
1. Review Grading, Extra Credit Blog, Day Notes, Uploading to Blackboard, and Office Hours

2. Discuss E1A1

3. Review Critical Reading; Debate Workshop

Announcements (5 min):
- 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 syllabus, in-class essay submission, and DAY NOTES folder on the BB
  - Review Grades
    - Review what each grade generally means
    - Review how to use the Extra Credit Blog

1. Introduction and Motive and Thesis (20 min)
- Review from last class:
  - How do we distinguish between what is interesting in an article and what is important?
    - We identify the author’s main project and decide which information is relevant to it and which is just decoration
      - Main idea is comprised of Motive and Thesis
      - Motive and thesis are always directly related to the main idea, what we call the “primary text”
- Motive and Thesis discussion
  - Open the Motive and Thesis handout
    - Define motive
      - What key words signal the motive?
      - What is the main goal of a motive?
      - Why is the motive important?
    - Define Thesis
      - What key words signal the thesis?
      - What is the main goal of the thesis?
      - Why is the thesis important?
      - What is the relationship between the motive and thesis?
Analysis of E1 Reading’s Motive, Thesis, Claim, Evidence, and Warrant (10 min)

- Find the motive and thesis of one of the essays discussed so far
  - Locate a specific sentence or two in the article and explain why it is the motive
  - Then do the same for the thesis

Motive – page __
Thesis – page __

Use Bunn’s article to discuss how to find the motive and thesis of a reading (10-15 min)

- what, according to Bunn, should every reader find out about what they are reading?
  - audience and purpose
- apply this method to our understanding of the article
  - audience?
    - How do you know?
  - Purpose?
    - Who do you know?
- To what context or genre does each article belong?
  - Why is this important to know?
    - Different between facts and opinions
    - Articles with Bibliography versus without
- Main idea—the writers of the articles are not bound by law to tell the truth.
- What are each articles sources and can we verify them? What would it mean to verify them?

2. Review how to write an Introduction (E1A1): (10-15 min)

Use the “Formal Essay Requirements” handout

Introduction:

- Opener - must directly tie in to thesis
  - Anecdote, etc.
- Context – Brief Background info relevant to thesis
- Motive- sets up the problem or interesting complexity you will interrogate using facts
- Thesis – puts for a position on the issue you are analyzing (must be true but arguable)
Your introduction needs to set up your motive and thesis as quickly as possible

- you must give whatever information is necessary in order for your reader to understand the problem fully
  - since you use secondary sources in your introduction, you must cite them
  - you must produce a correct bibliography for this assignment

How to use Motive and Thesis to set up the Argument (30 min)

MOTIVE:

Discuss Motive and Thesis, explain each concept and emphasize motive

  - Go through the motive handout together and explain each aspect of the handout

________________________Fact A____________________, BUT ___________Fact B_________________

A and B are both facts, but they cannot both be true at the same time.

Hence, the motive is a problem, dilemma, twist, or interesting aspect.

THESIS:

Discuss the thesis handout together, emphasizing the process and what an evolving thesis means in terms of thinking about the argument and counterargument.

_______Thus, X is true _______BECAUSE _______SOMETHING TRUE BUT ARGUABLE _______.

_______X should/not_______BECAUSE_______SOMETHING TRUE BUT ARGUABLE_______.

Everything after the because must be true but arguable.

Break (10 min)
3. Use Bunn’s article to discuss the evidence in the various documents (10-15 min)

- Review the various kinds of Official Docs
  - Audience and purpose?
  - How do you know?
- To what context or genre does each of the documents belong?
  - Why is this important to know?
    - Differentiate between non/official government and legal documents
- Main idea—the government websites are bound by law to tell the truth, unless they post a disclaimer.
- What are primary sources? What are secondary sources?

Discuss Debate (5-10 min)

- The class will divide into 4 groups of students:
  - Those who are
    - Legalizing for legal reasons
    - Banning for legal reasons
    - Legalizing for ethical reasons
    - Banning for ethical reasons
    - The Jury (this may be me or an outside source)
  - Each group should produce 1 MAIN CLAIM and 2 BACK UP CLAIMS and evidence to support their position.
  - Each group should also produce 1 MAIN CLAIM and 2 BACK UP CLAIMS and evidence that challenges their position. (6 CLAIMS TOTAL)
  - Each group will be given one chance to produce counterevidence and explanation. So, when one group counters, the first group will be able to counter back (Thus: 2 points per group)
  - The jury will decide who wins each debate.

Things to consider as you plan the debate (15-20 min)

- You will need to use the Essay 1 documents (mainly legal) and whatever supplemental information you can bring to the table, but you must only use sources available to everyone
  - Your goal is to find the facts: Can you justify banning or legalization? Can you produce victims if you claim either policy will hurt people? Etc.
- Try to guess or figure out what you think the other group is going to argue. Then try to come up with a very good rebuttal that shows that your argument is stronger than theirs.
- Designate one main person to speak, but be ready to discuss your rebuttal as a group
  - When you present the evidence for your main point:
• State the document where we can find the evidence and show the class how to find this evidence
  • I will put the evidence on the board
  • You need to show:
    o that the evidence is reliable/trustworthy
    o that it actually does corroborates (supports) your point

  • Something to consider overall:
    o You are mainly trying to present your idea in a way that will persuade your jury.
    o You will have to explain things in a way that anyone off the street would understand it.
    o There are only really persuasive and non-persuasive ideas.

AT THIS POINT, YOU ARE JUST OUTLINING SOME POSITIONS AND DESIGNATING RESPONSIBILITIES TO PEOPLE IN THE GROUP. EACH GROUP MEMBER SHOULD BE IN CHARGE OF FINDING AND DEFENDING A SPECIFIC POSITION. THEN YOU WILL DECIDE IN CLASS WHICH POSITIONS TO USE

Homework:
Write:

• Use the class materials to produce your best attempt at a full introduction.
  o Mainly, write the motive and thesis for E1A1.
  o Use the PDF attached to the E1A1 assignment for tips on how to format stuff
  o Save as a Word Document.
  o We will go over how to produce correct in-text citation, Works Cited or References pages, formatting, page numbers, etc. But do your best to get it right on your own.

Read/Review:

• the “Stages of Writing,” “Formal Essay Requirements,” “Motive and Thesis,” and the “Analysis and Argument”

Prepare:

• Continue preparing the debate positions
  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