

The plays *reasons to be pretty*, by Neil LaBute , and *Yellow Face*, by David Henry Hwang,

both address problems attached to the socially constructed ideas of image and appearance.

Both LaBute and Hwang take a unique perspective when analyzing how we view ourselves, as well as how we view others. These plays share an interesting perspective that involves a new

twist to our old notions of beauty. Instead of focusing on racism or the tendency to judge

someone's worth based on how attractive they are, both LaBute and Hwang pose an argument
for being ethnically ambiguous or regular.

LaBute's *reasons to be pretty* begins with the fight between Steph and Greg. Greg has made a passing remark about Steph's appearance as being of "regular" attractiveness. It doesn't help that he was making this comment in the midst of discussing how "hot" another woman was. Even though there was no malice in his comment, it was apparent to me that it was enough to cause Steph to end the relationship.

What stood out to me most about this scenario was Steph's view of herself. I don't believe she was mad at Greg for not thinking she was the most attractive woman in the world, I think she was mad because he said it out loud. Steph knows she isn't a supermodel. She knows very well there are plenty of women in the world who are more attractive than she is. But on the other hand, she also knows she isn't ugly. Although she is a bit insecure, she never puts herself down. Logically speaking then, she knows she is of regular attractiveness, which just means somewhere in the middle. Steph, then, was miffed at Greg for seeing her as regular in

The first
paragraph
ends with a
thesis
statement.

Short Response Essay Sample

Dick Arends, Ann Kilcher



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Handbook of Automated Essay Evaluation Mark D. Shermis, Jill Burstein, 2013-07-18 This comprehensive interdisciplinary handbook reviews the latest methods and technologies used in automated essay evaluation AEE methods and technologies Highlights include the latest in the evaluation of performance based writing assessments and recent advances in the teaching of writing language testing cognitive psychology and computational linguistics This greatly expanded follow up to Automated Essay Scoring reflects the numerous advances that have taken place in the field since 2003 including automated essay scoring and diagnostic feedback Each chapter features a common structure including an introduction and a conclusion Ideas for diagnostic and evaluative feedback are sprinkled throughout the book Highlights of the book s coverage include The latest research on automated essay evaluation Descriptions of the major scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ Engine c rater™ and LightSIDE Applications of the uses of the technology including a large scale system used in West Virginia A systematic framework for evaluating research and technological results

Descriptions of AEE methods that can be replicated for languages other than English as seen in the example from China
Chapters from key researchers in the field The book opens with an introduction to AEEs and a review of the best practices of teaching writing along with tips on the use of automated analysis in the classroom Next the book highlights the capabilities and applications of several scoring engines including the E rater the Intelligent Essay Assessor the Intellimetric™ engine c rater™ and LightSIDE Here readers will find an actual application of the use of an AEE in West Virginia psychometric issues related to AEEs such as validity reliability and scaling and the use of automated scoring to detect reader drift grammatical errors discourse coherence quality and the impact of human rating on AEEs A review of the cognitive foundations underlying methods used in AEE is also provided The book concludes with a comparison of the various AEE systems and speculation about the future of the field in light of current educational policy Ideal for educators professionals curriculum specialists and administrators responsible for developing writing programs or distance learning curricula those who teach using AEE technologies policy makers and researchers in education writing psychometrics cognitive psychology and computational linguistics this book also serves as a reference for graduate courses on automated essay evaluation taught in education computer science language linguistics and cognitive psychology

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and better stewardship and leadership in the health professions This concise easy to read title consists of mini chapters intended as a resource to assist early and middle career physicians clinicians and scientists in understanding the unique mission of academic medicine and building creative effective and inspiring careers in academic health organizations Organized in eight sections the Guide covers such areas as finding your path in academic medicine getting established at an institution approaching work with colleagues writing and reviewing manuscripts conducting empirical research developing administrative skills advancing your academic career and balancing your professional and personal life Each chapter includes pointers and valuable career and best practices strategies in relation to the topic area An exciting addition to the professional development literature Achievement and Fulfillment in Academic Medicine A Comprehensive Guide is an indispensable resource for anyone seeking to achieve a fulfilling career in academic medicine *The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* Kelum A. A. Gamage, Nanda Gunawardhana, 2022-03-30 A comprehensive resource for higher education professionals interested in sustainability pedagogy In *The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* a team of distinguished researchers delivers an insightful reference for higher education professionals seeking to embed sustainability in learning and teaching The book offers a way for higher education institutions to implement sustainability goals in their curricula and provides comprehensive guidance to educators researchers and practitioners The authors discuss recent developments in technological innovations best practices lessons learned current challenges and reflections in the area of sustainability teaching in higher education They also examine the impact of the COVID 19 pandemic on sustainability education With contributors from a variety of disciplines including engineering medicine urban design business environmental science and social science the book considers the embedding of sustainability in regenerative learning ecologies living laboratories and transgressive forms of learning It also includes A thorough introduction to activist learning for sustainability and outcome based education towards achieving sustainable goals in higher education Comprehensive explorations of factors that hinder the implementation of sustainability initiatives in higher education institutions Practical discussions of developing stakeholder agency in higher education sustainability initiatives In depth examinations of global trends and country specific initiatives in sustainability teaching Perfect for education developers seeking to incorporate sustainability *The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* is also ideal for academics researchers policymakers and accreditation personnel working in the area of sustainability **Evaluation and Testing in Nursing Education** Marilyn H. Oermann, Kathleen B. Gaberson, 1998 The volumes in this popular series provide nurse educators with material to help them plan conduct and evaluate their instructional goals and accomplishments The series addresses a broad spectrum of teaching situations classroom settings and clinical instruction supervision At some time or another all teachers are faced with the need to measure and evaluate learning in a course workshop continuing education program or educational setting This book is a

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