

ENGL 1010-30 AUTUMN 2015
Bethann Garramon Merkle
T/Th Annotated Syllabus

NOTES:

- (Most of) the italicized text = my revisions/adjustments (some based on suggestions from other instructors/GAs; others are my own)
- See lesson plan/WyoCourses assignment page for complete details re how many of the assignments were framed/facilitated/graded.
- I required students to identify specific audiences (of different types) for all four of the papers assigned in this course. Student feedback was overwhelmingly positive, as the audiences were all specific and authentic. See paper prompts for details.
- See Paper 4 prompt (and RPA/Annotated Bib. prompts) for details re the angle this final essay took: at Jason Kirkmeyer's suggestion, I developed a prompt that required students to research and propose a solution to a hometown problem. This helped enormously with directing students away from generic, bigoted, and otherwise problematic topics. It also seemed to compel students to actually engage in the research process – to investigate a situation, learn from other places that might have already addressed the issue, etc. It seemed to offer an authentic research experience, judging by how many students told me (or demonstrated through their drafts) that, after completing their research, they had radically changed their mind about what they initially thought was the best solution.

UNIT 1

Day 1: Tuesday, September 1

Introduction to course, “texts,” “reading” / Prime Carr and Kefalas Reading

HANDOUTS: Course policies and syllabus/ Part I and II of Understanding How to ‘Read’ Different Texts

IN CLASS:

- Go over the syllabus and major course goals with students—go to the most important sections only (i.e. attendance, word length, grade scale, plagiarism, disability clause, etc.) and let students know they are responsible for reading this contract. Return to the course policies as they come up throughout the semester
- Take roll (to save time, while you are taking roll, you can get the students engaged in the Ice Breaker below)
- Set up Unit 1’s first big goal: How to become a better reader (These next two bullets allow you as an instructor to scaffold understanding different texts)
 - Ice Breaker: On note cards (or on some paper you can later collect), ask students about their definitions and approaches with “reading.” Then in small groups have students introduce themselves and share their answers regarding how they define reading.
 - Follow up group work with these possible discussion ideas:
 - Ask students to explain how this set of definitions/strategies matches with their own initial definition.
- Do an activity to prime Carr and Kefalas Reading (Make the shift here to preparing student for their first reading—think back to the colloquium and April Heaney’s points on the importance of pre-reading)
 - For example, ask some predictive questions: What would you *expect* from an article titled “The Heartland and the Rural Exodus”? What claims might be

Commented [BGM1]: Note that most of Unit 1 I followed fairly closely, but you may see some discrepancies between the annotated syllabus and the lesson plans.

If you want to see how I actually facilitated Unit 1 activities, look at the lesson plans and the supplemental documents for each day. There are discussion prompt hand-outs, for example, for Day 1 and Day 4.

NOTE: My classroom was “in transition” and I didn’t have any projection equipment for the first 2 weeks of class. As a result, printing the hand-outs was necessary. By the time projectors were installed, the precedent for printing hand-outs had been set. So, I carried on that way for the rest of the semester.

I noticed two things as a result:

1. Students actually read and used them (because I worked that into class activities).
2. Students kept them, (maybe) because I would ask them to refer back to them as the course progressed.

I have my doubts that they would have used the hand-outs as much had the hand-outs only been available online.

made? What tone might you expect? As a reader, are you initially resistant or agreeable to the topic? Etc.

- Introduce students to the idea that different texts exist (not just “traditional texts”) and different texts and different genres use different rhetorical strategies (approaches to persuade readers). Get students to take out their notebooks/paper and then show students this clip youtube clip that summarizes Carr and Kefalas’ book: <https://goo.gl/8Ydtf4>.
- Play the clip more than once, if necessary. Ask them what is different about watching this video vs. reading the chapter? (If you wish, you can also play John Mellencamp’s “Small Town” (<https://goo.gl/3yxRxT>) to discuss other issues that Carr and Kefalas address such as romanticizing rural American life, designating rural communities as “real America,” etc.. Feel free to use a more updated digital (“non-traditional) text instead of the Mellencamp video if you have one in mind.
- Last few minutes: Hand out homework and explain that they need to 1. get the ENGL 1010 book, *Connections in Context* 2. read Carr and Kefalas’ article, If the bookstore is out of books/does not have books, tell them it’s their responsibility to email you to get a pdf copy of the article. Warn them that this homework assignment is likely to take at least 1.5 hours. They may want to break up the reading to make it more manageable. Hand out homework Part I and II of Understanding How to ‘Read’ Different Texts

Commented [BGM2]: I played “Small Town” along with the country song “Small Town USA,” and then we discussed how the two songs convey similar messages in different ways, etc. See lesson plan for details.

ASSIGN:

- Buy the course book
- Read Carr and Kefalas from ENGL 1010 reader, *Connections in Context*
- Complete Part I and read Part II of Understanding How to ‘Read’ Different Texts

NOTE: On Thursday Sept. 3, you’ll briefly introduce annotating to students. For a refresher, you may want to look at Strategies for Engaged Reading on the Online Student Handbook: <http://www.uwyo.edu/english/degrees/undergraduate-students/english1010/1010-osh-readingstrat.html?> with so you can very briefly discuss expectations for annotating for this class. Students are assigned these Strategies for Engaged Reading on OSH for Friday September 4 (Day 3) and a fuller discussion of annotating will take place that day.

Day 2: Thursday, Sept. 3

Reading responsibly: Reading for Purpose and Larger ideas (i.e. Key Concepts)

HANDOUTS: “Ideas for Annotating” and the Carr and Kefalas Reading Guide (questions 1-6)

DUE:

- Bring course book, *Connections in Context*, to class
- Read Carr and Kefalas’ “The Heartland and the Rural Exodus” in our ENGL 1010 reader, *Connections in Context*
- Complete Part I and read Part II of Understanding How to ‘Read’ Different Texts

IN CLASS:

- How does Carr and Kefalas’ reading compare to other reading they’ve been assigned in the past (in high school, for instance)?
- **Very important:** ask questions to ensure they reasonably understand the main purpose/claim of Carr and Kefalas’ article, and find out what key claims/concepts they see as essential to the overall argument.
- **Possible Group activity:** This would be a great small group activity so that students could come together to discuss Carr and Kefalas’ main claim/purpose. One idea (you would do this before class) is to make up a few true/false questions regarding what is

(or isn't) the main claim/purpose of Carr and Kefalas' article and use this to guide this small group activity.

- Discuss their strategies for actively reading the text (note, you have not taught annotating yet—this discussion is designed for you to decipher where they are regarding their understanding of annotating). Did they underline? Did they take notes? If they did, what kind of things did they mark, and why? Did they look up terms they were unfamiliar with? (Day 3 allows time for teaching annotating).
- Have them discuss different audiences for the Carr and Kefalas chapter, the Carr and Kefalas video that summarizes their book, and finally the John Mellencamp video. Discuss part two of the in-class handout: "Understanding Different texts". Why is it important to be able to "read" digital and oral texts? Why is it important to be able to understand how these texts work differently in terms of how they work to persuade their readers?
- Discuss Part I and II of Understanding how to 'Read' Different Texts (strengths/weaknesses/reader preferences). Let students know that in future papers in this class (and in other classes during their academic careers), they may encounter various types of texts and how it is important to think about the power (and weaknesses) of different modes of communication. It is important for them to be open to not only using non-traditional texts in their own thinking, writing, and communicating but also think about how concepts may change in different contexts and how different texts engaged different audiences. It is also important to realize the limitations and opportunities of any text.
- Hand out the 2 page Sample Annotation of Carr and Kefalas's article from binder Unit 1 Materials-Discuss the kinds of annotations this student made in the margins
- Getting reading for homework: Ask, who would read Carr and Kefalas' article? Tell students to think about a particular audience when they annotate and think about what strategies Carr and Kefalas may be using to appeal/persuade this audience—in other words, in this reading, they are now annotating with a purpose.
- Very briefly introduce the key terms that will help them begin to understand how texts persuade: Purpose, Audience, Structure, Evidence (and Tone). The big question to consider: How well do the structure, evidence, and tone convince a *specific* type of reader to accept a *specific* central claim?
 - It is helpful to hand out a different colored pen (say green) to students or find another way to encourage them to now annotate with the purpose of identify Carr and Kefalas moves as an author—anything that helps them differentiate between their first annotations and these second annotations that start to get them to think about the author's moves (persuasive strategies)

ASSIGN:

- Read Strategies for Engaged Reading on the Online Student Handbook: <http://www.uwyo.edu/english/degrees/undergraduate-students/english1010/1010-osh-readingstrat.html?>
- Reread Carr & Kefalas and annotate reading
- Question 1-6 in Carr & Kefalas Reading Guide

NOTE: Read the "Reading Guides as 'reading to learn' strategies in Unit 1 Binder Materials to understand the purpose of the reading guides that we assign throughout the semester and also read "Lesson Plan for Annotating a Text: A Good Method for Reading Critically to better understand what it means to teach annotation

Day 3: Tuesday, Sept. 8

Discuss Annotations, Paper 1 Prompt, Audience Analysis Activity, and discuss question 1-6 Carr and Kefalas Reading Guide

HANDOUT: Audience Analysis Activity (complete together in class today, Tuesday Sept. 8 and/or continue Thursday Sept. 10)

DUE: Reread Carr and Kefalas' article pages in *Connections in Context* and now annotate keeping in mind the persuasive strategies that Carr and Kefalas use in their article and complete questions 1-6 of Carr and Kefalas Reading Guide

IN CLASS:

- Discuss the students' annotations: How did annotating/taking notes help you dig into the text? What parts of the article are persuasive, and for what kind(s) of audience? If time, have a student(s) share his or her annotations up at the doc cam if your classroom has one
- Introduce Paper 1 Prompt and discuss the key terms that will help them begin to understand how texts persuade: Purpose, Audience, Structure, Evidence, and Tone. Make sure students understand the main question they have to consider: How well do the structure, evidence, and tone employed by Carr and Kefalas convince a *specific* type of reader to accept a *specific* central claim?
- Briefly discuss questions 1-6 of the Carr and Kefalas Reading Guide-in-class before they complete questions 7-13 of the guide and ask them to identify what questions are questions regarding persuasion ("moves that matter"-choices the author makes) and what questions designed to gauge comprehension? In other words, what is the text saying (content), vs. what is the text doing (the moves the author is making rhetorically). All questions on the guide can be considered, not just the ones they have answered.
- Audience Activity-In class assignment: First, ask students individually to jot down audiences that they think would have reason to care or have a "stake" in the purpose and issues that Carr and Kefalas raises. Second, in groups of 3-4, ask students to share these audiences and discuss a) the reasons why this audience cares or has a stake in the issues, b) whether the audience might be sympathetic, unsympathetic, or primarily neutral to Carr and Kefalas's claims, and c) what kinds of events or anxieties are happening in this time period that might influence the audience's reaction to the article. Third, share these audiences and descriptions as a class. Make sure that the students talk about the audiences they identified; steer them away from how they themselves feel about the article. Finally, if time, ask the students to find in the article material that might be the most persuasive to these audiences and actual quotations from the article that could appeal to/antagonize the difference audiences. If you run out of time, pick up this activity Friday Sept. 11

ASSIGN: Handout-Types of Evidence (Unit 1 Binder materials) and Complete Carr and Kefalas Reading Guide questions 7-13.

NOTE: The Audience Analysis Sheet that you went over in class Sept. 8 is designed to guide the students into base-level thinking that will allow them to start discussing audience, structure, and evidence.

Day 4: Thursday, Sept. 10
Evidence and Structure/Carr and Kefalas Reading Guide/Thesis brainstorming

HANDOUT: (may be handed out electronically, but I did it on paper): sample paper and Sample Paper Evaluation Worksheet (homework due Sept. 15) and in-class handout for Sept. 14: Types of Evidence Handout (Unit 1 Binder materials)

DUE: Complete Carr and Kefalas Reading Guide questions 7-13

IN CLASS:

- Discuss entire Carr and Kefalas Reading Guide—make sure students understand the major ideas (key concepts)
- Analysis Strategies:
 - Use the Types of Evidence handout (Unit 1 Binder materials). Get students into three groups (or six groups if the groups are too large) or work as a class to determine:
 - Have one group discuss the types of evidence Carr and Kefalas use. How do they use these particular types of evidence to achieve their purpose and engage a particular audience?
 - Ask a second group to discuss the structure (organization) that Carr and Kefalas use. How is information ordered? Would the article be more likely to convince your group if these sections were arranged differently? How would you suggest organizing the article for greatest impact on this group?
 - Ask the 3rd group to discuss tone--how Carr and Kefalas use tone presents themselves to readers(friendly, authoritative, sarcastic, and personally motivated, etc.)?Is the tone consistent throughout the writing?
 - NOTE: one of the best ways for your students to succeed on this first paper is having them focus (at least partly) on analyzing structure and/or format in Carr and Kefalas because it is a clear cut way for them to understand the “moves” the author is making are intentional—choice of format, choice of lists, choice of order, etc.
- Footnotes:
 - Make sure to discuss how Carr and Kefalas use footnotes to fully cite some of their sources.
 - Explain that this is likely because the format is typical/acceptable in their discipline, and that this is a chapter from a larger book, and was not published as a stand alone article.
 - In many kinds of academic writing, and for this class, FULL citation information (full name of author, name of article, contextualization of the information, etc.) is used.
 - If you wish, discuss how footnotes work differently than full contextualization of sources.
 - The sample paper illustrates how sources should be cited for paper 1.
- In-class activity – thesis prep: In groups of 3-4 have students brainstorm claims/thesis and create potential topic sentences for their paper 1
- Homework: Show the students where to find the sample student paper (or provide an electronic copy). A copy of the sample essay is in the Unit 1 Binder Materials in the physical and electronic binder; it is sample 3, “Prothero’s Persuasive Moves”

ASSIGN: In the OSH read “Structure and Development: “Closed Formed Features” and Analysis Driven Paragraphs: TEA; read Sample paper and evaluate the sample by using the Sample Paper Evaluation Worksheet in binder.

Day 5: Tuesday, Sept. 15

Sample paper/ Thesis/Topic Sentences/ Closed Formed Features

HANDOUT: Paper 1 skeleton and paper 1 Planning Work Sheet

Commented [BGM3]: I don't see why we would discuss this if we don't want students to do this in their paper. I did not mention footnotes.

DUE: In the OSH read “Structure and Development: “Closed Formed Features” and “Analysis Driven Paragraphs: TEA” and also read Sample paper and evaluate the sample by completing the Sample Paper Evaluation Worksheet

IN CLASS:

- In-class activity: Ask students to share their responses from their Sample Paper Evaluation Worksheet. The purpose of this exercise is to make sure that students can see a sample of Paper 1 and are able to identify the parts of this paper. Although the sample is not perfect (for example, this student writer chose 2 audiences, which is problematic), it is useful to illustrate how to set up context in the intro, how to write a thesis that focuses on audience, how to form topic sentences that are focused on the audience, how to include relevant and useful evidence, and the importance of analysis. Students should come away from this discussion thinking about the strengths of this sample and the weaknesses and being able to mimic some of the strengths in their own papers.
- Review paper 1 and discuss in detail paper 1 Skeleton Handout: The reason you are spending a good deal of time on the Paper 1 Prompt and Skeleton is because the document allows the students to understand how to build an intro, thesis, topic sentences, and conclusion. The document also provides invaluable information in terms of the importance of contextualization (a skill they will need for ALL papers in this course (and beyond)) and support. Discuss how to move from the sample to a paper focus and move toward thesis development. Explain, just like the sample, they will be required to support their points by using direct material from the Carr and Kefalas text that they have chosen to analyze. They should review the work they did on the audience analysis worksheet they did in class together to help them move toward finalizing their decision of an audience for paper 1 and help them start thinking about forming a thesis.
- When reviewing the paper 1 skeleton, make sure to spend some time discussing how to write an effective introduction. For paper 1, writing a catchy introduction is difficult. Instead, it may be more effective for the students (especially for students who may be struggling) to follow this structure for the introduction:
 - Paragraph 1 (Introductory Paragraph):
 - Introduce the reading (name the authors, the chapters and the larger work from which the chapter comes)
 - Provide a short summary (one sentence or two) regarding what is at the very heart of Carr and Kefalas' argument
 - Provide a few more sentences of summarizing Carr and Kefalas' chapter
 - Identify the audience you are planning on zoning in on
 - Provide a few more sentences discussing the audience
 - Create a thesis that focuses on the audience and what Carr and Kefalas is convincing them of and how Carr and Kefalas use their moves of A, and B, [and C] as authors to convince this audience of X.
- Go over the TEA structure in OSH and handout brief TEA structure (Unit 1 Binder Materials): How to integrate specific evidence to support the topic sentences

ASSIGN: Complete Paper 1 Planning Work Sheet

Day 6: Thur., Sept.17

Moving towards paper 1 components

HANDOUT: TEA Recipe

DUE IN CLASS: Complete Paper 1 Planning Work Sheet

DUE OVER WEEKEND: Draft of introduction (use Paper 1 skeleton), context paragraph, Thesis and at least one full TEA paragraph (paragraph that follow TEA structure)...as complete a draft as possible.

IN CLASS:

- PAPERPLANNING WORKSHEET: Review the worksheet. Discuss a minimum of 3 movements/moments/strategies (ask students for examples from their worksheet).
- MLA OVERVIEW: Very briefly show students MLA template so they can get the basic format for MLA, but don't spend too much time belaboring this point. This website is extremely helpful for students to simply see what MLA looks like: <http://goo.gl/qHZbmb>.
- There is nothing wrong with showing the students what the Works Cited page should look like. Point the students to the Guidelines section of Paper 1 Prompt for further details.
- OUTLINE PAPER 1: Remind students paper will be about 4 pages long – word count is more important than page #s, though. Include in outline:
 - Indicate which type of strategies/moves you'll focus on (evidence, structure, or tone)
 - Introduction (text intro/summary, 3-7 sentences; audience ID/describe, 1-2 sentences; thesis, 1-2 sentences)
 - Context paragraph (key points re your audience that we need to know to understand your analysis of their reaction to C&K)
 - 3 moves/strategies (what are they? Remember they should all be from the same category, see 1st point of outline)
- DISCUSS THESIS STATEMENTS: Individually, discuss students' thesis statements with them (the rest of the class can keep working on their outlines or start drafting more TEA paragraphs, context paragraphs, etc.). Project Thesis Statement Template so they can refer to it.
- Explain homework: *See lesson plan.*

ASSIGN: DUE AT MIDNIGHT ON SATURDAY, SEPTEMBER 19TH:

- Turn in as a single document, and as complete a draft as possible. Use MLA formatting.
- TYPED revised introduction; revised 1st TEA paragraph
- TYPED: Draft of context paragraph(s); 2 more TEA paragraphs
- Submit online VIA WYOCOURSES.
- PRINT & BRING TO CLASS ON 22nd: Your draft on which I made digital comments via WyoCourses.

Day 7: Tuesday, Sept. 22

Workshop partial draft, paper 1 (intro, context paragraph, thesis, and topic sentence(s)/TEA structure)/Applying Rubric

HANDOUT: Rubric

DUE: Draft of introduction (use Paper 1 skeleton), context paragraph, Thesis and at least one full TEA paragraph (paragraph that follows TEA structure),

IN CLASS:

- Introduce the rubric (BINDER Unit 1). You'll notice that there are two rubrics in the binder. First year GAs are encouraged to use the first rubric (the one we worked with at the colloquium) so they are familiar with that format. Have students scan through the description of an "A" paper and ask questions
- Display one student's partial draft (ask for permission and explain the benefit to the student is additional feedback) and ask students to apply the rubric to this peer's paper. Then discuss the paper together and how the elements of the rubric are what you use to

evaluate their papers (establishing purpose, developing purpose and structure, using and analyzing evidence, applying conventions)

- Schedule 15 minute conferences for returning partial draft of Paper 1. Briefly explain what an individual conference will be like for the student: the instructor's intent, the student's goals. Have ready a sign-up sheet for the students to schedule their 15 minute conferences. Let the students know you will post the sign-up (electronically or on your door). You might want to also revisit your absentee policy, e.g. can a student miss a formal conference without an absence penalty? During conferences, return Paper 1 drafts and help students focus on 1-3 specific revision efforts
- Have students sign up for conferences for Thursday, Friday, and/or Monday of this and the coming week.

ASSIGN:

- Using the comments/feedback from the work shopping of the student paper in class, students should revise their partial draft (intro, context paragraph, thesis, topic sentences/TEA structure) so they can get feedback on their best work.
- Complete Self Evaluation and bring to conference.
- Keep working on your draft, if you want. If you bring a revised draft to the conference, we can talk about the changes you're making, and how they're moving your paper forward.

NOTE: Instructors, you may want to spread out conferences across Friday and/or Monday, rather than cancelling class on Thursday. See note on Day 8 (below). However, conferencing on Monday doesn't allow students much time for revision before class on Tuesday.

Day 8: Thur. Sept. 24

NO CLASS-conferences (also conferences on the 23rd)

Assign: Revise your paper 1

DUE AT CONFERENCE:

- Partial/Complete Draft of Paper 1
- Self-assessment of Paper 1.

DUE OVER THE WEEKEND: 200-300-word essay about someone you know who works a blue-collar job, something they do well, and a challenge they deal with in their job

UNIT 2 – Unit 1 text is/was predominantly the language from the Writing Program's annotated syllabus. From here on, the text of the annotated syllabus is more likely what I adapted for use in my classroom. Certainly, italicized text = my additions/suggestions re what to do.

Day 9_Tues. 29 Sept: Transition from Unit 1 to Unit 2 ("Connecting Conversations)/Reading 2/Prime Rose

DUE: 200-300-word essay about someone you know who works a blue-collar job, something they do well, and a challenge they deal with in their job

IN CLASS:

- Follow up on Monday Sept. 21 conferences. Discuss issues with drafts you saw and discuss common issues

Commented [BGM4]: This was the only day of class I canceled for conferences. I think you could skip cancelling class altogether, if you ever a) get behind and/or b) want to spend more time working on things in class.

While not skipping class meant I had to devote extra time to conferences outside of class, I didn't have a choice – I miscalculated in the transition between Unit 1 and Unit 2 (here, on Days 8 and 9). We wound up about 1.5 weeks behind, and had to spend the rest of the semester catching up. What you're seeing is THAT schedule – the "catch-up" schedule. Talk to your mentor if you want to adjust this schedule so you don't feel "behind" – basically, you'd need to prime and assign the Rose reading on Day 7, or, like I'm suggesting, not skip Day 8, and use that day to prime the Rose reading (essentially, move Day 9 to Day 8). That would solve EVERYTHING, because the big issue was that students didn't read Rose over the weekend, so we got behind.

Again, priming Rose on Day 8 that requires holding conferences outside of class time.

Note that my students weren't actually "behind." They just had to do work over Thanksgiving break, and final papers were due the Tuesday of finals week. It worked for us.

Commented [BGM5]: Required students to complete the self-assessment in detail, to gain experience with self-assessment.

Commented [BGM6]: This was not included in the binder from the writing program. However, students seemed to find it worthwhile, and it helped them connect with/primed them for Rose the next week. Could also be used as an in-class writing assignment when priming Rose.

- Prime Rose reading. Remember that the activities are to get students to complicate their beliefs about the topic.
 - Discuss Audience: Take a look at some covers from Mike Rose's books:
 - <http://goo.gl/fylejt>
 - <http://goo.gl/sGPfSj>
 - <http://goo.gl/pKHLcE>
 - <http://goo.gl/Zg5LQy>
 - After looking at these covers and reading the copy (the titles and subtitles of the books), what do you imagine Rose's readers might look like?
- Have students look at the first few pages of Rose (and annotate in class a bit)—keeping in mind that they will be asked to make connections between Rose and Carr and Kefalas soon.
- Explain that Rose focuses on the intelligence of blue-collar workers and how it is not understood or valued but, like Carr and Kefalas, also deals with the issues of who is valued in society, who is invested in, unexpected advantages of seemingly problematic experiences, etc. Also, discuss how Rose's in his essay uses a different genre and style that Carr and Kefalas to convey his ideas.

Commented [BGM7]: Links to Google Image searches for Mike Rose's books.

ASSIGN: Read, annotate, and complete Rose reading guide; list of 10 key concepts from Rose (refer to handout on WyoCourses: Defining and Finding Key Concepts). Which ones are shared with C&K? Remind students Paper 1 final is due Thursday, October 1.

Day 10_Thurs. 01 Oct: Rose Reading/key concepts/putting C&K and Rose in conversation

HANDOUT: "How to choose outside research" hand-out.

DUE: Read, annotate and complete reading guide for Rose; key concepts list; Paper 1

IN CLASS:

- Discuss Rose Reading Guide both in terms of comprehension questions (understanding the text), rhetorical choices made by Rose (for example, why does Rose begin and end the essay the way he does--this can be brief) and finally, make sure to discuss the larger concepts (bigger ideas) in Rose.
- **What should've been done, if students had read C&K over the preceding weekend (as in the MWF schedule):** Prepare students for homework: ask students to create a list of the key concepts (bigger ideas—ideas that can travel beyond the context of the readings) from Carr and Kefalas and Rose (one list for Carr and Kefalas, one list for Rose). Try to get students to understand the difference between examples in the readings and major concepts and remind them that they are looking at major concepts for H.W. Show them the Defining and Finding Key concepts handout
- **What was done:** In pairs, students discuss their lists of key concepts (from homework). Then, in small groups, students focus on either C&K or Rose (assigned by instructor), and develop as long a list of key concepts as possible for that reading. Students should identify which concepts could be shared between the two readings. Students make a list of these concepts (all and shared) on the board. Then, again with original partner, students develop a statement that IDs top 3 concepts students think C&K/Rose share. Turn this in, and indicate which students contributed to which parts of the statement development.
- Discuss shift in focus from critical reading/rhetorical analysis to adding own voice.
- Discuss general structure for college writing, including need to incorporate outside research. Distribute "How to choose outside research" hand-out.

ASSIGN: Write about how one of the concepts (from one of the readings) relates to/can help you understand an issue you have experience with/have heard about. Print draft, self-edit, revise and turn in via WyoCourses by Monday at 8:00 p.m. Bring edited version to class on Tuesday.

Day 11_ Tues. 06 Oct.:

DUE: Short essay re 1 concept and how it relates to a life experience; print and edit/proofread 1st draft; submit revised version via WyoCourses; bring printed/edited version to class on Tuesday.

IN CLASS:

- INSTRUCTOR: Review homework before class and select 3 or 4 that will work for discussion (i.e. will work for paper 2)
- *Discuss difference between concept and topic.*
- *Watch movie trailers for "Into the Wild" and "The Matrix" and answer these questions for each film (provide time after each film to respond to the questions):*
 - *What is the problem?*
 - *What are the associated assumptions?*
 - *What are 5 key concepts?*
- *Discuss questions as a full group – start by having students write on the board any key concepts that are shared between both movies.*
- *Distribute list of key concepts. Have students review list and indicate which concepts could relate to: C&K, Rose, and the two movie trailers. Don't spend lots of time – point is to see that the concepts could apply to nearly any situation or text.*
- *Extrapolate to how key concepts could be applied to life on Mars.*
- Discuss homework: How do the concepts from the readings help you understand your life more fully/more complexly? **IMPORTANT:** Instructors-- move this discussion toward the themes of understanding assumptions and/or articulating unexpected advantages. *In pairs, students discuss a bad situation you experienced and something you learned/gained from it. Use appropriate examples from student writing (from over-the-weekend assignment): teen pregnancy and being a stay-at-home mom.*
 - *Write on the board as prompts for this discussion:*
 - *(-) experience + key concept = (+) perspective/learning experience/opportunity*
 - *Social misconceptions/assumptions we would typically have about this (-) experience*
 - *Why does the key concept equal an (unexpected) advantage in this situation?*
- Reiterate shift in focus toward adding their own voices, outside research, and introduce Paper 1 prompt.

ASSIGN: Summary of your topic for paper 2; 1-5 questions/assumptions re your topic which you will need outside research/sources to support; read Sample Paper 2 and complete the Sample Paper 2 evaluation; vote for your top 3 choices (from Connections in Context) for Paper 3 readings

Day 12_ Thurs. 08 Oct: Introduce Paper 2 prompt/Paper 2 topics

DUE: Summary of your topic for paper 2; 1-5 questions/assumptions re your topic which you will need outside research/sources to support; read Sample Paper 2 and complete the Sample Paper 2 evaluation; vote for your top 3 choices (from Connections in Context) for Paper 3 readings

IN CLASS:

- *Review big goals for paper 2: apply concepts from a text to an entirely new context; use your experience to make new connections; independently find your own sources; thinking abstractly; problem-solving; develop/identify concepts that can potentially be context-*

independent; abstract approach to concrete experience; look for silver lining/unexpected advantage; concept-driven argument; defining scope of an argument

- Discuss topics and key concepts written about in homework due today.
- Discuss the difference between topic connections and concept connections and explain how students, in paper 2 (and later 3) will need to be making CONCEPT connections
- Discuss sample paper and the homework they completed--sample paper identification worksheet (structure, conceptual argument, and research)—This discussion needs to show how the paper takes a clear stance that builds from concepts from the readings (you may also discuss the structure and research implemented, but the most important thing to cover right now is how the thesis and topic sentences (and entire argument(s)) are concept driven.
- Prep for homework: Explain to students that they now will have to build a thesis and topic sentence built upon concepts from Rose and Carr and Kefalas, using paper 2 prompt as a framework. Explain how the paper 2 sample (although not perfect) is a good one to use to understand/review how thesis and topic sentences are built upon concepts.
 - *Refer to Paper 2 prompt:* Show a sample thesis to illustrate a topic that is inspired by/built upon by the concepts from Rose and Carr and Kefalas (sample thesis in binder materials—see prompts for paper 2)
 - *Refer to Paper 2 prompt:* Discuss connections of the thesis and topic sentences and be sure to show/explain to students how the thesis and topic sentences are concept driven
- Review outside research needs—explain how outside research will provide context, proof of problem, additional benefits, opposing view, etc.

ASSIGN: Tentative topic built upon concepts; *draft thesis; 3 topic sentence drafts; identify 2-3 quotes per topic sentence (from the readings) that support your argument. Using "How to choose outside research" handout, begin outside research; submit via WyoCourses by Monday at 8:00 p.m. Bring computers and printed versions of thesis/topic sentences/outside research to class on Tuesday, Oct. 13.*

Day 13 Tues. 13 Oct.: Moving from conversation to thesis

DUE: Tentative topic built upon concepts; draft thesis; 3 topic sentence drafts; 2 quotations to support each topic sentence; 2-3 options for outside research

IN CLASS:

- Distribute Paper 2 skeletons.
- Review what makes for a productive topic and how paper 2 prompt works as a framework for their paper 2 argument(s).
- Workshop students' theses:
 - Review the ONLINE STUDENT HANDBOOK "Thesis/Exigency" <http://goo.gl/W0DzBJ>. [focus on creating a tension-filled thesis]
 - Refer to the ONLINE STUDENT HANDBOOK regarding "Closed-form features" <http://goo.gl/5ZH9zT>, particularly thesis statement and topic sentences. [focus on topic sentences]
 - Full group: Ask for three or four volunteer statements to "workshop" as a class, using information from the HANDBOOK and the thesis checklist but also to discuss how well the topic and working thesis might work for paper 2.
 - In pairs, have students workshop their own theses. *Meanwhile, review students' theses and topic sentences submitted online.*
- Topic sentences
 - After reviewing and giving feedback on all the students thesis and topic sentences, discuss common issues/weaknesses and possible strengths of the theses and topic sentences and discuss general ways to improve these.

- Project productive student topic sentences and theses on the board to illustrate how these set the students up for a strong foundation for paper 2.
- In pairs, have students *draft sentences connecting* quotations *they chose* to their topic sentence's key concepts. (*Evidence part of TEA*)

ASSIGN: Write revised thesis and revised topic sentences based on classroom feedback and instructor feedback. Draft introductory paragraph that introduces the issue/debate (this may be a place where the outside research appears). This introduction paragraph should also include the student's concept-driven thesis. *BRING COMPUTER TO CLASS on Thursday.*

Day 14 Thurs. 15 Oct.: Workshop: Refining thesis and structure/TEA recipe

HANDOUT: TEA recipe

DUE: Revised thesis and topic sentences

IN CLASS:

- Schedule conferences for paper 2. These will span over Thursday Oct. 15 and Friday Oct. 16.
- Discuss the TEA recipe handout (you can also refer back to paper 2 sample and/or other samples that Joyce provided via email)
- Discuss the importance of the concept bridge, contextualization for the readings, and contextualization/set up of outside source
- *Provide class time to outline their drafts using TEA structure breakdown from Sample 2 Paper (in binder). Draft a first TEA paragraph*
- *While students are working on their outlines, circulate and check on everyone's ideas for their outside research.*

ASSIGN:

- A partial draft that includes the following:
 - Revised introduction; revised concept-driven topic sentences; revised FULL "perfect" TEA paragraph (based on draft from class)
 - *Drafts of context paragraph and 2 more TEA paragraphs*
 - Submit online via WyoCourses by 8 pm on Monday.
 - Print and bring to class or bring on your computer.

Day 15 Tues. 20 Oct.: Workshop: Contextualizing sources/TEA continued/Integrating outside source(s)

DUE: Partial draft that includes the following: *revised introduction: draft context paragraph; draft of 2 TEA paragraphs; submitted via WyoCourses; bring to class on paper or on computer.*

Return Paper 1. Have ready a list of concerns and recommendations regarding Paper 1 final drafts to help students in their writing of Paper 2.

IN CLASS:

- Review homework and choose students drafts (or parts of drafts—intro, thesis, topic sentences, one full TEA paragraph) to workshop as a class (See ONLINE STUDENT HANDBOOK "Giving Feedback on Others' Work" for information about conducting a valuable peer review.)
- More explicitly discuss TEA. Direct them to sample 2 paper (Misc. section of Binder or samples Joyce sent out via email). Discuss how each paragraph begins with the students' own argumentative topic sentence that is typically built around concepts from the text(s), how each paragraph supports the topic sentence, how each paragraph

indicates the writer's engagement in the existing (required reading) conversations, how each paragraph reflects and supports the thesis, how each paragraph successfully and logically integrates sources (both the readings and/if applicable, the outside source). Remind students that they are attempting to gain credibility for their ideas through paragraph development.

- Discuss outside research—any problems you notice, review how to incorporate this kind of research for paper 2. **IMPORTANT:** explain that this skill (integrating outside research) will not only be taken up again for paper 3, but also in paper 4.

ASSIGN: Full draft of Paper 2

UNIT 3

Day 16_Thurs. 22 Oct.: Moving towards New Readings:/Introduce the Extended Summary

HANDOUTS: Writing an Extended Summary and The Extended Summary Model/Extended Summary Activity; Reading 4 Reading Guide

DUE: Full draft of paper 2 due at 1:00 p.m. today via WyoCourses.

IN CLASS:

- **Introduction to Unit 3:**
 - Next three readings (of the instructor's choice) will be the sources for paper 3. You may choose to introduce your selected Paper 3 theme at this point.
 - Remind students that they are working on paper 2 on their own from this point forward (that you will be happy to answer questions but that the majority of class time will be spent moving onto the new readings).
 - Along with the extended summaries they complete, they will also complete an in-class, announced writing assessment on reading 4 or reading 5 (see in-class assessment prompt in Unit 2 Binder Materials).
 - Even though the in-class writing assessment is on only one of the readings, they are responsible for both readings in preparation for the in-class writing assessment.
 - The in-class writing assessment will help prepare for paper 3 in that it will allow them to show they have read and understood the first two of the three reading(s) and will hopefully also indicate that the student is confident in writing a solid TEA paragraph.
- **Extended Summary:**
 - Introduce students to Extended Summary as another way to develop comprehension not only for the readings for paper 3 but also for upcoming assignments such as writing annotated bibliographies, and writing research papers in general
 - Be sure to explain (or better yet, have them discuss the kinds of summarizing they have already done in the class so far) to them that they have been doing some form of summary in paper 1 and paper 2 when they provide(d) contextualization for the quotes they use from the readings in paper 1 and paper 2.
 - Explain to students that writing effective annotations in their books while they read will help them prepare for writing the Extended Summary.
 - The summaries will also help them keep track of and better understand major concepts/ideas for use in Paper 3.
 - Provide the students the handout-“Writing an Extended Summary.” This is in the Unit 2 binder materials Binder) and make sure to have time to have them do the exercise, The Extended Summary Model.
- **General Reading Guide:** If instructors desire, the students can use the general reading guide for Reading 4 in Unit 2 binder materials to help them with their extended summaries.

Commented [BGM8]: It made more sense, to me, to organize the course into four units, one for each paper. Essentially, the structure is the same as the 3-unit 4-paper structure used by the Writing Program. However, it seems more logical for each unit to orient to its relevant paper.

Commented [BGM9]: Because of being behind schedule, my mentor advised me to skip doing the in-class writing assessment. Instead, I focused on students doing in-class writing/revision work on their papers. It was *just fine* to do it this way. And, since I wasn't in a computer lab, doing the writing assessment would have been complicated and stressful – not all of my students were able to bring a computer to class.

If used, the reading guide can be no or low stakes and will be used to help students write their extended summaries.

- **Prime reading 4 ("Everyday Surveillance"):** Discuss with students "As we grow up, how are we observed/monitored? How does that change over time?" If students aren't discussing, prompt them to identify one time in their life when they experienced surveillance in a positive way and/or one time in their life when they experienced surveillance in a negative way.

ASSIGN: Full draft of Paper 2 due today at 1:00 p.m. via WyoCourses. Conferences on Friday – bring self-assessment (printed or on computer). Reading 4; write extended summary (reading guide optional); submit via WyoCourses by 8:00 p.m. on Monday.

CONFERENCES: Friday, 23 Oct.

DUE: Self-assessment of paper 2 – *didn't ask students to fill out the self-assessment, but did ask them to look at it and come prepared to discuss it.*

Day 17_Tues. 27 Oct.: Reading 4 Discussion and Extended Summary/Moving toward paper 3

DUE: Read in ONLINE STUDENT HANDBOOK "Writing an Extended Summary," reading 4, annotations for reading 4, extended summary, and optional Reading Guide for reading 4. Reading 4 with annotations and completed extended summary of reading 4; optional reading guide

IN CLASS:

- **To prime for next reading (R5) "Overprotected Kid":** shuffle students from their regular seats. At the end of class, have them reflect on being re-organized...explain why you re-organized and how it relates to the next reading.
- **Mid-term student feedback form** (like eval, but informal)
- **Paper 2 Conferences Follow-Up:** Go over any issues discovered during conferences.
 - Most likely a major issue in paper 2 is a lack of contextualization for the sources they work in and/or the students are not fully using the TEA recipe. In-class TEA paragraph activity
 - IF NECESSARY: In class activity for TEA: Show students the incomplete TEA paragraph (binder materials paper 2 "Incomplete TEA paragraph") and have them label the parts of TEA that are there and the parts that are left out. When they are finished, show them the completed paragraph (binder materials Unit 2, complete TEA paragraph) and walk them through the parts that are labeled. Have them think about their own papers and jot down notes to themselves where they still need to work on the TEA recipe.
- **Extended Summary-Reading 4:**
 - Complete the "Scoring the Extended Summary" activity in class in groups (BINDER Materials, Unit 2).
 - This activity should help students realize that they need to be attentive to format/attribution conventions and that the summaries should focus on MAJOR ideas and an OBJECTIVE representation of the text.
 - Small groups: Follow up with a discussion of the Extended Summary: Ask partners/groups to look for agreement and share with the class: What are the major ideas that each reader identified? What are pieces that some identified but others left out? What are the major concepts in Reading 4 (and how do they relate to this unit's theme, if you've identified one already)?
- **Optional:** Instructors may give students an opportunity to revise their summary of reading 4. This can be handed in electronically. so that feedback can be provided by the instructor.

Commented [BGM10]: You'll find this in the Admin documents in the zipped folder with all my course materials.

The feedback on the extended summary, Reading 4, will obviously be helpful in their writing of the extended summary of Reading 5.

- **Prime reading 5 ("Overprotected Kid"):** Watch Hanna Rosin interview with Random House: <https://goo.gl/57Wt5A>.

ASSIGN: Reading 5 and annotations; Extended Summary for Reading 5; (reading guide optional); optional revision of extended summary for paper 4 by class on Thurs. 29 Oct.; annotations; remind students they are working on their own on paper 2, which is due on Sat. 31 Oct. BRING PAPER 2 TO CLASS-on your computer or printed out-ON THURSDAY. You won't be turning it in, but you'll be using it.

Day 18_Thurs. 29 Oct.: Reading 5+Extended Summary/Building Better TEA Paragraphs

DUE: Reading 5 and Extended Summary (plus optional annotations and/or optional reading guide for reading 5)

IN-CLASS:

- **Extended Summary Follow-up:**
 - Include feedback on Reading 4 extended summaries-project an example of a student summary for reading 4 that is particularly strong—have students identify what is working in this summary
 - Discuss Reading 5 key concepts and discuss Reading 5 extended summary. If time allows, have students work in groups of 3 to come up with a list of concepts/major points from reading 5 that would have to be included in an extended summary writing for Reading 5
 - Discuss the importance of effectively summarizing. Students undoubtedly will have to write summaries for other college courses. In addition, they will learn that good writers summarize sources responsibly, accurately, completely yet concisely. This is where a review of TEA paragraphs and the techniques of summarization will show their value in this class.
- **Building Better TEA paragraphs**
 - Have students write down any concerns they may have creating TEA paragraph and/or concerns they have faced with the task of writing a TEA paragraph in-class—these concerns should be collected by the instructor anonymously and then discuss the concerns with the class.
 - Then, have the students discuss what issues came forth in their paper 2 body paragraph writing (paper 2 is due today). If in a computer classroom or if students have a printed copy of paper 2 they are handing in, they can look at a paragraph in their paper 2. Have the TEA recipe displayed while they think about/look at their paper 2 paragraph(s).
 - If time, review any areas of concern regarding reading 5 extended summary; again, remind students of the importance of summaries for paper 3, for the annotated bibliography required for the research preparation assignment and for the final research paper, paper 4.
- **Prime for reading 6 ("End of White America"):** Discuss in small groups, and then as a class: "What's changing in your life that makes you really uncomfortable? What's an upside to this change?"

ASSIGN:

- Reading 6 and annotations; Extended Summary for Reading 6 (due on WyoCourses by 8:00 p.m. on Monday); (reading guide optional); optional revision of extended summary for paper 5 by class on Tues. 3 Nov.

- PAPER 2 DUE AT NOON ON SATURDAY, 31 OCTOBER.

Day 19_ Tues. 3 Nov.: Reading 6 discussion; Starting to think about thesis/topics for Paper 3/ Forming and adding to the conversation

HANDOUT: Paper 3 Prompt

DUE: Reading 6 and Extended Summary (plus optional annotations and/or optional reading guide for reading 6)

IN-CLASS:

- Handout – Paper 3 prompt. You will need to create this assignment: See sample themes and units in the online teacher resources: <https://sites.google.com/site/uw1010tr/home/sample-paper-prompts>; you will also receive some from Joyce via email as we get closer to paper 3) Reassure students that Paper 3 is similar to Paper 2 and tell students that papers 2 and 3 are also setting them up for the final paper, paper 4: Self-Directed Research.
- Hand back Paper 2 and discuss concerns and how they relate to Paper 3.
- In small groups and then as a class, discuss possible key concepts from Readings 4, 5, and 6.
- Show students an example of the type of connections they might come up with for the homework assignment.
- Have students identify explicit connections as well as potential new ideas that might be generated. Discuss how the students' own unique ideas and interests can fit into this discussion. Students should leave class with a strong understanding of how to use their own ideas about the three readings to generate a working thesis statement and 3 – 4 possible topic sentences for the next class.
- By this point, the students are already likely to be thinking about topics (after the extended summaries and in-class writing assessment) so coming up with a tentative thesis and topic sentences, should not be too arduous a task

Commented [BGM11]: See my prompt in the zipped folder with all my course materials.

ASSIGN:

Paper 3: Working Thesis Statement and 3-4 possible Topic Sentences; submit via WyoCourses by Monday at 8:00 p.m.

Day 20_ Thurs. 5 Nov: Thesis for Paper 3 Workshop/ Counterarguments/Nuts & Bolts

DUE: Working Thesis Statement and 3-4 possible Topic Sentences for group workshop

HANDOUT: Counterargument; *Sentence Templates and Transitions*

IN-CLASS:

- **SCHEDULE CONFERENCES FOR 14 NOVEMBER!**
- **Thesis Workshop:**
 - Have volunteers offer their thesis; project on the board; ask the class to *predict* what the major claims (topic sentences) might be. Type these into the document where the thesis is displayed, and then have the student explain how close these are and whether he/she got any new ideas for developing his/her argument.
 - Be sure to have students explain how the working thesis sample on the board is concept-driven.
 - Also discuss scope/stakes/stance of the students' theses.
 - This type of activity may help students see how the logic of arguments can be extended.
 - Peer-edit of working thesis statements and possible topic sentences; work on it before discussing it!

Commented [BGM12]: Borrowed from Derived from Graff and Birkenstein's crazy-helpful book *They Say, I Say*. See zipped drive for hand-out formatted to a single sheet of paper.

- Revise thesis statements and topic sentences in-class. Submit via WyoCourses in-class or by the end of the day today.
- Instructor will review/provide feedback before class on Thursday.
- **Thesis/Topic Sentence Follow-up:** Discuss any issues that are relevant to the entire class
- **Counterarguments:**
 - Then, provide students with the handout on Counterarguments (Binder Materials, Unit 2) and help them understand and develop appropriate counterarguments and rebuttals/concessions: what is a counterargument? Why do we provide counterarguments to the very argument we're trying to win? Work through the example on the handout (which you may want to update for your own readings) and have students identify the way(s) that the writer effectively raises and addresses the counterargument.
 - If time, have students begin working a counterargument into their Paper 3 draft. Have a few students share their working thesis for Paper 3 with the class, and have the class raise possible objections (counterarguments).
 - Based on your reading of Papers 2 and the In-class w, assess and re-teach what you deem to be the most critical gaps. Then, answer nuts & bolts questions (e.g., citations, grammar, punctuation, and format) that students may have—again, this works better if questions/concerns are gathered and discussed anonymously.
 - Refer students to relevant sections of the ONLINE STUDENT HANDBOOK. Provide any handout you've created to help students grasp skills they have yet to master.

ASSIGN:

- Revised thesis and topic sentences due by 11:59 p.m. Tuesday (today) via WyoCourses. Also, provide comments/questions re what struggles and successes they are having with their revised thesis and topic sentences.
- Partial draft of Paper 3: Introduction with thesis, context paragraph, 1st TEA paragraph. Bring to class on Tuesday.

Day 21_Tues. 10 Nov.: TEA Paragraphs Revisited

DUE: Partial draft of Paper 3: Introduction with thesis, context paragraph, 1st TEA paragraph.

IN-CLASS: Work session!

- Workshop a couple of example TEA paragraphs.
- Revise TEA paragraphs in class.

ASSIGN:

Paper 3 full draft due Thursday, 12 November at noon.

Day 22_Thurs. 12 Nov.: Introducing Paper 4

DUE: Paper 3 full draft due Thursday, 12 November at noon.

HANDOUT: Research Prep. Assignment

IN-CLASS:

- Touch base re specific questions on Paper 3.
- Move on to Paper 4:
 - Overview of prompt: research an issue in your hometown; develop an argument around a possible solution; write a persuasive researched argument to an elected official (a specific individual) in a position to do something to support your proposed solution.
 - Provide overview of Research Unit. Explain to students that this final unit is not something different: the final paper, paper 4, is still a persuasive, evidence-based

essay. The new aspect is that students get to learn how to locate their own readings for their topics. In fact, have the students explain the connections between all the papers, extended summaries, etc.—They'll know the answers.

- Explain the purpose of Research Prep. Assign.—it serves to walk them through the research and idea development process—this is to encourage them to start with research *questions* rather than already-held beliefs that they won't fairly explore. It is like Units 2 and 3 in that the students enter a conversation, basing their thesis off the existing conversations and then proving their thesis using the existing conversations.
 - Solo: Based on our readings and other concerns you have identified through your experiences and other readings, bring to class a list of 3-5 possible topics/ideas you might like to explore for the research unit.
 - Full group, discuss topics not allowed
 - Start working on Sections 1 and 2 of Research Prep/Proposal Assignment.
- Notes from Joyce: You may choose to share with them topics that students came up with for the final paper, paper 4 in the past (see Joyce's email attachment on Student Ideas—this is a long list so feel free to pick and choose ideas). I've found that showing them what is possible, allows them to more quickly get a sense of what they should be doing for the final from the onset. It is a VERY HELPFUL EXERCISE, and I've seen GAs do an excellent job with it. NOTE: if you want to avoid plagiarism, one way is to try to avoid overdone topics. I also have a list of topics to avoid but I ONLY share these AFTER I have shown the students how many possibilities in terms of topics are actually possible from previous classes in the past (this list is also in the email attachment Joyce sent out—Topics to Avoid). You do NOT have to “ban” topics but I do know that doing so helps
 - with critical thinking,
 - avoiding plagiarizing
 - getting students excited about the topic,
 - getting essays that you want to read, etc.
 - choosing narrow enough topics that are possible to explore in the time they have

ASSIGN: Sections 1 and 3 of Research Proposal

PAPER 3 CONFERENCES FRIDAY, 13 NOVEMBER

Day 23_Tues. 17 Nov: Library research day, meet in Coe Library room 216

Introduction to library resources

DUE: Sections 1 and 2 for Research Prep/Proposal Assignment

HANDOUT: Annotated Bibliography Assignment

IN-CLASS:

- The reference librarian will lead this class.
- Invite students to explain Paper 4 prompt to librarian
- Work with students and librarian to decide on which possible topic/issue each student will begin their research.
- Direct students to identify at least one journal article relevant to their topic/issue.
 - Print that article out, take home, and read/annotate it.
 - Annotate using the following approach:
 - Underline words you want to look up, and be sure to look them up before continuing with your reading.
 - Circle or otherwise indicate passages that you find particularly interesting or challenging.

- Make notes in the margins next to these passages; these notes should indicate the questions or ideas the text generates.
- Be sure to make margin notes when the text reminds you of something you know, have experienced, or read about/learned about in the past.
- Keep in mind this advice from Dr. Beth Hewett, a scholar and teacher of writing and composition: "What you think about the reading is as important as the reading itself...Making connections between the new information/ideas in the text and your own experience is essential for "...helping you to learn, retain, and discover" meaning" (Hewett 113).
- Pay special attention to the bibliography/works cited at the end of the paper. Do the following:
 - Select at least two articles from that bibliography to look up online.
 - Read the abstracts thoroughly, then scan the introduction and conclusion (and the rest of the paper, as needed).
 - (pass/fail) Select one of these articles, print it out, and bring it to class on Thursday (along with the first article you printed).
- For these two articles, draft an annotated bibliography entry. List these entries in alphabetical order, as you would a regular Works Cited. The entries should address/include the following:
 - Full Works Cited entry in MLA format (use www.citationmachine.net to confirm you have the formatting correct.)
 - Summarize/explain the source by answering these questions:
 - What is the resource?
 - Where is it from (publisher, platform, etc.)?
 - Who wrote it?
 - What do they write about?
 - Why are you using it to support your thesis?

ASSIGN: One annotated article + annotated bibliography entry for this article. One additional article, identified from bibliography of first article. Both should be printed and brought to class on Thursday.

- **Assign the Annotated Bibliography or Annotations.**
 - The annotated bibliography requires students to summarize (50 – 100 words) the articles that the student tentatively intends to use as evidence for Final Paper (Paper 4).
 - Remind students that they've done this before: summarizing readings in order to expose the key concepts that can travel into their papers.
 - Stress to the students that this assignment involves summarizing with a purpose: The summary of each source should highlight ideas that will connect with the student's topic and ideas about the topic.
 - You can decide how many sources you want to require for the Annotated Bibliography (usually 5 or 6). It makes sense that students should be using most of these for Final Paper (but may also end up adding others as they continue research).
 - **After this point, students should NOT be changing topics.** A draft of Final Paper (Paper 4) with entirely new sources may be a sign of plagiarism.

Day 24_Thurs 19 Nov: Initial research; examining research topics/annotations/annotated bibliography [introduction to library resources]

DUE: Annotated paper + annotated bibliography entry; another paper

HANDOUT: Reading for Research and Research Preparation Assignment

IN-CLASS:

- **Handout Reading for Research:**
 - Talk about the ways to initially scan potential reference sources.
 - Discuss how the suggestions in this handout differ from the strategies students used for the article they read for class on Thursday.
 - Practice the recommended approaches by reading/annotating the abstract, intro, and conclusion (depending on time) of the second article.
 - Look at bibliographies of both articles students brought to class.
 - What articles/authors do the two articles have in common?
 - Discuss how you can do a lot of research by looking at the materials that authors writing on your topic have cited.
 - Identify 1-3 more sources from the bibliographies of the two papers that you will investigate this weekend.
- **Discussion of types of sources required for Paper 4**
 - Explain that one of their sources for Final Paper will be an “indirect or concept driven source” (attached to the email Joyce sent out is an article that uses almost ALL indirect sources-you can share this with your students if you wish or share one that YOU have found in your own reading)
 - Explain that students must also use a source that is a non-traditional source—bring them back to the beginning of the semester when we discussed different kinds of texts and modes of communication. Discuss McCloud’s comic as an example or any other relevant example. Often students DO use non-traditional sources such as videos or an image/ad, so it should not be a difficult thing to do.
 - Discuss WHY including a non-traditional text may be useful.
 - It is also helpful for them to have a source that presents a counterargument but this is up to you as an instructor
- **Assess students' topics: As of today, students must have identified a topic they will follow through the rest of the assignment.**
- **Review Sections 1 & 2 of RPA:**
 - Explain to the students that the first sections of RPA are designed to help them to think about the topic before choosing it. We want to remind students that their topics have to add something NEW to the existing conversation. It’s a waste of a researcher’s time to simply compile what has already been said and then present that worn-out argument to the reader. A new slant, a shocking perspective is what the reader wants.
- **Shifting Toward Persuasion**
 - Handout assignment for Final Paper.
 - Stress that Final Paper is similar to Papers 2 and 3 in that the students will still follow closed-form features and TEA, including explanation, integration, and analysis of sources.
 - What is different is that instead of assigning readings, the students will use their gained research from RPA to identify at least 6 outside articles from which to pull key concepts to support their Final Paper (Paper 4) thesis.

ASSIGN:

- Due Tuesday, 24 November at 11:00 a.m. via WyoCourses: Complete Sections 3 & 4 of Research Prep/Proposal. Read and annotate at least two more articles/sources. Add to your Annotated Bibliography draft with entries for these two sources.
- Due Thursday, 26 November at 11:00 a.m. via WyoCourses: Add two more sources to your Annotated Bibliography (with complete entries for these two sources).
- Due Tuesday, 1 December in class: Full draft of Research Prep Proposal, full draft of Annotated Bibliography, and draft thesis.

Day 25_Tues. 24 Nov: NO CLASS SESSION

DUE: Complete Sections 3 & 4 of Research Prep/Proposal. Read and annotate at least two more articles/sources. Add to your Annotated Bibliography draft with entries for these two sources.

Commented [BGM13]: I had arranged for a substitute for this day, as I was going to be out of town. However, I checked with my students, and less than 25% were going to be in Laramie/in class that day. So, I made a deal with everyone – no class, in exchange for doing the work that would've been done in class. I also made it really clear that they could (and probably should) turn in some of the assignments (due over the break) ahead of time, to ensure they got their work done before the holiday.

Day 26_Thurs. 26 Nov: NO CLASS SESSION -- THANKSGIVING

DUE: Add two more sources to your Annotated Bibliography (with complete entries for these two sources).

Day 27_Tues. 1 Dec.: Developing and revising a tentative thesis statement for Final Paper/ Topic sentences workshop

DUE: Full draft of Research Prep Proposal, full draft of Annotated Bibliography, and draft thesis.

IN-CLASS:

- Review students' thesis statements.
- While reviewing students' thesis statements, students should be working individually or in small groups to develop their topic sentences.
- When finished reviewing thesis statements, begin reviewing topic sentences.
- While reviewing students' topic sentences, students should be working on developing an outline worksheet for their paper, and should then begin filling it in.

Schedule: Paper 4 conferences for Thursday, December 3 (5-10 min. each)

ASSIGN:

- Due Wednesday, 2 Dec. at 8:00 p.m. via WyoCourses: Introduction to Paper 4, revised thesis, topic sentences, and complete paper outline
- Due Tuesday, 8 Dec: Full draft of Paper 4

Commented [BGM14]: I opted to do these in class. While students in class were working on an in-class assignment (see lesson plan for details), I went around the room and met with each student.

Day 28_Thurs. 3 Dec: Conferences on outline/intros

DUE: Introduction to paper 4, revised thesis, topic sentences, and complete paper outline

IN-CLASS:

- *In-class conferences on outline/intros*
- *Meanwhile, other students should be working on in-class assignment; see lesson plan for details.*
- NOTE: These conferences should be short:
 - There is time only for checking the introduction, thesis and the outline for the topic sentences, and perhaps a TEA paragraph and for discussing evidence concerns **BUT these conferences are extremely important to make sure that** students are on the right track when it comes to Final Paper BEFORE they do a draft.
 - It is a lot easier to send them on a correct path now rather than when they have already written a full draft for final paper.
 - This may even be a place where a student has to significantly change a topic that simply is not working.

Commented [BGM15]: Truthfully, there wasn't quite enough time to get through each students' material (and I was down to 20 students max., probably only 15-18 in class that day).

ASSIGN:

- Due Thursday, 10 Dec: Essay Prompt from one of your (the student's course that is) classes (besides ENGL 1010); Students bring in an essay prompt from another college course. Have a backup plan regarding transference of skills (in case some students are not in other classes this semester where writing is required) and use the OTR samples on transfer.

- Due Tuesday, 15 Dec: Final draft of Paper 4 via WyoCourses by 11:00 a.m.

Day 29_Tues. 8 Dec.: Developing Final Draft of Paper 4

DUE: Essay Prompt from one of your (the student's course that is) classes (besides ENGL 1010)

IN-CLASS:

- **Transference of 1010 skills and concepts**
 - Have students bring in their prompts from other courses they are taking
 - Or go to OTR that Rick created and find: "Helping Students See Transference Skills"
 - *Note from Joyce: Please don't underestimate the importance of the transference of skills discussion. Research shows that students have expectations that transference will be expected but research also shows that the more explicit the expectations for transfer are made, the more likely that transference of skills (writing skills, strong reading skills, critical thinking) will occur.*
- End of year comments – thank students for their contributions, commitment to the class, and for what you've learned from them.

ASSIGN:

- Due Tuesday, 15 Dec: Final draft of Paper 4 via WyoCourses by 11:00 a.m.

Reminder: Sign up students for conferences for a complete (not final, but complete) draft of paper 1 for Wednesday Dec. 9, Thursday Dec. 10, and Friday, Dec. 11. Conferences will be based upon the drafts turned in on Tuesday.

Note from Joyce: Instructors: Remember that the final draft of the final paper is due Friday Dec. 11th. If you want to extend this deadline to Monday Dec. 14th, **you must approve this with your mentor due to folder review that week of finals.**

Commented [BGM16]: See zipped folder for lots (nearly 10) of sample writing prompts (from OTR, but hard to find). My students were getting really worried, because many were science/engineering/tech students who didn't have any prompts to bring in. So, I just made copies of the OTR prompts, and it worked just fine.