Week Seven

Unit Three: The Analytic Essay on Life After College

Lesson for 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.

I Starting Lines Reading: In Class (30 min)
A. Read (Aloud) "This Bud’s For Men".
B. Answer these questions after reading, and make sure that you write down all of your answers, with all of your names, on the sheet Chris Gives You.
C. Questions:
   a. What is the thesis of this piece? (Write it down below.)
   b. What seem to be the main subtopics the writer develops? (List all of them below.)
   c. What evidence does the author use to develop his subtopics? (List them below.)
   d. The author doesn’t list counter arguments, what might some be? (List them below.)
   e. What does your personal experience tell you about the author’s thesis? Is he making a mountain out of a molehill, or does he really have a point? (Write down some of your own personal experiences that tie in with what is said, and also make sure that you put some notes below.)

D. Our Discussion:
   a. What do we think of the thesis? Could we reword it?
   b. What about counter arguments? What are they?
   c. A Key Question: Is beer drinking in particular, and drinking in general, such a terrible problem at UCSB? What sort of evidence can you use for or against the idea that drinking is a problem here?
   d. Turn Question: When people talk about drinking, either as a problem or not, what are some blatantly false things they tell themselves? How do they lie to themselves?

II 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.
E. Encourage them to think about how to avoid these in their writing.
F. Go over a few commonish examples.

III Introduction to Next Paper (30 min)
A. Respond to this prompt: Ten years after you graduate from UCSB, what do you see yourself doing in terms of work? Also, what role will your work play in your life in a broad sense? What, do you imagine, might matter to you most in your late twenties and early thirties?

B. Get them in groups to do a read around.

C. Ask for folks, in groups, to do the following: What, in your group, are some common thoughts about the importance of work in your lives—down the line? How will you try, as best you can, to balance work and other (familial, social, religious, and intellectual) obligations?

D. Brief Discussion Questions:
   a. What do folks plan to do? (Create a list.)
   b. What is probably going to be central to you? Work? Family? Friends?
   c. **Key Question:** What are some ways, in general, that work matters to people most generally.

E. **Give them the paper assignment and rubric, go over it, and point out how what they just did can help them.**

IV A Short Poem: A Thought and Play With Words (20 min)

A. Read the poem aloud at http://www.loc.gov/poetry/180/025.html.
B. Read it again, and then.
C. **The Process:**
   a. What image sticks with you? Why do you think it sticks with you?
   b. The woman cleaning in the poem, who does she remind you of? Why?
   c. What does the title do for you? Why this title and not say the first line?
   d. What place should we look at a bit more? What questions do you have?
   e. **Key Questions:** What does this piece say about paid work? About housework? What’s the difference between the two?

D. Time allowing, show them the metaphor machine, and ask them to write a couple of metaphors about work, paid or unpaid. Ask them to share and see if folks get what they mean.

E. Remember that everything we do here is about communicating—hopefully communicating things that matter.

V Go over, again, the Midterm Portfolio/Handback Papers (Remaining Time)

A. Go over the rubric.
B. Make sure that everyone gets papers back.
C. Take questions.
D. Remind them that we’ll be in Gaviota (Phelps 1529) on Thursday.
E. Do a google search and see if you cannot find a piece to help you write the next paper.

**Thursday: 2/22/07 (Computer Lab)**

A. Reading: Pieces you selected.
B. **Assignment:** TURN IN MIDTERM PORTFOLIO. Start first draft of the “Analytic essay”—due on 3/8/07
C. Class Activities: Class literature circles work. Writing exercise. Prep for Bronson.
Lesson for Thursday: 2/22/07 (Computer Lab)

D. Reading: Pieces you selected.

E. Assignment: TURN IN MIDTERM PORTFOLIO. Start first draft of the “Analytic essay”—due on 3/8/07

F. Class Activities: Class literature circles work. Writing exercise. Prep for Bronson.

I Blog Work (45 min)

A. If you have a blog set up, then go to your blog (by logging into your account at http://www.blogger.com), and summarize the piece you brought in, then quote from it and respond to it. You have fifteen minutes to do it.

B. If you didn’t get a blogger account set up, then do that and then start your post. Follow these steps:
   b. Once there, click on the orange arrow with this text in it: “Create your blog now”.
   c. Fill in the forms that are brought up.
   d. After the third form, make sure that you click on the orange arrow labeled “start posting.”
   e. Write your down the following about the piece you brought in: a summary of the piece, a quote, and then a response to that quote. To see an example of this, go to http://writing1sampleblog.blogspot.com/

C. When we have a start, show them how to respond.

D. Get them to respond to each other’s blog. Point out, as you respond, how the response might be able to help the author write, in depth, on the subject that they are dealing with. Also, tell them what really interests you about what they have written.

II Sharing Your Work and Talking About The Piece You Brought in from Google (25 min)

A. Pull out your copy of your piece.

B. Get together with two other folks.

C. In your groups, share what you found and how you found it by doing the following: summarizing your piece, saying a cool thing that you learned, and talking about the process through which you found it.

D. Get, from your groups, in ten minutes, the coolest piece. Bring it up on one of the computers near you.

E. Get the cool websites, and then ask this question: how do you know if anything good is on the web? (Create a list of ways to think about websites.)

F. Introduce them to the library databases (specifically Expanded academic and EBSCOhost) on the library site: http://www.library.ucsb.edu.

G. Have them find something that they could write about.

III Provisional Thesis Statement Question Work (20 min)

A. Go over what this is.

B. Have them bring it up and create their own.

C. If they have time, have them try to the online outlining or clustering bit—via the handout you have on the Writing 50 site.
IV Collect Midterm Portfolios, Do the Prereading work for Bronson (10 min)

A. Read first paragraph aloud, and then these questions:
   a. What do you expect this piece to be about? Why?
   b. How might you describe the style? What might this style mean in terms of how you read this piece?
   c. Finally, the title: what do you image, by the title alone, that Bronson will focus on?
   d. If you want, check out this site for biographic information and his thoughts about what we will be reading: [http://www.pobronson.com/](http://www.pobronson.com/).

**Week Eight**

*Unit Three: The Analytic Essay on Life After College*

**Tuesday: 2/27/07**
- **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.

**Thursday: 3/1/07**
- **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.