Week 3:

Day 7: First Draft and Secondary Source Workshop

1. Introduction Workshop; Discuss Body Paragraphs, Conclusion, and Citation

2. Debate Workshop

3. Review E1A3 Requirements

1. E1A2 Workshop

   - Discuss the motive and thesis claims
     - Motive—must be based on facts
     - Thesis
       - **Must put forth a statement that is true but arguable, broad but contained**
     - Discuss what it means to produce a thesis that sets up an argument
       - The goal is to produce a thesis that announces enough of the argument without giving it away—the thesis will then evolve to its most interesting point

The main reason that you are using facts in your introductions and in your motive is to get readers to agree with you before you tell them your main argument, which should make readers demand that you prove it. Mainly, you are showing your reader that you have thought carefully about all the facts that pertain to your subject. Thus, if you were writing an academic paper on Shakespeare’s *Hamlet*, you would want to start the essay by showing that you had canvassed what the experts have said about it. Your motive would be about a debate on the text.

**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

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____________ Fact A _______________, BUT __________ Fact B __________
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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.

- In your body paragraphs, each part or section of your argument corresponds with each major section of your argument—your motive and thesis (3 parts/sections total)

  - these are called analytical moves

  - THE FIRST PART (M1) of your essay should be the first part of your motive

    - although the _____, ______

    - It first seems that ______; however,

    - In this first part you should describe the first aspect of the problem specifically

  - THE SECOND PART (M2) of your essay corresponds with the second half of your motive

    - the problem is ______

    - however, the fact that _____ ultimately suggests ______

  - THE THIRD PART (T) of the essay should be about your main argument (thesis)

    - it is wrong for _____ to suggest ______ because

    - _____experts have argued that promoting the idea that ____ , like the ad does, is problematic because ______

For the third part of your essay, start by drafting your own reasons for YOUR POSITION. Then work toward discussing how the CLASS DISCUSSIONS help you to refine and support your argument WITH COUNTERARGUMENT. As you get more research, or spend more time with yours, you will go through and revise this and all sections to show how you are using the experts you are using to make your point.
Review Introductions:

- Opener - must directly tie in to thesis
  o Anecdote
- Context – Brief Background info relevant to thesis
- Motive- sets up the problem or interesting complexity you will interrogate
- Thesis – puts for a position on the issue you are analyzing

Make sure the headings, header, citation, and bibliography is correct.

Turn in your introduction to the E1A1 link.

- Go to the E1 folder
- Click on the E1A1 link
- Upload your work as a Word doc.

2. Begin Preparing the Debate: (25- 30 min)

- The class will divide into 4 groups of students:
  o 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)
  o Each group should produce 1 MAIN CLAIM and 2 BACK UP CLAIMS and evidence to support their position.
  o Each group should also produce 1 MAIN CLAIM and 2 BACK UP CLAIMS and evidence that challenges their position. (6 CLAIMS TOTAL)
  o 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)
  o The jury will decide who wins each debate.

Things to consider as you plan the debate

- 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
  o 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:
    - that the evidence is reliable/trustworthy
    - that it actually does corroborate (supports) your point

- **Something to consider overall:**
  - You are mainly trying to present your idea in a way that will persuade your jury.
  - You will have to explain things in a way that anyone off the street would understand it.
  - 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**

3. Look Ahead to how to E1A2

- Review the E1A2 assignment
- Review the Reverse Outline doc

How to use the motive and thesis to set up your paper.

- In your body paragraphs, each part or section of your argument corresponds with each major section of your argument—your motive (made up of M1 and M2) and your thesis (T)
  - I call each part sections because they can be made up of one or more paragraphs (thus we are moving beyond the five paragraph essay)

The main reason that you are using facts in your introductions and in your motive is to get readers to agree with you before you tell them your main argument, which should make readers demand that you prove it. Mainly, you are showing your reader that you have thought carefully about all the facts that pertain to your subject. Thus, if you were writing an academic paper on Shakespeare’s *Hamlet*, you would want to start the essay by showing that you had canvassed what the experts have said about it. Your motive would be about a debate on the text.

**Transitioning from thesis to First Part of Essay**

Each body paragraph should be focused on one main idea that you announce in your own words in the first few sentences of the paragraph.
Body Paragraphs:

- Each body paragraph should be focused on one main idea that you announce in your own words in the first few sentences of the paragraph.

  - M1
    - This is the first half of your motive (it delineates one of the positions or sets up the explanatory lens): this is a fact-based section
      - Could be just one or more paragraphs
      - Must contain evidence composed of quotations, facts, analysis
        - Remember that all in-text citations must be in MLA or APA formatting

  - M2
    - This is the second half of your motive (it presents the opposite position or begins to discuss how the lens helps to explain the primary text) this is a fact-based section
      - Could be just one or more paragraphs
      - Must contain evidence composed of quotations, facts, analysis
        - Remember that all in-text citations must be in MLA or APA formatting

  - Thesis
    - This is the main argument of your essay (you must present your argument and defend it; you must also consider and refute the strongest counterargument)
      - Should be more than one paragraph
      - Evidence
        - Composed of quotations, facts, analysis that present an argument for your position
        - Should contain a counterargument that acknowledges the limitations of your argument but forcefully shows how your interpretation is the strongest

Soon we will go over what needs to be in the Conclusion. For now, focus on organizing your M1, M2, and Thesis sections.

Throughout your essay, YOU SHOULD SPECIFICALLY QUOTE AND EXPLAIN THE SECONDARY SOURCES

REMEMBER THAT 90% OF THE IDEAS YOU ARE USING SHOULD BE YOUR OWN

Below is a specific example that should help you think through the specific kind of organization model I am asking you to learn.
- Transitions
  - Briefly summarize the idea of **each and every** previous paragraph
  - Connect the previous paragraph’s idea to the new idea you are developing
- Topic Sentence
  - Set up the main idea/argument you make in this paragraph
  - Could be connected to transition sentence
- Evidence
  - Composed of quotations, facts, analysis
  - Must be handled correctly using either MLA or APA formatting
- Wrap up
  - Must tie back to the topic idea of the paragraph and to the thesis
  - Is the last sentence of the paragraph and contains keywords that you might use in your next transition

Conclusion:
- Restates the thesis in new language
  - Use specific evidence of keywords that you actually used and developed in your essay
  - Should be striking and interesting
- Highlight your strongest point(s)
  - Cannot bring in new claims, argument, or evidence. You can only use what you have already covered in the essay. Think of this as a summation in the trial. --Objection, the prosecution cannot bring in new evidence!
  - Should not be a list of all of the essay’s arguments
  - Should be aimed at really convincing your reader that you brought a strong argument to the table
  - This is a summation
- Closer
  - Should leave the reader with something compelling to think about
  - Should not be cute or fey or anything other than a very interesting point

Body Paragraphing:

Claim, Evidence, and Warrant Lecture (10 min)

Open the Claim, Evidence, and Warrant Handout
You can find it in the “Essay Requirements” folder
- When we read critically, we are skeptical.
- We ask questions about how an author backs up his or her claims.
  - Define claims
  - True but arguable (mini-thesis)
- **When we cite a source, our goal is to cite and evaluate the author’s evidence, not just the claims.**
- To do this, you need to be able to distinguish between the claim and the evidence. This is what we are doing today.
  - First you must find the claim.
    - What does a claim look like?
    - Why must it be true but arguable?
  - What evidence does the author produce to back up the claim?
  - Can we verify this evidence?
  - If not, what are we supposed to do?
  - How can we use the evidence?
  - Overall, do I believe what this author is telling me? Why or why not?
  - Should I believe what the author is telling me?

**Citing your sources: Some tips**

- Put a face on the source by showing why the author is an expert on the specific, relevant topic you are discussing
  - Give author’s first and last names when you first introduce them (then refer to them by last name only)
  - Give relevant information about the author’s career or credentials that show she or he is an expert
    - Point to the studies the authors have conducted, texts they have written, teaching experience, or any relevant experience
  - Always give the full name of the text (article, book, etc.) when you first refer to it
    - Then just refer to the author’s last name
    - be careful when citing more than one author
      - review the Hacker for MLA and APA guidelines to get this correct

**Knowing what to cite in your essays:**

- Paraphrase as much information as possible
  - Do not quote statistics or percentages
- Quote the key terms of the argument
  - Quote any special terms

**Briefly Go over the citation offered by the database.**

- You must use the MLA and APA style guides to see if the citation offered is correct.
- Review List of Work(s) Cited and List of Reference(s) on the Hacker

  - if only citing one work then it should be a Work Cited page (not likely for this paper).
- Review citing the class PDF – remember to produce the footnote about page numbering if necessary

- Remind students about Powerpoint and online materials – look at samples—MLA and alternative formatting for APA

- review the APA and MLA powerpoints before you draft

Field any citation questions. Spend the rest of class drafting E1A2.

Homework:

Begin writing E1A2 (including the draft cover letter and reverse outline). Write at least one paragraph for each section—M1, M2, and Thesis—that you will use in your body paragraphs. Remember to produce a full and correct bibliography.

Day 8 – Debate, Peer Review, and Revision

1. Debate Workshop

Debate: (30-40 min)
- Get into groups – You will need the E1 Reading materials
- Each group will be given a position to argue (either pro or con) regardless of the actual position you plan on taking
  - You will have 5-10 minutes to come up with answer
  - Designate a different person to speak than the person who spoke on the first day
  - Take 2 minutes to answer
    - Identify one key claim
    - Present one solid piece of evidence
    - Evaluate the evidence
      - Show how you can verify the evidence.
      - (Hint) Use the specific class documents to verify
Day 9 – Body Paragraphing and Drafting

1. Group Work on E1A2

2. Discuss E1A3

1. Group work on peer’s claims and evidence in body paragraphs (30 min)
   - Get into groups – You will need to post your introduction and body paragraphs to the Group Discussion Board link called “E1A2 Workshop”
   - In groups, pair off. Read your body paragraphs and answer the following questions; try to do this in about 7-10 minutes
     - First copy and paste the paragraphs into a Word document
       - Identify and label the key claim, preferably by highlighting it, but you can also use track changes
         - Evaluate the evidence the author presents
         - Is it enough evidence?
         - Has it been explained enough?
         - Is it cited correctly?
         - Can you verify the evidence? How?
       - Has the author produced enough warrant to support the main claim

2. Discuss reverse outline, draft cover letter, and draft requirements
   - Go to the E1A3 link and download and save all the documents there.
   - Discuss each document:
     - Remind students to be brief in their reverse outlines
       - Just show me you understand how you organized the essay
     - Set up your draft cover letter like a semi-formal business letter
       - Use the sample to see how to write your ‘address’, my ‘address’, the opening salutation, and the ending salutation. Explain why we are using a comma in the opening salutation.
   - Discuss how to upload the assignment.
   - Drafts should not have any boxes or comments on them.

**Homework:**

Complete E1A3 (including the draft cover letter and reverse outline). Remember to produce a full and correct bibliography
Things to consider as you revise intros and complete your first draft

- Frame your topic by explaining what readers need to know about the primary text

- Quote Evidence minimally from the sources(s); aim to explain as much of the text as possible in your own words: remember that you NEED TO CITE all published evidence in your intro and throughout.

- Offer as clear and precise a motive and thesis as possible. Aim for an explanation that fully shows the “problem” you are discussing and the “solution” you are presenting for it.

- Work carefully with the evidence you will need to support your main claim
  
  - Quote and cite accurately (Review the MLA and APA guideline cites. Make sure to produce correct quotation and citation and a correct bibliography)

  Do not plagiarize

  - Explain all evidence in your own words—in other words, explain all of the evidence.

  - Offer enough warrant

    - Tie everything back to your overall main argument

Do your best on this assignment.