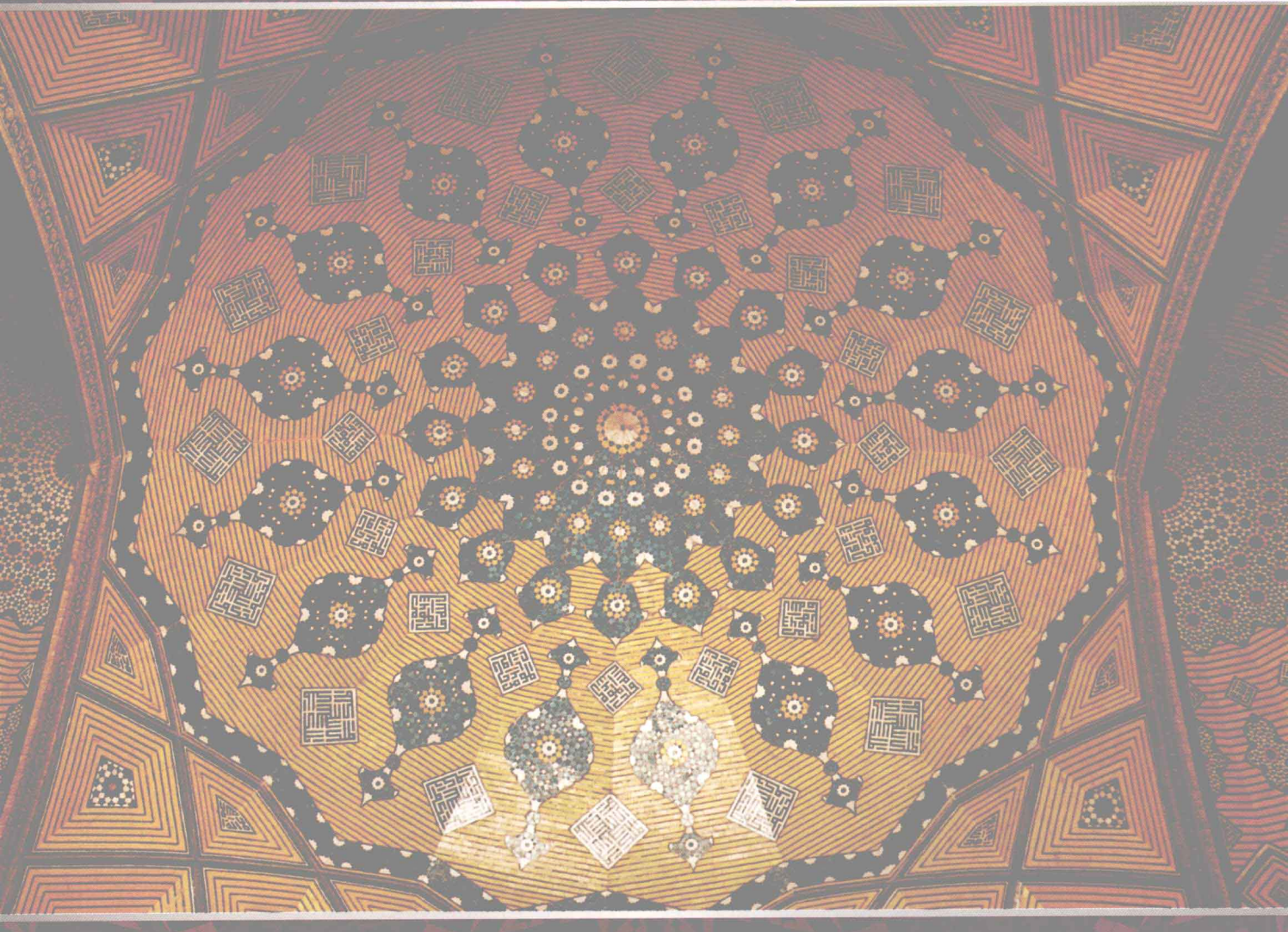
捷进大学英语国际化立体化网络化系列教材

大学英语写作教程3

Mosaic

WRITING



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大学英语写作教程 (3)

Mosaic

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总 序

在知识经济、多元文化日趋全球化的信息社会中，英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定："大学英语的教学目标是培养学生英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国经济发展和国际交流的需要。"然而，我国的大学英语教学因学生入学水平参差不齐，地区教学环境和师资力量的不均衡性，导致缺乏目标语使用语境。所以不能囿于一种教学理论，一部教学大纲和一套教材。应当理性地认识大学英语教学现状，综合各种英语教学策略，总结和汲取我国二十多年来大学英语教学的理论和经验，从国际化、立体化和网络化的角度定位，走一条引进和原创兼容，主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此，吉林出版集团外语教育出版公司与世界著名英语教育出版机构策划、组织编写了这套捷进大学英语国际化、立体化和网络化系列教材。主干课堂教材包括：《捷进大学英语阅读教程》(预备级、1–4)。《捷进大学英语听说教程》(预备级、1–4)、《捷进大学英语写作教程》(1–4)，自主学习教材包括：《捷进大学英语泛听教程》(1–4)、《捷进大学英语快读教程》(1–4)、《捷进大学英语测试教程》(综合训练、写作训练、听力训练、710 分新题型模拟训练)，充分满足我国大学英语教材建设和选择的个性化、实用性和灵活性。

一、编写宗旨

1. 贯彻和执行《大学英语课程教学要求》中"一般要求"的教学目标、模式和手段，1–4 册以普通高校的本科生为教学对象，预备级兼顾二级学院、高职高专和音、体、美等特长学生。

2. 树立和倡导英语教学的效率观念、高效思维和效率行动，从教材理念构建、策略优化、框建组成、材料选择、活动设计、测试评估等方面促进和保证大学生的英语学习的速效、高效和长效，充分体现捷进英语的教学思想。

3. 突出和提升大学生英语听说能力、自主学习能力、世界公民意识和优秀文化素养，适应国际化、网络化和交际化的需要。

二、编写理念

全套教材依据 3P+3M+3S 的先进英语教学理念进行构建，以主题任务型教学为先导；兼顾以教师为脚手架(Scaffolding Instruction)的呈现模式和以学生为中心的自主学习模式；以现代信息技术，特别是网络技术为支撑，鼓励和激发大学生自主学习的热情、兴趣，引导大学生全面融入和体验，切实达到大学英语教学目标。

此为试读，需要完整PDF请访问：www.ertongbook.com

1. 3P=Presentation+Practice+Production：Presentation 是指教材从听、读两方面的材料输入和呈现，保证语言在词汇、语法和语音三个语言基础层面上的真实、准确和地道；在主题和信息选择上具有经典性、现代性、趣味性；在题裁上不但有传统的议论文、叙述文、描写文和说明文，还有当今流行的报纸、杂志、电视、电影、广告和网络等形式。Practice 是指以学生为中心，以交际为目的，从多角度、多方面组织课堂活动、游戏和实践等训练方式，做到使学生既掌握了语言结构的内核又满足了真实表达和交际的需要；Production 是指从说和写两个方面在形式和主题上的输出活动和真实实践。本教材巧妙和完美地将输入和输出以各种实际及实用的训练方式联系起来，极其活泼和有趣。

2. 3M=Motivational+Meaningful+Memorable：Motivational 是指教材从形式构架、主题内容和训练方式上充分激发和调动学生主动学习英语的兴趣和意识，从根本上解决了英语教学的价值和效益。Meaningful 是指教材无论是从形式和主题输入，还是从活动和训练组织，直到表达和输出都能满足真实语境和意志的需求。Memorable 是指教材与教学的效率、效能和效益，学习最终的目的是语言的使用和交际的需求，所以 Memorable 既保证了语言要素和结构的灵活掌握，又满足了语言的交际和使用。

3. 3S=Strategy+Skill+Style：Strategy 是指教材以最优秀的英语学习策略和教学策略为理论构架原则，吸收一切先进和实用的英语教学思想和手段来满足内容呈现、课堂训练和语言输出。Skill 是指语言听、说、读、写的微技能的组织和训练，是 Strategy 的贯彻和应用。Style 是指尊重和激活学生个体的学习风格和差异，整合各种积极有效的教学活动，充分挖掘学生的学习潜力，以适应大学生不同学习风格的要求。

三、教材特色

1. 教材国际化：全套教材与世界著名英语教育出版机构麦克劳·希尔和培生朗文合作，保证教材在选材上具有真实性和准确性，在编写理念上具有先进性和权威性。教材高屋建瓴地处理了国际托福考试和国内四六级考试的沿革和关系，既起到对大学英语教学的积极评估和反馈作用，又解决了大学生参加托福考试的需求。教材收录大量高频词汇、学术词汇，对《大学英语课程教学要求》参考词表做了有益补充，是一套与全球学生同步使用的国际化教材。

2. 教材立体化：3 套主干课堂教材“阅读”“听说”和“写作”，每册书 10 个单元在同一主题的统筹下，从输入呈现、训练活动到交际输出，不断刺激、循环、深化学术英语的主题意识、思想和表达，充分体现了语言输入、信息传递、知识接收和文化融合的立体化。并且，主题词汇和语言表达反复呈现，循环印证，强化英语学习的记忆和保持度，综合培养大学生听说读写的运用能力。3 套自主学习教材“快读”、“泛听”和“测试”与 3 套主干课堂教材相辅相承，有效有益地丰富了主干教材的资源，有助于学生个性化学习方法的形成和学生自主学习能力的发展。

3. 教材网络化：本套教材由麦克劳·希尔国际教育网站、100e 教育网站、捷进可一出版网

站提供教材的影音文件、辅助材料下载以及其他教学过程中的服务和支持，极尽简便。

四、教学资源

主干教材含学生用书、教师用书，阅读和听说教程配有 MP3 光盘、CD 或磁带，阅读教程配有 CD-ROM 测试题库，并可在网络学习中心下载 MP3 格式文件。自主教材“快读”含学生用书、教师用书；“泛听”含 MP3、CD 或磁带，“测试”亦含 MP3 及答案。

五、编写队伍

本套教材由教育部大学英语指导委员会副主任，大学英语四、六级考试委员会委员、上海交通大学外国语学院院长、教授刘龙根博士担任总顾问，教育部大学英语指导委员会委员、大学英语四、六级考试委员会委员、黑龙江大学大学外语部主任、教授严明博士担任总主编。同时，上海交通大学、吉林大学、黑龙江大学、西安交通大学、北京化工大学、对外经济贸易大学、中南林业科技大学、北京交通大学、河北科技大学、上海财经大学、重庆大学、北京师范大学、大连理工大学、东北师范大学、大连外国语学院、广东韶关学院、湖南大学、吉林大学珠海学院、哈尔滨工程大学、哈尔滨大学、哈尔滨理工大学、北华大学、长春大学、齐齐哈尔大学、吉林化工学院、白城师范学院、大庆石油学院、八一农垦大学、东北农业大学、长春税务学院、广州金融学院、吉林建筑工程学院、长春工业大学、吉林技术职业师范学院、吉林农业大学、长春理工大学、佳木斯大学、吉林师范大学等编委院校的专家、教授为全套教材的编写和出版付出了创造性的智慧和劳动，特此致谢。

希望各高校在使用本套教材中，多提批评性和建设性的宝贵意见，以臻完善。

捷进大学英语编写组

Welcome to College English—Mosaic (3) Writing

Interactions/Mosaic Edition is a fully-integrated, 14-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

■ Reading Strand

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (*) in each chapter's Self-Assessment Log.

■ Listening/Speaking Strand

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

■ Writing Strand

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre-writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

■ Focus on Testing for the TOEFL ® iBT

The all-new TOEFL ® iBT *Focus on Testing* sections prepare students for success on the TOEFL ® iBT by

presenting and practicing specific strategies for each language skill area. The Focus on Testing sections are introduced in Interactions 1 and are included in all subsequent levels of the Reading, Listening/Speaking, and Writing strands. These strategies focus on what The Educational Testing Service (ETS) has identified as the target skills in each language skill area. For example, "reading for basic comprehension" (identifying the main idea, understanding pronoun reference) is a target reading skill and is presented and practiced in one or more *Focus on Testing* sections. In addition, this and other target skills are presented and practiced in chapter components outside the Focus on Testing sections and have special relevance to the TOEFL ® iBT. For example, note-taking is an important test-taking strategy, particularly in the listening section of the TOEFL ® iBT, and is included in activities within each of the Listening/Speaking books. All but two of the *Interactions/Mosaic* titles have a *Focus on Testing* section. Although *Interactions Access Reading* and *Interaction Access Listening/Speaking* don't include these sections because of their level, they do present and develop skills that will prepare students for the TOEFL ® iBT.

■ Best Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning.

Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content-based and thematic materials.

Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework,
and reinterpretation.

Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

Highlights of College English—Mosaic 3 Writing

Interacting with Others
Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

New design showcases compelling instructional photos to strengthen the educational experience.

Chapter 2

Cooperation and Competition

Connecting to the Topic

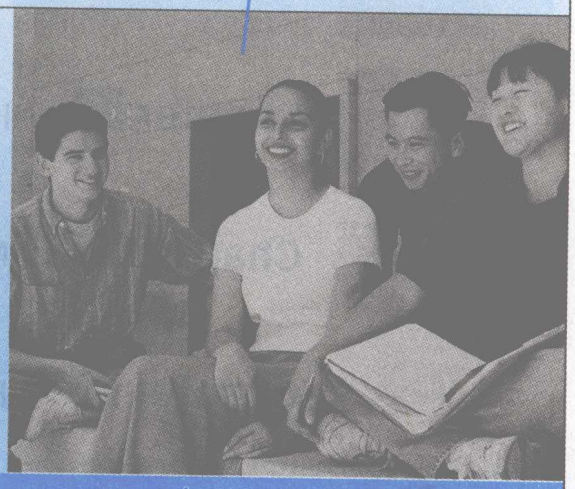
1. When and why do you learn things easily?
2. What is almost impossible for you to learn?
3. Do you prefer to study alone or with others?

In This Chapter

Genre Focus: Information

Writing Product
A paragraph on cooperation or competition in learning

Writing Process
- Share ideas about learning.
- Read about Cooperative Learning.
- Conduct a survey about how other people learn.
- Use vocabulary and expressions for writing about advantages and disadvantages.
- Learn about paragraph unity and paragraph parts.



"Talent wins games, but teamwork and intelligence win championships."

—Michael Jordan
American basketball player–(1963—)

Making Use of Academic Content
Academic themes, activities, and writing topics prepare students for university life.

Activating Prior Knowledge
Chapter opening questions and pre-writing discussions activate prior knowledge and create a foundation for the writing activity.

Part 1 Preparing to Write

Getting Started

1 Talking About Some New Inventions Get together with a partner and look at these photos of technological innovations. Answer these questions:

1. What do you see?
2. How does it work?
3. What's your opinion of this innovation?

▲ An MP3 player

▲ Scientist using biotechnology to make genetically modified food

▲ Tiny handheld computer

▲ Using a GPS to drive

2 Brainstorming About the Usefulness of Technological Tools The photos show various examples of current or future technology. For each photo, list the way or ways this technological innovation makes life easier, more fun, or more convenient. Are there any disadvantages or problems with this innovation? Add that information. Then add more examples of current technological developments if you can. The first one is done as an example.

Innovation	How does this make life easier, more fun, or more convenient?	Are there any problems or "drawbacks" to this innovation? What are they?
Handheld computer	*Able to check e-mail; looks cool*	*Expensive; easy to lose*

3 Freewriting About a Future Innovation Write for 10 minutes about a current or future technological innovation. You can either explain how it works, make predictions about it, or discuss its advantages and/or disadvantages.

4 Preparing to Read You are going to read an article about tiny machines. Before you read, answer the following questions:

1. The article that you are going to read describes examples of nanotechnology. Nanotechnology refers to very tiny technological devices. Guess what these words with the prefix *nano* mean:
   nanorobots or nanobots
   nanocontractors (a contractor is a person who manages building projects)
2. Another word that you will see in this article is *molecular*, the adjective form of *molecule*. What is a molecule? How big is a molecule?

◀ DNA cubes and shapes like these (shown here as computer models) could become the building blocks for self-replicating nanofactories that would build anything and everything, from "smart" paper to cars and buildings.

Organizing Information
Graphic organizers provide tools for organizing information and ideas.

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Enhanced focus on vocabulary building promotes academic achievement.

Scaffolding Instruction
Instruction and practice with sentence and paragraph skills help build a solid foundation for essay writing.

Part 2 Focusing on Words and Phrases

Writing About People We Admire

1 Practicing Useful Words and Expressions The following expressions will help you write about people you admire. Read the expressions and review their meaning in the examples. Then write a sentence of your own.

1. play an important role	He plays an important role in my life.	
2. set a good example	She sets a good example for others.	
3. have a lot of responsibilities	Since her father died, he has a lot of responsibilities.	
4. depend on (someone)	I depend on him for many things.	
5. is close to	She is close to her mother.	
6. get together	The family gets together frequently.	

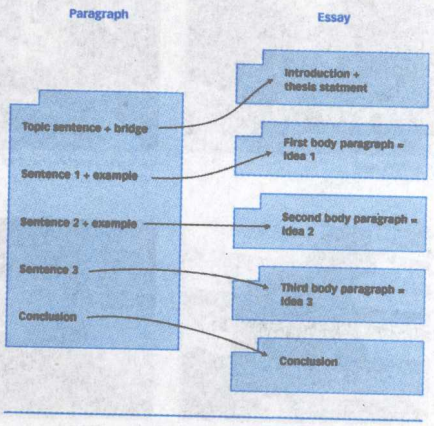
2 Reviewing Definitions Here are more words that can help you write with detail about people you admire. With a partner, match the words in the column on the left with one of the expressions on the right. Write the letter on the line. Then write a sentence for each word on a separate sheet of paper.

____ 1. personality	a. family member
____ 2. influence	b. commendable
____ 3. admirable	c. look up to
____ 4. relative	d. think about with high regard
____ 5. idolize	e. style of interacting with others
____ 6. respect	f. affect someone's thoughts or behavior

The Essay

New Points: Parts of an Essay
- In an essay, the writer states a main idea and develops that idea in more than one paragraph by explaining, describing, comparing, retelling an event, or using a combination of these writing techniques.
- An essay includes an introduction, the main discussion (the body), and a conclusion. The main idea for the entire essay is called the *thesis statement*.

STUDYING PARTS OF AN ESSAY
Look at the following diagram. It shows how parts of a paragraph relate to parts of an essay.



Cultivating Critical Thinking
Critical thinking strategies and activities equip students with the skills they need for academic achievement.

New strategies and activities for the TOEFL® iBT build invaluable test-taking skills.

4. Complete Column II of the Gardner's Study of Great Leaders.

5. Does Julius Nyerere match Gardner's definition of a successful leader? Write your answer here and give at least one example. Share your answer and example(s) with your classmates when you are done.

_____

_____

Strategy

Thinking Critically: Distinguishing Between General and Specific Information

In the first reading, you read both general and specific information about great leaders. Understanding the difference between general and specific information is an important critical thinking skill. It is also helpful in learning to write well-developed paragraphs. Writers use specific information and examples to support general ideas.

B Practicing Distinguishing Between General and Specific Information Look at the sentences below and on the next page and do the following:

- Insert > between the sentences if the sentence on the left is more general than the sentence on the right.
- Insert < between the sentences if the sentence on the left is more specific than the sentence on the right.
- Insert = between the sentences if they are equally general or specific.

The first one is done as an example.

A leader's story must be powerful.	>	Margaret Thatcher's message was an important part of her successful leadership.
Powerful stories help people discover where they are coming from.	_____	Powerful stories help people discover where they are going.
Jean Monnet convinced French people as well as citizens and leaders of other nations that Europe did not have to remain a collection of hostile countries.	_____	Jean Monnet's message was that there could be power, profit, and peace in dissolving or changing the boundaries.

TOEFL iBT **Focus on Testing**

Writing Introductions on Standardized Tests

In Part 3 of Chapter 3, you learned the importance of good paragraph and essay development, beginning with a good introduction. Writing effective, interesting introductions is a necessary part of any response in the writing section of the TOEFL® iBT.

- An introduction to either an independent prompt or an integrated prompt must do many things:
  - interest the raters
  - lead the rater smoothly toward the main idea of your response
  - show that your response is relevant to the task
  - present a strong, clear thesis statement

A strong introduction is the first step toward a high score for any response.

Practice With one or two other students in your class, evaluate each of the following TOEFL® iBT-style introductions. Does it perform all four functions listed above? What are its strongest features? Its weakest ones? Finally, rank each introduction from 1 to 5, with the best introduction getting 5 and the weakest getting 1. Discuss your opinions with another group or with the rest of the class.

1. PROMPT: According to the reading and the lecture, how do socialists differ from Communists?

   _____ INTRODUCTION: Socialists are very different from Communists. Both the reading and the lecture say so. Their differences are very interesting and form a very long list. Socialists have their beliefs and Communists have their own. Some socialist countries are Norway, Switzerland, and Yugoslavia. Some Communist countries are North Korea and Cuba.

2. PROMPT: Describe a situation in which you had to defend a friend against ill treatment by others.

   _____ INTRODUCTION: Whenever my friend Gary walked into class, half the students in the class called him names like *Hairy Gary* or *Gary, the Human Ape*. Afraid to stand up for my friend, I sat silently, feeling sorry for him. I knew that Gary's long hair and unusual face made him look different from most kids, but I was his friend and I recognized his many talents. I was embarrassed by my unwillingness to speak out in his defense. That all changed in math class, the day before Thanksgiving 2003.

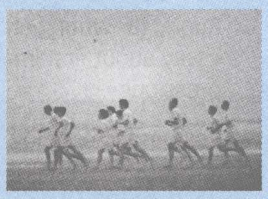
3. PROMPT: Explain how the lecture casts doubt on the information in the reading about robotics.

   _____ INTRODUCTION: The reading about robotics makes several claims about the role of robotics in manufacturing. Movable "robot arms" do dangerous work like welding and riveting. Small, wheeled robots take care of tedious work like cleaning a warehouse floor, and tall, giraffe-like robots arrange products logically on shelves. And this is only a preview of more wondrous achievements to come. But does the lecturer take a similar position?

Scope and Sequence

Chapter	Writing Product	Preparing to Write	Focusing on Words and Phrases
1 New Challenges page 2	■ A **descriptive** paragraph about your first impressions of a new place	■ Talking about postcard photos ■ Freewriting about first impressions ■ Reading: Postcards from around the world ■ Gathering information: Interview one person	■ Using descriptive adjectives ■ Describing problems ■ Practicing information questions
2 Cooperation and Competition page 26	■ An **information** paragraph on cooperation or competition in learning	■ Talking about photos of people learning ■ Freewriting about how you learn best ■ Reading: *How do we learn best what we need to learn?* ■ Gathering information: interview five people	■ Practicing vocabulary related to learning ■ Writing about positive and negative qualities ■ Writing about advantages and disadvantages
3 Relationships page 44	■ A **descriptive** essay about a friend or family member you admire	■ Talking about relationships ■ Freewriting about someone you admire ■ Reading: *My uncle-dad-neighbor Larry* ■ Gathering information: interview someone about a person s/he admires	■ Practicing words and expressions about people you admire

Organizing and Developing Your Ideas	Critical Thinking	Focus on Testing	Evaluating Your Writing
■ The paragraph ■ The topic sentence	■ Recalling first impressions ■ Making inferences ■ Applying information questions in an interview ■ Analyzing paragraphs ■ Analyzing topic sentences	■ Focusing your paragraph	■ Rubric for writing an essay about first impressions ■ Self-assessment log
■ Paragraph unity ■ Paragraph parts	■ Comparing learning situations ■ Evaluating personal learning preferences ■ Considering advantages and disadvantages ■ Synthesizing information from a survey ■ Analyzing paragraph parts ■ Analyzing paragraph unity	TOEFL® iBT ■ Paragraph unity and a strong vocabulary	■ Rubric for writing an essay about cooperation or competition in learning ■ Self-assessment log
■ The essay ■ Studying parts of an essay ■ Building essays from paragraphs	■ Speculating about relationships ■ Making comparisons ■ Applying new information ■ Analyzing an essay ■ Developing an outline	TOEFL® iBT ■ Making an outline	■ Rubric for writing an essay about someone you admire ■ Self-assessment log

Chapter	Writing Product	Preparing to Write	Focusing on Words and Phrases
4 Health and Leisure page 62 	■ A **cause and effect** essay on activities that contribute to good health	■ Talking about everyday activities and health ■ Brainstorming causes of good and bad health ■ Freewriting about your habits and your health ■ Reading: *Cynicism and mistrust tied to early death* ■ Gathering information: interview three people about healthy/ un-healthy choices	■ Words and phrases for writing about health ■ Showing causes and effects
5 High Tech, Low Tech page 80	■ An **information** essay about a future invention	■ Talking about some new inventions ■ Brainstorming about the usefulness of some technological tools ■ Freewriting ■ Reading: *Nanotechnology: The science of the small* ■ Gathering information: research a technological innovation	■ Using word parts ■ Technology vocabulary ■ Using direct quotations ■ Paraphrasing
6 Money Matters page 102	■ An **analysis** essay about what leads to success in business	■ Talking about some successful businesses ■ Brainstorming about successful businesses ■ Freewriting ■ Reading: *Today's lesson: how to start a successful business* ■ Gathering information: research a successful business	■ Business terms ■ Comparing business success with other types of success

Organizing and Developing Your Ideas	Critical Thinking	Focus on Testing	Evaluating Your Writing
■ The thesis statement ■ Identifying types of supporting material ■ Organizing supporting material	■ Evaluating healthy/ unhealthy choices ■ Comprehending a study of attitude and health ■ Analyzing sources ■ Applying new information ■ Synthesizing survey responses ■ Analyzing causes and effects ■ Analyzing thesis statements	TOEFL® iBT ■ Planning for writing on-demand	■ Rubric for writing an essay about personal aesthetics ■ Self-assessment log
■ Types of introductions ■ Well-developed paragraphs and essays ■ Sample essay: *Technology: size matters*	■ Comprehending a scientific article ■ Analyzing pros and cons ■ Analyzing word parts ■ Applying new information ■ Analyzing general and specific ideas	TOEFL® iBT ■ Checking your main idea	■ Rubric for writing an essay about a technological innovation ■ Self-assessment log
■ Paragraph coherence through pronouns, key words, and paraphrasing ■ Conclusions	■ Identifying facts from the reading ■ Speculating ■ Making comparisons ■ Analyzing coherence ■ Applying new information	TOEFL® iBT ■ Conclusions on standardized tests	■ Rubric for writing an essay about success in business ■ Self-assessment log

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