

**ENGL 101**

Beaumont High School

<http://www.beaumontusd.k12.ca.us>
[Mr. Ducat](#)

AP Language and Composition

[Send e-mail](#)

**English 101 class page**
[Ducat-Syllabus-101-sequence\\_complete Rev 11.4](#)

In order to sign up for Bedford St. Martin's Exercise Central, click here (or cut and paste the url into a new window if clicking doesn't work): <http://tinyurl.com/c5yvuu9+> and then follow instructions to "Register as: Student" (in the upper right hand corner).

**Enroll in the class on turnitin.com by using the following information: class ID: 4218524 enrollment password: MSJC**

**Work in Class for the Week of 11/28/11**
**Monday** -

- \* Housekeeping - tomorrow you will have to be ready to do your oral presentation, despite the fact that not everyone will get the chance to present. Also, have your (draft to this point) works cited page ready to hand in.
- \* The final draft of your research paper is due Friday, the final is next Tuesday and Wednesday, and then the semester is over. 30 % of your grade hangs on the next seven days of class. Work hard!
- \* Work independently in computer commons

**Tuesday** -

- \* Oral presentations.

**Wednesday** - late start day

- \* Oral presentations continue.

**Thursday** -

- \* Work independently in computer commons.

**Friday** -

- \* Hand in research paper.
- \* Write reflection. Reflect on the entire course: How did the way you approach the course change over time? How did your writing change (in specific ways, if you can think of some)? What would you change about this course, if you could?
- \* Watch part of Michael Sendal's "Justice" episode 11.

**Work in Class for the Week of 11/14/11**
**Monday** -

- \* Housekeeping - because the end of the semester is fast upon us (and you have a full draft of your research paper due Friday), I have set aside extra research and writing time in the computer commons - today, tomorrow, and Thursday.
- \* Remember that the research paper is a position paper (argument) but, we have studied and written about finding common ground and proposing a solution in order to get you to argue with as little opinion as possible.
- \* Homework - For Wednesday you must have a topic and two sources. This is your final paper, please choose a topic wisely and carefully.

**Tuesday** -

- \* Work independently in computer commons

**Wednesday** - late start day

- \* Discuss the importance of using quotations effectively; this paper is really an exercise in balancing many sources, from many different perspectives, and incorporating those perspectives in a meaningful way.
- \* Exercise 19.8 on SMG 667 while I write down research paper topics and check in sources.

**Thursday** -

- \* Important housekeeping - your draft for tomorrow need not be a full draft. It should be more of a research proposal, which presents the question you are investigating along with a general overview (including sources in some detail) of what you have found out about your topic so far.
- \* I expect you to read everything available on your topic between now and the time of your final draft in a little over two weeks. You should become an expert in your topic - no one should be able to surprise you with a question on your topic.
- \* Work independently in the computer commons. If reading everything on your topic sounds difficult or impossible, your topic is too wide. Narrow it.

**Friday** -

- \* Peer review: read aloud in small groups with rotating membership, offer suggestions. each person should get to

read his/her paper aloud twice to a different audience

### Work in Class for the Week of 11/07/11

#### Monday -

\* Review the types of material you must cite (by paraphrasing SMG 755).

\* You are ready to move beyond simply dropping quotations into a paper and citing them correctly. Using quotations *meaningfully*, so that they flow with the content of your paper, is a skill on its own and generally requires you to use much less of the quotation than you have been using up until now. It may also require you to change the grammatical structure of the sentence that contains the quotation or the grammatical structure of the quotation (using brackets, etc.).

Make note that there are generally four circumstances in which you should retain original wording: memorable language; facts and statistics; original wording cannot be paraphrased without becoming longer; word choice.

\* Group of threes look at each other's in-text citations. Bring up [www.dianahacker.com/resdoc](http://www.dianahacker.com/resdoc) on the smartboard.

\* Homework- Integrate three quotations (including in-text citation); these quotations should be ones you are likely to use in the final draft of your essay. Bring them to class tomorrow.

#### Tuesday -

\* Using the in-text citation examples you created for homework, work in your groups of three (from yesterday) to correct/identify questions about parenthetical in-text citation. Class share...

\* Hand back midterms.

\* Direct instruction review about analysis. Analysis (taking a text apart, identifying the parts and determining the significance of those parts) should comprise a portion of every academic paper you write.

\* remember that analysis involves selecting elements to look at, but do not select elements that are present in all texts (i.e., you do not have to say the author uses counterargument, because most arguments consider the other side. You should write about HOW the author uses a particular bit of evidence to identify and then refute or qualify the concern(s) of those who would not agree with his point, but that is a much more in depth process than simply identifying the name for the element.

\* I show a portion of an annotation I did as an example. In it, I name the element (anaphora), then offer the specific evidence of that element from the text (the direct quotes), then explain how the specific evidence does what I suggest it does.

Allison Benis's prose poems deploy some of those same syntactical quirks plus word/phrase repetition.

"Seated Dancer, Head in Hands" (42) considers items that the speaker goes through which belonged to her dead grandmother. In this poem, the poet uses anaphora, with the form "As in to [verb phrase] is to [verb phrase]" serving as connective tissue between sentences scattered throughout the poem: "As in to / touch is to find" in lines 2-3; "As in to find is to hold still" in line 9; "As in to / hold still is to congeal, to take shape again" in lines 13-14; and "As in to take shape is to end, or to end is to / need to say I put my hands over the bell to feel the dimen- / [odd line break] sions of ringing." in lines 16-18.

The familiarity of the rhetorical device anchors ideas which may not otherwise seem to connect, and the fact that the second verb phrase from each previous sentence is the first verb phrase in each subsequent sentence only serves to drive the reader toward an apparently logical conclusion from the series. That conclusion appears to take a turn toward the surreal: the speaker started with a very tangible "As in to touch is" and finishes the sequence with "to feel the dimensions of ringing." The recognizable structure here buoys the surreal, which allows the poem to prod at the lyrical quality of closure without losing a sense of where it is.

#### Wednesday - late start day

Housekeeping - Today we will share the computer commons with AP Eng 12. Also, I am going to do the following for tomorrow's essay. You may work in class and submit to turnitin.com at the end (10:55 a.m.). You may also print in my class. This gives you an extra hour to work on your paper. :)

#### Thursday -

\* Work on essay. Submit by the end of class: 10:55 a.m.

\* Homework - [Comprehensive study guide](#) exercise central exercises "Writing and Revising"/ "Coherence" / "Identifying Transitions" / "#957" PLUS "Writing and Revising"/ "Emphasis" / "Emphasizing Main Ideas" / "#957" - you may do these in the computer commons, if you have finished your paper.

#### Friday - No School

\*

### Work in Class for the Week of 10/31/11

#### Monday -

\* hand out [Proposing a Solution assignment](#)

\* Answer all questions in the margins of O'Malley (SMG 326). Stop to discuss every ten minutes or so. Make sure you understand the question; for instance "What is the function of this opening paragraph?" is not asking you to summarize the content, but to discuss what the paragraph is doing.

#### Tuesday -

\* Direct instruction - Stipulative definitions - definitions in which the writer stipulates a meaning which may not be the dictionary definition - can play a significant role in argument.

\* Ex 16.6 (SMG 645) on stipulative definition questions regarding Kornbluh (SMG 332)

\* Ex 16.7 - write your own stipulative definition for some new trend in music, technology, fashion, romance, etc. Share!

\* Homework - read Chapter 17 carefully and re-read Miller "A New Deal for Teachers" (SMG 339)

#### Wednesday - late start day

\* Do the activities in the first three bullets under "An Effective Counterargument" regarding Miller (SMG 345). Pause

to discuss between each.

\* Homework - bring a flash drive to save your essay on; you will be working in the computer common all period tomorrow.

**Thursday** - Ducat out for jury duty

\* Work in computer common on your draft.

**Friday** -

\* [Peer Review](#)

draft of [Proposing a Solution assignment](#)

\* Housekeeping - had to change the sequence again. Please review it on your own. Only changes are the reading and activities, not due dates.

\* Homework - Read Chapter 24. Bring your draft back on Monday to work on Citation!!!

**Work in Class for the Week of 10/24/11**

**Monday** -

\* I will return your Argument essays tomorrow.

\* "Book walk" research chapter SMG. Pages -Page 733 (working Bibliography), page 741, 742-44 (lists of good databases).

\* Review expectations for Essay, which is due tomorrow. The reason I am pushing these expectations so hard is that it is much easier for me to grade papers when you follow the guidelines.

**Tuesday** -

\* Reflection - on a separate piece of paper using the following criteria

\*\*\*\*Process - how much of each phase (invention, drafting, revising, editing/proofreading/publishing) did you do (expressed in hours)?

\*\*\*\*Timing - in what order did you do the elements of process ( i.e., one hour of invention, one hour of drafting, another hour of invention, etc.?)

\*\*\*\*And then consider: What worked well? What didn't work (or surprised you)? What would you do if you had the chance to return to this paper right now?

\* Works cited/MLA format, in-text citation peer review - rip the works cited from your paper. hand it to a friend

\* Hand in papers.

\* Hand back argument essays

\* I will not give an exhaustive list of the sites that are not credible enough to cite in an academic paper - you need to be able to tell yourself! - but here are a few more: ask.com, about.com, how stuff works, ehow, etc.

**Wednesday** - late start day

\* Compare the notes I made on your final argument paper to the notes you may have received from a peer on your draft argument paper. If they match in any specific place, make a note of where they match and which peer gave you those notes.

\* We are (briefly) leapfrogging the "Propose a Solution paper in order to work on topics for your research paper. Turn to page 15 in the index of SMG (I-15) and then browse the pages listed under "invention." You need to take a nuanced ("containing/addressing subtleties") approach to whatever topic you select, but please try to avoid the same old topics. there are many things happening right now in the US, from Occupy Wall Street to electronics in the classroom to political debates within parties. Do not fall back on tired subjects, please! I have previously suggested - and do again - that Good.is is a site that seems to have topics of current interest. So does Slate.com. And of course, wsj.com and nytimes.com have the mainstream news, which can often offers something interesting.

\* We look at several of the topics on Good.is, including the increasing disparity in income in America, students on Facebook in class (at Harvard!), and the study that showed that items on eBay held by a black hand sold for 20% less than the same items held by a white hand,.

\* You must select a provisional topic for you paper by tomorrow, in order that the research you do might serve your topic. to improve the chances even more, I suggest that you may want to start with a (relatively) wide topic, then narrow it as you research. I further suggest that you almost cannot make your topic too narrow, the narrower it is, the more in-depth you will be, and that is good.

\* Homework includes everything discussed above, plus read Chapter 25, especially as regards annotated bibliography. You will have an annotated bibliography due next week, most likely for at least two sources.

\* Tomorrow - be prepared to do research and provide proof that you did (i.e., bring flash drive)

\*

**Thursday** -

\* Our course schedule is different from what I expected. I will post a new sequence soon.

\* Find a scholarly article. this article could ( should?) pertain to your research paper.

\* Homework - bring in evidence tomorrow (single sheet, printed, with identifying information.)

**Friday** -

\* New sequence here! [Ducat-Syllabus-101-sequence complete Rev 10.28](#)

\* Review, in some detail, due dates and expectations relative to new sequence.

\* Review the scholarly articles you did for homework as follows: show each on ELMO; on a separate piece of paper, students answer yes or no to the question "Is this article scholarly?" and then write down evidence for WHY they answered how they did. Share as a class.

**Work in Class for the Week of 10/17/11**

**Monday** -

\* Page 228 - Read the paragraph under the bullet points on page 228 in SMG - make a REVERSE outline: make an outline from what you have already written. This is important because your original outline, if you made one, indicated what you intended to write, but what did you actually write?

\* Now review your paper VERY CRITICALLY, considering the grid of questions on page 230

### **Tuesday** -

\* [This American Life - "Game Changer"](#) - Act 1.

While listening, consider the following questions: What should the ethical considerations be for research universities as regards donors (especially industry and government)? How could the two sides (regarding drilling in the Marcellus Shale) find common ground?

\* Early local coverage of the Range/Mt Pleasant dispute.

<http://thetimes-tribune.com/news/western-pa-communities-changed-by-natural-gas-drilling-offer-local-lessons-1.860440#axzz1b9PCecYk>

### **Wednesday** - late start day

\* Long discussion (lecture?) about the definition of ethics, the responsibility of universities regarding research and income from industry, etc.

Listen to about ten minutes of Act 1 [This American Life - "Game Changer"](#)

\* For homework, I suggest that students listen to Act 2 but I didn't put the link up, so...

### **Thursday** -

\* Housekeeping - The ["Finding Common Ground" assignment](#) will be due Tuesday.

\* in small groups, find common ground for those who support gas drilling in the Marcellus Shale (i.e., Terry Engelder, the geologist at Penn State) and those who oppose it (i.e., Conrad "Dan" Volz, from the University of Pittsburgh).

\* Listen to Act 2 of [This American Life - "Game Changer"](#).

While listening, make a list of "promising points of agreement and disagreement" (SMG 219) between Range (the gas co.) and the town council. If you prefer, you can just think of the disagreements between the townspeople who are for Range and those against Range. (Yes, that last sentence is an oversimplification, they are really for or against a very specific kind of permitting in their town, but, you get the idea.)

[we talked a lot]

### **Friday** -

\* Listen to [This American Life - "Game Changer"](#) - Act 2.

[we talked a lot]

## **Work in Class for the Week of 10/10/11**

### **Monday** -

\* Housekeeping - If you do not put my email into the Exercise Central form, I DO NOT GET THE RESULTS. :)

\* 26. Do Exercise 26.1 - analyze/compare two essay answers. What is analysis? What is \*not\* included in analysis?

\* do 1,2,8 of Ex. 26.2 in SMG together as a class - no writing. What does the question ask you to do, specifically (refer to the kinds of answers listed earlier in the chapter)? Make sure you know all the parts of the question. Now, knowing the time constraints and point values, how will you plan to answer this question - how would you outline, map, list, etc, exactly and about how long should the essay answer be, approximately?

\* Midterm is tomorrow

### **Tuesday** -

\* Midterm

### **Wednesday** - late start day

\* PSAT - work independently.

\* You need two hard copies of your essay and an electronic submission to turnitin.com

### **Thursday** -

\* Hand in one copy of "Finding Common Ground" essay. Circulate the other copy and give peer review.

### **Friday** - no school

\*

## **Work in Class for the Week of 10/3/11**

### **Monday** - Ducat out at training

\* Hand in Argument essay draft 2B packet.

\* Starting on SMG pg 206, read and do the "Making Connections: Improving Schools" activity

\* Read and do ALL (four) sections of "Analyzing Writing Strategies" (SMG 206-09) [do them all at once]. Finish for homework.

### **Tuesday** -

\* Housekeeping - I owe you all an apology - I did not make a turnitin assignment. It is there now. Please submit by tomorrow at class time.

\* On essay due dates, the essays are due at the beginning of class, not anytime after. In future, your essay is late if you do not hand it in, complete, at class time. You get a pass because I, too, was late this time. Lucky you.

\* Do grid on 218 for 245-48 OR 251-55 (depending on which I assign you).

\* Homework - fill in the grid for the other text selection. Research (briefly) the issue: should community service be required for graduation from college?

### **Wednesday** - late start day

\* Our attempt to work on the collaborative exercise on page 187 (see homework from yesterday) turned into a discussion of the definition of "community service" - always make sure you understand the meaning of the words in the prompt! - and a larger discussion of the notions of expanding our thought process from "this is what I know" to

"this is what I want to know" and "this is where I have gaps in what I know that I would like to fill in."

Housekeeping - the schedule for the next week and a half will be as follows:

Tuesday Oct. 11 - midterm (you need to have a 8.5" x 11" composition book). You will be writing primarily, but you must be familiar with the concepts we have covered so far, including but not limited to: writing strategies (narration, using examples, defining); compositional strategies (explaining a concept, arguing a position, finding common ground); rhetoric, the rhetorical triangle, and the rhetorical precis.

Wednesday Oct 12 - work day on your essay in the classroom. many of you will be out for the PSAT administration.

Thursday Oct 13 - draft of "common ground" essay is due; two hard copies and electronic submission to turnitin.com

#### **Thursday -**

\* In pairs, compare your grids from Tuesday to the other person's. This exercise shows how to find similarities and differences between two texts on the same subject.

\* Hand out ["Finding Common Ground" assignment sheet](#)

\* Complete Exercise Central exercises: Word Choice - Complete \*all\* of the multiple choice exercises under each of the following headings (Appropriate Language, Wordiness/Conciseness). MUST complete by tomorrow.

\* Research "finding common ground essay" issue ideas at [www.procon.org](http://www.procon.org), [opposingviews.com](http://opposingviews.com), [www.publicagenda.org](http://www.publicagenda.org). YOU MUST HAVE A TOPIC BY TOMORROW!

\* Homework - Read chapter 18 in full; have a (preliminary) topic by tomorrow; finish Exercise Central exercises

#### **Friday -**

\* Do the "Refining Your Purpose and Setting Goals" questions on pages 221-22 (IN YOUR JOURNAL). Please engage meaningfully with these questions, but you do not have to answer each and every one.

\* Hand in your journal.

\* Ducat will take down your issue while you do the following activity:

\* Do the bulleted activity on page 199 under "A Probing Analysis":

# Reread paragraphs 4-9 [196-97] to think about how Mae analyzes the authors' arguments on the morality of torture and tries to see their disagreement in a constructive way. Focus especially on their different views of the hostage and time bomb scenarios.

# Write a couple of sentences explaining how Mae tries to reframe their debate and find a way to bridge their differences.

\* Now, do the same prompt for Alexander's essay:

# Read paragraphs 10-13 (204-05): write about how Alexander "analyzes the author's arguments...and tries to see their disagreement in a constructive way" (199) and

"Write a couple of sentences explaining how...[Alexander]...tries to reframe their debate and find a way to bridge their differences" (199).

\* Homework - Finish today's assignment. Answer the questions on page 215 about your issue, in order to determine if your issue will work. Read all of chapter 26.

### **Work in Class for the Week of 9/26/11**

#### **Monday -**

\* Peer review [Argument \(Position\) Essay Guidelines](#). Hand in one copy to me, circulate one copy. I will comment only briefly on your essay.

\* hand out [Peer Review Sheet for Argument Essay](#). you will try to peer review two essays using these questions as a base. Please remember you are helping others by being constructively critical. Try to think what I might say about the essay. Peer review is helpful only if you put your best effort into it.

#### **Tuesday -**

\* Take out the work from last week - former AP students wrote a sentence 2, 3, and 4 for "What's the Matter with Kids Today?" article. Other students, write a sentence 1-4 for [Woodworth's "The Rhetorical Precis"](#)

\* Independent review - Sentence 2 and Sentence 3 - five minutes

\* Group review Sentence 2 and Sentence 3

\* Homework - You must write a full rhetorical precis for each source you use on your paper.

#### **Wednesday -** late start day

\* Reliability of sources. You need to make sure you have read extensively enough on your topic to know the most relevant arguments on both sides

#### **Thursday -**

\* You must work on some aspect of your paper (in the computer commons) today.

#### **Friday -**

\* Grid genre awareness - independently, in group, as a class.

+ Using the ["Genre" features grid - Engl 101](#)

+ Fill in each box of the features/writing expectations for the types of writing listed. You may use the book.

+ Discussion of those writing moves in specific detail - in small group, as a class.

++ What would you not expect to see in each? add that to your grid.

+ How might you use the information/method of this activity in other classes?

\* Homework - Read Chapter 5 and 26.

### **Work in Class for the Week of 9/19/11**

#### **Monday -**

\* Housekeeping - hand out [Argument \(Position\) Essay Guidelines](#). DUE DATES FOR DRAFTS PUSHED BACK ONE SCHOOL DAY EACH: first draft due Monday Sept 26; final draft due Monday Oct 3.

- \* Rhetorical Chairs - "Should the federal government subsidize college tuition for all? Each student will speak for one minute. Please make a point, offer evidence for the point, and then connect the evidence to the point. After each student has spoken, the class will move either toward the Yes side or toward the No side, depending on the persuasiveness of the speaker. If there is time at the end, students may speak again. Each speaker, except for the first, must start by restating the point of the previous speaker.
- \* Homework - re-read Woodworth's Rhetorical Precis, starting at the first full paragraph on page 157 and continuing through the top of page 160 (end BEFORE "Applications").

### Tuesday -

- \* Rhetorical Precis - write on the board.
- \* Write the "formula" for sentence 1.
- \* [This blog post about first year composition at pankmagazine.com](#)
- \* Homework - write a Rhetorical Precis sentence one for "What's the Matter with Kids Today?" (SMG 286). Also for homework - Exercise Central exercises: "Argument/arguable statements" (one exercise); all of "Parallelism" except those marked "Editing Unscored" (due Friday)

### Wednesday - late start day

- \* Sentence one review, especially noting that verb (and noun) choice in the thesis statement is critical.
- \* Homework - Former AP students, write a sentence 2, 3, and 4 for "What's the Matter with Kids Today?" article. Other students, write a sentence 1-4 for "The Rhetorical Precis." Yes. a rhetorical precis for "The Rhetorical Precis."

### Thursday -

- \* Housekeeping - after asking how many people had research for their paper (or even a topic) and realizing most students have not had the opportunity to investigate possible topics, I changed the plan for today. Students research possible topics and sources for the paper in the computer commons. Suggested sites include: good.is, wsj.com, nytimes.com, salon.com, slate.com.

### Friday -

- \* Work on exercises on page 297 in SMG: "Exploring the Issue" / Define the Issue and / Learn More about the Issue. then "Identifying your Possible Readers" and "Framing the issue for your Readers"

## Work in Class for the Week of 9/12/11

### Monday -

- \* Please note the new sequence at the top of the page. Print for your records.
- \* Locate thesis in all of the selections from Chapter 6. Notice that thesis MAY appear in many places, such as at the end of
- \* Locate counterargument (acknowledging others' views) and rebuttal (answer to the counterargument), along with the transitions that go with them, in "Working at McDonald's." Note that rebuttal may come in the same paragraph or in a separate paragraph. Also notice that the writer uses strong counterargument; the stronger the counterargument the stronger your argument becomes, if you can outweigh - not necessarily shoot down - the counterargument.
- \* Homework - read SMG Chapter 19 and read, learn and research the fallacies listed on page 672.

### Tuesday -

- \* Fallacies - in eight groups of three (ok, one group of two), each group takes two of the 15 fallacies listed on page 672 (one group gets only one). generate a paraphrased definition for each fallacy plus a simple example. Take notes while each group shares its definition and example with the class.

\*

### Wednesday - late start day

- \* **Clarity of Thesis** - avoid vague words (such as beautiful, good, bad, horrible, etc) and concepts, especially "glittering generalities" (general ideas that are universally considered to be positive, but which no two people would define the same way - peace, love, freedom, integrity, etc.).
- \* **Arguable assertion** - be careful that your assertion is not 1. so specific or factual that it can be easily verified or dismissed. 2. so general/unverifiable that it falls in the range of opinion/ emotion. To me, this is the concept of "appropriate complexity - have a point that is appropriately complex for the amount of time you will spend making the argument and the amount of space (words, etc) you can devote to the argument.
- \* Watch this fun video from the 50s [Propaganda Techniques](#) which describes and gives examples (albeit by different names) of some fallacies.

### u>Thursday -

- \* After viewing the Public Service Announcement (PSA) on SMG page 292, answer **all** the "Criteria for Visual Analysis" questions (found on SMG pages 675-77). You should not rewrite the question; you must restate the question in your answer. Answer all questions fully.

### Friday -

- \* In pairs, view one of the 13 magazine ads and answer the same "Criteria for Visual Analysis" questions.
- \* Homework -
- +++download, read, and print out a copy of [Woodworth's "The Rhetorical Precis"](#). Remember that we are not going to use the first bracketed portion and the first parenthetical portion in sentence 1 and the we are not going to use the portion of sentence 4 that comes after "and/or."
- +++Start to research possible arguable, appropriately complex topic/assertion for your argument paper. Review the text (Chapters 6 and 19) for ideas
- +++we will consider the question "Should the Federal government subsidize college tuition" in verbal argument (rhetorical chairs) on Monday. Be prepared.

## Work in Class for the Week of 9/5/11

**Monday** - No school

### **Tuesday** -

\* Literary and rhetorical figures review: metaphor, allegory, allusion, anaphora, chiasmus, repetition, parallelism. Notes on "A" Drafts (**pay special attention to the "avoid"s and notice I wrote "avoid," not "never use" - there are exceptions to each of these guidelines**):

+++Mechanically, the papers were not bad. I could read them! Bluntly put, however, they were not interesting; they read like book reports.

+++Please add some narration to your essays - telling brief stories makes the explanation more interesting. Perhaps discuss how the person who first imagined your concept came up with it, find out what were they doing at the moment they made the discovery/invention, etc.

+++Use examples, but please do not use all hypothetical examples (in other words, don't make them all up!)

+++Avoid words/phrases such as: "of course;" "clearly;" and "obviously." You may be trying to sound smart, but they sound condescending.

+++Avoid writing "you" - unless you intend direct address to the reader, do not use "you." Usually, when writers use "you" they mean "people in general."

+++Avoid writing "we" - unless you are telling a personal anecdote in which you and another person did something, "we" in which you include the reader, is also condescending and tends to makes readers bristle at the thought that you are speaking for them.

+++Use active rather than passive voice - "A decision was made" is passive, "I made a decision" is active. Passive voice has an implied (or unidentifiable) subject, and that makes it a weak construction.

+++ "Hook" beginnings - avoid clever first lines, of essays and of paragraphs. Unless you are certain that your first line really sparks interest in the reader, you run the risk of the "hook" falling flat, or worse, turning the reader off.

+++Rhetorical Questions - at all costs, \*avoid\* writing questions that you do not intend to answer. Answer questions you pose.

\* Plagiarism notes - when you paraphrase, you must still cite the source! Paraphrasing is rewriting a source's ideas in your own words, it is NOT your original thought and therefore must be cited.

\* Homework - read Chapter 6. You will need to have read this by Friday.

FOR FRIDAY - "Rhetorical Chairs" - re-read page 266-67 SMG. Topic - "Should the Federal Government subsidize college tuition for all?" (IGNORE THE INSTRUCTIONS ON 267 - we will do this slightly differently.) Research and prepare a one minute (verbal) argument for or against the question. On Friday, each of you will speak for one minute. While this is informal, you should have evidence for your point and consider the other side (what people who do not agree with you might say).

### **Wednesday** - late start day

\* Works cited review. Three part...fill in everything you can about how to format it, including margins, indentation, spacing, etc. THEN dianahacker.com/resdoc and I demo a word doc template.

\* Housekeeping - Tomorrow you should bring a copy of your essay to this point, along with supporting materials. You will work on your paper. You can bring this on a flash drive if you want to work on the computers, or in hard copy if that is how you want to work. YOU WILL NOT BE ABLE TO PRINT!

\* Synthesis discussion/lecture. Synthesis puts sources into conversation, with you taking part in the conversation. In the case of this paper (explanation), your part of the conversation is to navigate the meaning of terms and make the ideas understandable and interesting to your readers.

\* Re-read SMG pp. 588-89, especially the passage from MLK Jr.'s "Letter from a Birmingham Jail," then write one paragraph about your topic concept, synthesizing material from your sources. This paragraph must be a totally NEW paragraph, but one of the bits of source information may come from your draft. You do not have to use this paragraph in your paper, but it should help you to navigate your sources.

\* Homework - research the notion of common knowledge and try this site as a start [Cal State San Marcos's "Avoiding Common Knowledge Plagiarism"](#)

### **Thursday** -

\* \* Homework - you must bring one stapled hard copy of your paper (including works cited page), along with all supporting pre-writing activities, all evidence of research, and drafts with comments (mine and peer). You MUST submit an electronic copy to turnitin.com as well, by 9:55 a.m. Friday or you will get a zero!!

### **Friday** -

\* Hand in essays

\* Because I am not there, the argument you prepared for today will take place on Monday.

\* (10-15 minutes) Write a reflection in your journal using the following criteria

\*\*\*Process - how much of each phase (invention, drafting, revising, editing/proofreading/publishing) did you do (expressed in hours)?

\*\*\*Timing - in what order did you do the elements of process ( i.e., one hour of invention, one hour of drafting, another hour of invention, etc.?)

\*\*\*And then consider: What worked well? What didn't work (or surprised you)? What would you do if you had the chance to return to this paper right now?

\* (Rest of period) - Re-read Chapter 6 in the SMG and answer Page 289 questions from the first two bullets of "a Well-Presented Issue"

\* Homework - [Exercise central exercises on passive voice 230, 308, 500, 241](#). Bring in a printed copy of the final page of exercise 241, with your written answers on it.

## Work in Class for the Week of 8/29/11

**Monday** -

- \* Housekeeping - check your my.msjc.edu regularly and familiarize yourself with the MSJC online databases.
- "Conceptness" - spend a short amount of time with each of the suggested concepts (bottom of 162-63)
- Look at the shaded box of "Criteria for Choosing a Concept." If you have a concept, check it. If you don't have a concept yet, reinforce your understanding of "conceptness."
- \* Moderated material versus edited material: moderated means a given site is monitored for inappropriate material and the offending material is removed (Facebook is moderated, so is Wikipedia, and most forums have moderation); edited material is printed or online text that has been read and revised by someone other than the original author.
- \* Brief overview of the expectations for selection of sources selection. You are allowed to use sources from the MSJC databases, edited major national and international sources (newspapers, magazines, etc.), but not unedited sources such as blogs, forums, or answer sites like ask.com, about.com, wikipedia, yahoo answers, etc. If you have a question, please ask.
- \* Brief look at some sources - The New York Times and Wall Street Journal are highly credible; slate.com is credible (edited and nationally recognized, has corrections section, etc.), yahoo news that cites the AP or Reuters is credible (those are international "news wire" services. These are just a few examples and not an exhaustive list by any means.
- \* Brief note about bias - be aware that even credible sources may have a bias, which means a particular point of view they are espousing. BE AWARE - do research on the author of anything you read, and research the site/source.
- \* Homework - read Chapter 11 and 12

## Tuesday -

- \* Chapter 11 - Cubing, outlining, looping.
- \* Do the looping activity on SMG page 572. Generally: "free" write for 10 minutes. Stop., reread what you wrote, and look for the "single insight...pattern of ideas...emerging theme...'center of gravity'" (572). Write again for 10 minutes using the sentence you found as a starting sentence. Finally (unless you need to keep going, SMG suggests you may need more loops, be willing to continue this process!), Summarize in one sentence to complete the loop.
- \* Homework - continue pre-writing, using **one** of the following methods for your topic: cubing; outlining; or questioning.

## Wednesday - late start day

- \* Sources -
- A. Protocol for use
  - - - you need proof of research including: PRINTED identifying material - title, author, date of publication, publisher, etc AND, in the case of online sources, the website info and date of access; and printed copies of the sections of the source you use in your paper.
  - - - if you are using an actual book, you may need to photocopy these items; if you are working online you may print directly from a browser, but be careful not to print 20 pages when you probably only need a maximum of 3, especially for a short paper such as this.
- B. Annotation - - - take notes on the texts you are reading. There, that was easy. (There is more, but that is enough for now.)
- \* Pronoun usage in writing - I/You/We.
- Homework - BRING ONE OF YOUR SOURCES TOMORROW!

## Thursday -

- \* Housekeeping - you must bring two stapled, computer printed copies of your rough draft to class tomorrow. Failure to do this will result in zero credit for this part of the assignment.
- \* MLA format resource: [Research and Documentation Online, 5th edition](#)
- \* **Paraphrase** one paragraph from one of your sources according to the method described in SMG on page 586. Then **summarize** a different paragraph from one of your sources according to the method described on page 587. Also, review carefully the information on credibility on page 597

## Friday -

- \* Peer review using [Explaining a Concept Essay Peer Review Sheet](#). You must review two essays using the questions on the form. If you have time, you should review more...
- Please review meaningfully. You are helping others to improve and helping yourself because you by looking for features in others' work you learn to look for those features in your own work as well.*
- \* i will check only the first paragraph of your essay. Abbreviations I will use: FC? means you need to work on your forecast (see chapter 13); a check mark means that I like the idea/concept/thesis, etc. My review will be cursory at best - do not presume that I have identified all the problems in your essay. You should look to the peer reviews for your most meaningful commentary.

## **Work in Class for the Week of 8/22/11**

### Monday -

- \* Rhetoric and the rhetorical triangle - IN BRIEF!
- \* Homework - read Chapter 13 and Chapter 4

### Tuesday -

- \* Chapter 13 exercises (TIPS - Think, Ink, Pair, Share, although we mostly left off the pair part): **Forecasting statements, exer. 13.2**. Please note that forecast statements should include general ideas, and that you should expound on those ideas in the order in which you presented them in the forecast. **Paragraphing - cues exer. 13.3**. Paragraphs must represent one idea. simple, right? Not always.
- \* Homework - Read Chapter 4 SMG, pp 126-160. Exercise Central (see instructions above) and then do the following exercises: Sentence Grammar/Sentence Fragments/correcting/eliminating sentence fragments - number 124, 295, 469, 699, 783; Sentence Grammar/Comma Splices/Identifying Comma Splices - 233, 562; Sentence grammar/Subject Verb agreement/correcting errors in subject verb agreement - 568. If you bomb 568, try doing one or two of the

"level one " exercises. You must get 80% correct to get credit for the assignment. You may repeat any exercise as many times as you like to bring up your percentage to 80%.

### **Wednesday** - late start day

\* Chapter 13 exercises continued: **Topic sentences, exer. 13.4; Transitions exer. 13.5. In these exercises, I want you to practice expressing the "how" and "why" of these concepts in writing, tying your assertions to specific evidence in the text.** \* Homework - Chapter 4 in depth!

### **Thursday** -

\* Chapter 4 in depth

\* Do three part definition of the term "concept" as used in the SMG. A good dictionary definition of the term might combine the first sentence on P 128 with the bulleted list under "A Focused Explanation" on page 129 and the first sentence that follows that list.

\* Do K-W-L (Know, Want to know, Learn) chart for "Explaining a Concept"

\* Discuss the W portion with a walk through the chapter.

\* Moral dilemma - discuss the "Crying Baby" dilemma on page 154 in SMG.

\* Homework - Brainstorm (invention phase of the writing process) a list of concepts that you would like to consider using in the paper (first draft due next Friday): "Explaining a Concept." Brainstorm by looking at and doing activities from the top of page 161, and 162-163 in SMG.

### **Friday** -

\* Small groups discussion of brainstorm. This may take much longer than expected...almost one half hour. Most of the concepts may be either too broad or too narrow. For example, someone mentioned religion as a concept. Religion (as a concept) is either definable in brief, or so complex that 750 words cannot start to explain it. One could, however, explain how the Amish practice religion, and that may be more reasonable as a concept for a paper of this magnitude. Also remember, you are not investigating a question...you are explaining a concept. Look again at the concepts on 163 for appropriate complexity.

\* Hand out and review ["Explaining a Concept" assignment handout](#)

\* Homework - Individual reflection on audience and purpose questions from p.131. Continue invention by researching and starting to think about (make?) a plan

## **Work in Class for the Week of 8/15/11**

**Monday** - no school

### **Tuesday** -

\* Intro

\* Syllabus, etc.

First week sequence:

Reflection 1, P.1 – SMG

Selected Activities – Narration

Introduction to course

Syllabus, expectations

Overview of the rhetorical triangle

Overview of writing process

Chapters 1 and 2 (Narration) – SMG

Grammar – Parts of Speech

### **Wednesday** -

\* Syllabus review, especially course objectives.

\* Chapter 1 Reflection 1

### **Thursday** -

\* Collaborative activity Chapter 2 beginning (think about and then tell a story, share)

\* Exercise Central sign up and diagnostic

### **Friday** -

\* Overview writing process (SMG 8-9)- composition is a generative process, not a confirmatory one.

\* Invent (prewrite)

\* Draft

\* Revise

\* Publish

\* The fact that there are "steps" in the writing process tends to imply that a writer moves from one to the next without returning to any step after it is finished. In reality, writers return to invention, return to drafting, and return to revision repeatedly (not any specified number of times).

\* Dillard's "An American Childhood" - look for uncommon word choice (diction) and then look for concrete details, by which I mean words and phrases that point to specific objects.

\* Homework - read Chapter 13 and Chapter 4

## **Files**

[Ducat-Syllabus-101-sequence complete Rev 11.4](#)

[Syllabus MSJC 101 - Fall 2011 \(REV 2011.08.16\)](#)

[Woodworth's "The Rhetorical Precis"](#)

[Argument \(Position\) Essay Guidelines](#)

[Peer Review Sheet for Argument Essay](#)

["Finding Common Ground" assignment sheet](#)  
[Proposing a Solution assignment](#)  
[Peer Review Proposing a Solution](#)

### My Quia activities and quizzes

**QUIZ** [ENG 101 - SMG Ch 16 & 17](#)  
<http://www.quia.com/quiz/2834028.html>

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