

Week Three: Your Friend the Computer and the Résumé
CONFERENCE WEEK

MONDAY: 10-16-06

- **Reading:** Introduction and “Serving in Florida” from *Nickel and Dimed* by Barbara Ehrenreich (in packet).
- **Class Activities:** In-class writing, editing work, discussion of *Nickel and Dimed* reading, and beginning of résumé work—including “Dream Résumé Creation.” **ALSO, SIGN-UP FOR CONFERENCES.**

I Nickel and Dimed Work (30 min)

- A. Writing: 10 min.
 - B. Work in Groups: 10 min.
 - C. Full group Discussion: 10 min
 - D. Questions:
 - a. Go over logos, pathos, and ethos via <http://www.rpi.edu/dept/lc/webclass/web/project1/group4/>.
- 1) What logical elements does Ehrenreich use to convince us that working as a waitress is problematic?
 - 2) What are her ethical appeals?
 - 3) How does what Ehrenreich talk about fit into our evolving discussion of the “new economy”? What is the place of service workers in the “new economy”?
 - 4) **Turn Question:** How can you establish ethos in a cover letter, when no one knows you?

II Cover Letter Work (30 min)

- A. Brainstorm list of what makes for a good cover letter.
- B. Go over the list.
- C. Handout, to groups, the sample.
- D. How does it meet the criteria.
- E. **Questions:** Take a minute and write down any question that you have about cover letters on a slip of paper. Then toss said paper into the center of the room and we will discuss your questions.

Ten Minute Break

III Topic Gallery Work (30 min)

- A. Put up the overhead and hand out the paper.
- B. Ask students to do this, and make sure that they go over them.
- C. Write for ten, tour for ten.
- D. Go over whatever issues remain.

IV "Death": Prereading Work (10 min)

- A. Create List: What do you know about migrant laborers and farm work?
- B. Put up overhead.
- C. Some Facts: From **The National Agricultural Workers Survey by the US Department of Labor**. (<http://www.doleta.gov/agworker/report9/toc.cfm>)
 - a. In fiscal years 2001-2002, as in previous periods, the hired farm workforce was predominantly foreign-born. Just 23 percent of all hired crop farm workers were born in the United States; 75 percent were born in Mexico, two percent in Central American countries, and one percent of the crop workers were born in other countries.
 - b. In 2001-2002, 53 percent of the hired crop labor force lacked authorization to work in the United States, down from 55 percent in 1999-2000. Another 25 percent of the crop workers in 2001-2002 were U.S. citizens, 21 percent were legal permanent residents, and one percent were employment-eligible on some other basis
 - c. Crop workers are young: the average age in 2001-2002 was 33, and half were younger than 31. Among all crop workers, 79 percent were male, 58 percent were married, and 51 percent were parents, who reported an average of two children.
 - d. NAWS respondents worked an average of 42 hours per week and had average hourly earnings of \$7.25. Average hourly earnings increased with years of employment for a particular employer. Crop workers who had been with their employer for one year or less averaged \$6.76 per hour; those with their current employer for at least six years averaged \$8.05 per hour. Average hourly earnings increased by 25 percent in nominal dollars and by nine percent in inflation-adjusted (real) dollars between the periods 1993-1994 and 2001-2002. The increases, however, were not steady. Real hourly earnings declined between 1993 and 1996, and then fell again slightly between 2000 and 2001.
 - e. At the time of the interview, a majority (58%) of the workers lived in housing they rented from someone other than their employer. Twenty-one percent lived in housing that was supplied by their employer (17 percent received it free of charge and four percent paid rent either directly or via payroll deduction); 19 percent lived in housing that either they or a family member owned; and two percent lived, free of charge, with family or friends.
 - f. The average individual income of crop workers was between \$10,000 and \$12,499.
 - g. Total family income averaged between \$15,000 and \$17,499. Thirty percent of all farm workers had total family incomes that were below the poverty guidelines.
- D. **Key Question:** After the facts, what do you make of migrant work? What might we be able to learn about the migrant experience from, say, the LA Times?

WEDNESDAY: 10-18-06 (*Meet in Computer Lab: Miramar-Phelps 1526*)

- **Reading:** "The Summer of the Death of Hilario Guzman" by Mark Arax (**in packet**).
- **Writing: Final draft of résumé due today.**
- **Class Activities:** In-class writing, working with online databases, creation of research question and preliminary research, "30 Days Episode," and selection from "The Colbert Report."

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I Discussion of “The Summer of the Death of Hilario Guzman” (30 min)

- A. Demonstrate how to post questions.
- B. Brainstorm questions.
- C. Post and respond.
- D. Post Online Discussion Questions:
 - a. In terms of logos, what does Arax do? What point is he trying to forward—if anything?
 - b. What sort of ethos does Arax establish? How does he establish it?
 - c. What pathetic appeals are made? What’s their effect?
 - d. **Key Question:** What convinces us, or not, that learning about the death of Hilario Guzman is an important thing?
 - e. **Final Question:** How do we know this is all true?

II 30 Days Work (20 min)

- A. Show the clip (20 min) of it.
- B. **Questions:**
 - a. What are some things you could take from this?
 - b. What are some research questions?
 - c. How do we know this is reliable information?

II Colbert Report Viewing and Discussion (10 min)

- A. Show the clip at: <http://www.youtube.com/watch?v=zmHm0rGns4I>
- B. **Questions:**
 - a. What does this say about knowledge?
 - b. What does this say about Wikipedia? The web?

III Can you research your work? (10 min)

- A. Go over What is a “Researchable Research Question?”:
http://www.esc.edu/esonline/across_esc/writerscomplex.nsf/0/f87fd7182f0ff21c852569c2005a47b7
- B. Have folks rework and finalize a research question.
- C. Post research questions to our folder. **Go over stuff.**

IV Preliminary Research (20 min)

- A. Go to Library Databases:
<http://www.library.ucsb.edu/eresources/databases/data-frames.html>
- B. Use “expanded academic”
- C. Find information, from list we created last week.
- D. If you have problems, go to <http://www.writing.ucsb.edu/faculty/dean/Upload-wr50-S06/FindingSearchTerms.doc>.

- E. Save what you found.
- F. **Debriefing:** What did you find?

V Introduce the Research Proposal Assignment (5 min)

Week Four: Beginning Research

MONDAY: 10-23-06 (*Meet in Computer Lab: Miramar-Phelps 1526*)

- **Reading:** Online reading on creating interview and survey questions. Located at <http://owl.english.purdue.edu/owl/resource/559/01/>
- **Writing: FIRST DRAFT OF RESEARCH PROPOSAL DUE TODAY.**
- **Class Activities:** In-class writing, peer review of research proposal, more preliminary research, and designing interviews and surveys.