Week Nine

Unit Three: The Analytic Essay on Life After College

Lesson for 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. Q&A about problems with papers.

I  Cyberslacking Work (30 min)
   A. Writing: Questions
   B. Take five minutes and write questions.
   C. Answer Questions: 10 min
   D. Group Work: 15 min.
   E. My Questions:
      a. What is cyberslacking?
      b. Do you do it? When?
      c. What are the costs, in productivity?
      d. Should we cyberslack? Why or why not?
      e. What possible purpose could it serve, maybe for writing?

II  Momma Comma Work (20-25 min)
   A. Put up Overhead.
   B. Have them write a long sentence, which I check for grammatical correctness.
   C. They put their group’s (make three groups) across the board.
   D. Have another group figure out the rules.
   E. Hand back, and ask them to spend ten minutes correcting their errors.
   F. Take questions, and use overhead to go over grammar questions.

III  Clarity Exercise (20 min)
   A. Give out the exercise.
   B. Directions: By adding material, and changing vague pronoun use and rearranging sentence, make this short piece (from a piece we read earlier in the quarter) clearer.
   C. Have them put their pieces on the overhead, and then have them put up their pieces and talk us through the process.
   D. Show them the best one.
   E. Key Points:
      a. That specific language leads to specific writing.
      b. SVO = clear writing.
      c. No Engfish = clarity.
   F. Strategies:
      a. Read your piece aloud before turning it in.
      b. Have a friend read it to you.
      c. Favorite engfishy words (they/them/it), search for them via ctrl + f.
IV  Revising for clarity in your work (10 min)
   A. Revise a sentence, in the work that I just turned back, and make it clearer. Be prepared to share.
   B. Have students share their work.

V  Works Cited Work (20 min)
   A. Give them an overhead sheet in groups, and have them come up (using the handbooks you provide, and the sample) a work cited for every piece in this unit.
   B. Rough out, after each one, why things are cited they way they are:
   C. Sources:
      a. Selections from *What Should I Do with My Life?* by Po Bronson (A piece from an edited collection—our Writing 1 Reader).
      b. Selection from *Gig* by John Bowe, Marisa Bowe and Sabin Streeter. (A piece from an edited collection—our Writing 1 Reader).
      c. “Cyberslacking and the Procrastination Superhighway” by Jennifer Lavoie and Timothy Pychyl (A piece from an edited collection—our Writing 1 Reader).
      d. US Census Data on earnings by occupation and education (A piece from an edited collection—our Writing 1 Reader).
      e. “None of Our Business” by Roberta A. Fusaro (A piece from an edited collection—our Writing 1 Reader).

VI  Prep for Data Table Reading (5 min)
   A. Read first page, and go over:
      a. Average/Mean.
      b. Median.
      c. What stats do and don’t mean—from sample size to logic.

**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.
Lesson for Thursday 3/8/07 (In Lab)

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I Peer Review (30 min)
A. Go over sheet.
B. Go over expectations.
C. Once you are done, make changes to your piece, if you have time.

II In-Class Paper Writing in Wiki (60 min)
A. Get everyone into the Wiki.
B. Have everyone open word.
C. Hand out the sample question.
D. Devise a short thesis statement.
E. Devise, in groups, the subtopics we want to develop. Use skrbl to help with this: http://www.skrbl.com/.
F. Then have groups, collectively, work on writing a good, well-developed paragraph for subtopic.
G. Go over the result.
H. Edit it, modeling techniques.
I. Talk about date and time of Writing 1 Common Final.
J. Take questions.

III Case Study Prep (10 min)
A. Read the case aloud: “What Price Relief?”
B. Go over the questions.
C. Ask them this: what can anyone, even those not interested in business, learn from looking at ethics and business case studies?

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

Tuesday: 3/13/07
- Reading: “None of Our Business” in course reader.
- Class Activities: Debate on Business ethics/Discussion of “None of Our Business.” Hand out paper for final in-class writing—go over strategies for work on it.

Thursday: 3/15/07
- Reading: None
- Assignment: Turn in final draft of “The Analytic Essay on Life After College.” (Add email address if you want full and final comments for portfolio consideration.)
- Class Activities: In-class writing. Go over information for common final. Including time and place of final.
Your final portfolio must be turned into me by 2/21/07 at 5 p.m.