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## The Dailies

### This is our class blog.

All kinds of stuff will show up here, from announcements to questionnaires to assignments. Keep an eye on this space.

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### Online Peer Editing

posted May 2, 2011 7:38 AM by Charlie Sutherland

This is a similar assignment to one we did a few weeks ago, with a few changes.

On Friday, you were to post your book review rough draft to your blogs. **Tonight**, look over your tablemates' drafts about their books. Post comments **on their blogs** about any/all of the following:

- Questions about their book...what would you like to hear more about?
- Ideas they've written about so far which you think they should keep/expand on
- Clarifying questions...what will need better explanation in the final draft?
- Any other comments/questions/suggestions you feel are appropriate...

Please leave a paragraph or so worth of thoughts on each of your table-mates' posts. The purpose is to give and receive some peer feedback to move from rough to final.

**Also:** copy and paste the comments you leave into **a separate post on your own blog**, and title it "Peer review comments" or something like that. Here's a simple format:

| My peer review comments   |
|---|
| Here are the comments I left for my tablemates' rough drafts... |
| For Sam:  |
| [Paste your comment here...]                                    |
| For Justice:  |
| [Paste your comment here...]                                    |
| For Karisa:   |
| [Paste your comment here...]                                    |

If any of your tablemates haven't posted their drafts yet, choose somebody else so that you leave at least three comments on drafts. **Peer comments/posting are due tonight (Monday, 5/2) for 5 pts.**

**Final drafts of our book reviews are due on the blogs Wednesday night, 5/4!**

### Another freshman lab day: 4/26

posted Apr 26, 2011 7:46 AM by Charlie Sutherland

#### Reciprocal study quizzes:

1. Sit with your table groups, the folks you made your quizzes with yesterday.
2. You'll receive one copy for your whole group of the quiz your teammates made. Working together and looking over your shared research materials (in google docs), take the quiz. You get 20 minutes to work on this.
3. Exchange completed quizzes with your teammates. Using your answer key, grade your teammates' answers...one possible point per question. 10 minutes to grade.
4. I will collect the results and drop into school loop.

#### Basic book review drafting:

1. Take a look over your old blog posts about the book you read; you should have two from the weeks before spring break.
2. Combine them into one google doc so you can begin editing them together into a single essay. (Once again, [here is the mega-prompt.](#))

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#### Think About It:

"Give me six hours to chop down a tree, and I will spend the first four sharpening the axe."

—Abraham Lincoln

### 3. Things to work on today:

- Adding intro/conclusion
- Updating and editing your earlier impressions of the book
- Adding more analysis/answering another questions

Complete rough draft due, printed-out and brought to class, Thursday morning! (We will do a peer edit.) Final draft due Friday night on your blog!

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## Mo' Research!

posted Apr 25, 2011 1:39 PM by Charlie Sutherland [ updated Apr 25, 2011 1:58 PM ]

Dear sophomores,

Concerns mount about our preparedness for the upcoming debates. **What we need is simple: more research and familiarity with both sides of our topics.**

Tonight: everybody look up 2 new sources of info...procon.org is a recommendation but not a requirement. Dump a quote and a link into the google doc of our shared notes. Also print out copies and bring in to class.

As a table group, you are still responsible for making 10 quiz questions with answers, based on your (new) source materials, and bringing them in to class tomorrow. Can one team member please e-mail me all ten questions and the answers, TONIGHT: csutherland3@gmail.com.

**ALSO:** Bring your books and it might not be a bad idea to print out your two blog posts about your book so far to spend more time getting basic book review drafts done. Yay for dead trees!

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## Debate practice quizzes!

posted Apr 25, 2011 7:37 AM by Charlie Sutherland [ updated Apr 25, 2011 8:37 AM ]

As we were getting our research kicked off before spring break, the last thing we'd been working on was simply to familiarize ourselves with the materials we'd started assembling, so that when the debates kick off in the last half of this week we'll be able to speak on our topics with confidence. We will continue this work for the next two days, as well as extending research if need be.

With your table groups, please **write a 10-item quiz about one side of your debate materials.** (We will take each others' quizzes tomorrow in class.) You can do this in neat handwriting on binder paper, or you can type it and e-mail it to me/share a google doc with me. In either case, **I need to collect your quiz by the end of class.**

The 10 questions should be **answerable with a few complete sentences** and cover the basic points of the affirmative or negative side of your group's topic. **Include an answer key below your questions.**

The purpose is that in going over your materials once again to make this quiz, you'll continue to grow more comfortable with the information you'll use in your debate. And when you take your groupmates' quizzes tomorrow, you'll likewise have a chance to study the other side of the debate. The purpose is NOT to make super-tricky questions that are impossible to answer...but don't make 'em too obvious, either! I'll be walking around to help out with this process.

If you finish early, take a look over your posts from before the break about your book and begin putting together a final draft of your [basic book review](#).

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## Sharing research findings

posted Apr 15, 2011 7:27 AM by Charlie Sutherland [ updated Apr 15, 2011 2:49 PM ]

The goals of today's work are:

- to strengthen your knowledge and familiarity with both sides of your debate topic.
- to sort your group's research materials to figure out the most useful information to cite in your debate.

The instructions...Part one (15-20 minutes):

1. You'll need your printed-out source materials, index cards (provided), and stuff to write/annotate with.
2. As a group, sort your materials into two piles: sources for affirmative and sources for negative. One table will start with the aff pile and one with the neg pile.
3. Everybody take one article. Read it carefully, annotating/highlighting where you find information that might be useful in a debate.
4. Write a bullet-pointed summary of at least three main points from the article on an index card. Staple it onto the front.
5. Pass them around until you've seen everything at your table. Feel free to add your own annotations. (Feelin' smarter about your topic yet? Hope so.)

Part two (10 minutes):

1. Exchange materials between aff & neg tables.
2. Distribute the materials, look at the other table's annotations and index-card summaries. Again, feel free to add your own annotations, pulling out more main ideas, adding to the index cards, adding comments/questions.
3. Put the annotated materials into one aff and one neg folder. Write the names of your team members and your class period on the front of each folder. I'll keep them here for ya!

Hope this is clear. If you have questions, pass me a note! (I'm going to attempt to participate in the day of silence today.)

Soak in your topics, guys!

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## Debate research for Friday...last classes before BREAK! :)

posted Apr 14, 2011 9:44 AM by Charlie Sutherland [ updated Apr 14, 2011 12:38 PM ]

Dear students,

Please print out and bring into class tomorrow ONE affirmative and ONE negative source on your topic--the best and most credible sources you can find. We will continue our shared research and fact-finding work in more depth, on dead trees and not in the computer lab, tomorrow in class. Thanks!

**Sophomores:** please include the points + links in the shared google doc on your topic, to accompany each of the two sources you'll be bringing to class.

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## Voting on debate topics!

posted Apr 13, 2011 9:31 AM by Charlie Sutherland [ updated Apr 13, 2011 9:34 AM ]

### Voting on debate topics

It looks like the form "Voting on debate topics" is turned off.

Try contacting the owner of the form if you think this is a mistake.

[Visit our help center](#)

Google docs

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## Mind Trap: The Tape Recording

posted Apr 11, 2011 7:40 AM by Charlie Sutherland

Mel was found dead in his library. His forehead was resting on the buttons of his tape recorder, and a pool of blood lay on the desk beside him. From the door, Detective Julia could see that Mel's right hand covered the gun and that a bullet had entered his right temple. Julia removed the tape recorder from under Mel's head and pressed the play button.

A voice said, "This is Mel speaking. I am tired of life and all its pain. I'll see you all on the other side, whatever that may be." Then there was the sound of a gunshot and the sound of his head hitting the off button on the tape recorder.

Julia was certain that someone else had killed Mel and then imitated his voice to make this recording. **Why does Julia suspect murder?**

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## 4/8, 4/15 response posts

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posted Apr 7, 2011 7:50 AM by Charlie Sutherland

To help each other out in our reading/brainstorming/reviewing processes, this week and next week's response posts will be about the book review drafts we're working on.

Look over your table-mates' posts about their books. Post comments **on their blogs** (this is not a post that will show up on your own site), about any/all of the following:

- Questions about their book...what would you like to hear more about?
- Ideas they've written about so far which you think they should keep/expand on
- Clarifying questions...what will need better explanation in the final draft?
- Any other comments/questions/suggestions you feel are appropriate...

Please leave a paragraph or so worth of thoughts on each of your table-mates' posts. The purpose is to give and receive some preliminary peer feedback so that when we come back after spring break to finalize these reviews, we'll have plenty of ideas to work with.

(What if one of your table-mates hasn't posted? Skim around and post on somebody else's, in any class. Please leave at least three comments...but start from your tables!)

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## Blog post due tonight, 4/6: First test-run of book review

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posted Apr 6, 2011 3:39 PM by Charlie Sutherland

- Choose 1 of the [basic book review](#) questions.
- Write a 350w post on this question, about as much of your book as you've read so far.
- Use 1 CD/CM.

The understanding is that this is just to get some raw material and notes about what you've read up until this point so that when we return to the review assignment after break, you'll have raw material to work with. Don't spend too much time making tonight's post all perfect and snazzy; you're going to change it, tear it up, revise and edit it later anyways!

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