Week Six

Unit Two: The Argumentative Essay on School Life

Lesson for Tuesday 2/13/07

- 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.
- Class Activities: Discussion of Cushman and Starting Lines piece. Responses to “the Branded Challenge.” Common Errors Jeopardy.

I Debate: Prompt Question (10 min)
A. In groups of three come up with some question, related to schooling, that we could debate, using Friere, Kozol, Quart, and Cushman. A question that was under debate before was, “Should K-12 schools be revamped to make the students more a part of the academic aspect of schooling?” See if you can improve upon this.
B. After that put up questions, via chalkboard, and vote.

II Debate Prep (15 min)
A. Give them the sheet.
B. Have them fill out, based on what they believe.
C. Get them into two groups, and have them, with about five minutes remaining, prepare an opening statement.

III Debate Itself (15-30 min)

IV From Debate to Writing Your Piece (15-20 min)
A. Get into a circle.
B. Take five minutes to write down the thesis for your paper, and then at least two of your major arguments.
C. Pass you paper, and each time you receive your paper, write down at least one fact or idea that refutes what is said. Be polite and civil, but creative.
D. Look over what people said about your main arguments, and choose one of their best counter arguments, be ready for each person to say how they plan to refute the counterargument.

V Fallacies and Opus (15-20 min)
A. You need to be aware of these fallacies in your own work.
B. Use overhead.
C. Give them the Opus and Smoking bit from bloom county. And have them in groups, after reading comics, address these three questions:
   a. What fallacies are involved in Opus' “reasoning” behind starting to smoke. (Opus is the penguin—in case you’re wondering).
   b. What fallacy-ridden thinking does Opus engage in to justify his smoking?
   c. What fallacy is introduced in the last strip when Opus quits?
D. Talk about the results, and ask students to jot down places where they see fallacious thinking.
VI Go over the fact that we will be in the computer labs—remind them to bring in final draft of their work. Tell them to bring an electronic copy of their paper to class for editing work on Thursday.

**Thursday: 2/15/07**
- Reading: “Prologue” and “Prehistory” by Brendan Halpin. Both selections are from *Losing My Faculties: A Teacher’s Story*. Both are in our course reader.
- Assignment: **Blog check. Turn in final draft of “Argumentative Essay.”**
Thursday: 2/15/07

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- Assignment: Blog check. Turn in final draft of “Argumentative Essay.”

I  First Blog on Halpin (30 min)
A. Give out assignment sheet, go over example.
B. Have students sign up via blogger, and then have them post their first blog, to Halpin.
C. Send around blog sheet, so as to have their information.
D. Have them read and respond to a peers’, point out how this information can be farmed—for last paper.

II Grammar Jeopardy (20 min)
A. Grammar Jeopardy: http://www.uark.edu/depts/aeedhp/jdmhome/game/board.html

III Three Editing Tips: Start by opening your piece in MS Word (20 min)
A. For flow: use this list, located at http://owl.english.purdue.edu/handouts/general/gl_transition.html, to see what linking words, if any you have. Enter in a couple of common words, like “again” and “because”, into the window that opens when you hit the Ctrl key + f.
B. For FANBOYS: Hit Ctrl key + f, and then you want to pump in but and then so. If you have a complete sentence on either side of the but or so, then you need a comma before it. Use the tag question test, that Chris will demonstrate, to make sure that you’re looking at two complete sentences.
C. For Comma Splices and run-ons: Hit Ctrl key + f, and then enter a comma in the window. Go through your piece, and if you end up with two complete sentences separated by a comma, then you need to make that comma into a semi colon, or add a FANBOYS after the comma. Use the tag question test, that Chris will demonstrate, to make sure that you’re looking at two complete sentences.

IV Halpin Discussion (15-20 min)
A. Using Word, come up with three questions that you want to ask—discussion based—about the Halpin reading.
B. Switch and respond, twice, to other’s questions.
C. Come back to your own seat and see what others have said.
D. Ask any remaining questions of Chris and your fellow students.
V Introducing the Midterm Portfolio (10 min)
   A. Go over the rubric.
   D. Do the “Dear Reader Letter Start”.

VI Read the Opening of the Starting Lines Piece, See Where Students Think its going (Remaining Time)

Week Seven

Unit Three: The Analytic Essay on Life After College

Tuesday: 2/20/07
- Reading: Piece from Starting Lines—TBA
- 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: 2/22/07
- Reading: Pieces you selected.
- Assignment: TURN IN MIDTERM PORTFOLIO. Start first draft of the “Analytic essay”—due on 3/8/07
- Class Activities: Class literature circles work. Writing exercise. Prep for Bronson.