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.

I Imagine Your Life (15 min)
A. Take about fifteen minutes and write about where you imagine you will be ten years from now. What will you be doing for work? What will your family life be like? What will you have accomplished?
B. Ask them to share with a friend.

II Discussion of Bronson (30 min)
A. Hand out a stick note to each.
B. With sticky note, mark the page with the thing that Bronson said that had the deepest impression on you.
C. Demonstrate with your reader.
D. Once you’re done sharing what you have, come up three discussion questions.
E. You will then have a chance to pose your questions to the whole class, and lead a discussion.
   a. Sample Questions:
      i. Why does Po Bronson start his piece with the sentence, “We are all writing the story of our life”?
      ii. Why is Mary Ann Clark, the mother profiled by Bronson, in a book about people’s jobs?
      iii. Why do you think Mary Ann Clark is, or is not, happy with the choices she made?
F. Run Discussion.

III ______________________ (25 min)
A. With a partner, read the piece.
B. After you are done, think of a graphic way to represent what you’ve read. (Show them the sample.)
C. Be ready, after 15 minutes, to put up your artwork and create a gallery of structure.
D. Post Gallery Discussion:
   a. How does the person develop her ideas? What sort of examples does she use?
   b. How can you create these examples?
   c. Key Question: What grade might you give this piece and why?

IV Discuss Next Assignment (10 min)
A. What Questions Do you Have?
B. Write and throw them up to the front of the room.
V Getting Started on Paper 3 (20 min)
   A. After reading through and getting your questions answered, what are some topics you might be able to write on.
   B. Circle the topic that seems most promising now.
   C. Next, write what information would you need to acquire to write about your topic?
   D. When done with this question, think about this one: What are some of the main things you want to say about the topic.

VI Prep fro Gig (5 min)
   A. Talk about how to read.
   B. Read the intro, then choose two from the following professions.
      a. UPS Driver: profane, funny, a bit off-putting.
      b. CEO: Thoughtful Engaging.
      c. Temp: Funny, different way of looking at work.
      d. System Administrator: Somewhat burned out—interesting look at the world of computers.
      e. Tofu Manufacturer: Small business owner with an interesting perspective on work.
      f. Songwriter: One of the happiest people in the book.
      g. Nurse: Idealistic but disappointed with reality.
      h. Anesthesiologist: Committed and caring doctor.
      i. High School Teacher: Tries, but seems cynical.
      j. College Professor: Likes teaching, but he has a problem with grades.

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.
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.
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I Gig Discussion (20 min)
A. Put up list of Gig Readings.
B. Have students choose groups and maneuver folks around until you have at least three in each group.
C. Discussion Directions:
   a. Pose a question in an open. Make sure that this is a question that a person could not answer “yes” or “no.”
   b. Pose your question to your friends in the group.

II Full Class Gig Discussion (10 min)
A. Put up definition of calling: (noun) a strong inner impulse toward a particular vocation or profession.
B. Who have we read about who you perceive as having a calling.
C. Questions:
   a. How important is it to have a calling?
   b. Do all people have one?
   c. What happens if someone doesn’t heed his or her calling?

III Forming a Debate Question (15 min)
A. My contribution: Everyone should seek out a calling in life.
B. Meet with two others and answer this question with a statement that could be debateable: What do you want to want to debate in terms of life after college?
C. Take their suggestions on the overhead, then have them select what they want to debate.

V Debate Prep (15 min)
A. Have them fill out the sheets from online—email them to themselves.
B. See who will take which side.

VI Debate (30 min)

VII Pre-reading work (10 min)
A. Abstract, Background, Methods (Participants, Design and Procedure, Measures), Results, and Discussion. Read abstract, Background, Discussion, then re-read it all. It will make more sense.
B. Look For: What are the good and bad aspects of “cyber-slacking”: using the internet to procrastinate.
Week Nine

Unit Three: The Analytic Essay on Life After College

Tuesday: 3/6/07
- Reading: Read “Cyberslacking and the Procrastination Superhighway” by Jennifer Lavoie and Timothy Pychyl; it is in the course reader.
- Class Activities: Discussion of readings. In-class practice interviewing. QandA about problems with papers.

Thursday 3/8/07
- Reading: US Census Data on earnings by occupation and education—from course reader.
- Assignment: Turn in your first draft of “The Analytic Essay.”
- Discussion of Census data. Peer review. In-class writing on what it means to “make a living.” In-class writing exercises aimed at polishing your essay.