Week Eight

Unit Three: The Analytic Essay on Life After College

Tuesday: 11/13/07

- Reading: Selections from What Should I Do with My Life? by Po Bronson—in course reader.
- Class Activities: Discussion of “Dream Jobs” and Bronson. Outlining for next paper, “What do I do After College?” Use of Starting Lines to help understand the structure of academic argument. Also, select a selection from Gig to read and discuss in groups on Thursday 3/1/07.

I Bronson Discussion (30 min)
A. Put up overhead.
B. Use students questions.
C. My questions:
   a. Is a calling better than a job? Why or why not?
   b. What do we want out of jobs—generally speaking? What sort of things are worth getting from a job, and what can we not get from a job?
   c. Clark, why is her story here? Bronson says, of his book, that it is “badly in need” of a mother’s story? Why would he say this?
   d. Key Question: Could you write about parenting for this piece? If so, what might you say?

II Parenting Article (10 min)
A. What are some characteristics of good parenting?
B. Get their ideas up, then go into the article.
C. How are helicopter parents good parents? How might they considered to be problematic parents?

III Building a Body Paragraph: In Pairs (30 min)
A. Thesis: Parenting requires an ability to not only look after children, but to let them begin to make their own decisions and have their own lives.
B. Five minutes: What main ideas can we come up with, using the Clark piece from Bronson, and our article from ABCnews.com, to support our thesis?
   a. List them, and choose. Walk through the thinking with folks.
C. In groups, come up with a body paragraph (on the overhead provided) that has the following:
   a. A strong topic sentence.
   b. Several pieces of textual evidence—quoted and/or paraphrased—that support the topic sentence and our thesis.
   c. Explanation and analysis of all textual evidence—quoted and/or paraphrased.
D. Go over the resulting paragraphs, and take questions about their papers, and structure. See if we can’t create some topic sentences for folks.
IV Where do you want to be Exercise (15 min)
   A. Write, then share in pairs.
   B. Go over how this might be made into a paper—where to research.
   C. US Bureau of Labor Statistics:
   D. Online Databases: http://www.library.ucsb.edu/eresources/databases/data-frames.html
      a. Business Source Premier
         b. Career Information from the Library: http://www.library.ucsb.edu/subjects/care.html

V Prep for Gig (Remaining Time)
   A. Best and Worst Job Stories: Put up on board.
   B. Get them to talk about them.
   C. Create some lists, for good/bad/ugly.
   D. Go over the list of stories, get them to make some decisions.

NOTES:

• BRING YOUR PROVISIONAL THESIS TO NEXT CLASS.
• BRING ALL OF THE READINGS THAT YOU ARE THINKING OF USING.

Thursday: 11/15/07
• Reading: Selection from Gig by John Bowe, Marisa Bowe and Sabin Streeter—in our course reader. You should read the introduction to the book by Marisa Bowe, and then choose one or two selections that interest you.
• Class Activities: Discussion of Gig readings. Brainstorming for interview subjects. Debate prep and start of debate.
Thursday: 11/15/07

- Reading: Selection from *Gig* by John Bowe, Marisa Bowe and Sabin Streeter—in our course reader. You should read the introduction to the book by Marisa Bowe, and then choose one or two selections that interest you.
- Class Activities: Discussion of Gig readings. Brainstorming for interview subjects. Debate prep and start of debate.

I Gig Discussion: Online or Face-to-Face (25 min)
A. Divide by the piece read that they want to talk about.
B. Then have them do the following in groups for 10-15 minutes:
   a. Pose a question for your group to answer. Make sure that this is a question that a person could not answer “yes” or “no.”
C. Pose your question to the group.
D. Come up, after your questions are done, with two things.
   a. What did you piece have to say about “the nature of work?”
   b. What are some specific things you learned, by reading your piece, about the job under discussion—specifically—and—more generally—about having a “professional” job?
E. Chris’ Questions:
   a. What do people seem to enjoy about work? What don’t they seem to generally enjoy?
   b. Who had a “calling” that you read? What are the benefits to this as you see it? What might be the drawbacks?
   c. Key Question: How are people planning to use *Gig* in their work on the final paper?

II Body Paragraph Work (25-30 min)
A. Take out your provisional thesis.
B. Next, come up with two to five main ideas that might help you prove your thesis (five minutes), like what we did in last class.
C. Choose the one topic that you are most ready to write about.
D. Come up with a topic sentence.
E. Next, compose at least seven sentences that use, and analyze, two quotes and tie back to your topic sentence and thesis.
F. Body Paragraph Peer Review:
   a. Using the highlighter function (under “View”, “Toolbars” and then “Reviewing”) highlight each quote. Put their analysis in **bold text**, and then underline their topic sentence, wherever you see it.
   b. Answer these two questions in two or more sentences:
      i. What is the strongest point that the writer makes in his or her paragraph, and why does that point seem strong to you?
      ii. What is one piece of textual evidence, or analysis, that the author could add to his or her paragraph to really make the paragraph sing?
   c. Take questions
III  Citing articles and our reader (20 min)
   A. Get into groups of three and cite one of each:
      a. An article that you found online.
      b. A piece from our reader, or used in class.
   B. Use noodlebib express (http://www.noodletools.com); KnightCite
      (http://www.calvin.edu/library/knightcite/); or Bedford St. Martin’s cite
      (http://www.bedfordstmartins.com/online/citex.html).
   C. Upload to “Works Cited for 11/15/07”
   D. Go over the results.
   E. Remind them of in-text work.

IV  Evaluating Online Sources:
   B. Click on the “home link”, then click on the “about us” link.
   C. Answer these questions:
      a. What is the source for the information? Is it from a source that identifies itself and
         is accountable for its information?
      b. Who is the author? Does the author seem qualified to write on the topic, why or
         why not?
      c. How current is the information? How does the currency of the information matter or
         not?
      d. Overall, on a scale of 1-10, how reliable does this information seem—with 10 being
         very reliable and 1 not very reliable at all?
      e. Look at http://www.studentsreview.com/satisfaction_by_major.php3
   D. Answer these questions:
      a. What is the source for the information? Is it from a source that identifies itself and
         is accountable for its information?
      b. Who is the author? Does the author seem qualified to write on the topic, why or
         why not?
      c. How current is the information? How does the currency of the information matter or
         not?
      d. Overall, on a scale of 1-10, how reliable does this information seem—with 10 being
         very reliable and 1 not very reliable at all?

IV  Paraphrasing Problems: Info and Exercises (15 min)
   A. Go to http://owl.english.purdue.edu/owl/resource/619/01/.
   B. Read singly, then get into group of three around a computer.
   C. Do the exercise that Chris Gives you.
   D. Type it up, and, when done, post it to “Paraphrasing Work” in moodle.
   E. Be prepared to talk, with computer screens dark, about what you wrote.
V Interesting Video (Remaining Time)
   A. http://www.trendhunter.com/trends/ubc-facebook
   B. What would employers learn about you from looking at your social networking cite? Should they be able to?
   C. Check out this:
   D. Questions:
      a. Is cyberslacking stealing?
      b. Have we done it?
      c. What should be done about the costs? Employees are using the Web more and more for personal reasons and that is setting U.S. companies back $178 billion annually, a cost of $5,000 per employee, said a study released Tuesday by Websense, Inc. (From http://www.infoworld.com/article/05/07/19/HNnetmisuse_1.html)
      d. What do we owe our employers? What do they owe us?

Week Nine
Unit Three: The Analytic Essay on Life After College

Tuesday: 11/20/07
- Reading: Read “Cyberslacking and the Procrastination Superhighway” by Jennifer Lavoie and Timothy Pychyl; it is in the course reader. US Census Data on earnings by occupation and education—from course reader.
- Class Activities: Peer Review. Discussion of readings. QandA about problems with papers.