year. Through working with him, I helped to affect more than 150 students in a very positive way. I imagine myself at age 20 in his classroom and what a great experience that would have been. Several more large lecture classes are experimenting with team learning this term, and so far things have gone quite well.

Team Learning is exciting to me because I believe it addresses one of the greatest challenges that college teachers—especially large class teachers—face today: students with greater social needs than ever before. I think that students today have a greater need to be known, heard, understood and connected than students of previous generations.



The Teaching Effectiveness Program, Academic Learning Services, 65 PLC

What's unique about team learning is that it co-opts these needs toward instructional ends—meeting the social needs with no loss of academic content. It combines individual accountability for preparation with group accountability in a way that builds a sense of belonging and cooperation among students, and then uses those emotional attachments to draw the students into the course content.

(For more information on Team Learning, visit our website - (<http://darkwing.uoregon.edu/~tep/assessment/index.html#team>))

Over the last five years, what kind of changes in attitudes, skills and creativity regarding instructional technology have you seen in UO faculty members and GTFs?

E-mail and the Web have become increasingly transparent and that transparency is enabling our teaching instincts to kick in around technology. The technical details are becoming less obstructive and instructional opportunities are “just occurring” to teachers more and more. To me, that is exciting.

I have also perceived a decline in skepticism toward on-line distance education. I find this interesting, as I have always counted myself among the fence-straddlers on this issue. One thing is settled, though: universities have not disappeared in a cloud of smoke with the advent of distance ed. There is still—and always will be—something magical about people in the same room engaging each other's thoughts.

What will you take away from your experience here into your new endeavors?

The most important thing I learned from my mentor, Georgeanne Cooper, is to recognize the power of listening. Listening before talking and asking before judging cannot be overstated. This lesson maps to many levels: from one-on-one conversations about the

teacher-student relationship to discussions about the University's relationship with the corporate world.

Teachers make positive changes in their teaching when they begin to understand students needs. This is why TEP believes so strongly in some form of first-day student diagnostic and mid-term student feedback. Likewise—although we academics like to differentiate ourselves from “the business world,” there are often greater differences among university departments than between the university and a private-sector company. Learning to see these “different worlds” as matters of organizational culture rather than right and wrong has made a big difference for me, because you can't truly communicate with anyone until you understand them without judgment.

What do our faculty need most in terms of support from a faculty development center?

Wow, this is a surprisingly difficult question to answer. One thing I have noticed among faculty is a hunger for the time and space to simply talk to each other about teaching. There is a “don't ask, don't tell” culture at most universities about what happens in our classrooms, and I think that we should continue doing everything we can to change this. I think this attitude comes from a perfectionist drive that is a mixed-blessing. On one hand it compels us to be among the best at what we do, and on the other it makes it hard to talk about it when we're not performing well. My mother likes to say that “Perfect is the enemy of good.” I think this is especially true in teaching.

What do you see in TEP's future?

With the new blood and fresh perspectives that come with staff changes, TEP will be well-suited to expand its services and meet more campus teaching needs.

In terms of instructional technology, I'd like to see the TEP and the FITT Center collaborate to model the case-based approach of the New Media Center. Putting together FITT's technical skills, TEP's instructional design expertise, and the instructional goals of our faculty seems like a great synergistic opportunity.

I see TEP better serving the sciences by continuing to support and encourage science-teacher initiatives like those developed by Rebecca Ambers in Geology. And, of course, I want to see Team Learning principals adopted wherever they can significantly improve course quality.

"A funny thing happened on the way to the classroom..."

Julien Guillaumot, Psychology

Why is it, I have often wondered, that so many professors and GTFs approach teaching as a chore? This article is about how enjoying teaching can transform the classroom.

At some point in our education, we have all taken a boring class. Most likely, the

class was boring not because the material was so, but because the teacher was a bore. I know I have witnessed firsthand experts in the art of platitudinizing. I think a teaching requirement (besides the excellent "Beginnings" workshop offered by the Teaching Effectiveness Program), should be to attend Meteorology Presentation School. I know that whenever I want a good model for an effervescent, stimulating teacher, I turn on my TV set and watch the weather channel. Meteorologists always appear excited about the forecast, no matter how gloomy it is. The key, I think, is to understand that appeal is more than peripheral to actual content. Making your class appealing not only makes it fun for students, but makes it fun for the instructor as well.

Of course, each instructor can translate appeal differently. The important part is for your students to want to come to class and learn with you. When I teach I like using metaphors, analogies, and humor as transition or short interludes. I always have a few jokes stored away in case students start looking sedated. The best joke, however, is one that has good timing. I remember once, a class discussion was taking place about euthanasia and students were debating the circumstances of dying—the suffering people had to go

through and the morality of making them endure this. The debate was becoming overheated and needed to be refocused. One student asked me my opinion. I responded: "Well, it's a good question. I think I would like to die in my sleep like my grandfather...not screaming and yelling like the passengers in his car..."

Think of course content as a fine wine and of presentation style as the container. No one would like to drink a fine Bordeaux from a plastic bottle. The packaging is crucial: the label, the color of the bottle, its shape, and the maitre' d proudly flourishing a rare vintage.

It Takes a University Community to Raise a Good Writer

Joy Alandete
Academic Learning Services

Each term we assist roughly 500 students in the UO Writing Lab. It is a diverse group: the skills these students bring to their writing are as varied as their topics or backgrounds. Sometimes we read senior and graduate essays that demonstrate sophisti-

cated academic thought and tight control over expression; however, we get our share, too, of thinly-developed freshman and sophomore essays that barely say anything at all. And then there are the international students—perhaps 70% of the students visiting the lab are from other countries, and often in their essays their ideas and potential are hardly discernable for the grammatical and syntactical errors that hide them.

Though our population is diverse, the students who seek our help have something in common: a need for individual writing support that is sometimes hard to find elsewhere on campus. In my position as the ALS Writing Lab coordinator, I get to be an ally to students as I help them—and help tutors help them—maneuver their way through the often weedy and tangled experiences of writing.

I am also a teacher, which puts me on the other side of the writing problem. In my classes I have expectations of student writing—that it express deep thought and commitment, and that it do so with clarity. This is where I look at student writing from an evaluator's point of view, and where I experience my own struggles as a teacher charged with both helping students become educated and with maintaining the very standards on which that education is based. My dual perspective is valuable to me as I endeavor to promote better writing among our students, and it may be of value to you as you work toward the same goal.

In my ignorance when I first started teaching, I thought my students would become better writers if I hammered into them all the things I figured their high school teachers had been too lazy to teach, such as when to use "there" as opposed to "their", and that writing "waisted effort" and "thick-wasted" were errors that reflected something profound about what kind of human beings they were. As that term progressed, though, I realized

that even students with the lowest level of writing skill in my classes had good ideas—really good ones. Once I started caring about these students, I started caring about how I taught them.

I spent some bleak Pennsylvania winter afternoons trying to figure out what to do with my charges. They were beginning to feel the stress of going to college a touch unprepared, and I was propelled by a burgeoning sense that if I didn't figure out something soon, their weaknesses would gain more power over them than their strengths.

What those bleak afternoons taught me was this: these students did have good ideas, but their ideas remained latent because they were uncomfortable being inside of sentences. Their comfort with language seemed to stop at the classroom door—though I imagine they could easily express themselves, in the poetry of their own "languages," in less formal settings. What they lacked was enough control over their expression to transfer it from ordinary dorm-room talk to other mediums—academic English, for instance—and when they were forced into those other mediums they lost their ability to ask complex questions, make connections, and sustain development of ideas.

My work with students in the writing lab teaches me the same lesson over and over—the students who are most desperate about their writing have simply not had the opportunity or the drive to become comfortable with sentences. The international students have often avoided expression in English except at times of necessity. The situation is not so different for many of the native speakers of English who come to us for help. They are uncomfortable with language. It has not been such a big deal to them in their lives. Letter writing died, what, a century ago, and reading for pleasure has been out of style for decades.

The students who find writing most painful—and who, consequently, produce the prose we find most painful to read—have not written very much in their lives. And for students who haven't written much in their lives, and who've been catapulted, by convention, or by their parents, or even by their own will, into an institution that still believes people should write letters and read for pleasure, well, wasted effort is the least of their worries.

So as a teacher, what do I do with all this? One thing I do is teach writing, even if the classes I'm teaching are not officially writing classes. I'm motivated quite selfishly in this; by teaching a few writing lessons before papers are due, I can, to a degree, prevent having to struggle through reading disorganized and limp papers. There's a bit of nobility in my motivation, though—I like the notion that we are all teachers of writing and that we could work together to teach our students to write a little at a time, because writing is best learned a little at a time.

Specifically, I set aside class time after I assign a paper for the students to talk with each other about their ideas. Then I take a day out to teach a few organizational methods—clustering ideas, outlining an argument, or creating an organizational matrix—and during that lesson we walk through example after example until the students are able to see how ideas can be structured into logical coherence. I also teach paragraphing (See the ready to use student handout in this issue!) because it is such a recurring problem with students, and because I realize that if a student can understand how a paragraph hangs together then I can demonstrate that the very concept of the paragraph is the same as that of an entire paper. Finally, I set aside in-class time for the students to read each others' rough drafts; again I have a selfish motive: with this I increase my chances of getting better papers. But the students benefit here, too, as this peer-reflection helps promote writing as a process

rather than as an isolated act.

However, I think the most important thing I do as a teacher to help students improve their writing is not so concrete, and this is that I give my students more and more and more opportunities to write, and more opportunities to make direct connections between thinking, speaking and writing. I give these opportunities in class, and surround them with both an air of seriousness and an air of freedom. By seriousness I mean I make it part of the grade, and I give grave lectures about what desperate lives they have ahead of them if they don't figure out how to control their expression. By freedom I mean I teach them that writing a letter and writing a literary response come from the same place, that talking through ideas with a fellow student is indeed part of the writing process, and that curiosity is the foundation of education and deserves immeasurable respect. These things—increasing opportunities for students to write and increasing awareness about what writing really is—seem important to me. And easy.

When I think about how I learned—am still learning—to write, I think about how incremental a process it's been. It took me years of composing bland thesis statements to realize what a thesis really is, and how deeply connected it is to my curiosity. It took overt and intense study of vocabulary to give many of my ideas a voice at all. And I was a senior in college before I learned how to use a semicolon; I felt something akin to love for that tenured literature professor who took the time to teach me something so simple and useful. Likewise, it wasn't until graduate school that I learned how to begin a writing project with a question, a lesson I wish I'd learned a decade earlier.

I believe that my efforts as a teacher and a tutor of writing affect students' abilities and confidence. It seems that if we all contributed

our efforts, our students would learn how to express their curiosity and ideas—that great activity that we alone as humans get to enjoy—and that their lives would be richer for it.

Included in this issue of the Lizard is a handout for your students on Paragraphing.

A New Approach to Teaching Intro Economics

Bill Branch, Economics

TEP has been promoting team learning, a small group teaching strategy developed by Larry Michaelsen at the University of Oklahoma, for the past few years. In brief, team learning is a highly-structured approach which harnesses the power of group learning by focusing on both individual and group accountability, teaching effective group roles and processes, and developing well-designed group assignments. You can find a detailed description of this teaching method on our website at <http://darkwing.uoregon.edu/~tep/assessment/index.html#team>

One of the most successful experiences with team learning happened in an introductory economics class with 150

students taught by a GTF, Bill Branch. Bill worked closely with Michael Sweet last winter term preparing for this class, and Michael also provided support when the course was piloted spring term 1999.

TEP asked Bill to talk about his experience.

How would you assess the teaching methods used in economics education?

Beginning economics students are supposed to learn the basic theories of the economy and how to apply those concepts to real world events. The teaching methods traditionally used are lectures on the basic theories, with occasional historical and real world examples, followed by an examination. Discussion sections were used to give quizzes or answer homework questions. There usually are no discussions, group interactions, or applications of the lecture material. Students are successful depending on their ability to recreate successfully the lectures during an exam. By making learning revolve around lectures, students are not asked to think for themselves. The lecture and exam format makes it difficult for students to achieve any meaningful understanding of the material, and they certainly do not learn how to apply the material outside the context of the course.

Before you tried team learning, what was your experience in using group work in your teaching?

In an intermediate level economics course, I wanted students to apply basic theories to explain various historical economic episodes. I did not want to grade 80 projects, however. So I randomly distributed students into groups of four, and had them do the project collaboratively.

The problem with this approach was that the structure for group interaction was poorly planned. There were no mechanisms in place to encourage good group participation. The projects fit into two categories: the best student doing the majority of the work and the rest of the group free riding; or, each member waiting for the others to do most of the work and so the project is not completed. Some groups also split the papers into parts so one student would do the introduction, another the main section, and the remaining would write the conclusion. This created individual assignments that allowed students to sidestep the goal of the project—working together to apply theories to a real world context. All in all, having such a poorly-designed group project led to a poor learning experience for the students.

How did students respond to team learning?

Almost every student responded well to team learning. However, I had one group that was not successful. Because of late add dates, five students added my class on the last allowable day to add classes. That day was also the fourth day of group interaction work. I did not want to disturb the existing groups, so I placed these students into one group. As it turned out, they did not participate in group work, missed quizzes and assignments, and were not interested in team learning. One tenet of team learning is to group students strategically with a good mix of strengths and weakness. This may be why this random group had a negative experience.

Talk a little about the peer evaluation component of team learning.

Peer evaluation is the most important part of the group structure. Peer evaluation gives incentives to make the group experience valuable. It makes sure students attend and contribute, and also makes sure one student does not dominate group discussions. I used peer evaluation as an end-of-term grading exercise. Students were allowed to distribute 100 points among all members of the group (excluding themselves) in whatever way they wanted—with the exception that no two students could receive the same score. Additionally, students were to provide constructive criticism of each group member's contributions throughout the term. If one student in a group was not contributing, then the rest of the group would dock that student points on the peer evaluation.

How did you “sell” team learning to your students?

I convinced the students that this would be a more rewarding educational experience, and that their grades would actually improve

because of group work. I contrasted my class with the traditional lecture format. Students are not very enthusiastic about the lecture format, and looked forward to group interaction instead. I also told students that on average group scores on quizzes are 17% higher than the highest scoring individual based on Michaelsen's research. Knowing that group work can only help their own grades really eased a lot of fears.

Bringing the Real World Into the Classroom

Teresa Spezio, Environmental Studies

I took a big step last term. It was my second solo undergraduate teaching experience, and I wanted to do something different to engage my students. I knew I would be teaching a small class of nine senior students in something I knew a lot about. It was a perfect time to take a chance.

As an adult graduate student in Environmental Studies, I would be teaching a class on Environmental Auditing. Specifically, the class would be performing an environmental audit of the University of Oregon's campus. As luck would have it, I perform environmental audits as my part-time job as an environmental consultant.

I wanted the students to have a practical experience—one that allowed them to explore their abilities without the pressure of grades and exams. So I guaranteed them success in the course if they met the requirements of the class.

It worked!

I decided to treat my students like professionals. I became the Project Manager and they were my Senior Assessors. I allowed them to control every aspect of the project. My GTF and I acted as facilitators and managers. We created a company with business cards, time sheets, vacation, personal, and sick time and a logo. Giving the students business cards symbolically gave them ownership of the class and its activities. The students broke into three groups, chose the parameters of the audit and made contact with university administrators. They spent the first five weeks learning what questions to ask and who would likely have the answers.

They met with groundskeepers, safety professionals, professors, administrators, and physical plant personnel. They were bombarded with information about pesticide application, paper recycling, hazardous waste generation, and steam production. The last five weeks involved taking the information and creating a draft report for submission to the university.

Since the students were considered members of a corporation, they were required to perform administrative tasks for compensation. Each Monday at 2:15, they had to submit a time sheet that recorded the work they performed the previous week. Each person was required to work 14 hours. Most students were surprised to learn that each credit hour is equivalent to 3 hours of working time. I know that 14 hours exceeds that total but I included vacation, sick and holiday time into the number of hours required for the term. This again relieved the pressure of missing class due to illness or sunny weather.

I was able to “grade” them through class questions and their time sheets. In addition, the three groups did a good job of ensuring that no one slacked off.

Most importantly, the classes were considered meetings. The students came to each meeting (Monday was mandatory, Wednesday was optional) to review questions for university personnel or to further understand information received from university personnel. Amazingly, most students came to the Wednesday meetings and the totally optional Friday meetings. They were in my class to learn and they were excited about it. From a practical standpoint, I spent a lot of time with the students. I considered them my trainees. I made myself available to them outside of the classroom. I attended 90% of the meetings they had with university personnel and spent time with each group individually. If I had been teaching other classes this would have been unworkable.

Still— there were a few things I learned from this experience which I can use in larger classes. First, if you trust and respect your students, they will respect you and what the class offers. Second, students will rise to the level of effort you require, if you also invest that level of effort as their teacher. As a GTF, teaching a solo class I am required to work 20 hours/week on a class. I gave this information to my students and they respected my hour limit. They seemed to understand we were in this together. It motivated them and helped them understand both the academic world and the “real” world.

I will be teaching a course in the spring which will be more philosophically based, and there are a few things I will use from this experience. They are:

Start by respecting and trusting students unless they give me any reason to feel otherwise.

Endeavor to earn the respect of students through my efforts to do a good job of teaching them.

Allow students both sick and vacation days.

Explain and help students understand their 12 hour/week commitment.

Be available to them by e-mail as much as possible.

I took a chance and I learned a lot. I want to continue taking chances because that's the way I learn more about teaching and myself as a teacher. I've discovered that students are a lot smarter and more motivated to learn than we sometimes think.

Does Your Teaching Pass the Effectiveness Test?

You know all those books and articles stacked in corners of your office that you're going to get around to reading one of these days...I picked one up the other evening and found the following definition of effective teaching which I'll pass on to you. It's from Barbara Gross Davis's *Tools for Teaching*— an industry standard in the faculty development world. Take yourself through her four clusters and see how you fare.

What is effective teaching?

For hundreds of years, college teaching was typified by a professor reading a lecture to an audience of note-taking students. The professor's duties were to compose and present authoritative lectures, to test students on their knowledge, and to assign grades. Over the last thirty years, however, this model has given way to a new understanding of what constitutes effective college-level instruction. Research on students' academic success and

intellectual development and on theories of learning and cognitive development has demonstrated the effectiveness of modes of instruction that emphasize active learning and collaborative activities and engage students in intellectual discovery. According to this view, the instructor's task is to interact with students in ways that enable them to acquire new information, practice new skills, and reconfigure and expand on what they already know. One implication is that there is no one best instructional method—what constitutes effective teaching depends on the students, the context, the topic, and the discipline. Nonetheless, from the studies and reports on good teaching (Angelo and Cross, 1993); Centra and Bonesteel, 1990; Chickering and Gamson, 1991; Educational Testing Service, 1992; Murray, 1991; Ramsden, 1992; Reynolds, 1992; Schon, 1987; Shulman, 1987) and research on student achievement and academic success (Mow and Nettles, 1990; Noel, Levitz, Saluri, and Associates, 1985; Pascarella and Terenzini, 1991; Tinto, 1987), it is possible to identify four clusters of instructional skills, strategies, and attitudes that promote students' academic.

Organizing and explaining material in ways appropriate to students' abilities.

The heart of effective teaching is the instructor's understanding of the material. But knowledge of the subject matter is not enough. Good teachers also understand what makes certain material difficult for students, and they can explain those topics in plain, comprehensible terms. In addition, they are able to gauge their students' background knowledge and experiences, identify reasonable expectations for students' progress, select appropriate teaching methods and materials, devise examples and analogies that clarify key points, relate one topic to another, and assess whether students are learning what is being taught.

Creating an environment for learning.

Effective teachers establish and maintain rapport with students ; are attentive and responsive to students' needs ; communicate high expectations ; give appropriate feedback on students' work, and respect diverse talents and ways of learning. Their instructional methods emphasize cooperation, collaboration, and strategies that actively engage students in learning.

Helping students become autonomous, self-regulated learners.

Effective faculty communicate their goals and expectations to students, including the belief that students can learn; direct students in establishing and developing their own connections to the course content; view the learning process as a joint venture; and stimulate students' intellectual interests and enthusiasm.

Reflecting on and evaluating their teaching.

Effective teachers take time to critically examine why they are doing what they do and the effects of what they do on their students. On the basis of their conversations with and

observations of their students, they can imagine ways to improve their teaching and help their students resolve whatever problems they may be encountering.

Upcoming Events

Farewell to Michael Sweet

You are invited to an open house on February 15th from 2:30pm-4:30pm in the Knight Library Browsing room to say good-bye to TEP's assistant coordinator, Michael Sweet, who will be leaving UO at the end of winter term.

We look forward to seeing you!

Beginnings: Insights, Tool and Strategies for New Teachers

TEP will again offer a full-day teacher training on Saturday, March 11th from 9am - 4pm in 68 PLC. Please contact Georgeanne Cooper (gcooper@oregon.uoregon.edu, 346-2177) to register.

FITT FAIR: Symposium on Large Class Teaching

The Faculty Instructional Technology Training group will be sponsoring an all-day symposium focusing on large class teaching on April 20th from 9am-4:30pm. in the Knight Library. There will be presentations, videos, demonstrations, poster sessions, and panel discussions aimed at understanding and improving large class teaching. Look for more information in the coming weeks.

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Paragraphing

(Adapted from Paragraph Modeling, San Francisco Bay Area Teachers of English, 1988)

This ready-to-use handout is intended to help writers with basic paragraph construction. The following paragraph types are useful in demonstrating the relationship of the parts to the whole in a well-written paragraph. Read each paragraph through once and then look at the “anatomy” of the paragraph which immediately follows.

Type One is the most basic type of paragraph. It is organized as a list with a topic sentence at the beginning and all other sentences serving as supporting arguments.

Versions of the 50-50 marriage are cropping up all over the country. In Berkeley, a research economist quit his job so his wife could continue as a radio program coordinator while he takes care of their two children. A Boston lawyer feeds and dresses his children each morning because his wife often works late for the National Organization for Women In Detroit, an industrial relations specialist does all the cooking and his social worker wife keeps the family books.—Time Magazine

Versions of the 50-50 marriage are cropping up all over the country (**topic sentence**). In Berkeley, a research economist quit his job so his wife could continue as a radio program coordinator while he takes care of their two children (**supporting argument**). A Boston lawyer feeds and dresses his children each morning because his wife often works late for the National Organization for Women (**supporting argument**). In Detroit, an industrial relations specialist does all the cooking and his social worker wife keeps the family books (**supporting argument**).

Type Two - Each sentence is directly dependent upon the sentence preceding it:

The cougar has a disturbing habit of following people. It will trail a person silently for miles without threatening or attacking, often making no effort at concealment. This audacious behavior is certainly nerve-racking, but there seems to be nothing sinister in its motive. The cougar is curious; that is all.—High Country News

The cougar has a disturbing habit of following people (**topic sentence**). It will trail a person silently for miles without threatening or attacking, often making no effort at concealment (**illustrating the “habit of following people”**). This audacious behavior (**the lack of concealment**) is certainly nerve-racking, but there seems to be nothing sinister in its motive. The cougar is curious; that is all (**there is nothing sinister in its motive**).

Type Three is a mixture of the two previous types.

All artists quiver under the lash of adverse criticism. Rachmaninoff’s first symphony was a failure, so he took sick. He lay around on sofas for a year, without writing one measure of music. But he eventually recovered, and went on to write much more music. When Beethoven heard that a certain conductor refused to perform one of his symphonies, he went to bed and stayed there until the symphony was performed. Charles Dickens was forever defending himself against criticism, writing letters to the press and protesting that he was misunderstood. Yet neither criticism nor misunderstanding stopped his output.—Catherine Drinker Bowen

All artists quiver under the lash of adverse criticism (**topic sentence**). Rachmaninoff’s first symphony was a failure, so he took sick (**supporting argument**). He lay around on sofas for a year, without writing one measure of music (**further elaboration of “took sick”**). But he eventually recovered, and went on to write much more music (**relating to his illness**). When Beethoven heard that a certain conductor refused to perform one of his symphonies, he went to bed and stayed there until the symphony was performed (**supporting argument**). Charles Dickens was forever defending himself against criticism, writing letters to the press and protesting that he was misunderstood (**supporting argument**). Yet neither criticism nor misunderstanding stopped his output (**relates to previous sentence**).