

## Week Ten

### *Unit Three: The Argumentative Researched Essay (Writing For the Sciences)*

#### **Monday 6/4/07 (Computer Lab)**

- Reading: “Big World” by Jeff Sharlet. (**The piece is in our course reader**). Also, bring in your **handbook** for editing and reference work.
- Assignment: Bring in final draft, on disk and paper copy.
- Class Activities: Peer review on page one of your essay. Q and A work on your piece. Further Online Research.

#### I In-Class Work (20 min)

- A. Discussion Prompt: What do you, in the largest possible sense, music does for our culture? What is its importance, its effect on people, and its role in the future of America?
- B. Get into groups of three, and come up with at least **three ideas** to help us think about the last effect of music in our culture.
- C. Put your ideas on the whiteboard.

#### II The Science of Music in Your Papers: Exercise One (20 min)

- A. Read: “Rats at a Rave”.
- B. Questions to answer with a partner:
  - a. What can the readers say definitively after this experiment?
  - b. What can they not say definitively?
  - c. **Key Question:** What words do they use to show a definitive result versus a possible one—list all that you see and can think of.
- C. **Create Master List of Hedge Words**
- D. **Your Work:**
  - a. Look at your discussion section, use the master list to soften or strengthen any of your conclusions. If you have nothing written, then write now in word.

#### III Clarity Work (20 min)

- A. Go to: [http://grammar.ccc.commnet.edu/grammar/quizzes/wordy\\_quiz.htm](http://grammar.ccc.commnet.edu/grammar/quizzes/wordy_quiz.htm).
- B. Do the quiz.
- C. Look at your own work for five minutes, make at least **one change to work that you did**.

#### IV Cut and Paste Work (30 min)

- A. Take out a piece that you have that needs re-ordering of any kind, or editing of any kind.
- B. Number each of the paragraphs.
- C. Read through your piece and write down a sentence on each of the following:
  - a. What the paragraph say: This is a one sentence summary of the paragraph.
  - b. What the paragraph does: This is a one sentence write up of the role of the paragraph in the whole paper.
- D. Cut up all of your paragraphs.
- E. Rearrange, them, using your says and does. Feel free to throw things out, keep things, and move them around.

V. Go over work for Wednesday

**Wednesday 6/6/07**

- Reading: Also, bring in your **handbook** for editing and reference work.
- Assignment: Bring in pieces for peer review on your final portfolio. **Blog should be up to date: Eight total entries and five responses to other blogs.**
- Class Activities: Peer review on your essay. How to cite exercise. Portfolio design party. Sharing of work.

**Wednesday 6/6/07**

- Reading: Also, bring in your **handbook** for editing and reference work.
- Assignment: Bring in pieces for peer review on your final portfolio. **Blog should be up to date: Eight total entries and five responses to other blogs.**
- Class Activities: Peer review on your essay. How to cite exercise. Portfolio design party. Sharing of work.

I Course Evals (20-30 min)

II Portfolio Design Party (Remaining Time)

- A. Food and Portfolio Design.
- B. Take questions from students.

Date: Thursday, Jun 14 at 5 p.m. things are due at my office. There will be a box if you want to turn things in before.

Office hours for Finals:

Monday, Tuesday: 1-3 p.m.