LESSON FOR TUESDAY:  2-13-07(Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)

- **Reading:** Your research reading.
- **Writing:** Final draft of survey or interview due today.
- **Class Activities:** Peer review of interview, PowerPoint samples, PowerPoint exercise, Check in on research. Introduction to final essay.

I  Writing From Research Work (20-25 min)
A. Find, using one of the databases, a source to use on your topic.
B. After you are done, write down, as a quote and as a paraphrase, a fact from the piece.
C. Next, using the information at [http://www.utoronto.ca/writing/reporting.html](http://www.utoronto.ca/writing/reporting.html), make sure that you introduce the quote as it would appear.
D. Finally, using one of the following sources, create an in-text citation, footnote, or endnote for your quote.
   a. Purdue OWL information on APA: [http://owl.english.purdue.edu/owl/resource/560/03/](http://owl.english.purdue.edu/owl/resource/560/03/)
   b. Purdue OWL on MLA: [http://owl.english.purdue.edu/owl/resource/557/03/](http://owl.english.purdue.edu/owl/resource/557/03/)
   d. Science Magazine: [http://www.sciencemag.org/about/authors/prep/res/refs.dtl](http://www.sciencemag.org/about/authors/prep/res/refs.dtl)
   e. CSE: [http://ia.juniata.edu/citation/cse/cse00.htm](http://ia.juniata.edu/citation/cse/cse00.htm)

E. Be ready to talk about issues of quotation and paraphrasing after we are done.

F. Go over quotations work at [http://www.utoronto.ca/writing/quotations.html](http://www.utoronto.ca/writing/quotations.html).

II  Planning for Your Presentation or Paper (25 min)
A. Read this: [http://owl.english.purdue.edu/handouts/general/gl_computer.html](http://owl.english.purdue.edu/handouts/general/gl_computer.html)
B. Try out one of the following ways of thinking over the whole of your paper:
   c. Clustering: See example at [http://www.gabrielerico.com/Main/ClusteringSampleVignettes.htm](http://www.gabrielerico.com/Main/ClusteringSampleVignettes.htm), then go into word and create, using the drawing tools, your own cluster.
   d. Freewriting: See information about freewriting, located at [http://www.wikihow.com/Freewrite](http://www.wikihow.com/Freewrite), and then freewrite.

C. Be ready to share your ideas and questions with the class.
III Filling in Gaps Research (20-25 min)
A. List some things that you need to find to fill in gaps in your research—take five minutes to jot down ideas.
B. Get folks to share needs.
C. Where to look: New places via the library:
D. Be prepared to talk about what you find and what you need.

IV Stump Your Classmates (20 min)
A. Using noodle bib express (located at http://www.noodletools.com) and the information from the sites below, figure out how to, with a piece you just located, to stump your classmates.
B. First choose to print up a document, that you will hand to another group.
C. Then, as a group, figure out how to cite the piece in MLA and APA.
D. Then swap materials with another group and figure out how to create an MLA and APA citation.
E. Discussion Questions: Some questions.
   a. What do MLA and APA online texts have in common in terms of necessary aspects?
   b. What do you do with authorless texts in both?
   c. Key Question: What seem to be some key patterns for putting together an APA reference—what do they always start with, what must they always include? How about MLA?
LESSON FOR THURSDAY:  2-15-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)

- **Reading:** Your own research reading and Sample Researched Essay *(from website)*
- **Assignment:** First four to six presentations (extra credit for those who go first). Viewing of really cool PowerPoint in class. PowerPoint work.

I  Reading Student Papers (40 min)
   A. Open up “Reading and Grading of Sample Paper”
   B. Do what you are asked to do with “Work Family Conflict” from out reading.
   C. Do the same with the example multi-genre piece.
   D. **Questions:**
      a. What are the similarities?
      b. How do they handle citation?
      c. What do they do well?
      d. What might the authors work upon?
      e. **Final Question:** What questions, now that you’ve read student work, do you have about your papers? Take about five minutes to jot down a few questions and put them in Jack.

II  Cool PowerPoint’s (15 min)
   A. **Memorable Beginning:** The countdown: [http://www.indezine.com/products/powerpoint/cool/countdown01.html](http://www.indezine.com/products/powerpoint/cool/countdown01.html)
   B. **The interactive:** Periodic Table: [http://www.esu5.org/techteacher/powerpoint.htm](http://www.esu5.org/techteacher/powerpoint.htm). Why not quiz, or let folks select.

III Making Your PowerPoint Interactive (20 min)
   A. With what we just went over, think of some way, in your PowerPoint, to break into interactive work. Plot it out in PowerPoint, and be prepared to share your idea with a friend.
   B. Paired sharing.
   C. Get some examples.
   D. See if there are any questions about PowerPoints
IV Openings for Papers (20 min)
   A. Go over handout on opening papers from Purdue OWL:
   B. Next, ask them to try one of the approaches in-class—for at least 3-5 sentences.
   C. Then, ask them to try another opening.
   D. **Key Question:** Which do you like best and why?

**Week Seven: Writing and Presentations**

**TUESDAY: 2-20-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)**
- **Reading:** Your research reading. Sample researched essay (**from website**).
- **Class Activities: Presentations:** Work with sample essay. PowerPoint work. Writing exercises.

**THURSDAY: 2-22-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)**
- **Reading:** Your research reading. Sample Researched Essay (**from website**).
- **Class Activities: Presentations.** Work with sample essay. Work with sample essay. Drafting of essay. **Sign up for conferences with Chris.**