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| Class: ENGL 1010 | Date: Monday, September 29, 2014 | Time/Section 1PM |

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| ***Performance Objective:*** *Students will review the assignment criteria for the rhetorical analysis. They will view the texts offered for this assignment. Then, students will review the rhetorical rationale assignment. Students will receive their Visual Analysis essays and we will discuss the four analysis grading criteria. We will then complete the following activities as they apply to rhetorical analysis.* | | **Assessment:**  Students will share their answers with the larger class. We will compile those shared in class and I’ll share them in an announcement on Canvas. | |
| **Materials:** Ede Text Ch 5, Readings for Writers, Rubric of the Visual Essay, Model essay p. 165-169 in Ede. Document with the four quadrants. | | **Necessary accommodations:**  Overhead projection of questions. Write whole class answers in the document for the students to see later. | |
| **Warm-up activity:** Share examples of your logical fallacies from Notebook 6.  If you are not ready, get the Notebook ready for next class. Turn it in today or Wednesday. | | **Follow-up Activity /Homework:**  Notebook 6 is due in class by Wednesday. Come ready to share.  Apply stasis questions to your text in preparation for essay & Notebook 7.  Review new Canvas layout. Review comments on your Visual Analysis. | |
| **Content to cover:** Return essays. Read R.A. description.  The textual analysis has the same basic elements as visual: a summary, an analysis, MLA format with general essay requirements, and a rhetorical sensitivity to the audience and writing purpose. Rhetorical rationale asks you to think about the mistakes and learning opportunities this class has brought about for you. | | **Reflection on the lesson:** | |
| **Presentation:**  Show assignment description for Midterm. Show rubric for Visual Analysis.  In the analysis section, let’s address two types.  Stasis questions (page 101) and Fallacies (page 111-113). Practice on the same text as before. Analyze using the rubric areas. | |
| **Student Activity:**   1. Write four quadrants onto paper. 2. Get into groups or pairs. 3. Open to the text on page 5. 4. Mark pages 101 and 111 in Ede’s text. 5. Answer the following questions about each quadrant.   **Summary quadrant** What are the title, author name, and original publishing location? What are the thesis and the three compromises? What are the major “complaints?”  **Rhetorical analysis quadrant** To each, respond by identifying what kind of stasis question it is? Now, viewing the fallacies, are there any? If there are, this is a reason not to have reached a “stasis.” You are not convinced.  **Format quadrant** what page number did your examples from the text come from?  **Rhetorical Sensitivity** What is the topic and how can you engage your reader into conversation without being blunt or boring? | |
| Class: ENGL 1010 | Date: Wednesday 10/1/14 | | Time/Section 1PM |

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| **Performance Objective**: Students will present samples of logical fallacies in front of the class.  Students will accurately identify the logical fallacy being presented 7/10 times.  Students will ask 10 questions about the assignments coming up. *Notebook 6 due on Canvas or in class.* | **Assessment**   1. Did the class answer 7/10 correctly? 2. Did students submit new rubrics that address things they have learned? Did they include stasis questions and fallacies? |
| **Materials**:  Computer, Reader | **Necessary accommodations:**  None. |
| **Warm up activity:**  As students to get right into groups and get out their Notebook 6. | **Follow-up Activity /Homework:**   1. Select your text for R.A., 2. Complete Notebook 7 by Oct 6th  (Mon). 3. Next time we will work on improving your summary skills. Bring the text you are working on for the assignment. |
| **Content to cover:**  Fallacies  *Notebook 6 due on Canvas or in class. Read chapter 5 (or review) & chapter 9. Compose a revised rubric for the Rhetorical Analysis essay, using the Visual Analysis rubric.* | **Reflection on the lesson:**  -------------------------------------------  Note on students: Jordan turned in his Visual analysis online in Peer Review. Grade it! He had a “0” in his scores.  We completed all of the activities 8/10 were correct for the fallacies.  Completed the rubric together.  Ended on the note that this essay is very similar to the Visual, just on text, Add stasis questions and fallacies to the options for analysis.  (Roll is on the rubric). |
| **Presentation:**   1. Tell students to do the following:    1. Get into five groups    2. Share your fallacy samples but DON’T say what the fallacy is.    3. Let your group name the fallacy.    4. Select the two that you think are easiest to identify to share with the whole group. 2. Get into a new group.    1. Using the rubric that we have (10 printed) for Visual Analysis, alter the rubric to address any changes they thing we should make, given what we have learned since then. |
| **Student Activity:**   1. Students will share their samples of fallacies brought from a news article. They will share in groups according to instructions. The small group will then elect to share four to share with the whole class, share them in the front of the class. The class has to guess which fallacy it is. We will get 7/10 correct. 2. Students will work in groups to update and alter the rubric to account for new learning. They will write their changes on their paper and turn it in. |
| |  |  |  | | --- | --- | --- | | Class: ENGL 1010 | Date: 10/06/14 | Time/Section 1PM |   Performance Objective: students will select an article and identify the point, purpose and process of the article in groups. Then, they will rewrite those ideas into a summary including all of the rhetorically necessary information like author, text type, title, etc. Students will share it with the class. | Assessment  Students will share their cookie cutter summaries with the class at the end. |
| Materials:  Computer, overhead | Necessary accommodations: |
| Warm up activity:  Pick one of three essays in groups of 3-4 | Follow-up Activity /Homework:  Summaries in the Rhetorical Analysis drafts will take the best parts of the cookie cutter process. |
| Content to cover:  EZP3 Summary technique | Reflection on the lesson: |
| Presentation:  Part 1  Point= thesis  Purpose= the reason the article exists, the need it fills, the call to write, his objective for the audience or whatever is most relevant in that vein.  Process= the development strategies that help to reveal the point. Anything that will give a sense of how the piece is designed without actually saying “it is designed as…”  Part 2:  Rhetorically necessary elements built into a cookie cutter summary:  “in a/an (genre/medium) by (author) published (where? When?) s/he (word to characterize tone) that (point). S/he develops X point by offering X process hoping to accomplish X purpose.” |
| Student Activity:  Collaborate to find the 3P’s  Use cookie cutter summary to build a rough and ready summary of the article.  Share with the class. |

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| Class: ENGL 1010 | Date: 10/08/2014 | Time/Section 1PM |

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| Performance Objective: students will write 3-5 questions for their peers to answer regarding their own draft. They will read and respond to questions provided by the teacher and their peers for two peers. Students will turn in two planned revisions on a piece of paper with their name. | | Assessment: Students will leave with 2 copies of their draft responded and will have submitted 2 revisions they plan to make (for sure) to Christie. | |
| Materials:  Peer Review handout, two drafts that the students provide. | | Necessary accommodations:  none | |
| Warm up activity:  Get out your drafts and write down 3-5 questions that you are most concerned about regarding your draft. Copy them on each of your drafts (on the back). | | Follow-up Activity /Homework:  Revise and submit midterm portfolio next Wednesday.  Contact Christie in Office Hours for pick up or email her to request copy electronically | |
| Content to cover: Rough draft peer review. Remind them that next time we will talk about the rhetorical rationale essay and final midterm paper requirements. | | Reflection on the lesson: | |
| Presentation: Give instructions and time for this: 1-1:35  Stop at 1:35, exchange papers back. Write down two things you will fix before the Midterm and hand it in to Christie for the attendance. Fix more than two.  1:50-2:20, give instructions for receiving feedback (pick up drafts in XT’s office or request copy via email… I can copy them into electronic files and email them). Discuss questions about midterm/rhetorical rationale as-needed. | |
| Student Activity: Instructions: Do NOT write on this paper.  I. Write 3-5 questions of your own on your own papers.  II. Exchange your essays with 2 members of our group.  III. Read their entire essay once without comment.  IV. Read again and respond according to the checklist below. Do not check for grammar (this would waste precious time) V. Response Checklist:   1. Underline the best thesis. Ignore the underlined sentence unless it truly captures the main idea. 2. Place a number like ➀ in the margins next to each of the major points.    1. Place a star next to paragraphs that try to develop more than one major idea. 3. Place a square bracket around the left side of the summary.    1. Is there anything missing: point, purpose, process, title, author, etc.? 4. Is there any introductory strategy in addition to the summary? Next to it, answer these questions:    1. Is the intro interesting?    2. Say why it is/isn’t interesting.    3. Don’t lie to be nice, just don’t be overtly mean or rude. | |
| Class: ENGL 1010 | Date: 10/13/2014 | | Time/Section 1PM |

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| Performance Objective:  Students will demonstrate the awareness of different P.O.V. on an issue by writing a skit where they each take an issue and respond to it as though 1) a scientist, 2) a religiously conservative pastor, 3) a politician, 4) a journalist  Students will present their skits in class.  Students will work independently in a computer lab to complete Notebook 8. | | Assessment  Skit  Notebook 8 | |
| Materials: Four issues to discuss.  Computer.  Lab access if possible. | | Necessary accommodations: | |
| Warm up activity:  Pick your two favorites out of: Ebola, Legal rights of animals, privacy and law enforcement, Food politics. | | Follow-up Activity /Homework:  Notebook 8, building toward final. | |
| Content to cover:   1. Room for Debate and Points of View vs. Pro/Con Argument 2. Databases | | Reflection on the lesson: | |
| Presentation:  Discuss our prior experience of POV and how we think that having more than a pro/con argument benefits discussion. Show Room for Debate and the four topics given. Ask students to work on a 2 minute skit showing their interpretation of a conversation between the four roles given them.  Show how to use databases (in class or in lab). Show Notebook  Release time to work on Notebook 8. | |
| Student Activity:  Skit plan/prepare/present  Research practice Notebook 8 | |
| Class: ENGL 1010 | Date: 10/20/2014 | | Time/Section 1PM |

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| Performance Objective:  Students, in groups, will write an arguable claim or focusing question about poverty on the board, generated from two texts provided, and share how the authors might each address the claim/question. | | Assessment: Students will present after writing on the board. | |
| Materials:  Images from Ede text (below) and/or text, Reader, and 8 hard copies of : <http://www.nytimes.com/roomfordebate/2014/01/05/does-the-us-need-another-war-on-poverty/to-tackle-poverty-we-need-to-focus-on-personal-responsibility> | | Follow-up Activity /Homework:  Notebook 9 asks you to think about what you already know about the issue. This is a good time to assess whether or not you have an issue that will supply an arguable claim or a good focusing question. | |
| Warm up activity:  What topics are you thinking about for your issue exploration? Write them on the board. | |
| Content to cover:  p. 122 synthesizing questions  <https://www.dropbox.com/s/jyijountrjg9dg9/Screenshot%202014-10-18%2017.34.30.png?dl=0>  p. 139 developing an arguable claim  <https://www.dropbox.com/s/nxv0au3anlunkgu/Screenshot%202014-10-18%2017.36.55.png?dl=0> | | Reflection on the lesson: | |
| Presentation:  Goal of the lesson, to complete an assessment of two texts to discover what can be synthesized from them, write an arguable claim or focusing question to guide that synthesis. To take these ideas to your own issue and ask yourself, are there narrow enough, arguable claims or focusing questions about my issue?  Synthesis- opposite of analysis. Take ideas that you understand and “zip” them together by weaving what works from them into a single chain of ideas. P. 122 #1. Arguable claims- Things we agree are worthy of an argument. Things that have no easy answer but that make a meaningful difference in our world experience. P. 139 | |
| Student Activity:  Students will work in small groups to compare two texts about poverty “What is Poverty” and “To Tackle Poverty.” Use the question #1 on page 122 to discuss commonalities and differences between the texts.  After discussing the comparisons, students will identify what are the arguable claims or questions that could be addressed with the comparison of these two texts? (Refer to page 139 and review the stasis questions). Our goal is understanding the issue.  Present: Arguable claim or focusing question on the board. What stance and evidence would each of the authors contribute to the conversation? | |
| Class: ENGL 1010 | Date: 10/22/2014 | | Time/Section 1PM |

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| **Performance Objective:** Expand the conversation from last time to make sure that there is mention of their stance, not just the type of evidence.  Write a short argument using paraphrase, quote and summary. | | Assessment Students can give a specific example of the positions from each author and imagine their attitude toward the opposite author’s text/ideas in respect to the questions. They do so by demonstrating that in group conversation. Read arguments aloud. | |
| Materials: “What is Poverty?” and “To Tackle Poverty”  <http://www.nytimes.com/roomfordebate/2014/01/05/does-the-us-need-another-war-on-poverty/to-tackle-poverty-we-need-to-focus-on-personal-responsibility>  Prezi | | Necessary accommodations: | |
| Warm up activity:  Restore the materials to the white board or overhead. | | Follow-up Activity /Homework:  Notebook 9 begins their pre-selection of text and research modalities for Notebook 10-12 where they have to work out these ideas on their own texts and find these questions from their own texts. | |
| Content to cover: Point out that everyone was able to successfully identify the ethos and type of evidence each would provide. Now ask… what was convincing about each? What are their weaknesses?  Notebook 9  Notebooks 10-12 format option  Argument | | Reflection on the lesson: | |
| Presentation:  Notebook 9: Introduce the content of the notebook with this idea “because you are responsible for finding materials that will similarly create interesting contrasts and complements as what we have done today, Notebook 9 asks you some questions to help you consider what your research plan will be. Just fill it out.  For notebooks 10-12, you may want to use the research tool I designed.  <https://docs.google.com/a/bruinmail.slcc.edu/drawings/d/1Zm_pBVxk5azqv1Bb3gk05LLmK_yeT-lLwcu0gWXEWsU/edit>  Prezi | |
| Student Activity:  Talk about each of the questions created last time.  Write argument (follow Prezi instructions) | |
| Class: ENGL 1010 | Date: 10/27/2014 | | Time/Section 1PM |

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| Performance Objective:  Finish summary, quote, and paraphrase.  Students should be able to articulate an arguable claim or question for their topic. Students will ask 10 questions about the Annotated Bibliography, notebooks, and/or issue exploration assignment. | | Assessment | |
| **Materials**:  Review last week’s activity from comparing the two texts. | | Necessary accommodations: | |
| **Warm up activity:**  Write the questions/claims from last Monday on the board. | | Follow-up Activity /Homework: | |
| **Content to cover:** Figure out what we left off on with the comparison of two texts.  What are the examples of quotes that illustrate the claim/question?  When would the authors agree/disagree on those issues? What evidence is there that they would do so? | | Reflection on the lesson: | |
| **Presentation:**  Annotated Bibliography explanation | |
| **Student Activity:**  Respond to group discussion of texts.  Ask 10 questions about assignments. | |
| Class: ENGL 1010 | Date: 11/10/2014 | | Time/Section 1pm |

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| Performance Objective: Students will be able to identify the “real” and the “fake” websites based on looking for credibility cues. They will assess <http://www.dhmo.org/> and <http://outdoornebraska.ne.gov/hunting/guides/upland_game/snipe.asp>  Students will dictate the layout and content of a Works Cited page during class. We will cite a book, a magazine or journal, and a newspaper as well as a website. | | Assessment: Students will select the credible source.  Students will dictate an accurate Citation page. | |
| Materials:  Computer, overhead, text book, magazine, newspaper, websites. | | Necessary accommodations: | |
| Warm up activity:  How can you evaluate sources effectively when not using the databases? | | Follow-up Activity /Homework:  Applies directly to source evaluation process for issue exploration. | |
| Content to cover: ethos: language, official links, connections to other credible sources, advertising, avoids inflammatory language. | | Reflection on the lesson:  This lesson went well. The students shocked me again with their lack of experience. Only one student knew the prank of “snipe hunting.” Nonetheless, the students were easily able to pick out the hoax DMHO website.  Then I ended up picking up | |
| Presentation:  Show one website at a time. Allow students to control the viewing.  Students will discuss in class.  Students will dictate from the textbook how to write a Works Cited and/or Works Referenced page. | |
| Student Activity:  Observe the websites, discuss the findings, vote on the credible vs. non-credible source. | |
| Class: ENGL 1010 | Date: | | Time/Section |

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| Performance Objective: | | Assessment | |
| Materials: | | Necessary accommodations: | |
| Warm up activity: | | Follow-up Activity /Homework: | |
| Content to cover: | | Reflection on the lesson: | |
| Presentation: | |
| Student Activity: | |
| Class: ENGL 1010 | Date: | | Time/Section |

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| Performance Objective: | | Assessment | |
| Materials: | | Necessary accommodations: | |
| Warm up activity: | | Follow-up Activity /Homework: | |
| Content to cover: | | Reflection on the lesson: | |
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| Student Activity: | |
| Class: ENGL 1010 | Date: | | Time/Section |

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| Performance Objective: | | Assessment | |
| Materials: | | Necessary accommodations: | |
| Warm up activity: | | Follow-up Activity /Homework: | |
| Content to cover: | | Reflection on the lesson: | |
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| Student Activity: | |
| Class: ENGL 1010 | Date: | | Time/Section |

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| Performance Objective: | | Assessment | |
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| Class: ENGL 1010 | Date: | | Time/Section |

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| Performance Objective: | Assessment |
| Materials: | Necessary accommodations: |
| Warm up activity: | Follow-up Activity /Homework: |
| Content to cover: | Reflection on the lesson: |
| Presentation: |
| Student Activity: |