Lessons for Week One: What it Means to Work in the 21st Century—an Overview

TUESDAY: 1-9-07 (Meet in HSSB 1207)
- **Reading:** None
- **Writing:** What do I like to do and why?
- **Class Activities:** Introductions, in-class reading, in-class writing.

I Roll and Crashers (10 min)

II Syllabus Run Through (20 min)
   A. Emphasize the research aspect of the course, but the way that this will be a “normal” writing 50 class.

III Intros (15 min)
   A. Getting to Know You Interviews (10 min)
   B. Introduce with name and one fact (15-20 min)

IV Break (10 min)

V Goal Setting (15-25 min)
   A. After looking over the course description and the like, what are some goals that you have that you want to accomplish in Writing 50 this quarter? To help you freewrite about this, there are some questions below:
      a. What do you want to learn about grammar?
      b. What do you want to learn about writing generally?
      c. What strengths do you want to play to—as a writer?
      d. What problems do you—as a writer—want to work on?
      e. What do you want to learn about doing collegiate level research?
      f. What do you want to learn about working with computers as a reader, writer, and thinker?
      g. What do you want to receive from me as a teacher?
      h. What do you want to learn from your peers?
      i. What do you, ultimately, hope to gain from this class?
   B. At the end of ten minutes or so, we’ll create a list of class goals—based on your personal goals, and we’ll work from there.

VI In Class Writing (15 min)
   A. Prompt: What sort of career do you want after college, and why do you want that particular career? Describe, in as much detail as possible, what the career will entail, how it will reward you, and the meaning it will have in your life.
   B. Get a couple of folks to share.

V CAT/Hand out the Reading for Tuesday (5 min)
   A. What is one thing you learned about this class today?
   B. What is one question that you have about the way this class will work after our class meeting today?
THURSDAY: 1-11-07 (Meet in HSSB 1207)

- **Reading:** Introduction to Robert Reich’s *The Future of Success* and Chapter One *(in packet)* and “The Chemical Engineer Who Lacked a Chemical” from *What Do I Want to Do with My Life* *(in packet)*.

- **Class Activities:** In-class writing, discussion of texts, “What do you Want from Life” exercise, and brainstorming for possible careers and courses of study to research.

I Discussion of Reich and “Chemical” (30-40 min)

A. Do the scavenger hunt. Go around and work on names.

B. **Forum:** Get students to discuss this prompt: Answer one of the two questions below—realizing that a given question is tied to a particular reading:
   - What does Reich mean when he says that we are living in the age of the “great deal”, and what do you think is the significance of living in this age?
   - What do you think is the most important thing you picked up from reading “The Chemical Engineer who lacked a Chemical”? Why do you think it is important?

C. **Chat:** Get together in a group, based upon what you wrote about, then come up with a combined answer to the question that you just wrote about. Also, write down and ask one question to the whole group.

D. **Wrap Up Questions:**
   - What did you think about the writings? How do they tie in with your experience as a worker?
   - What do you make of the phrase, “The New Economy?”
   - **Key Question:** What do you see as the advantages and disadvantages of discussions of pieces online?

Break: 10 min

II Brainstorming for Area to Research (20 min)

A. Hand out the Assignment and Rubric.

B. Go over.

C. **Prompt:** Take five minutes and write down everything, in terms of jobs, employment, or work, that you might be interested in researching and working towards for your final researched essay.

D. **Create master list and post it to the website.**

E. **From this list, write down a question that you might want to research.**

III Preliminary Research Online (20 min)

A. Show them the link to a researchable “research question.”

B. After reading it, come up, with a group, five things that are researchable.

C. Share the work.

D. Come up with list of words, and check it against the WorldCat list of words. Create a list of researchable words that we will use on Wednesday.
IV Creating Annotations (20 min)
   A. Go over the way that you can create an annotation, put up the sample, then the method.
   B. Then give out the one-page thing, with overhead, so that students can create annotation.
   C. Go over, and see which one we like best.

V Anticipation Guide (10 min)
   A. Put up anticipation guide.
   B. Go over the results.
   C. Contextualize.

VI Explain Gig Readings (5 min)
   A. Be sure to explain how readings will work and what they should read and be ready to discuss.

Last day to drop a writing course is Friday, Jan. 12, 2006 at 6:45 p.m. on Gold

Week Two: What it Means to Work in the 21st Century—an Overview and Beginning Research

TUESDAY: 1-16-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)
• Reading: Introduction to Gig and self-chosen selection (in packet).
• Class Activities: Work on writing. Gig discussion. Introduction to computers.

THURSDAY: 1-18-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)
• Reading: Robert Reich’s “The Lure of Hard Work” from The Future of Success (in packet).
• Writing: First Draft of Research Proposal Due: Research Proposal, three sources, and introduction.
• Class Activities: In-class writing, discussion of Reich, and work on research.