Day 3: Essay 1, Readings, Motive and Thesis

1. General Announcements; Submitting Word Docs

2. Discuss Critical Reading

3. Discuss E1A1 Readings

1. General Announcements: (5-10 min)
   - Syllabus and Technology Reminders: Everyone needs to get Microsoft Word, must bring laptops to all classes; must have correct email in Blackboard
   - Review Getting Absences Excused and why it is important
   - Remind students that it is their responsibility to keep up with the syllabus and to use the official assignment in the E_ folder to understand what exactly is due

Review short in-class essay (10-15 min)

- Review responses to short essay from Day 1
  - review the plagiarism handout and what to avoid
  - discuss why none of the examples are blatant cheating
  - discuss the subtle but important differences between non-attribution and patchwriting
  - Review consequences for plagiarism

Review MLA vs. APA formatting and Citation (10 min)

- Go to Citation Materials in the “Citation” Folder – In the “Grammar, Quotation, Citation, and Research” folder
  - Students in Humanities must write using MLA
  - Students in Sciences must write using APA (in Social Sciences section)

- Review the Works Cited and References page and produce correct citation pages for the essay assignment (5-10 min.)

****You are responsible for learning how to quote correctly and effectively. Your quotation and citation will affect your grade on drafts and final essays. Lack of citation (aka. plagiarism) will disqualify your essay and result in a zero for the assignment.****
Discuss Grammar (10 min)

- Go to the grammar folder
- Review online sources

Commas and Semicolons, Dependent Clauses and Phrases, Independent Clauses and Sentence Types:

- The grammar presentation can be found on the OWL website
  - Go to General Writing, Punctuation, Commas, and then Conquering the Comma
  - It is in your best interest to go through the presentation on your own

Review Quotation (10 min)

- Download the “Integrating Quotations and Avoiding Plagiarism” handout in the Quotation folder
- Review handouts and online sources: “Formatting Quotations” and how to use brackets.

Remembering just a few simple rules can help you use the correct punctuation as you introduce quotations. There are some exceptions to the rules below, but they should help you use the correct punctuation with quotations most of the time.

- Rule 1: Someone says, "quotation." If the word just before the quotation is a verb indicating someone uttering the quoted words, use a comma. Examples include the words "says," "said," "states," "asks," and "yells." But remember that there is no punctuation if the word "that" comes just before the quotation, as in "the narrator says that."

- Rule 2: Complete sentence: "quotation." If you use a complete sentence to introduce a quotation, use a colon (:) just before the quotation.

- Rule 3: Aim for always producing grammatical sentences. Use brackets to change anything in a quotation in order to make it grammatical.

- And remember that a semicolon (;) never is used to introduce quotations.

Review and revise the short essay assignment (35-40 min). Review responses to short essay.

- You will be typing out and revising your entries so you should take notes.
  - discuss how to set up the introduction—full author name and article title
  - discuss why none of the examples are blatant cheating
  - go through each example and have students explain exactly why the students are or are not plagiarizing
discuss the subtle but important differences between non-attribution and patchwriting
review consequences for plagiarism

I will be grading these assignments using the following criteria:

- Correct naming and set up of Rebecca Moore Howard's article
- Correct discussion of how the samples constitute plagiarism
- Correct grammar, quotation, and formatting of the document
- Correct in-text citation
- Correctly formatted bibliography

Discuss how to write, save, and post your work to the Blackboard (Word Document); show how to submit your work to the Blackboard (20 min.).

- Discussion Board
  - When you are done revising your short essay today, post it as a thread to the discussion forum
    - Go to the “Getting Started” folder
    - Click on “In-class Essay: What is plagiarism? (Discussion Board)”
    - Click on “Create Thread”
    - Name the post “Plagiarism Essay”
    - Copy and paste your essay into the message body
      - Tip: Use Control A; Control C; and Control V
        - (Mac: Use Command A; C; V)
    - Click on “Submit”
  - If you have already posted your work there, go back to your post and “Modify” it
    - Go to your post and click “Modify”. Copy and paste your new work into the message body, replacing the work that is there.

- Assignment Link:
  - When you are done submitting your work to the Discussion Board link, go to the next link in the “Getting Started” folder.
    - Click on the link and upload your Word document as an attachment.

Break (10 min.)
2. Bunn Reading, Critical Reading,

Discuss short homework reading, Critical Reading (20-30 min.)

- when asked to read an essay in a college course, ask yourself:
  - Why am I being asked to read this?
  - What does the professor want me to get out of it?
  - What is important and what is just interesting?
  - What can I do with this reading?

Questions for discussion:

- What does it mean to read like a writer?

- What, according to Allen Tate, are the two ways of reading? (Review how to use the CONTROL F (Find/Search) function.
  - What can we do with his insight?

- What does Bunn mean by:
  - Context?
  - Genre?

3. Discuss 5-paragraph vs. the college essay (25 min)

High School Writing*

- Drilling the 5 paragraph method
  - Intro (Thesis + 3 ex.) – Often a Declarative (not an Analytical) Thesis*
  - Ex. 1
  - Ex. 2
  - Ex. 3
  - Conclusion

* A declarative thesis is a declaration of fact: ______ is true for 3 reasons.

The 5 par. thesis becomes a section topic sentence in college writing

College Writing

- Motive Driven Analysis
  - Intro - Sets up a motive (problem) and an argumentative thesis (theory)
  - Sections M1, M2, and Thesis – each section is composed of various 5-par. mini-essays
  - Conclusion – Acknowledges the limitations and implications of the argument

Review Essay 1 – What to Read, Homework Guidelines, How and When to Submit. (10-15 min.)

- The list of assignments for E1 is on the ‘Assignment’ document in the E1 folder
- the guidelines for the assignment are there
Discuss E1 Readings:

- Go to the E1 folder, click on Readings.
- Take a pulse of how students are responding to the articles and to the case

Remind students that it is their responsibility to keep up with the syllabus and to use the official assignment in the E_ folder to understand what exactly is due.

Review Essay 1 – What to Read, Homework Guidelines, How and When to Submit. (10-15 min.)

- The list of assignments for E1 is on the ‘Assignment’ document in the E1 folder
- the guidelines for the assignment are there

Homework:

Read:
- the “Stages of Writing,” “Essay Requirements,” “Motive and Thesis,” and the “Analysis and Argument”
  o Focus on the “Motive and Thesis” handout and on “Counterargument Analysis,” which you can find in the Argument and Analysis handout

Become familiar with

- The official government sources
  o You can find these in the “Readings” folder for E1.

Prepare:

- Come to class prepared to debate a position on the subject
  o Start to think about how you would defend one position in this case
  o Produce 3 reasons for your position and 3 against
  o Know how to “verify” your argument with evidence and explanation (warrant)
  o Come ready to discuss what kinds of sources you would need to use in order to argue your main point
  o Think hard about how someone might disagree with you