Lesson Objectives

- Familiarize students with the course and one another
- Introduce students to the idea of Writing as Conversation
- Begin building a community of writers.

Connection to Course Goals

Students will be working together a great deal throughout the semester, so they need to get to know their peers in order to feel comfortable with the community of writers in CO150. The concept of Writing as Conversation helps students begin to see writing as a recursive process, rather than focusing solely on an end product. Also, students should begin to understand writing as a rhetorical practice with purpose tailored to audience.

Prep

After orientation last week, you're well-prepared to teach your first class (even if you feel like you're not!). To get ready for Day 1, reread the syllabus introduction, revisit the first few readings you'll assign, prepare your materials (see Materials below), ask for any help you need (the comp faculty are here for you!), and write out your own lesson plan how it best makes sense to you.

*Tip: It is a good idea to take a tour of where your classrooms are located prior to arriving on the first day of class. This will make you more comfortable because you will at least be familiar with the territory and the technology available to you.*

*Tip: Always rewrite the daily lesson plan. Not only does this help “translate” the common syllabus into a format that you're comfortable with, it helps you to amend lessons slightly to fit the needs of your particular class, helps solidify daily class goals in your own mind, and gives you the opportunity to build connections from one class to the next. Look ahead to the next lesson plan and the homework that will be due to remind yourself of those concepts and skills that need to be emphasized in each class.*

Materials

- Class roster (as up to date as possible) for each class [available via AriesWeb]
- Attendance log
- 20 copies of your syllabus for each class (though you may consider making a few extra to have handy. Students tend to rearrange their schedules in the first few days of classes, so having extra on hand in case that happens keeps you from running to the copier later in the week to make more.)
- Prepare an extra handout with directions for creating a Writing Studio account (There are handouts for this in the appendix)
- Gold handouts about the CO150 drop policy (Sue Russell will provide these)
- Copies of the PHG and the reader (to show students the required texts for the class.)
Overhead transparencies:
  o Instructions for student introductions
  o Writing as Conversation visual
  o Homework for next time

Tip: Remember to prepare handouts and transparencies well in advance so that you’re not stuck in a line at the copier two minutes before class! Remember, too, that the font on overheads should be at least 16-point so that students are able to read them.

Lead-in

Some students may have prepared for class today by purchasing the Prentice Hall Guide (PHG) textbook and The Internet and Social Media Reader (ISM), and some may even have set up Writing Studio accounts already. Today is unique because it’s a fresh start. Your students will come in with some ideas about what the class will be about, what the atmosphere will feel like, etc., but this course will probably be unlike any other English or writing class they’ve taken before—it will likely be more rigorous both in the intensity of its reading and writing as well as in the depth of its scholarly inquiry. One of your primary tasks for today is to establish a classroom culture that will work for you and your students, and to give students a fair idea of what they can expect for the rest of the semester.

Tip: Remember that whatever you might be feeling, your students will be experiencing their own anxiety and uncertainty. In fact, your class may be the most familiar thing about their first week on campus – it may be the only small class they have, so they’re likely to find that comforting. Focus on making them feel comfortable with the course and each other and your well-planned lesson will take care of itself.

ACTIVITIES

Before class (5-10 minutes)

Arrive five or ten minutes early so that you can write your name, the course number, section, and title on the board. You may also want to write a list of the day’s activities on the board. With a few minutes to spare before class begins, you might make small talk with some of the students near the front of the room—where they’re from, whether this class is the very first of their college career, what they think of CSU or Fort Collins if they’re from out of town, etc. Informal chatter before class begins is a great way to build rapport and make the classroom environment a comfortable one.

Introduce yourself and the course (2 minutes)

Once class officially begins, take a moment to introduce yourself—tell students what you would like them to call you, and consider what else you’d like them to know about you. Make sure everyone is in the right place—have students check their schedules to be sure that they’re really in your section.
Tip: The formality of your introduction will help set the tone for the semester, and remember that it’s much easier to become less formal as time goes on than it is to become more formal.

Attendance (3 minutes)

Use your roster to call names and make note of anyone who is absent—you may want to preface this by asking students to let you know if they prefer a name other than the one on your roster (they may go by a middle name or a “Robert” may prefer to be called “Bobby” or “Rob,” etc.). After you have called all the names on your list, make a general statement that students present who aren’t on the roster should see you after class. Possible reasons why the student isn’t on your roster include:

1. The student added the class sometime since you printed the roster (no problem, just print off a new roster to verify this).
2. The student wants an override (which isn’t allowed — send the student to Sue Russell in Eddy 353 and she will try her best to help).
3. The student is on the waitlist for the class and is hoping a seat will open (they will need to wait until someone drops before their name moves up on the waitlist).

Transitions: Articulate a connection between each activity so that students understand the purposes of the things you ask them to do. One way to ensure that you use transitions is to write them out in your lesson plan. Here, you might say something like: “Now that we have attendance taken care of, it’s important to take care of another administrative task regarding the fact that CO150 is a Limited Add/Drop class.” More transitions will be suggested throughout these lesson plans, but feel free to say whatever feels natural as you move from activity to activity.

Distribute the Limited Add/Drop Sheets for CO150 (2 minutes)

CO150 is on a Limited Add/Drop schedule, making it unique from other University courses. This means that students only have until August 25th prior to midnight to drop the class without any penalty. Please be sure students understand that the dates for dropping CO150 are different than most of their other classes, so they need to make the decision soon if they’re going to drop. The last day for any student to add CO150 to their schedule is Sunday, August 28th prior to midnight. Sue Russell will give you a handout for you to share with your students regarding this information.

Transition: Now that we have some of the paperwork taken care of, let’s get to know each other. As the semester progresses we’re going to be building a community of writers and that community starts now.

Student introductions (20 minutes)

Choose one of the introduction activities below, or use another that allows students to make connections with each other while encouraging participation and community.
Option 1: In this activity, students pair up and interview each other; then they introduce each other to the rest of the class. Here are instructions which you might put on an overhead:

**Introductions**

- **Pair up with someone near you who you do not know.** Take a few minutes to find out interesting things about your partner—you can ask the typical questions (name, major, hometown, etc.) but also try to find out something unusual, unique, funny, and/or amazing.
- **In a few minutes, I'll ask you to introduce your partner to the class, so be sure to jot down notes.**

Option 2: This activity is a version of option 1, but it helps add a bit of fun and humor and ensures that students have something unique or interesting to share with the class.

**Introductions**

- **For this activity you will interview one of your classmates then introduce him/her to the class.**
- **Find out the following about your partner:**
  - Your partner's **name**
  - Your partner's **year in school** (freshman, sophomore, etc.)
  - Your partner's **hometown**
  - Your partner's **major**
- **And then, choose ONE of the following questions for your partner to answer:**
  - If you could have an endless supply of any food, what would you get and why?
  - What is one goal you'd like to accomplish during your lifetime?
  - When you were little, who was your favorite cartoon character and why?
  - What is the most embarrassing CD you own?
  - If you could visit any place in the world, where would you choose to go and why?
  - What’s the weirdest thing you've ever eaten?
  - Tell us about a unique or quirky habit of yours.
  - If you had to describe yourself using three words, they would be...

Option 3: In this activity, students introduce themselves with the usual name, hometown, and academic interest information, but they also offer the class one true statement and one untrue, and the class has to try to identify which is which. Was this girl really born in a submarine, or did she just date Lance Armstrong’s nephew? Let the fun begin!

**Distribute and review your syllabus (10 minutes)**

Spend time looking at the document with your students. Discuss the course description, your contact information, your grading system, and key course policies. You might not discuss every single thing in detail; if you don't (and even if you do), remind students to reread the document before the next class and to email you with any questions or concerns.
Tip: Get to know your students’ names and help them feel engaged by calling on specific students to read particular paragraphs or sections of your syllabus. You can elaborate or answer questions as you go. This teaches students right away that this class will ask them to participate actively every day.

Tip: You may feel more comfortable introducing the course syllabus first and then moving on to student introductions. You may change the sequence of these activities...just make sure your transitions also change.

Discuss Academic Honesty and the Honor Pledge (5 minutes)

Draw your students’ attention to the portion of the syllabus that deals with academic honesty. Point out that CO150 adheres to the Academic Integrity Policy of the General Catalog and the Student Code of Conduct. The following are examples of plagiarism (though this list is not exhaustive):

- submitting someone else’s paper as your own;
- submitting a paper that was purchased or downloaded from the internet;
- submitting an assignment you completed in a previous class;
- using someone else’s ideas, language, or structure and not acknowledging them for it;
- using a phrase (whether in quotation or paraphrase) without acknowledging its source;
- using a source without citing it correctly;
- “padding” a bibliography by making up sources or citing a source you didn’t use in your research.

Point out that the Academic Integrity Policy allow the instructor to potentially assign a reduced grade for the work, assign a failing grade in the course, and/or remove the Repeat/Delete option for the course, so the stakes are high. Plagiarism is a serious issue in the University and in higher education in general. We will learn techniques for correctly quoting and paraphrasing, citing sources, and attributing our work, so be sure that you pay close attention as we learn these strategies.

Transition: Now that we’ve had the opportunity learn about some basic information about the course, we’re going to be introduced to another concept that will guide us through the semester: The idea of writing as conversation.

Introduce the Writing as a Conversation Model (5 minutes)

Explain the ways in which writing is similar to conversation. Here’s a sample explanation:

Like a conversation, writing involves exchanges of ideas that help us shape our own ideas and opinions. It would be foolish to open your mouth the moment you join a group of people engaged in conversation—instead, you listen for a few moments to understand what’s being discussed. Then, when you find that you have something to offer, you wait until an appropriate
moment to contribute. *We all know what happens to people who make off-topic, insensitive, or otherwise ill-considered remarks in a conversation.*

The following is a visual representation of the way in which this course is designed around the writing as conversation metaphor. Before explaining, present it to students on an overhead or draw it on the board:

![Conversation Model Diagram]

*Tip: This conversation model will be revisited many times throughout the semester, so a brief introduction to the concept is all that is needed at this time. Refer to the introductory material in the ISM reader for more detailed explanation of each of these stages.*

**Introduce class forums (3 minutes)**

If you are in a smart classroom, navigate to the Writing Studio and show them the forum function. If not, you can print out a representative screen shot on an overhead from the forum so that students have a sense of what they’ll be doing throughout the semester. Explain that the forums will give students an opportunity to create their own ongoing conversation with their classmates while also keeping a record of their ideas as they proceed with the semester’s academic inquiry and writing process. Point out that there will be one forum prompt per week, and indicate a day and time by which they have to post (for example, you might indicate that you will post the week’s forum prompt on Monday, and that student must post their responses by Friday at noon.) Whatever days of the week you choose for this, just be sure to be consistent throughout the semester.
Tip: Put the information about when forums are posted and when they’re due in your policy statement and reiterate it several times during the first week of classes so it’s clear when students need to respond by.

Tip: If you’re not in a smart classroom, screen shots from the internet made into overheads can be a helpful way to show students what a website looks like when you can’t get online. To make a screen shot, press and hold the “Print Screen” button on your keyboard, then open a new document in Microsoft Word, right-click the mouse, then click “paste.”

Conclude and assign homework for next time (5 minutes)

Put the homework on an overhead transparency, explain it, and allow students time to copy it down. If you plan on using the calendar function on Writing Studio to post homework, encourage students to find homework there.

1. Purchase your Prentice Hall Guide (PHG) and read about summary (pp. 137-138) and about annotating texts (p. 163).
2. Purchase your Internet and Social Media reader (ISM). We’ll be discussing texts from the reader almost every day, particularly during the first part of the semester, so bring your reader to class every day even if no readings were assigned.
3. Read and annotate Brydolf’s article in ISM along with the book’s introductory material.
4. Use instructions to log on to create a Writing Studio account at http://writing.colostate.edu. Once there, review the class syllabus to remind yourself of course policies and expectations. E-mail me with any questions or concerns.
5. Compose your first forum entry. On our class page of the Writing Studio, choose “Forums” from the menu and it will be listed as Forum #1: Expectations for CO150. In your response, discuss the following: What are your expectations for CO150? In other words, what do you expect to learn from this class? What do you want to learn and why? This forum post should be around 250 words. Your response should be posted by ___(day)____ at ____ (time)____.

Conclude Class

Always conclude class with reminders and a farewell, even if you are pressed for time. Today you might say: It was great to meet all of you today. I’m looking forward to discussing the readings with you next time.

Connection to Next Class

Today you’ve taken care of a lot of ”business” and you’ve prepared students for what they can expect throughout the semester. Next time, you’ll introduce the course theme: “Internet and Social Media.” You will also introduce students to some more course concepts.

Teacher Post-script
You might take a moment to reflect on today's class, to assess what went well and what could have gone better (and go easy on yourself—you're far more aware of what you did or didn’t say/do than your students are!). In future classes, you may want to make notes on how much time activities took (so you can plan better in the future), whether an activity went as you expected, or even the class make-up (are they quite? Outgoing?) Be sure to check your email with some frequency so that you can help students out with questions, Writing Studio issues, etc. You will also need to begin sending students invitations to join your class Writing Studio page once they've created a Writing Studio account.

_Tip: It is always a good idea to reflect on your teaching; it helps you gain confidence and grow as a teacher. This will, however, be the only formal reminder to do this very important step._

_Congratulations! You've successfully completed your first class!_
Lesson Objectives

- Introduce students to the theme: *Internet and Social Media*
- Discuss thesis statements and key points
- Introduce academic summary
- Practice writing a summary outline

Connection to Course Goals

Today’s class introduces students to the theme of the class and works toward establishing a sense of how the writing-as-conversation metaphor operates. It also introduces students to close reading and summary skills necessary for Assignment 1: Academic Summary and Analytic Response.

Prep

Before today’s class, review notes on academic summary. Read and annotate Brydolf’s article in your *ISM* as well as the introductory material of the reader. In addition, preview the students’ first forum posts about their expectations for CO150. Make plans for how you will assign points for forum posts. Write out your lesson plan.

Materials

- List of questions/prompts for class discussion
- Summary Notes
- Overhead Transparencies:
  - “What Do We Mean by “Social Media”?” (in case you want an overhead of this instead of putting it on the board.)
  - Conversation metaphor
  - Brydolf article (if you want to mark it on the overhead as you go through it)
  - Summary Outline
  - Homework

Lead-in

For today's class, students have expressed their expectations of CO150, which will be beneficial to them at the end of the semester as they reflect upon their growth as a writer. It's not uncommon to have a few students come to class the second day without having done the homework, or for new students to show up who won’t have contacted you about work they should do before appearing. Unprepared students will be able to catch up without too much floundering. Arrange a way to help students with any problems (couldn’t log on to Writing Studio, bought the wrong textbook, etc.). Plan on a Write-to-Learn (WTL) or other means of holding students accountable for the reading
assignments in the future. Remind students of the upcoming limited add/drop policy deadlines. Refer them to the yellow sheet you handed out on the first day.

_Writing-to-Learn: Write-to-Learns (WTL) are short writing exercises intended to help students collect their thoughts, start a discussion, or reflect on an assignment._

**ACTIVITIES**

**Before class (5-10 minutes)**

If you arrive to class a few minutes early, you might write the "agenda" on the board. A brief list of today's activities could go something like:

- Academic Inquiry and Class Theme
- Social Media Brainstorm
- Academic Summary and summary outlines

If you choose to put up an agenda, make it a reliable routine.

_Tip: An agenda on the board may at first seem too structured to allow for flexibility in the classroom, but they are incredibly beneficial for your students. Giving students a clear view of what they are to cover in the day's class helps them maintain their focus and make the kind of class-to-class connections we want them to make. If you make your agenda brief enough, then there is still plenty of room for flexibility._

**Welcome Back & Attendance (2 minutes)**

Take care of any remaining registration issues (such as new students or students that were absent on the first day so you can give them the syllabus, etc.), and be sure to note which students are absent. You might take attendance by asking each student to describe one thing he or she remembers about a classmate from the getting-to-know-you activity last time.

_Transition: Let's start by revisiting how conversations work._

**Conversation Model (2 minutes)**

If you can get the students to label a blank version of the model that you draw on the board, that would be a good way to emphasize the importance of this concept—especially considering that the entire course is designed to follow this model. Perhaps you could say something like the following:

_The first step in the metaphor is to “eavesdrop” on a conversation. But first we should be aware that there is already an existing conversation about an issue. Sometimes when stuff is buzzing all around us, it ironically fades into the background. We need to “re-tune” ourselves to what is currently being said._
Tip: This lead-in from the conversation model also acts as your Transition: Any time you can make clear connections between course goals (the conversation model, for example) and the activities in class helps the students understand what CO150 is really about. Look for opportunities such as this.

“What Do We mean by “Social Media”? ” Brainstorm and Discussion (10 minutes)

For our class theme of the Internet and Social Media, it's useful to be sure students are on the same page about what social media are, the many types of social media that exist, and what the potential benefits, downfalls, and consequences of those media are.

Below is a definition of social media and a list of many popular types of social media with a brief definition. You could show this as an overhead (though keep in mind it's not an exhaustive list!) or, alternatively, you could ask students to help you brainstorm all the different types of social media they know about. Then ask students to do some critical thinking about what they think some of the benefits, downfalls, or consequences are of these social media.

Tip: If you are worried that you won't get student participation during a group brainstorming session, give them the definition of social media, then give them a minute or two to list the types/examples that they can think of in their notebook. Then call time, and give them another minute or two to think about benefits, downfalls, and consequences. Quieter classes are much more likely to share if they've had time to think about it on their own for a few minutes.

Social Media: “Works of user-created video, audio, text, or multimedia that are published and shared in a social environment.” (Linda Young, Marketing and Communications, July 2008.)

<table>
<thead>
<tr>
<th>Types/Examples</th>
<th>Benefits, Downfalls, Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook (social networking)</td>
<td>Allows people to get in contact and share information, news, etc. easily</td>
</tr>
<tr>
<td>MySpace (social networking)</td>
<td>Gives people a voice</td>
</tr>
<tr>
<td>Blogs (public online journals)</td>
<td>Potential for abuse – stalking, cyberbullying, etc.</td>
</tr>
<tr>
<td>Twitter (micro-blogging, 140 characters max.)</td>
<td>New opportunities to learn</td>
</tr>
<tr>
<td>Wikis (collaborative documents)</td>
<td>Not everyone can access these things</td>
</tr>
<tr>
<td>YouTube (video sharing)</td>
<td>Privacy issues – what is private, what isn’t?</td>
</tr>
<tr>
<td>Second Life (virtual worlds)</td>
<td></td>
</tr>
<tr>
<td>World of Warcraft (virtual worlds)</td>
<td></td>
</tr>
<tr>
<td>Match.com (online dating)</td>
<td></td>
</tr>
</tbody>
</table>
Transition: Throughout the rest of the semester we’ll have lots of opportunities to think and write more deeply about these issues and their role in your own lives. For now, we’ve clearly established that there are some important issues with regards to social media, so we should start thinking about ways to eavesdrop on this conversation, which means we’ll need to sharpen our close reading and listening skills.

Introduce summary writing (10 minutes)

Ask the students how they can show that they’ve closely read and understood a text. Hopefully someone will quickly contribute the answer → summary. Introduce academic summary by explaining that summaries require one to set aside biases and listen carefully. Present the following on an overhead or write it on the board:

**Academic Summary**

*Purpose:* To offer a condensed and objective account of the main ideas and features of a text; to demonstrate your accurate comprehension of a text.

Make sure students understand what "objective" means. Ask: if summarizing a text is a good way to show that you’ve closely read and understood a text, then what are some components of a good summary?

Give them time to think through your question, and be encouraging about even minor suggestions (provided they apply—if a student says "write about why I disagree," for example, don’t validate that because it will confuse everyone in the class). Below "Purpose" make a list of "Strategies." Once students have offered everything they seem to have, take time to assess the list of strategies. If there’s anything that seems off, clarify it. If anything essential is missing, add it and explain why you are adding it. It’s okay if this list isn’t 100% complete because students you will cover it more in class. In a perfect world, the following would be on the list in some form (explanations you might give are in parentheses):

- Include the writer’s thesis (this shows that the student has understood the main point of the article)
- Include key points, or reasons, that support the thesis (this shows that the student has read closely to understand why the writer holds his/her thesis statement to be true)
- Don’t offer your own opinions or reactions (this would show that the student is not able to "listen" to a writer without responding)
- Use some quotes or quote snippets for unique phrases (this shows that the student has looked closely at the language and at the writer’s voice)
- Include the author’s name, the title of the text, and where it was published (this shows that the student is aware of the rhetorical situation--more on this next week).

Transition: What we’ve done here is make a list of some of the things that we need to DO in order to write a summary, but now let’s think about all of the “pieces and parts” we need to HAVE in order to put summary into action.

Introduce Summary Outlines (10 minutes)
• **Summary Outline:** What you need to identify in the article in order to write a successful summary

• **Publication information:**
  - Author
  - Title of text
  - Publication it appeared in (the original publication, not the ISM reader)
  - Date

• **Thesis**
  - The overall argument the author is trying to get across.
  - This is a statement, not a question, and it can be either explicit or implicit.

• **Main Points/Key Points/Reasons**
  - How the author supports his/her thesis.
  - Sometimes seen as “because” statements since they are reasons for the thesis.
  - Usually followed by supporting evidence. Some evidence may be included in a summary if it is particularly striking, but don’t use too much

*Tip:* There is a graphic organizer in the Appendix that helps break down the thesis/reason/evidence structure for students. It could be helpful to include here for students who are visual learners.

Often, key points are “reasons” or “because” statements that support the thesis. Sometimes they are not phrased with the "because" conjunction, though they could be. How can thesis, reasons, and evidence be distinguished from each other? The difference, mainly, is in scope—reasons are broader and use general language. Evidence is more narrow and concrete—it develops the reasons. Writers often offer several pieces of similar evidence to develop a reason.

But does this cover all the components in the article? Not really. Arguments often contain more than just a thesis and reasons/key points (sometimes they offer concessions, refute counter arguments, or suggest solutions; these things do not offer direct reasoning for the thesis, but still they are integral parts of the argument). These notions are as important as key points, though it is not a reason for the thesis; you must still include these fundamental notions in order to accurately represent the text.
Tip: Semantics can get tricky, so be sure that your students know that thesis, claim, argument, opinion, main idea, etc...are all synonyms of each other and are used interchangeably in this class. While we know that there are nuances between these terms, it is best left for an upper-division composition class to sort through those nuances.

Transition: Now that we know the pieces and parts we're looking for, let's work as a large group to identify them in the article we read for homework.

Break down Brydolf article (10-15 minutes)

Ask students to try to identify these elements in Brydolf's article, starting with what her main claim is. Many will likely be unused to thinking about articles in this way, so it's best to do this as a large group activity. As with earlier in the class, it's best to be encouraging of answers that students give, even if they're somewhat off. The point here is to start to get students to think about the structure of the article – it's OK if they're not doing it perfectly right off the bat.

Thesis: Benefits of online technology outweigh the risks, but parents and educators need to be aware of those risks.

- Reason 1: More schools are facing networking dilemmas because the number of sites are proliferating and the number of people using them are going up.
  a. (stats re: number of people on MySpace, stats from Pew Research Center.)
- Reason 2: Some social networkers are inexperienced and need to be protected.
  a. (stats re: students posting inappropriate material)
- Reason 3: There is a digital generation gap that makes the situation more complicated.
  a. (example of Arcadia United School District)
- Potential Solution: Net filters and parents need to help monitor what students do online.
  a. (stats re: e-mails blocked)
  b. (quotation re: parent involvement)

Tip: You may want to briefly ask students about their impressions of the text before breaking down the structure of the article. This could help break the ice since there's no “right” or “wrong” answer when asking about impressions about the article. If you choose this approach, make sure it doesn't take too much time since you have a lot to cover today!

Tip: Keep in mind that since the thesis is often implicit in articles, rather than explicit, any version of the above thesis statement will work – as long as it communicates the same idea.

Assign homework (3 minutes)
Transition: Today we read the Brydolf article which discusses the implications of social media in an educational setting. For Friday, we'll be reading another article from the PHG that discusses their implications for international politics.

Assign the following as homework using whichever method (either the calendar function on writing studio or in class on overheads) you've established:

1. Read “Twitter on the Barricades in Iran: Six Lessons Learned” by Noam Cohen in the PHG (pp. 487-489) and “Online Bullies Pull Schools into the Fray” in the ISM. Using notes from today’s class, identify the elements you would need to create a summary outline for both texts and draft a summary outline for both articles. Bring this to class with you next time – we will be using it for an in-class activity.

Conclude Class

Conclude by explaining that academic summary is part of what the first assignment will ask students to do, so they'll need to practice readily identifying thesis statements and key reasons. Tonight’s homework will provide ample practice. Encourage students to stop by your office hours if they have questions and remind them where and when to find you. Also, remind students that the last day to drop CO150 is August 25th by 11:59 pm.

Connection to Next Class

The next class will ask students to practice the summary strategies they began working on today, all of which is in preparation for the first major assignment they will complete. Now that you’re more familiar with the rhythm of teaching, you might also get ahead a bit with your prepping as a buffer.
Lesson Objectives

- Continue practicing summary;
- Continue building a community of writers.

Connection to Course Goals

Today continues developing the skills and concepts learned in the previous class. It also shows how these skills will be applied to produce an end-product. Students will also begin to engage in a community of writers as they collaborate to practice fundamental skills.

Prep

Review the lesson plans you’ve been writing this week and make any adjustments you think may be helpful as you write your plan for today’s class. Re-read and annotate the Cohen and Hoffman texts, creating your own summary outlines of the articles. Review your notes about academic summary. Review Assignment 1, making sure you understand the assignment and anticipate any areas that may need further clarification. Also, be sure you add in the due date for the assignment and any particular policy you have for turning in the assignment.

Materials

- Bring your PHG with Cohen annotated and your summary outline;
- ISM with Hoffman annotated and your summary outline.
- List of possible discussion questions
- Assignment 1 handouts (you may have had the students print and bring these to class—you should probably have a few additional as a back-up)
- Overheads:
  - WTL
  - Summary strategies

Lead-in

For today's class, students have read Cohen and Hoffman and are expecting to discuss the readings. Plan a WTL that will hold students accountable for the reading assignment while also checking students’ understanding of the articles.

*Tip: You can use the WTL provided, or you can try to create your own.*
ACTIVITIES

Before class (5 minutes)

Follow whatever pre-class program you've established this week: Write an agenda on the board, chat the students up about the exciting conclusion to their first week at college, etc. Future lesson plans won’t mention these informal “before class” items, though you should continue to maintain a consistent routine that feels comfortable for you and prepares you for the lesson ahead.

Attendance (2 minutes)

Take care of any remaining registration issues (such as new students or students who were absent earlier in the week), and be sure to continue keeping detailed notes about which students are absent—an accurate attendance record is particularly important if absenteeism can impact students’ grades in any way. Don’t use class time to catch up new students. Instead arrange for them to stick around after class or visit your office hours.

Transition: Since we are at the first stage in the conversation, eavesdropping, it is important for us to completely immerse ourselves in the current discussion. This means there will be quite a bit of reading up front. You are to be held accountable for all readings. Today we will do a WTL that will hold you accountable for closely reading the texts.

WTL (10-15 minutes)

Writing-to-Learn: Write to Learns (WTL) are short writing exercises intended to help students collect their thoughts, start a discussion, or reflect on an assignment. The intention of WTLs is somewhat different than reading quizzes, since reading quizzes are meant to hold students accountable for their reading. Often instructors will mix quiz questions with more reflective WTL questions.

Ask students to take out a pen and paper and complete the WTL that you’ve composed for them. WTLs need only be a few questions long, no longer than three or four. Reading comprehension questions should be questions the students would easily get correct if they read the articles, whereas other questions might ask them to reflect on the reading, apply knowledge, or otherwise think critically about the content. Collect these after it seems like students have had enough time to get their ideas down.
Tip: It’s always a good idea to give students an indication of how much time they’ll have for the WTL, as well as give them warnings about how much time is left. For example, at the beginning of the WTL you may say, “You’ll have about 10 minutes to write your responses” and then give them a 2-minute warning when time is starting to run out.

A WTL on today's readings may look like this:

- Hoffman identifies a number of problems with school involvement in policing cyberbullying. Briefly describe one of the problems she points out.
- What do you think a school’s role should be in policing cyberbullying? Why?
- According to Cohen's article, why have some dubbed the Iranian uprisings of 2009 “The Twitter Revolution”?
- How are Twitter's strengths and weaknesses similar to or different than those of other social media (like Facebook or Wikipedia)?

Tip: There are many ways of grading WTLs and other process/participation activities. Some instructors collect them for completion, others might assign one point per question. Some instructors give six-question quizzes and only grade them out of five, so students get a “gimme” if they skimmed a particular paragraph corresponding to one of your questions. Whatever method you choose to employ, keep in mind that these activities should only take you perhaps 5-10 minutes to grade for each class. It is also important to remain consistent in your grading practices. Quizzes and WTL assignments are recorded in your gradebook under “Process/Participation.”

Collect and Discuss WTLs (5 minutes)

Use the WTLs as a beginning point for a brief discussion since these responses are fresh in the minds of your students. This discussion should be fairly short, since you have a lot of other things to cover in today's class. There will be plenty of opportunities for longer, more in-depth discussions of material in future classes.

Transition: What we’re going to do next is turn those summary outlines you wrote for homework into an actual written summary. Before we begin this, however, let’s quickly remind ourselves of what makes a good summary.

Review Summary Strategies (2 minutes)

This is just basic review of the close reading/summary strategies you went over last time. They are the following:
- State author, title, and other publication information right away
- State the author’s thesis/claim
- State the author’s key points
- Leave out unnecessary detail
- Be concise
• Be objective
• Offer good paraphrase and a sampling of direct quote “snippets”
• Attribute EVERY sentence

**Group summaries (15-20 minutes)**

Give students these directions prior to dividing them into groups:

> In groups, you will collaboratively write an academic summary for one of the articles that uses all of the good strategies we’ve talked about in class. You will need to first compare your summary outlines with the members of your group and discuss what to include. You may also want to discuss why there may be differences in your ideas about the thesis and key points. Once you reach a consensus about what the summary should include, write the information in paragraph form on a piece of paper.

Divide class into six groups (which means if everyone is present, there will be 5 groups of 3 students and one group of 4 students.) The easiest way to do this is to number students off by 6’s and assign each group number to a different part of the classroom.

**Tip: Because it is important to build community in your CO150 classes, it’s worthwhile to use different strategies to put students into groups so that students aren’t always working with the same people. In addition to numbering people off, you could group students by birthdays, what dorm they live in, alphabetically by first name, alphabetically by last name, etc.**

Once all (or most) groups are finished, talk about the writing process, and ask if students have questions about writing summaries. If you have time and are in a smart classroom with a document camera, you may want to have a few groups share their summaries. You don’t need to evaluate the summary on the spot, but you can ask students, “How accurate is this summary?” or “Is it objective?” or “Why do you think they chose these quotes?” Have all the groups turn in their summaries for participation/process points.

**Assign homework and conclude class (2 minutes)**

• Read about paraphrasing and quoting and summary in PHG (pp. 164-167).
• Read and annotate John Cloud’s “When Bullying Turns Deadly” and the *Newsweek* article “Protect the Willfully Ignorant” in the *ISM*.
• Using one of the articles above, create a summary outline that identifies the “pieces and parts” needed to write a summary (a summary outline), then draft a summary of that article. Bring your typed summary outline AND typed summary to class. As you write your summary, practice paraphrasing and quoting based on the information provided to you in the PHG reading.

**Conclude Class**
Remind students of office hours and/or email and encourage them to come to you if they are struggling. While you may not have had a student visit your office yet, with the major assignment underway, that’s bound to change.

**Connection to Next Class**

Today you've practiced summary skills that will be a foundation of CO150, more specifically for the first assignment. The next class will focus on the second part of assignment one—an analytic rhetorical response. In other words, now that students know *what* is said (close reading), it is time for them to think about *how* it is said (critical reading).
Lesson Objectives

- Introduce paraphrasing, attribution, and direct quotation
- Practice paraphrasing and quoting

Connection to Course Goals

Today covers how to use effective attribution in writing (including quotation, paraphrase, and author tags). Though this idea seems straightforward at first, it’s vital to establish its utter importance. Not only do we want students to have tools to “give credit where credit is due” (in order to avoid plagiarism), we also want them to link these skills to the conversation model. When they’re immersed in a conversation, it’s vital that they have tools to show where they’re getting their information to prove they’re actively listening to what is being said.

*Tip: This will be the last mention of connection to course goals in this pre-lesson section, but you should always consider how the lesson you’re planning speaks to the larger course goals. You want to have an organic sense of these connections and want to be sure you can communicate them to your students. Connections are key for success!*

Prep

If you haven’t done so yet, close last week’s forum, review the posts, and leave a few comments—you needn’t comment on every entry, but make sure you have touched base with every student at least once in the first few weeks of class. Re-read and annotate the articles your students have read for today’s homework. Review quoting and paraphrasing (*PHG* 164-167).

Materials

- Your annotated *ISM* articles (Cloud and “Protect the Willfully Ignorant”)
- Overhead transparencies:
  - Quoting, paraphrasing, and attribution notes
  - Directions for quoting/paraphrasing activity

Lead-In

For today’s class, students have read two articles and they have completed summary outlines and drafted summaries (remember to collect these or check them off in a gradebook in order to hold students accountable for homework). They are expecting to discuss their summary choices and have read about quoting and paraphrasing in preparation for today’s class. Also, they have
reviewed the 1st assignment on the Writing Studio and may have a few questions that need answered.

**ACTIVITIES**

**Attendance (1 minute)**

Decide how you will prefer to keep your attendance record from here on out (you shouldn’t have any more roster changes), and prepare what you need in order to do so. Be sure to keep an accurate record so that you can apply your attendance policy fairly. Keeping accurate attendance records is essential.

**WTL/quiz on readings (10 minutes)**

In order to hold students accountable for today’s readings, offer students a prompt that gets them thinking more deeply about the content (for example: *What might the author of “Protect the Willfully Ignorant” say if Facebook decided to implement strict privacy controls in order to alleviate the potential for cyberbullying? Why?*) or provide a quiz that ensures they read the articles and/or to apply concepts from the PHG reading. For example, a quiz that gets them thinking about the importance of quoting and paraphrasing could look like this:

1. Briefly explain the differences between quoting and paraphrasing.
2. Read the following excerpt from an article and the poor paraphrase that follows. Explain why the attempt at paraphrase is actually plagiarism:
   - **Original:** “Schools these days are confronted with complex questions on whether and how to deal with cyberbullying, an imprecise label for online activities ranging from barrages of teasing texts to sexually harassing group sites. The extent of the phenomenon is hard to quantify.”
   - **Attempted paraphrase:** The author believes that schools today are encountering difficult questions on how to deal with cyberbullying. The term “cyberbullying” is an imperfect label for activities online that range from teasing texts to sexually harassing sites, and how extensive the phenomenon is is difficult to quantify.
3. Why is correct quoting and paraphrasing such an important skill in academic writing?

When students have had an opportunity to get their ideas down, collect them and run through the WTL prompts or the answers to the quiz questions and use them as a catalyst for a brief general discussion of the readings.

*Transition:* For homework, you read two texts and wrote an outline and a summary for one of them. This should help you feel comfortable with summary skills. Perhaps the hardest summary skill to master, however, is quoting and paraphrasing correctly. They seem easy enough, but doing this wrong lands people in a bit of hot water from time to time.
Quoting, Paraphrasing, and Attribution Notes (15 minutes)

Tip: Keep in mind that the notes provided below (as with all notes provided in the common syllabus) are in some ways meant more for you, the GTA, than the student. This means that you as an instructor need to familiarize yourself with this information in order to teach it, but copying and pasting the information verbatim onto an overhead is not necessarily a good idea. You may want to have a longer version of notes in your lesson plan and then a shorter, more concise version on the overhead that you present to students. This will keep students from being overwhelmed and thinking they have to write down everything verbatim, since this will keep them from listening closely to what you’re saying.

On the first day of class, we discussed the Academic Integrity Policy of the university and how it applies to this class. One way we can start to take steps to avoid academic misconduct is by learning skills to quote and paraphrase effectively.

Quoting:

- Inserting another writer’s EXACT words into your own writing. The exact words are contained within quotation marks.
  - Hoffman points out that schools “are confronted with complex questions on whether and how to deal with cyberbullying, an imprecise label for online activities ranging from barrages of teasing texts to sexually harassing group sites.”

In a summary, quote when:

- You want to capture the writer’s tone
- The writer has said something particularly memorable

Paraphrasing:

- “Translating” another writer’s language into your own language, voice, and style.
  - It converts the original writer’s voice into your own voice.
- Be careful to avoid the original writer’s words and the original writer’s grammatical structure and syntax.
- If you follow the original sentence structure while replacing occasional words with synonyms (or moving a few words around here or there) that is plagiarism, not paraphrase!
- For example, the quotation above could be paraphrased as the following:
  - Hoffman discusses the fact that even defining cyberbullying can be difficult – in some cases it might be rude text messages, in other it could be an entire website bullying someone. This makes it difficult for schools to know if, when, and how to handle these situations.
- Paraphrasing can get tricky if you don’t fully understand the author’s point, so be careful that you don’t misrepresent the idea(s).
- Steps in Writing a Paraphrase
  - 1. Read the original carefully.
2. Substitute words and rearrange sentences, asking yourself questions about precise meanings.
3. Check the meaning of your paraphrase against the original.
4. Identify the source you are paraphrasing.

- In summary, **paraphrase** when:
  - It’s the idea, and not the tone or exact wording, that you’re trying to get across.

**Author Tags:**

- Whether you are quoting or paraphrasing, it is always important to be abundantly clear as to whose ideas you are representing.
- Any time you’re borrowing someone else’s ideas, you need an author tag.
  - **Hoffman points out that** schools “are confronted with complex questions on whether and how to deal with cyberbullying, an imprecise label for online activities ranging from barrages of teasing texts to sexually harassing group sites.”
  - **Hoffman discusses the fact that** even defining cyberbullying can be difficult – in some cases it might be rude text messages, in other it could be an entire website bullying someone. This makes it difficult for schools to know if, when, and how to handle these situations.
  - In a summary, author tags can get repetitive! Some ideas for adding variety ...
    - **The author** then points out ...
    - **He** cites a study in which ...

**In a summary, use author tags when:**

- Any time you’re using/reporting the author’s ideas.

**Examples of Paraphrase:**

**Original paragraph:**

“Affronted by cyberspace’s escalation of adolescent viciousness, many parents are looking to schools for justice, protection, even revenge. But many educators feel unprepared or unwilling to be prosecutors and judges.”


**Synonyms and changed sentence structure of original in paragraph form:**

Many parents are shocked by the web’s intensification of juvenile cruelty. They are thus looking to schools for impartiality, shelter, and retribution. But many educators feel unqualified or reluctant to be act in these ways.

**Paraphrased properly from original and documented:**

In “Online Bullies Pull Schools Into the Fray” Jan Hoffman discusses some of the problems with having schools intervene in punishing cyberbullying. Even though
Parents often want and demand schools help punish those who commit these acts, Hoffman points out that teachers and administrators may be uncomfortable in these roles.

Works Cited


Practice Quoting, Paraphrasing, and Using Author Tags (10-15 minutes)

Since quoting and paraphrasing is an important skill, it’s a good idea to design an activity where students can briefly and informally practice these skills. For example, you could choose another passage from one of the articles we’ve read thus far this semester, and have them individually or in pairs go through the steps of quoting, paraphrasing, and using author tags. You could put the following on the overhead:

Practice Quoting, Paraphrasing, and Using Author Tags

Below is a passage from Carol Brydolf’s article “Minding MySpace.” After reading the passage, do the following:
1.) Quote a line from the passage, as you would if you were putting this into a summary (be sure to use an author tag.)
2.) Paraphrase the passage in a few sentences, keeping in mind the “Steps for Paraphrasing” that we covered in class. (Be sure to use an author tag!)

Passage:

Administrators and school boards across the country are struggling to lawfully manage their students’ use of social networking sites like MySpace, Facebook, LiveJournal, and Xanga. These sites make it easy for students to post photos, personal information, video clips, and music files and to build networks of “friends” across the country, many of whom they may never have met in person.

Give students a few minutes to do this – it shouldn’t take too long – and then have them share their responses with a partner (or another pair of students). You could have them turn in what they wrote and check it off for a participation grade, if you’d like.

Assign Homework (3 minutes)

1. On the Writing Studio, access and review the requirements for Assignment 1: Academic Summary and Analytic Response. We will discuss the assignment in more depth during the next class, but for now familiarize yourself with the requirements. (Optional, if you’d like to save copies: tell students to print a copy directly from the Writing Studio and bring it to class with them.)
2. Post to forum #2, “Social Media and My Life.” Reflect on your own experiences with social media. Consider the following: What social media do you use, if any? What do you think you gain from using the Internet and social media? What do you lose? If you don’t use social media, why not? What do you gain from not using it? What do you lose? This forum post should be about 250 words.
3. Read and write a summary for “Who Killed the Newspaper?” in the ISM.
4. Read about the rhetorical situation and critical reading strategies in the PHG on pp. 15-21 and 128-133.

Conclude Class
Remind students of office hours and/or email and encourage them to come to you if they are struggling. While you may not have had a student visit your office yet, with the major assignment underway, that’s bound to change. Also, remind students of any policies (late work, attendance, etc.) that could impact their grade on the summary assignment. Whether you’ve had a Writing Center consultant drop in to introduce the Writing Center service or not, remind students of its existence and hours. Encourage them to seek additional reader response from a Writing Center consultant as they revise their summary. Remind students that the Writing Center hours are posted at writing.colostate.edu.

Connection to Next Class
Today you’ve emphasized the importance of “giving credit where credit is due” when listening to the conversation surrounding the internet and social media. In the next class, you’ll help students supplement their close reading skills by asking them to read critically, paying particular attention to the rhetorical situation.
Lesson Objectives

- Review close reading strategies
- Introduce rhetorical situation
- Discuss critical reading strategies

Prep
Re-read the article you've assigned for today ("Who Killed the Newspaper?") and be prepared to discuss it in class. Also be sure you can identify the rhetorical situation for this article. Review pp. 15-21 and 128-133 in the PHG in preparation for today's lesson.

Materials

- Rhetorical Situation Graphic
- Questions for Understanding the Rhetorical Situation

Lead-In

For today's class, students have read their third and final choice of articles for Assignment 1 ("Who Killed the Newspaper?") and have read about critical reading and the rhetorical situation. The rhetorical situation is likely a foreign concept for them, so even though they have read about it they likely do not completely understand it. This is ok, since it's a major focus of the course that we will return to frequently. It's not something they can (or should!) try to learn in a single class period. Today's class will introduce them to the concept and help them make small but important steps towards thinking rhetorically about writing.

ACTIVITIES

Attendance (1 minute)

Transition: For homework you were asked to read “Who Killed the Newspaper” from The Economist. Let's start off today's class by having a brief discussion of the article.

Discussion of “Who Killed the Newspaper” (10 minutes)

You may want to “prime” your students for a brief discussion by having them briefly gather their thoughts by doing a WTL with a few of the following questions, then starting the discussion. Alternatively, you could project the questions on an overhead and go through several of the questions, asking for responses from a variety of students. Keep in mind that this is meant to be a
brief discussion, since we have a lot of important information to cover today. It's a good idea to pick out one or two of the questions below that interest you most, rather than try to tackle them all.

- The author of the article writes, “At their best, newspapers hold governments and companies to account.” Is their decline therefore a cause for alarm? Why or why not?
- Does it damage the quality of a newspaper when it tries to attract younger readers by focusing more on entertainment and lifestyle than politics and international affairs? Why?
- Do you agree with the author that bloggers or “citizen” journalists can offer the same quality of reporting as professional journalists? Why?
- If CSU decided to get rid of the print version of The Collegian and switch to an online-only version, would you still read it? How important is the actual presence of a physical newspaper to your decision to read it?

Transition: Now that we have read a number of articles and practiced summary skills, let’s talk a bit about Assignment 1 in which you’ll have a chance to exercise these skills in a formal way.

Introduce Assignment 1 (10 minutes)

Going over the assignment sheet with students helps them understand why they’ve been working on and talking about the particular material you’ve given them over the past week or so. Whenever possible, remind them of these connections so that they understand that everything that they do—from readings and group activities to quizzes and WTLs—is directed toward the major assignments they’ll complete, which in turn satisfy the state-mandated objectives of CO150. These goals are listed in the introduction to this common syllabus and are probably on the front page of the syllabus you’ve already given to your students. Feel free to review these larger goals with your students if you think necessary and have time.

Tip: Remember to call on specific students to read specific portions of the assignment sheet aloud. You should only have to speak in order to elaborate or answer questions. Remind students that copies of the assignment and rubric are available on Writing Studio.

Introduce critical reading and the rhetorical situation (15-20 minutes)

First ask students to help you generate a list describing strategies for good close reading—the kind of reading one does when preparing to draft a summary, for instance. Once this list is generated, ask what students imagine it might mean to read “critically.” If students get caught up in “criticism” and “criticizing,” present them with the alternative phrase “active” reading. What does it mean to read actively? What can you do to or with a text beyond reading closely?

List student ideas on the board next to your “close reading” list. There will be some overlap, since it’s impossible to read critically if you’re not also reading closely. Let students come to this realization on their own—if they don’t, be sure to point it out. The major difference is that close reading involves finding out what a writer is saying, and critical reading involves evaluating how (and how well) a writer has composed his/her text. Here is the language that the PHG uses to describe critical reading: “Critical reading simply means questioning what you read. You may end up
liking or praising certain features of a text, but you begin by asking questions, by resisting the text, and by demanding that the text be clear, logical, reliable, thoughtful, and honest.” Students have read about critical reading for homework, so it is not essential that you cover all of the ground now; you can remind them to review the PHG.

During this discussion, you may also want to talk about the role of critical reading in academic inquiry to help students understand why we do it. For example, understanding how an author addresses his or her purpose, audience and context can help us evaluate the quality of information and arguments, which is what the second part of assignment 1 is asking students to do.

To begin looking at how the text is composed, readers need to ask questions about the rhetorical situation. Your students likely have never heard of “rhetorical situation” (though they may have heard the same concept referred to as the “writing situation”), so this will be new to students. Introduce the key terms and relationships with the Rhetorical Situation graphic on the overhead.

It’s a good idea to put up the image on the overhead and give students a few minutes to copy it down into their notes before moving on. They’re liable to not hear your explanation of the model if they’re too busy copying it down while you’re talking.

Tip: You may come across some synonyms for these terms, which aren’t incorrect, but in an effort toward standardizing the curriculum, please use this terminology.

Transition: Let’s try to locate the rhetorical situation at work in one of the texts you read for homework.

Discuss Rhetorical Situation of “Newspaper” (10 minutes)

Draw a blank triangle on the board. Ask the students to label each of the vertices with specifics from the text. While context should be introduced here, you don’t need to go into great detail about it—this is something that is covered in more detail in the next unit. Here is an example of what the
students should identify with questions in parenthesis for you to ask to further their critical thinking about this text.

**Author:** unknown (ask: Ask students if this is a good thing or a bad thing? Why? Point out to students that there are some downsides to unsigned articles – such as the fact that we can’t look up the author to learn more about him or her – but also note that we can still be confident about the credibility of the text thanks to its publication, which we’ll discuss in a minute.) Even though we don’t know the author’s name, we can assume that he/she is likely British (since the Economist is a British publication) and therefore may have different cultural values than Americans.

**Audience:** Readers of The Economist magazine (ask: what do we know or what can we assume about these readers?)

**Text:** a feature article in The Economist magazine – a weekly news magazine covering politics and international affairs (ask: why is this important?)

**Purpose:** To assuage the fear that the end of newspapers is the end of good journalism as a whole.

**Tip:** It’s a good idea to be sure students understand the difference between a thesis statement and an article’s purpose. A thesis is what is being argued and the purpose is why it is being argued. In this article, the thesis could be some version of “Newspapers are declining, despite the industry’s best efforts, but their decline is not necessarily bad.” The WHY of it – the purpose – is “to assuage the fear that the end of newspapers is the end of good journalism as a whole.” It’s an important nuance that’s worth explaining in detail.

**Transition:** Explain that being able to identify the rhetorical situation will greatly help in your ability to write an analytic response. However, it is also beneficial because it allows you to think about the text more deeply. For homework you’ll be practicing these skills in the form of a critical reading guide.

**Assign homework (3 minutes)**

- Read about responding on pp. 138-139 in the PHG.
- Review the information on critical reading guides in the PHG (bottom of p. 130-132). This is another critical reading strategy that will help you understand the rhetorical situation of a text.
- Decide which text you plan on summarizing/analyzing for Assignment 1. Be sure to pay close attention to the choices listed on the assignment sheet – not all the articles we’ve read are choices, so pay close attention to what you can choose from.
- Using the article that you’ll be summarizing/analyzing for Assignment 1, complete a critical reading guide for this article, following the model in the PHG on pp. 130-132. Bring this to class next time, ready to turn in. This can be typed or hand-written.

**Conclude Class**

Remind students when Assignment 1 is due and that with everyone’s busy schedules, that day will come sooner than they expect. Next time, we’ll look spend some more time gaining skills for writing a successful analytic response.
Connection to Next Class

Today you've emphasized the relationship between close and critical reading and you've introduced some fundamental rhetoric-based vocabulary that your students will be using with increasing frequency throughout the semester. Now that you've given them an opportunity to practice making critical observations, you'll next time move them into crafting a response.
Lesson Objectives
- Discuss types of responses
- Examine an example of Assignment 1
- Practice analytic response

Prep

There are several overheads to put together for today, so be sure to leave yourself enough time to customize these as appropriate for your class and copy them onto transparencies, as necessary.

Materials
- Types of Responses overhead
- How to Write and Analytic Response overhead
- Examples of A1 (be sure to enlarge font so they're readable)
- Directions for small group activity

Lead-In

For today's class, students have read about types of responses, critically read Sarah Kliff's article and completed a critical reading guide for it. They are expecting to discuss the text through an analytic frame, and then they will be asked to write analytic responses for the text. Today is also a means of preparing students for their workshop next class. Continuing answering questions the students have about the first assignment.

ACTIVITIES

Attendance (1 minute)

Take attendance in the way you've established in previous classes and introduce the class.

WTL, Quiz, or Discussion (10 minutes)

Design a WTL, Quiz, or Discussion questions to hold students accountable for their reading and get them thinking about the text rhetorically. For example, you might try a WTL prompt like this one: What claim is made by the article you are using for Assignment 1? Think about the rhetorical situation of the article – what is the author's purpose and who is his/her audience? Is he/she successful in reaching her writing goals? Why?
Tip: Assign participation points for students’ critical reading guides. It may be best to walk around while students are doing today’s WTL and assign points for it, since students may need the critical reading guide to complete the workshop draft for Monday. Collecting them will keep them from using this valuable resource when drafting.

Tip: Some teachers find that they appreciate all process work (including drafts, critical reading guides, homework assignments, etc.) to be turned in with the final draft of an assignment in a pocket folder with the student name clearly printed on the outside. Other teachers find that they would rather just collect the workshop and final draft separately. You can determine your own needs of collection; just be consistent with whatever method you choose.

Types of Responses and How to Write an Analytic Response (12-15 minutes)

There are several ways to respond to a text, and it is important to distinguish between them and emphasize that we are working toward the analytic response. Show the following overhead or have students refer to their PHG.

Tip: Be sure to spend the bulk of your time discussing Analytic Response, since this is the type of response students are doing for Assignment 1. We want to acknowledge the fact that other types of responses exist and students may have done them in the past for other classes, but do not spend too much time discussing them, since this may confuse students.

Agree/Disagree Response

- Writer agrees or disagrees with the article he/she read and explains how and why he/she responded to the text as he/she did.
- Many writers don’t entirely agree or disagree – may agree with some parts and disagree with others.
- Writer must support his/her response with details, examples, facts, and evidence.
- This support can take the form of personal experience, evidence from the primary text, or evidence from other texts.

Interpretive/Reflective Response

- Writer focuses on a key passage or idea from the text, explaining and/or exploring it further.
- May also reflect on their own experiences, attitudes, or observations in relation to the ideas of the text.
- May use the response to consider how the author’s ideas might be interpreted by other readers, how the ideas might be applied, or how they might be misunderstood.

Analytic Response
This is the type of response we will be using in the first assignment. This sort of response analyzes key rhetorical elements of the text, such as the writer’s purpose, the audience, the thesis and main ideas, the argument, the organization and focus, the evidence, and the style.

For example, a writer who writes an analytic response may consider:
- How clear the main idea is;
- What sort of evidence is used to support the author’s thesis and explore whether it is effective;
- Whether the argument is organized and logical;
- How elements such as the author’s style, tone, and voice are working.

This type of response looks at the essay in terms of the effectiveness of specific elements, whether they are working or not.

Part of the writer’s response might include suggestions for how the author could have made the essay more effective.

How to write an analytic response

- Identify the text’s purpose and audience.
- Draft a thesis that states whether or not the author achieved his/her purpose with the intended audience.
- Generate at least two reasons to prove this thesis.
- Attach specific examples to each supporting reason to develop them concretely.
  - This means take specific examples from the text that prove your reason.
- In paragraph form, organize this information by providing connections that reveal how the evidence supports the reasoning and how the reasoning supports the claim you make about the argument’s effectiveness.

Transition: Let’s see a few examples of some well-written Summary/Response papers, focusing especially on the response in order to see this in action.

See Examples of A1 (10 minutes)

Use one or two of the examples from the appendix to show students some good examples of Assignment 1. Since today’s lesson is about analytic response (and since that is the part of A1 students are probably most hesitant about) you’ll want to spend more time reviewing the response part of the examples. It is also a good idea to post these examples to the Writing Studio (under “Materials”) so that students can reference these as they write their own summary/responses.

Practice Analytic Response (12-15 minutes)

Put students in pairs or groups of three for a group activity in which they will practice analytic response. (Putting students in small groups based on what article they’re using for A1 is a good idea, since they can then discuss their specific article in more detail.) Have students use the article they read for homework to draft a brief analytic response for the article. Alternatively, you can let them choose any of the articles in the PHG or the reader for this activity (although since several of them were read days ago, other articles are likely less “fresh” in students’ memories) or bring in brief articles for them to examine for this activity – short articles from The Onion, for example, can be fun.
Put up the following overhead:

- Using the directions on “How to Write an Analytic Response,” draft a brief analytic response of the article you’re given.
  - Tips:
    - Go through each step of the directions on how to write an analytic response;
    - Look at your assignment sheet for A1 to see what rhetorical features you can choose from.
    - Remember that you’re responding to HOW the article is written, not simply your response to what it says.
    - Put all group members’ names on the paper to turn in at the end of class.

After students have had some time to work and time permitting, ask for a few volunteers to read their responses to the class.

Assign Homework and Conclude Class (3 minutes)

1. Draft an academic summary and analytic response for “Protect the Willfully Ignorant,” “Who Killed the Newspaper,” or “When Bullying Turns Deadly.” Your draft for workshop should be typed and double-spaced. Review the assignment sheet closely as you write your Summary/Response in order to ensure you’re meeting the assignment goals.
2. Include your workshop policy so students are clear about what the expectations are for workshop.
3. Read about structure, peer review, and revision in the PHG (pp. 169-173).
4. NO CLASS MONDAY due to the Labor Day holiday. Have a wonderful and safe weekend!

Connection to Next Class

You’ve successfully guided students through the concepts they’ll need to complete the first major assignment, and next time they’ll bring a complete draft of Assignment 1. Reading each other’s work will also give students some helpful distance and objectivity – meaning they will have the opportunity to read critically the full draft of a classmate, which will give them ideas for their own revision work. You are also working toward creating a community of writers, thus fulfilling the objective of collaboration.
Lesson Objectives

- Introduce workshop/peer-editing practices
- Workshop a classmate’s Assignment 1 daft
- Discuss and note revision ideas

Prep

Before this class, be sure to familiarize yourself with workshop best practices and review the assignment sheet. Look for areas you think will need to be emphasized as students read each other’s full drafts for the first time.

Materials

Overhead transparencies:
- Why Workshop?
- Assignment 1 Workshop Worksheet/Guide
- Prompt for writing a revision plan

Lead-in

For today, students have brought their first complete draft of Assignment 1, prepared for a peer workshop, and they may be fearful of showing their own writing to classmates they only met a couple weeks ago. Although a workshop situation is inevitably evaluative on some level—it wouldn’t be useful if it weren’t—remember to emphasize how both criteria- and reader-based feedback is important. Highlight, too, how useful it is for peer readers to make notes about their own work as they read that of their peers—the students should benefit as much from reading their peers’ drafts as they should from receiving the feedback their peers will offer them.

This draft will represent a culmination of all the skills you’ve been teaching since the first day—close reading, critical reading, summarizing, quoting, paraphrasing, evaluation. Remember during classes and in other contact with your students via Writing Studio, etc., to contextualize activities and smaller assignments so that it’s clear how they lay the groundwork for more sophisticated writing and critical thinking tasks. It’s also helpful for you while teaching the curriculum for the first time to always consider how small tasks are geared toward the current major assignment, and how these assignments are in turn satisfying the larger goals of the class.

ACTIVITIES

Attendance (1 minute)
By now you probably have a routine established for beginning class---remember to preview the day's activities, always connecting them to the assignment and the overarching CO150 goals.

“Why Workshop?” overhead (5 Minutes)

Allow this question to begin the discussion on the subject of workshopping. You may choose to this as a brainstorming activity or as a straight lecture. You may choose to extend this discussion by asking students to come up with examples for each point, but remember to keep an eye on the time. You'll want to give students plenty of time to spend with their group members, though it is important to establish the reasons that workshopping is effective. A good list will look like this:

**Why Workshop?**

1. More input leads to better revision ideas and more polished writing.
2. Involvement by everyone in the writing process enhances the writing community.
3. Group discussions increase each individual writer’s ownership of the process.
4. Sharing information means increasing learning opportunities.
5. Workshops encourage understanding other perspectives.
6. Working together promotes talent-discovery and -sharing.
7. Reading and discussing peer writing helps the reader identify areas of potential self-growth.
8. Working in groups provides a sense of security.
9. Workshops build classroom community and develop personal relationships.

**Transition: Each of you will receive a workshop guide to fill out about your workshop partner’s paper. The workshop guide asks you to provide feedback directed at the assignment goals.**

**Assignment 1 workshop (35 minutes)**

We include workshops in the curriculum to help students engage in an academic community and to encourage them to develop a sophisticated awareness of their own writing processes. The aim of a workshop is not to have work “pre-graded” by a peer (there are more problems with that idea than we have room to explain here) and so, more often than not, we ask students to describe the text they are workshopping and to explain their reactions as readers (not evaluators). Based on their prior workshop experiences, students may also believe their job is to "correct" their peer’s paper—edit it for spelling, punctuation and grammar. We want students to avoid focusing on line-level editing in most workshops. This does not mean that if they notice a glaring grammatical or punctuation error they shouldn’t fix it; rather, it means that editing is NOT the focus of the feedback students will be giving.

In addition to readerly feedback, when we do ask for criteria-based feedback, it is always linked to assignment-specific criteria such as, in the case of the summary, accuracy and objectivity. Our overall aim is to give students an idea of how their writing could be read by another careful reader striving to make sense of their language and ideas. We encourage students to consider every reading and response as valid to some extent, but to come to their instructor’s office hours if they
need to sort through apparently contradictory classmate suggestions or in some other way are struggling with their revision choices.

Still, many students expect that their peers will tell them that their paper is either “good” or “bad” and, depending on past experiences and personalities, some students will be eager for this kind of praise or will dread this kind of criticism. It’s useful, if time permits, to work through a workshop with a sample and discuss the kinds of comments that one could give.

**Tip:** If you don’t have time to go through an example prior to this first workshop, don’t sweat it – workshopping skills, like all other skills, are developed over the course of the semester. You will have more opportunities over the course of the semester to provide guidance on how your students can improve their workshopping techniques.

Distribute copies of the workshop worksheet below. (It’s worth it to make a handout or worksheet, rather than simply project this on the overhead, so that students can refer to it as they revise their paper at home. To save your copies, you may want to provide this on the class Writing Studio page and had them print it out. If you do that, be sure to have a few extras on hand, since some students are bound to forget them.)

**Assignment 1 Peer Workshop**

**Writer’s Name:** _______________________

**Peer Reviewer’s Name:** _______________________

Directions: Read through the writer’s draft first without making any comments. Then read through the questions on the worksheet below. Address these questions while you re-read, providing thoughtful and detailed comments.

**Summary:**

1. **Thesis and Reasons:** Underline the restatement of the author’s thesis and put a star next to the reasons. Check these for accuracy. Does the thesis fully capture the argument the author is making? Are there any reasons missing? Does the author show how the reasons support the claim, rather than merely listing them? Provide your partner some suggestions for improvement.

2. **Objectivity:** Has your partner included his/her opinions at all in the summary? (Look for moments of response: agreeing or disagreeing, supporting or refuting, etc.). Has your partner passed judgment on the writer or his/her ideas? (Look for adverbs and adjectives in phrases like “Cloud outrageously suggests that…” or “The author’s wise advice is…”). Suggest ways for the writer to revise any subjectivity out of the summary.
3. **Attribution:** Does the summary include the author (if known), article title, date, and place of publication? Does every sentence containing borrowed information have appropriate attribution (such as an author tag)? Explain your answers below and point out any place where attribution is missing.

**Response:**

4. **Thesis:** Does your partner have a thesis that clearly answers the question, “Did the author successfully reach his/her purpose with his/her intended audience?” If so, underline it. If not, suggest a place where your partner could include this info, based on what he/she says in the rest of the response.

5. **Reasons and Evidence:** What are your partner’s reasons that support the thesis? Paraphrase them below. Does your partner use direct evidence from the text to back up the reasons? Point out where the writer needs to develop more reasons and/or evidence to make the thesis valid.

6. **Quotations and Paraphrase:** Does the entire paper (both summary and response) contain a balance of both quotations and paraphrase? Are quotations copied word-for-word and surrounded by quotation marks? Are the quotes integrated into the surrounding text so it reads smoothly? Are any of the paraphrases too close to the original phrasing? Can you suggest any revisions?

Give students a moment to read over the prompts or go through them as a class. Take a moment to describe useful comments vs. not-so-useful comments (useful comments are specific, thoughtful, point out strengths and weaknesses, etc., whereas not-so-useful comments are vague, hasty, broadly complimentary or critical without any clear sense of what generated these responses, etc.). How you choose to arrange the workshop in your class is up to you—you might have students choose partners and exchange drafts and leave it at that. You might put students into groups of three or four and ask them to rotate drafts, reading and commenting on more than one draft, and then discussing their ideas as a group afterward. Again, keep in mind that whatever you do for today’s workshop can change for the next one, depending on the needs of the students in your class.

After most everyone is finished, talk for a bit about revision. Explain that students don't have to make every change that their partner suggested, nor are they limited to making only the changes their partner suggested. Remind students that revision is different from editing and proofreading, and that after revision their draft might be very different from its current state.
Drafting a self-revision plan (5 minutes)

After most everyone is finished, talk for a bit about revision. Explain that students don't have to make every change that their partner suggested, nor are they limited to making only the changes their partner suggested. Remind students that revision is different from editing and proofreading. When broken down, the word revision literally means "re-seeing" or "seeing again" based on suggestions, and indicate that after revision their draft might be very different from its current state.

Ask students to spend a few minutes writing down some notes for the revision work they want to accomplish before they submit a final draft for next time.

Assign homework and conclude (2 minutes)

Assign the following for homework and wrap up class by reviewing key concepts from today and explaining what students can expect next time.

- Use your workshop notes to revise and polish your draft of Assignment 1, and bring a copy ready to submit at the beginning of class for a grade—the draft should be double-spaced using 12-point Times New Roman font only and stapled with your name and section number at the top.
- Insert your own “turn-in” policy here. You may want to collect all drafts, revision plans, workshop worksheets, etc... with the final draft. This can all be collected in a pocket folder. Whatever your preference, be specific as to what the students need to bring.
- Respond to Forum #3: “Workshop Reflection.” Reflect on today's workshop. Consider the following: Did you get what you needed from the workshop? Why or why not? What’s something about today's workshop you’d like to remain the same next time we workshop? Why? What's something you would want to be different next time? Why? Your response should be around 250 words.

Conclude Class

Congratulate students on their first successful workshop, and remind them that you're available during office hours to discuss their drafts as they revise.

Connection to Next Class

Next time you'll collect your students' revised drafts of Assignment 1, which means that after the next class you'll be on the grading clock. This is one of the shorter assignments you'll grade this semester, but you should consider how you'll manage your time so that you're able to read and evaluate your students' work while also continuing to prep classes and work on your own studies. You'll begin next time begin by ramping your students up for Assignment 2 which will extend their critical thinking skills even more.