

Week Eight

Unit Three: The iPod and Hearing Loss (Writing For the Sciences)

Monday: 5/21/07 (Computer Lab)

- Reading: Read the Purdue OWL's work on survey and interview questions: <http://owl.english.purdue.edu/owl/resource/559/01/>. Be sure to read **all nine sections of this webpage**. Also, read sample paper 3 in reader. (**The piece is in our course reader**). Also, bring in your **handbook** for editing and reference work.
- Assignment: **Blog**.
- Class Activities: Bounce ideas off each other for topics and guiding questions. Provisional questions. Topic Gallery Exercise. Group work on survey design. Start in with my3q.

I Topic Gallery (30 min)

- A. Use Overhead.
- B. Have them underline the "key terms" that they might use to search for work.

II Research on Topic (20 min)

- A. Use terms to search EBSCOhost, LexisNexis, and Expanded Academic.
- B. After 15 minutes, save and email a piece to yourself.

III Annotating What You Found (25 min)

- A. Copy and paste a **key section** of your text, that you just found, to a word document.
- B. Write down a brief summary of the text. (One to two sentences.)
- C. Write down a brief idea of what seems interesting, odd, or compelling about your sentence. (One or two sentences.)
- D. Find out, using noodlebib express, how to cite your find. ([Http://www.noodletools.com](http://www.noodletools.com)).

IV Question Creation and Testing (25 min)

- A. Have them do the Columbia Music Lab bit: <http://musiclab.columbia.edu/>.
- B. Get them to survey monkey, go over the directions.
- C. Have them take your survey: <http://www.surveymonkey.com/s.asp?u=960732487933>
- D. Design a survey, based on your earlier research questions on the big sheet of paper, of **two questions** using survey monkey and the directions found on our class's website.
- E. After designing, switch and take somebody's survey. And then talk to them about these questions:
 - a. What was the best question in the survey and why?
 - b. Where did you get confused and why?
 - c. What suggestions do you have for the survey creator?
- F. Be ready to talk about your experience

- V. Go over work for Wednesday (Remaining Time)
- A. Go over the research proposal.
 - B. Go over the reading.

Wednesday: 5/23/07

- Reading: "The Science of Hit Songs" by Bjorn Carey. And "Tuned in, Zoned out" by Abigail Leichman. (**Both pieces are in our packet.**)
- Class Activities: Discussion of iPods and social aspects. Peer Review of Proposals. Grammar Fun.

Wednesday: 5/23/07

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I Discussion of Tune in (25 min)

- A. Use the discussion.

II The Science of Hit Songs (15-20 min)

- A. Put up the site, and then point out that they did this. (Site: <http://musiclab.columbia.edu/>)

B. Questions:

- a. What did you base your choices on?
- b. How many of you started with the choices at the top of the page?
- c. How might the position of things on the page have affected the outcome of the data?
- d. **Key Question:** What has led you, traditionally, to pick songs? What makes you download something?

III Peer Review of Proposals (25-30 min)

- A. Brainstorm Questions to ask.
- B. Use and fill in the peer review sheet.

IV Grammar Play: Sentence Combining (20 min)

- A. Ask: "What makes a sentence a good sentence?" or "What are the characteristics of a good sentence?"
- B. After we get some ideas, do the sentence combining, after going over the following:
- a. There are **2 principles of good subject choice**:
 - i. **The first** is to make, when possible, the subject one wants to focus on the grammatical subject of the sentence one is writing.
 - ii. **The second** is, again when possible, to prefer personal and/or concrete, specific subjects to vague, abstract, general ones.
 - b. There are three sentence-beginning errors that inexperienced writers make:
 - i. The most common mistake is to use highly abstract subjects when there is no need to do so, when other alternatives are available. (The academic thing to do.) One of the characteristics of academic discourse is the use of abstract subjects. Trouble is these subjects usually produce the verb **be** in the verb position and abstractions don't **do** things negating the option to make the sentence active which is preferable. Abstractions don't do things, don't act.
 - ii. Second, which is actually a form of the first one is to begin a high percentage of sentences with a personal possessive followed by an abstract word. Normally the possessive represents the best subject rather than the abstract word:
 1. My reason for doing this was . . .
 2. I did this because . . .
 3. His improvement was enormous.
 4. He improved enormously.
 5. Their actions were taken because . . .
 6. They acted because . . .
 - iii. The third, less common, mistake is to begin a sentence with the expletives there or it when they are inappropriate.
 1. There were two actions that could have been taken.
 2. We could have taken two actions.
 3. It will be required that an essay test will be taken.
 4. Each student will have to take an essay test.
- C. Clarity and complexity can co exist if you avoid vague pronoun reference and passive subjects.

- V Reworking Your Proposals (10 min)
- A. Read your proposals, see if you cannot simplify/clarify sentences.
 - B. Remind them of memorial day.
- VI Filgor PreReading (10 min)
- A. Go over the parts.
 - B. Fill in a few terms for them.

Week Nine

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

CONFERENCE WEEK

Monday 5/28/07

NO CLASS—MEMORIAL DAY.

Wednesday 5/30/07

- Reading: “Output Levels of Commercially Available Portable Compact Disc Players and the Potential Risk to Hearing” by Brian Filgor and Clarke Cox. Bring in your **handbook** for editing and reference work.
- Assignment: Bring in opening four pages of your researched essay. **Work on Final Draft of Essay—due 6-6-07.**
- Class Activities: Peer review of your essay. Q and A work on your piece. **Student chosen piece on music. Work on dictionary of terms.** Discussion of reading on iPods.