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.

I Cushman Work (20-25 min)

A. Step One: Find, in your mind, the coolest passage in Cushman, and write it down on a plain piece of paper.
B. Step Two: Next, write an introduction to the quote (as if you were using it in a piece), and then analyze the quote in terms of this “big idea”: that students need to have a voice in their education.
C. Step Three: Pass you quote to your left, and then read the piece you receive and answer these two questions: one, what is a good point that your peer makes about the quote he or she chose, and, two, what is a point that your partner didn’t make but could—using the quote?
D. Share Results
E. Discussion Questions:
   a. What connections, between your experience and our reading, do you see?
   b. What is Cushman arguing for?
   c. Does she admit alternative views? What language does she use to do this?
   d. Key Question: How successful was/is Cushman’s argument? Why was the argument successful or not in your estimation?

II Reading “It’s 3:00 a.m.” (30 min)

A. Get into groups of three, and read the paper aloud—taking turns.
B. After reading the paper, do the following:
   a. Find three instances where the author uses sources well—be prepared to say “why” the author is using sources well.
   b. Find one instance where the author brings in the opposition (underline the passage and be ready to share your instance).
   c. Finally, take a look at the first paragraph on the top of page two, and answer this question: what would make the refutation provided here stronger? Who could this person quote, what could this person say?
C. Discussion Questions:
   a. What are some thing the author does well?
   b. What are some things that the author could have worked on a little more?
   c. What do you think of the argument for more tests? Would it work for you or teachers? Why or why not?
   d. Turn Question: How do you think the author got such excellent grammar going on?
III Common Errors Work (25 min)
   A. Handout the sheet—8 errors—including yours.
   B. Walk through yours—then have them see how fast, with 100% accuracy, they can correct the other sentences.
   C. Hand back their papers, and have them do some editing work on their in-class essays.

IV Grammar Jeopardy (20 min)

V Or Fallacies Work (20 min)

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.
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I Online Discussion of Halpin (30 min)
A. Take seven minutes and come up with three about the Halpin reading questions to post to the group that Chris assigns you to. Make sure that the questions are focused on discussion, not facts. For instance, you want to ask questions like, “what do you think helped Halpin keep teaching?” vs. “Where did Halpin teach?”
B. Next, respond to your peer’s questions for 10 to fifteen minutes. Also, read the responses to your questions.
C. Be ready, at the end, to discuss the piece as a class.
D. Discussion Questions:
   a. Is Halpin arguing for an approach to teaching? What could be his implicit argument?
   b. How did people use Halpin in their writing?
   c. Final Question: What do you know about the process of teaching, and how do you know it? Also, how are teachers the same, or different, from students?

II Grammar Work Online (30 min)
A. For Seven Minutes: Open up a word document, and write down the things that you, as a writer, need to edit for.
B. For Three Minutes: Next, highlight, using the highlighter, the three key things that you feel you need to work on with every paper you write.
C. For Ten Minutes: Next, go to the grammar resources on our webpage (http://www.writing.ucsb.edu/faculty/dean), and make sure that you try out some exercises that address your concerns.
D. For the next ten minutes: Open up your document and make changes to it, then save and upload it to the “Final Draft of Paper Two” link in moodle (http://moodle.id.ucsb.edu).

III Midterm Portfolio and Dear Reader Letter Start (20 min)
A. Go over midterm portfolio guidelines, and do the dear reader letter start.
B. Read examples.

IV Brainstorming for Paper Three (20 min)
A. Read over the prompt and the rubric—use a chat space to solicit questions.
B. Step One: After reading over the prompt and the possible topics, what is a topic that you can write about and what might you say?
C. Step Two: Read through and underline your key point—as you see it now.
D. Step Three: Go to the library homepage, click on the “research” link, and then on the “online articles and databases tab.” Then, enter in search terms, as Chris will demonstrate, about your topic for now. If you find anything interesting, then email it to yourself.
Hotlist for Gig and “What Should I Do With My Life” if Time Allows.

Week Seven

Unit Three: The Analytic Essay on Life after College

Tuesday: 11/6/07
- Reading: Piece from Starting Lines—by Joanna V. Cantu, “Grades: What Do We Gain from Them?” on pages 83-84.
- Assignment: TURN IN MIDTERM PORTFOLIO. Start first draft of the “Analytic essay”—due on 3/8/07
- Class Activities: Drafting work on next assignment. Discussion and rhetorical analysis of Starting Lines piece. Set up for bringing in piece about what you want to do with your life.

Thursday: 11/8/07
- Class Activities: Class literature circles work. Writing exercise. Prep for Bronson.