

Lessons for Week Two: What it Means to Work in the 21st Century—an Overview and Beginning Research

TUESDAY: 1-16-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)

- **Reading:** Introduction to Gig and self-chosen selection (**in packet**).
- **Class Activities:** Work on writing. Gig discussion. Introduction to computers.

I Gig: Online Discussion (20-25 min)

- A. Go to <http://moodle.id.ucsb.edu/>.
- B. After that, follow Chris' directions as you create a Moodle account.
- C. Got into the Forum labeled "*Gig* Discussion" and Your piece (i.e. "Gig Discussion and Songwriter").
- D. Once in the forum, respond to this question: What did your reading tell you about the career at hand, and what did it tell you about living and working in the 21st century?
- E. After you post your response, reply to at least one other person in an elaborated way. Make sure that you pose questions to your peers in your forum.

II Face-to-Face Discussion (15 min)

- A. Questions:
 - a. What did the *Gig* readings tell you about working in the 21st century?
 - b. Did people seem to like their jobs? Love them?
 - c. What patterns did you see in terms of how people dealt with work?
 - d. What line of work was the interviewee in?
 - e. What did you find interesting or compelling about the person described?
 - f. Why did you, or didn't you, like the person in your reading?
 - g. What was his or her attitude towards his or her work?
 - h. What did you learn about the job, from reading the selection from *Gig*, that you didn't know about **that particular job** or **work more generally**?
 - i. What larger problems/ideas can you take from the reading about work in general?

III From *Gig* to your Research: Research Terms (10 min)

- A. Get them to look at their colored paper, and create a list of search terms in a piece of paper that they will hold onto (5 min).
- B. Create a new master list (5 min)
- C. Talk about what they found (remaining time).

IV Researchable Research Question (25 min)

- A. Have them go to:
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/point.html>.
- B. Go through, in groups of three, one and two, as Chris showed you.
- C. Discuss the results as a group.
- D. Have them look at their paper, and come up with a research question.
- E. On a sheet of paper, or in a word document, answer the questions under three.
- F. Be ready to revise your question and share it with the whole group.

- V Looking at the Web (Remaining Time)
- A. Introduce the web quality checklist.
 - B. Divide it up.
 - C. Talk about the results.

VI Go Over Thursday's Work (5 min)

THURSDAY: 1-18-07 (Meet in Gaviota-Phelps Computer Lab, Phelps Hall 1529)

- **Reading:** Robert Reich's "The Lure of Hard Work" from *The Future of Success* (in packet).
- **Writing: First Draft of Research Proposal Due: Research Proposal, three sources, and introduction.**
- **Class Activities:** In-class writing, discussion of Reich, and work on research.

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I Peer Review Prework (5 min)

- A. Get folks to share good and bad peer review stories.
- B. Point out the importance of actually giving good, elaborated feedback.

II The Good and the Bad of Feedback (7 min)

- A. Demonstrate how to do this with the sheet and the sample research proposal.
- B. Get them to note differences—between written and oral responses.
- C. Finally, come up with a good list of questions to ask, and have students download the paper and come up with two questions.

III Blind Person's Walk (10 min)

IV Peer Review (40 min)

- A. Same groups from walk.
- B. Get feedback from every member of the group, written and oral. If you are done early, then start reworking your piece.

V Research Work (15 min)

- A. Introduce them to EBSCOhost, JSTOR, and Lexis-Nexis (statistical, congressional, and regular).
- B. Go to work, and if you have problems, let me know.
- C. Show them how to save/download. Get them to send themselves the results.

VI Reich Discussion (25 min)

- A. Question Creation
- B. Have them pose questions to each other—via the forum:
- C. My questions:
 - a. Are we working more or less now than 20 years ago, according to Reich?
 - i. Show the work hours, via USA Today.
 - ii. U.S. workers put in an average of 1,815 hours in 2002. In major European economies, hours worked ranged from about 1,300 to 1,800, according to the International Labor Organization (ILO). Hours were about the same in the USA as in Japan.
 - iii. Combined weekly work hours for dual-earning couples with children rose 10 hours per week, from 81 hours in 1977 to 91 hours in 2002, according to a new study by the New York-based Families and Work Institute. (http://www.usatoday.com/money/workplace/2003-12-16-hours-cover_x.htm).
 - b. What are the benefits, to us and the economy, of hard work?
 - c. What are the problems for it?

- d. What are possibilities for research from this?

VII Go over work for Tuesday.

Week Three: Your Friend the Computer and Beginning Research
CONFERENCE WEEK

TUESDAY: 1-22-08 (Meet in Computer Lab)

- **Reading:** Selection from *Deep Economy* (in packet).
- **Class Activities:** In-class writing, editing work, and discussion of *Deep Economy* reading.
ALSO, SIGN-UP FOR CONFERENCES.

THURSDAY: 1-24-08 (Meet in Computer Lab)

- **Reading:** Online reading on creating interview and survey questions. Located at <http://owl.english.purdue.edu/owl/resource/559/01/>. Also read the selection from the *Small Mart Revolution* in packet.
- **Writing:** Final draft of research proposal due today.
- **Class Activities:** In-class writing, peer review of research proposal, more preliminary research, and designing interviews and surveys.