New York City College of Technology

Writing Across the Curriculum

November 28, 2017

**Effective Grading and Minimal Marking Faculty Workshop**

Question #3. How are modern human beings closely related to apes like the chimpanzee? Support your argument with evidence from both behavior and biology.

“Do not feed the animals.” Those were the instruction written in a sing in front of a gigantic chimpanzee’s cage, which looked like a jungle on its own. I was about 14 years old in my first science trip, and the teacher choused the Zoo, to show us some important points about evolution, points in which as religious child, who believed in God’s creation of the earth and all living creature, didn’t believed or wasn’t interested in. I don’t remember the assignment that I had to do, but there is one think which I remember; I remember myself observing these curious creatures through the diamond shape fence that surrounded them. I couldn’t believe how me, a child who would spent hour in the mirror trying to look her best, could somehow be related to this hairy, smelly, small creature who would jump from one tree to the other in their artificial jungle, making strange sound (which I considered annoying) be related to me. They were looking with a lot of curiosity to their expectators, in a couple exchange of looks, you couldn’t tell who was observing who.

6 years after my fun day at the Zoo, I enrolled in this Anthropology class, not as a favorite, but as an “ I didn’t had any more choices”. I got in with less interest in evolution than the interest that I had in my science class back in middle school. However curiosity is my worst enemy and the class had got more interesting since that first day of class. I remember professor B. mentioning that we, human being are 98.3% genetically the same a Chimpanzee, that got my attention, that means that from 100% of our DNA we were just 1.7% different from the chimps I saw in the Zoo. Incredible.

From the Cadogram of human and apes we can see the relationship through time between them. We can also see How close is a human to a chimp, and even after dividing to a difference genus “homo”, human shared a lot of characteristic and similarities with the chimpanzee that suggest that there were a period of time in which they shared a common ancestor between them . But why the chimpanzee, it could be another primates like the gorilla or orangutan? How do we know we are more close to them than to the other primates? That single proof that our DNA is more similar to chimp than what it into Orangutan or gorilla is a great step to figure out which is our closet relative. According to J.Phillippe Rushton in his book “*Race, Evolution and Behavior”* He argues that human-Chimp DNA comparison are about 20% more stable than human and gorilla comparison or chimp-gorilla comparison.

Even though it might sound estrange, but the fact that human shared some physical characteristic with the chimp is a reality, which a few years ago would give a headache. One of these characteristics is the chimpanzee’s feet, which is more efficient for walking than the gorilla feet, this is possible because chimp’s sole is broader and toes are shorter. As human the a lot chimp has no tail, just that bone that we can touch at the end of our dossal spine, proof that there were a tail once. Our hands, like chimp hand had the thumb separated that helps to grab smaller food and handle to pick them up. The position of eyes, the eyes are located in the front of the skull, which permits to look forward, rather than on the side. This gives to the primates stereoscopic vision that helps us to see further. Another fact is the large cranium that protects our brain, even though chimp’s brains is half of our, a big amount of their brain is in the sense of vision more than smell. Primates like us have a great sense of but lack of smell.

Behavior also relate chimpanzee to us. When a baby chimp is born, the helpless young chimp grabs his mother hair and climbs to her back. Letting us know this little child is defenseless and depends on its mother. These behaviors, which could be characterized as a thing, that baby human also do. Not literary climbing to his or her mother back, but crying when is on need of his or her mother heat, nourishment and love. Chimpanzee live in small group, which can disintegrated and once again be form, is like a human community. As community they cooperate in hunting and sharing food, like a human would do in his or her own way. We use language to communicated to one another, chimp’s use they own way of communication, which are executed by facial expression and repertoire calls. Even though chimps brain are half of the size of a human brain Chimps are considerably intelligent, capable of simple reasoning and tool uses, like human somehow they use their brain.

Because of my Hispanic heritance I have a weird nose, a wide rounded nose, I remember being a kid and my brother used to call me name such as “monkey nose”. Back then it use to hurt but now is just a joke. When I know that the same that I have from a monkey so does he. Next week I might visit the zoo again, maybe now I would read, “ Do not feed the animal” and I might think twice about feeding myself, and I might look with more interest to my cousin behind the diamond shaped fence.

**Group Grading Exercise**

Work with your group to:

1. Describe the text: Make one non-judgmental, descriptive observation. It should be something on which you all agree (e.g., “the writer uses a quote”; “there are five paragraphs,” etc.)
2. Note one thing the writer does well.
3. Identify an idea you found provocative or interesting that you would like the writer to think about further.
4. Identify one or two patterns of error.
5. Drawing on previous observations, compose a comment for the student that will promote revision and move the paper forward.

**Resources for better student outcomes at City Tech**

Atrium Learning Center: <http://www.citytech.cuny.edu/students/learningcenter/>

Helpful links for ESL/ELL students: <http://websupport2.citytech.cuny.edu/learningcenters/esl.htm>

Online library tutorials for students: <https://library.citytech.cuny.edu/help/tutorials/index.php>

Writing Across the Curriculum OpenLab Blog: <https://openlab.citytech.cuny.edu/writingacrossthecurriculum/>

**Strategies for Effective Peer Review**

1. Focus on improving only one aspect of the draft
2. Give students a worksheet (see examples below)
3. Use peer review throughout the writing process
4. Decide on location of peer review
5. Determine group size and make-up in advance
6. Think through logistics of exchanging drafts and responses
7. Take steps in advance to ensure students come prepared
8. Think ahead about your role during peer review

**Sample Peer Review Questions – Introductory Paragraphs**

Instructions: Respond to the following questions for the peer draft you received:

1. Write one sentence that could be added to the introduction that would convince a reader that the topic is worth reading.
2. Is there a research question? If so, draw stars (\*) around the research question on your hard copy.
3. Is there a thesis? If so, underline the thesis on your hard copy.
4. List the concepts used to support the thesis and indicate whether the author defined each one.
5. How does the author plan to address the research question? Explain in your own words.

**Sample Peer Review Questions – Supporting Evidence**

Read the draft silently. Form groups of 4 – 5. Discuss the following questions together, and write group responses. Return the drafts and worksheet to the original writer.

1. Underline the sentences on the draft that you think provide supporting evidence.
2. List the pieces of evidence the author uses to support her/his argument and label each by type (e.g. data, secondary source, logic, anecdote, etc.).
3. Which piece of evidence is the strongest? Why?
4. Which piece of evidence is the weakest? Why?

**Sample Peer Review Assignment – Organization**

Instructions: Read the paper silently. Outline the author’s arguments below using the format we discussed in class. (Reminder: your outline should list the thesis, each supporting argument and the evidence used to prove each supporting argument).