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1. Next Week

- ◆ Essay 2 due—see assignment sheet on Sept. 21
- ◆ Writing workshop
 - Bring Essay 1 or 2 on some kind of medium to use in class
 - Be sure to have your login and password to the Cayuga system before class

2. Literary Moment

- ◆ “13 Ways of Looking at a Blackbird” [Literature Supplement](#)
 - ◆ We will work on poetry occasionally to prepare for the literature unit of the course in November and to prepare you for E102
 - ◆ Haiku-like poem
 - ◆ Multiple perspectives—Modernist poem, relate to ee cummings, Picasso
 - ◆ Simile in the second stanza—what is being communicated by this? Individuality in commonality?
 - ◆ Stanza V—what effect does a birdsong have after the song is over? What is being communicated?
 - ◆ Stanza XIII—use of paradox, the blackbird as omen?
 - ◆ What could the blackbirds symbolize in this poem—multiple choices reflecting the multiple perspectives of the poem—warning, death, nature,

3. Review

- ◆ What are the three criteria of a good thesis?
 - ◆ A viable opinion
 - ◆ Direct, not simplistic wording
 - ◆ Location, location, location
- ◆ What are the elements of a good body paragraph?
 - ◆ Topic sentence
 - ◆ Supporting Details
 - ◆ Clincher/transition sentence
- ◆ What should a topic sentence do?
 - ◆ State a specific point that relates to the thesis
- ◆ What shouldn't a topic sentence do?
 - ◆ Merely state supporting evidence

4. Grammar Review 2—Commas

- ◆ You must attend this meeting if you can't see Mrs. Moore.
- ◆ You must attend this meeting; if you can't, see Mrs. Moore.
- ◆ Comma Coma—read the rules about commas and apply them to the examples below. [Comma Coma](#)

5. Tone/Audience

- ◆ Online link [Tone/Audience](#)
- ◆ How does a consideration of audience affect what we write?
 - ◆ It affects tone, language, and content

6. Introduction Types

- ◆ Online [Introduction Types](#)

- ◆ Which type would work well for this assignment?
- ◆ How would you approach it?

7. Assumptions

- ◆ Unstated ideas related to the topic that are accepted (or not) without question
- ◆ Sometimes assumptions can get by the reader/listener without being questioned because they do not realize there is a question
- ◆ You can make your own arguments stronger and counter the other side when you learn to recognize your assumptions and those of others
- ◆ Recognizing assumptions also helps bring down the emotional level of an argument
- ◆ “Abortion is murder”
 - ◆ What are the assumptions?
 - ◆ The point at which the fetus is a human being
 - ◆ Intent plays no role in regular murder charges—abortion is manslaughter?
 - ◆ Potentiality is human life
- ◆ Women have the right to choose
 - ◆ Dependent lives have fewer rights—where is the child’s right to choose?
 - ◆ Women have more parental rights in this regard than men

8. Issue 2 Reading

- ◆ Quiz—rank the articles from 1 to 5 based solely on reliability. Cite which website source you think is most important in your evaluation

Review each article individually

- What is its topic?
- What information is given?
- What are its strengths/weaknesses?
- ◆ **“Libs go nuts” Jill Stanek—5 do not use**
 - Author advocate—is she opinionated?
 - Audience—okay but biased?
 - Currency--okay
 - Neutrality--“serial-killer president”
 - Professional development—yes
 - Scholarship—no
 - Weaknesses—biased source, ad hominem, lack of a reliable source—dedicated to one side of the issue, emotional language
- ◆ **“Should Abortion Be Legal?”—ProCon.org—1?**
 - Source avows neutrality—provides critical thinking, not opinion
 - Definitely neutral, giving both sides of the issue unbiasedly
 - Professional development, sources provided through links
 - Adult audience
 - Contradictory arguments left unexplained—information somewhat shallow
 - Up to date enough for this topic, though could be more
 - Beware of reader comments
- ◆ **“Abortion”—eMedicinehealth—1?**
 - Part of WebMD
 - Neutral, fact-based information including history of abortion
 - Professional website
 - Up to date
- ◆ **“Abortion Facts and Statistics”—Abhay Burande, eBuzzle.com—4**
 - Source hard to judge—seems up and up, but check the author page
 - General adults, but very general
 - 1996?
 - Very neutral for the most part
 - Though site is professional, no real sense of scholarship.
- ◆ **“Abortion”—The Friesian School—Kelley Ross—3**
 - Hard to judge—is a philosophy a good source for this issue?
 - Copyrighted 2010, but info seems old
 - 1998 *Times* poll--50% see abortion as murder, but only 22% oppose it
 - Audience—thinkers, independent thinkers—non peer reviewed
 - Scholarship is evident. Presents and analyzes *arguments for both sides*.