

**MIND-FRAME MENTAL: HEALTH RESEARCH
EXTENDED ASSIGNMENT: **PRECIS****

ANALYTICAL READING - ANNOTATING

DEFINITION AND EXAMPLES OF ANNOTATING

- Click on the link: [DEFINITION AND EXAMPLES OF ANNOTATIONS](#)
- Click on the link that opens up. There is a PowerPoint on how to annotate with examples.

MENTAL HEALTH A MULTICULTURAL PERSPECTIVE

- The articles in this unit are meant to provide an introductory overview of mental health in various American cultures.
- Students can **choose one of the cultures** under the **[RESOURCES]** tab:

[AFRICAN-AMERICANS](#)

[ASIAN-AMERICANS AND PACIFIC ISLANDERS](#)

[INDIAN-AMERICANS AND ALASKAN NATIVES](#)

[LATINX](#)

[MIDDLE EASTERNERS](#)

[PHYSICAL DISABILITIES](#)

- You can also choose to research a different community or culture than the ones that are presented.
- You may also need to find additional sources to add to one of the communities under the resource tab.

SUMMARIZING PRACTICE: After the section is annotated, students should write a two sentence summary on the content of the section.

DISCUSSION: THINK-PAIR-SHARE

Students read each other's annotated text and discuss whether they agree or disagree with what the author is expressing.

ANALYTICAL WRITING

PRECIS is a concise, insightful formal rhetorical summary.

On pages 3-4 there is a detailed explanation and template for how to create a Précis. Page 4 has an example of a completed précis.

Under the **[Rubrics]** tab for this unit there is a rubric for grading a précis.

Use the template for pre-writing the précis.

Review the rubric before beginning the assignment.

PRECIS WRITING

Students work together in crafting a précis.

Students use the Rubric to evaluate, discuss and rewrite.

DISCUSSION

Students participate in a class discussion on what they learned in this unit and if they agreed or disagreed with any of the information.

RHETORICAL PRÉCIS WORKSHEET:

A rhetorical précis differs from a summary in that it is a less neutral, more analytical condensation of both the content and method of the original text. If you think of a summary as primarily a brief representation of what a text says, then you might think of the rhetorical précis as a brief representation of what a text both says and does. Although less common than a summary, a rhetorical précis is a particularly useful way to sum up your understanding of how a text works rhetorically.

THE STRUCTURE OF A RHETORICAL PRÉCIS

Sentence One: Name of the author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.

Sentence Two: An explanation of how the author develops and supports the thesis.

Sentence Three: A statement of the author’s apparent purpose, followed by an “in order to” phrase.

Sentence Four: A description of the intended audience and/or the relationship the author establishes with the audience.

Rhetorical Précis Sentence Starters

Sentence One (What?)

_____ in the _____, _____,
(Author) (A) (Title)

_____ that _____.
(B)

Sentence Two (How?)

_____ supports his/her _____ by _____
(Author’s last name) (B) (C)

Sentence Three (Why?)

_____ in order to / so that _____
(D)

Sentence Four (To Whom?)

The author writes in a _____ tone for _____
(E) (audience)

A	B	C	D	E
article, book review, essay, column, editorial	argues, argument, asserts, assertion, suggests, suggestion, claims, questions, explains, explanation	comparing, contrasting, telling, explaining, illustrating, demonstrating, defining, describing, listing	show, point out, suggest, inform, persuade, convince	formal, informal, sarcastic, humorous, contemptuous

Example

Mitchell Washington

Professor Jones

C-34

20 October 2019

Rhetorical Précis

In the article “End Homework Now” (2001), Etta Kralovec and John Buell claim that the practice of assigning homework is not an effective teaching method because its negative effects outweigh its benefits. Kralovec and Buell support their claims by providing examples of how homework disrupts families, overburdens children and limits learning and by dispelling myths about the benefits of homework and providing alternative practices that would lead to improvement in student achievement. The authors’ purpose is to make the reader question a practice that is a trademark of the U.S. education system and decide whether it is conducive to creating a “smarter” student. They seem to be speaking to the entire educational community: administrators, teachers, students and parents.