WEEK ONE

Monday: 8/18/08

- **Reading:** “The Poisoned Fish” by Ken Macrorie—in class reading.
- **Writing:** In class writing about prompts.
- **Class Activities:** Discussion of Macrorie, decoding writing prompts, reading strategies and prep for Tuesday’s readings, and introductory activities.

I Roll and Syllabus (10 min)

II Scavenger Hunt (15 min)

III What Do you Like and Dislike about Reading and Writing for School? (15 min)
   A. Have them answer the above question for 10 min.
   B. Discuss the results via these questions:
      a. What are some books you loved reading and why?
      b. What do you like about reading? Writing?
      c. What are some things you want to work on for the next two weeks?
      d. **Key Question:** What questions do you have about college reading and writing.

IV Read “The Poisoned Fish” Aloud (10 min)

V Exit Discussion (15 min)
   A. Use the discussion questions, then end with this question: **How will you ensure that you don’t create a paper littered with “Engfish”?**
   B. Go over the work for tomorrow, reading and beginning of writing.
   C. Advice for reading with a pen—use “reading hints handout.”

VI Metaphor Machine (Remaining Time)

Tuesday: 8/19/08

- **Reading:** *(All Due Today)* “Untitled” by Ryokan on page 29 and “Why Log Truck Drivers Rise Earlier Than Students of Zen” by Gary Snyder on page 29 of the packet. Also, read “Buddhist Enlightenment and the Internet” on pages 15-19 of the packet. Finally read “Still” by A.R. Ammons and “The Journey” by Mary Oliver on page 30 of the packet.
- **Class Activities:** Discussion of readings, thinking and writing activity, poetry exercise, and prep for Wednesday’s readings.
Tuesday:  8/19/08

- **Reading:** *(All Due Today)* “Untitled” by Ryokan on page 29 and “Why Log Truck Drivers Rise Earlier Than Students of Zen” by Gary Snyder on page 29 of the packet. Also, read “Buddhist Enlightenment and the Internet” on pages 15-19 of the packet. Finally read “Still” by A.R. Ammons and “The Journey” by Mary Oliver on page 30 of the packet.
- **Class Activities:** Discussion of readings, thinking and writing activity, poetry exercise, and prep for Wednesday's readings.

I Roll and Photos (10 min)
   A. Write down name and strike a pose.

II Poetry and Buddhism Webbing (5 min)
   A. Put up two words: Buddhism and Poetry.
   B. Write down any thoughts, ideas, or associations you have with either of these two words.
   C. Make connections between the two.

III On Reading Poetry (5 min)
   A. Go to: [http://www.loc.gov/poetry/180/p180-howtoread.html](http://www.loc.gov/poetry/180/p180-howtoread.html).
   B. Collins Ideas:
      a. Read the poem slowly. Learning to read a poem slowly will not just make the poem easier to hear; it will underscore the importance in poetry of each and every word.
      b. Read in a normal, relaxed tone of voice.
      c. Obviously, poems come in lines, but pausing at the end of every line will create a choppy effect and interrupt the flow of the poem's sense. Readers should pause only where there is punctuation, just as you would when reading prose, only more slowly.
      d. Use a dictionary to look up unfamiliar words and hard-to-pronounce words. (or see if you can get if from context)
   C. Read the poems aloud—after dividing in groups.

IV Buddhism Mini-Lecture (5-7 min)
   A. Go over, and then ask them this: **The most important thing is to find out what is the most important thing.** Shunryu Suzuki

IV Reading the Poems with Each other (15 min)
   A. Choose a poem, then address these questions in groups of three, writing down your answers:
      a. What is the significance of the title? What do you think the title might mean?
      b. What are some ideas or images that you liked? Why did you like them?
      c. After reading the poem, what are some questions you have?
      d. After reading the poem, what are some ways that you see it tying into Buddhism in general?
   B. Discuss their responses.

V Final Question and Handing out of Essay Prompts (5 min)
   A. Can Buddhism and modern technology, and life, peacefully co-exist? Yes/No. Then why?
   B. Hand out prompts and go over work for Wednesday.

Wednesday:  8/20/08

- **Reading:** *(All Due Today)* Read “Television Addiction is No Mere Metaphor” on pages 19-23 of the packet. Also, read “Culture and Technology: The Myth of Tech Gadgets and Social Alienation” on pages 23-26 in the packet. Finally, read “Tuned in, Zoned Out” on pages 10-11 of the packet.
- **Class Activities:** Discussion of texts, prewriting for essays, in class experiment.
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Wednesday: 8/20/08


- **Class Activities:** Discussion of texts, prewriting for essays, in class experiment.

I  Pre-reading Writing (10 min)
A. Prompt: Find a quote from the reading and respond to it in some way. Focus on what you think the point of the quote might be.

II  Read Around and Discussion (20 min)
A. Read aloud or summarize what you wrote.
B. In your groups, come up with the most important point and a question you have about any of the readings.
C. Start with their questions,
D. **My Questions:**
   a. How addicted are we to our iPods, and cell phones?
      i. See how many hours they use them.
   b. How much do we use iPods, cell phones, and TVs to tune people out?
      i. Survey: Have you used an iPod to not engage in conversation? A Phone?
      ii. Survey: Have you missed a comment from someone while watching TV?
      iii. How much TV do you watch a week, you guess?
   c. **Key Questions:**
      i. TV addiction possible?
      ii. Does technology distract?
      iii. What did the speaker tell you about distraction? How does it tie to our readings?
      iv. **Key Question:** How can you prove or disprove that things distract?

III  Experiment (15 min)
A. Cell phone distraction causes 2,600 deaths and 330,000 injuries in the United States every year, according to the journal's publisher, the Human Factors and Ergonomics Society.
B. Take my age, 40, multiply it by number of days of STEP (360), Divide by # of English Instructors, (72) + you. = 73
C. With cell phone: 18 (close to our average age), multiply it by number of days of STEP (162), Divide by number of English Instructors (32.4) + you. 33.4.
D. Go over everything.

IV  Work on Prompt (5 min)
A. Take prompt, and freewrite.
B. Underline the most significant bit.
C. Think about what you want to write about.

Thursday: 8/21/08

**Reading:** Read “The Myth of Multitasking Christine Rosen” on pages 23-26 of the packet.

- **Writing:** In class essay drafting.
- **Class Activities:** Debate or panel on readings to date, in class writing for essay.
Thursday: 8/21/08
Reading: Read “The Myth of Multitasking Christine Rosen” on pages 23-26 of the packet.
• Writing: In class essay drafting.
• Class Activities: Debate or panel on readings to date, in class writing for essay.

I Debate Prep (15 min)

II Debate (15 min)

III In-class Writing (20 min)
   A. Step One: What do you want to argue for?
      a. Use this heuristic if you need: In this essay I will show/demonstrate/prove that.
   B. Step Two: Write a sentence about two to three subtopics that you might want to prove.
   C. Step Three: Take one of your subtopics, use our text, and write down some relevant quotes.
   D. Step Four: Write, in a sentence, what you want your reader to understand after writing this piece?
      What do they need to know?

IV Play with Poetry (Time Remaining)
   A. Group poems and images.

Friday: 8/22/08
• Writing: First draft of essay due at the beginning of class.
• Class Activities: Peer review of first draft, library orientation.
Friday:  8/22/08
•  **Writing:** First draft of essay due at the beginning of class.
•  **Class Activities:** Peer review of first draft, library orientation.

I  Peer Review (25 min)
A.  Get into groups of three.
B.  Read your piece aloud—stopping and putting a check-mark in the column if something sounds odd.
C.  Answer these questions:
   - What is the author’s thesis?  IN YOUR OWN WORDS.
   - What is something the author does particularly well?
   - What is a question you have for the author?
   - What is one suggestion you might make to the author?
D.  Next Steps:  List the next three things, in order, that you will do to your paper, when you receive it back from me on Monday.  Also, what will you do over the weekend?

II  Works Cited and Grammar Questions (Remaining Time)

**WEEK TWO**
Monday:  8/25/08
•  **Writing:** Rough drafts will be returned.
•  **Class Activities:** Common errors work, writing exercises work, deconstructing a student essay, prep for second draft.

Tuesday:  8/26/08
•  **Writing:** Bring a second draft of your paper to class.
•  **Class Activities:** Peer review, works cited work, quotation work, and writing QandA.

Wednesday:  8/27/08
•  **Writing:**  **Final Draft of the Essay Due Today.**
•  **Class Activities:** Editing work, process letter writing, bad haiku contest, and review of class.

Thursday:  8/28/08
•  **Class Activities:** Papers returned, class evaluation.