

Week Five

Unit Two: The Argumentative Essay on School Life

Tuesday: 10/23/07

- Reading: Jonathan Kozol's "Life on the Mississippi: East St. Louis, Illinois" from *Savage Inequalities*. An online version is available at http://www.thirdworldtraveler.com/Third_World_US/SI_Kozol_StLouis.html. **Also, in our course reader.**
- Class Activities: Peer Review. Work with starting lines piece—in class. Work on Kozol. What are schools like in your hometown?

I Kozol Discussion (30 min)

- A. Put up and use overhead.

II Thesis Paragraph Construction (25 min)

III Thesis—Provisional—Construction (25 min)

- A. Use the overhead.
- B. Go over what a thesis statement is (5 min)
- C. Create a list of possible theses to work with.
- D. Choose one or two.
- E. Refine it.
- F. Swap it.
- G. Rewrite it.
- H. Share it.

IV Subtopic Creation (20 min)

- A. Put thesis at the top of paper.
- B. What are five central ideas the will help you prove your paper. **Not evidence, but general ideas.**
- C. Next, under each of the ideas, write down evidence from our readings to date that you might be able to use. **How would you use Kozol? Freiere?**
- D. Finally: What questions do you have about this paper? What are you wondering or unsure about?

V CAT (Remaining Time)

- A. Take a few minutes to answer, in a sentence or two, the two questions below:
 - a. What is one thing that you learned about writing an argumentative paper today?
 - b. What is one question you have about writing the argumentative essay we're working on?

Thursday 10/25/07

- Reading: Mike Rose's "From 'Baltimore, Maryland' in *Possible Lives: the Promise of Public Education in America*"
- Assignments: 1st Draft of Paper 2.
- Class Activities: Discussion of Rose. Work on paper.

Thursday 10/25/07

- Reading: Mike Rose's "From 'Baltimore, Maryland' in *Possible Lives: the Promise of Public Education in America*"
- Assignments: 1st Draft of Paper 2.
- Class Activities: Discussion of Rose. Work on paper.

I Peer Review (40 min)

- A. Do some work on your version. Give them an idea of what you want them to do.
- B. Show them how to insert comments.
- C. Have them think about next steps.

II Rose Discussion: Threaded Discussion (25 min)

- A. Put into five groups, by counting off.
- B. Have them pose open-ended questions to each other.
- C. Respond to each other's questions.
 - a. Be ready to talk about the following question Rose is trying to prove in his piece?
 - b. What sort of evidence is Rose using to try and prove his point?
 - c. Where does he bring in people who don't agree with him? How does he do this?
 - d. **Key Question:** Do you buy Rose's argument for the ability of schools to do good work? Why or why not?

III Creating and Addressing Your Opposition (20 min)

- A. (10 Minutes) Have your peers, from peer review, do the following: think about why your opinion would be wrong. **What would a reasonable and sane person say to your thesis?**
- B. (10 Minutes) Take a look at the following templates, and respond, using the templates, to your peer's opposing views:
 - a. Although I grant that _____, I still maintain that _____.
 - b. Proponents of _____ are right to argue that, but they exaggerate when they claim that _____.
 - c. While it is true that _____, it does not follow that _____.
 - d. On one hand I agree with _____ that _____.
But I still insist that _____.
 - e. Yet is it always true that _____? Could it not be true that _____.
 - f. _____ may have a point about _____, but _____ shows that _____.
- C. Go over some examples

IV Reading Prep and Discussion for Cushman (15-20 min)

- A. Show YouTube Clip: <http://www.youtube.com/watch?v=dGCJ46vyR9o>
- B. What does this clip argue for?
- C. Why are they right?
- D. What are some objections that we might have?
- E. **Key Point:** What is some advice that teachers should take from their students? What advice would you give to your former English teachers about teaching writing—based on your experience, to date, in college?
- F. **Have them do a couple of searches for Kathleen Cushman.**

Week Six

Unit Two: The Argumentative Essay on School Life

Tuesday 10/30/07

- Reading: Kathleen Cushman's "Going Beyond the Classroom" from *Fires in the Bathroom: Advice for Teachers from High School Students* **from the course reader. Also read selection from *Starting Lines*—TBA.**
- Assignment: **Blog check. Turn in final draft of "Argumentative Essay."**
- Class Activities: Discussion of Cushman and *Starting Lines* piece. Responses to "the Branded Challenge." Common Errors Jeopardy.

Thursday: 11/1/07

- Reading: "Prologue" and "Prehistory" by Brendan Halpin. Both selections are from *Losing My Faculties: A Teacher's Story*. **Both are in our course reader.**
- Class Activities: Discussion of *Losing My Faculties*. Dialogue writing of situation between Trenton and Halpin. Brainstorming for final piece. Grammar and editing work. Introduction to midterm portfolio.