LESSONS FOR WEEK TWO

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

I Beginnings (15-20 min)
A  Show them yours, side by-side.
B  Next, give them the list.
C  Have them try two new ones.
D  Read aloud.
E  Do a reverse outline of their paper, and talk a bit about topic sentences, where they live, and what they should do.

II The Middle: Getting Specific (20 min)
A  Bad Haiku.
B  Give them the example of show and tell—using the sheet.
C  Hand back the paper, have them work on a moment of being specific.
D  Read the results.

III Good Endings (20 min)
A  Give them the list.
B  Ask them to figure out what they used, or to describe their ending.
C  Have them try it out on their own—trying something different, something they haven’t done.

IV Time Allowing: Bad Sentence Contest (Remaining Time)

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.
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.

I Work with Student Paper (20 min)

A. Read sample paper in your group, and then do the following:
   a. Find and underline:
      1. The thesis.
      2. All topic sentences for each paragraph.
      3. All quotes.

B. Next: Answer these questions:
   a. What are some things this author did well in this paper?
   b. What are some things that the author might work on?
   c. What are some questions you might ask the author?
   d. What are some suggestions you would make to the author?

II Using Text: Introduce, quote, analyze and explain (20 min)

A. Get into groups of three
B. Ask them to find a quote they used, choose one per group.
C. Create an introduction as I do with my example on the overhead.
D. Then, quote—using in-text citation.
E. Then, explain and analyze.
F. Get some results read.

III Citation Reminder: The Game (15 min)

A. Give the sheets.
B. Explain rules.

III Bad Sentence Contest (15 min)

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.
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.

I  Show the “Myth Buster’s Bit”  (50 min)

II  Discussion (20 min)
   A.  In groups, answer the following, and write down your notes:
      a.  What point were the mythbusters trying to make about driving and cell phones?
      b.  What do you think is the connection between the cell phone thing and our work here in the class?
      c.  **Key Question:**  Do we, because of our desire for new technology, ultimately put are person and soul in danger?
   B.  **My Questions:**
      a.  Is what the Mythbusters do actually scientific?  Are there holes?
      b.  What dangers do cell phones pose on the UCSB campus, say with bikes?
      c.  Are there ways around cell phones and distractions—technologically?  In terms of use?
      d.  **Key Question:**  Do the costs of cell phones outweigh their benefits?  (Do a listing exercise with this.)

III  Course Evals (Remaining Time)

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

*Please feel free to approach me at any time with any questions at all. I can be reached via phone at 203-313-1343 and via email at cdean@writing.ucsb.edu.*