Week 6, Day 18—Friday, September 30

Lesson Objectives

- Reflect upon assignment 2
- Revisit the conversation metaphor transitioning into the gathering conversations/perspectives stage of the metaphor (in other words, you’re beginning the research portion of the class)
- Initiate inquiry methods to prepare students for research

Prep

Have a set of post-script questions ready. Review the conversation metaphor and how it relates to the structure of CO150. Also review notes about the difference between topics and issues and how to narrow a topic to an issue. Since inquiry guides research in the next few stages of our class, think about inquiry questions you could start asking. Review Assignments 3 and 4 so that you know what you’re preparing your students to do with these activities. Prepare your lesson plan and find the necessary overheads from previous lessons and modify them or create new ones as appropriate. Since you’ll be discussing Assignments 3 and 4 in the next class, you may need to have these up at Writing Studio so that students can download and print them immediately after today’s class.

Materials

Overheads:

- Post-script instructions
- Writing as Conversation Metaphor
- Topics and issues overhead (or markers to create these on the board)

Lead-In

Students are ready at this point to move beyond shifting an argument from one context to another, which they’ve been focusing on the past few weeks, and in today’s lesson you’ll prepare them to initiate their own critical inquiries, eventually selecting and incorporating texts that they find in response to their questions (rather than relying on someone else’s initial inquiry question and ensuing argument).

Activities

Attendance (2 minutes)

Post-Script and collect Assignment 2 (10 minutes)

Give your students a prompt like the one you gave them for the first assignment, though you may choose to modify it given the challenges your students faced while drafting the open letter. If they had particular problems shifting contexts or if they struggled with structuring the arguments in their letters, you may ask some specific questions about issues like these. These post-scripts give you helpful context when you’re
reading and evaluating their assignments, but they also give students the opportunity to reflect critically on their writing processes.

**Review Writing-As-A-Conversation (10 minutes)**

Present the Writing as Conversation graphic and note that we’ve essentially completed the first two “steps”: we’ve listened to the conversation and we’ve expanded the conversation by setting aside our own biases and preconceived ideas to allow us to immerse ourselves in what others are saying and shift their arguments into a new context. We’ve looked at a variety of perspectives and we’ve begun to form our own opinions in order to engage more actively with the conversation and find out more. As we move forward in the semester, we will become increasingly interested in forming a clear position and making an informed contribution so that others may listen to us and respond as the conversation continues to become more sophisticated.

To arrive at an informed position requires us to once again look back at existing conversations. We need to ask ourselves: How do the writers/speakers/actors we’ve read so far begin their discussion of an issue they think is important? Look at Shirky’s “Political Power of Social Media,” and Carr’s “Is Google Making Us Stupid?” and the Economist’s “Who Killed the Newspaper?” A common denominator among these texts is that they all strive to answer a question that the author poses. Locate two or three representative passages from authors the students have read so far to locate the questions that have motivated their contributions, and point these moments of inquiry out to your students. Explain that all rhetorical acts have as their motivation exigence—they respond to a need in the world, a question that needs to be answered, and they attempt to answer.

This is called an inquiry question. Asking an inquiry question gives us a focus—we strive to find an answer to that question. The answer to that question is, often, our position on an issue (which we can turn into a thesis or a claim). However, with any good line of inquiry, we don’t just find one answer to a question—we find many answers from many different people. Therefore it is necessary for us to sift through the various ways to answer the question (various conversations/arguments being made by people who have a stake in the issue) until we have a deeper understanding of the issue at hand…this is what the third assignment asks us to do. After we have a deeper understanding of the issue at hand and the various conversations and stakeholders involved, we are ready to contribute our own answer to the inquiry question; in other words, we are ready to make an argument.

**Transition: We’ll use questions to identify a valid exigence that will motivate our work in the upcoming parts of the semester. Exigence, in its simplest meaning, is the motivation/opportunity for needing to express an argument.**

**Narrowing ideas from a topic to an issue to an inquiry question (20 minutes)**

Introduce the relationship between topics and issues. In the previous assignment, students used a pre-existing claim and merely shifted it from one context to another. However, the research and writing in the next two assignments will require more original thinking and will require the use of multiple texts that students find independently. Understanding how inquiry is born from issues and topics will help students create focused, specific lines of inquiry to guide them through the next several assignments. Perhaps share the following notes, emphasizing the idea of inquiry and creating inquiry questions.
Reminder: These notes are more to guide your lecture, not share directly with your students. Adapt the ideas presented here and deliver the ideas to your students in the best way you know they will receive them.

What is a Theme?
- A broad idea or message about life, society, or human nature. Our theme for the class is Internet and Social Media
- Often timeless and universal

What is a Topic?
- An area of interest; focus of debate—the categories within the reader are examples of various topics that are under the theme of Internet and Social Media
- Subject of debate, discussion, discovery
- Usually falling under the umbrella of a theme (since there needs to be some kind of exigency behind writing something)

What is an Issue?
- A slice of an area of the topic
- Points of disagreement, uncertainty, concern, or curiosity that are being discussed by communities of readers and writers
- Topics contain multitudes of issues; it’s up to us to find them
- To identify, look for patterns in what you read
  - Central concepts repeated in texts
  - Other topics being incorporated under the theme
  - Places of discrepancy
  - Recurring voices (“experts in the field”)/key players in the conversation

What is inquiry?
- Asking narrow and refined questions to help develop knowledge and ideas about an issue
- Getting curious
- Exploring many different frames of an issue (not a topic—much more narrow)
- The beginning of an argument
  - Often good inquiry will lead you to a good research question (which is just a question that is debatable that you choose to answer in a particular way with particular support)
  - The answer to the research question turns into your thesis statement/claim for the argument you wish to present into the conversation

Example:
<table>
<thead>
<tr>
<th>Theme</th>
<th>Topic</th>
<th>Issue</th>
<th>Inquiry Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Rights</td>
<td>Women and Competitive Sports</td>
<td>Steroid use among adolescent girls involved in competitive sports</td>
<td>- Which competitive sports do girls most likely abuse steroids in?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women’s NBA lacking the funds that the NBA brings in</td>
<td>- How much are the adults involved in steroid abuse in teen girls?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- What are some side-effects of steroid use in teens?</td>
</tr>
<tr>
<td>College</td>
<td>College Admissions</td>
<td>Impact of college admissions standards on the makeup of US colleges and universities</td>
<td>- What are the current admissions policies at State Universities across the nation, and how does CSU compare?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Impact of waiving requirements in order to meet a particular “quota”</td>
<td>- Should CSU make admission harder to achieve?</td>
</tr>
<tr>
<td>Internet and Social Media</td>
<td>Privacy</td>
<td>Social Network providers sell personal information to marketing companies so as to “tailor” advertisement to meet individual users.</td>
<td>Whose responsibility is it to understand the privacy controls and settings? The user or the provider?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Every website, social network, etc... has different privacy controls and settings.</td>
<td>Is it ethical for the provider of a social network, say Facebook, to periodically change the privacy rules?</td>
</tr>
<tr>
<td>Internet and Social Media</td>
<td>Freedom of Speech</td>
<td>Employees are being fired, suspended, or some other way reprimanded for content they’ve posted on the Internet via their own “private” accounts (ie: Facebook status updates, YouTube videos, Twitter, personal blogs)</td>
<td>Do employers have the right to use what an employee does in his/her spare time against them?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>At what point does private life blur with public affairs? Should the two remain separate?</td>
</tr>
<tr>
<td>Internet and Social Media</td>
<td>You try one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A3 Daily Lesson Plans: 4
Continue this pattern, having the students, working either individually, or in groups, supply additional topics, issues, and inquiry questions.

Transition. Since you’ll ultimately be choosing your own area of research and your own path into the conversation about Internet and Social Media, let’s share our brainstorms so that you have several places to perhaps begin your inquiry.

Share the brainstorms done in groups. Record the additional topics, issues, and inquiry questions the students came up with. (10 minutes)

If time: Allow students to develop some of their own inquiry questions
Give students an opportunity to independently begin finding their own inquiry questions related to the topics they find interesting. This will become their focus point for the rest of the semester—it will be the position they ultimately take in their argument paper (A4), and the research they will focus on gathering in A3. It is important that the inquiry question they select is narrow enough yet allows room for flexibility, is debatable, and is of genuine interest to them. While they don’t have to choose one on the spot, they should be seriously thinking about it now.

Conclude Class and Assign Homework
- Download and print Assignments 3 and 4 from Writing Studio and bring them to class (unless you plan to distribute hard copies of the assignments)
- Read pages 567-576; 582-589 in PHG about research techniques
- Decide upon an inquiry question—or at least have several inquiry questions in mind that you can choose from for next week’s forum posting.
Lesson Objectives

- Introduce Assignments 3 and 4
- Narrow inquiry questions
- Introduce idea of stakeholders and how to identify them

Prep

For today’s class, you should review Assignments 3 and 4 and prepare to print and distribute them unless you’ve asked your students to print their own copies from Writing Studio. Also, read pages 567-576 and 582-589 in your PHG about research techniques. Students will also have read this and although you may not be discussing it explicitly, it may come up as you introduce research to your students. You will need an example of an annotation, which can be found in the appendix. Compose your lesson plan and overheads for the activities as usual.

Materials

- Overhead (or copies) of Assignments 3 and 4
- Stakeholder notes
- Instructions/example for narrowing inquiry question workshop
- An example annotation

Lead-In

Students may be somewhat overwhelmed by all the information as you review Assignments 3 and 4, so be sure you reassure them that you are introducing both assignments now so they will have a clear idea of why they are gathering research in the first place. They don’t need to know the precise details of A4 yet. Students should have selected an inquiry question/topic to research as per their homework from last time. They will post their inquiry question on this week’s forum.

Activities

Attendance (2 minutes)

WTL (2minutes)

Last class you spent a bit of time referring back to the conversation model to explain where students have been in the conversation, and where they are going. Test to see that they remember their path. You may want to ask the following questions (or devise your own WTL): What is the next phase in our conversation metaphor? How do we get there?

Students should be able to explain that the next phase is to research in order to form and substantiate opinions in order to contribute to the conversation (which is the last step in the conversation metaphor). We do this by asking questions. This should be a quick review from last time, but reminding students of the course goals and structure is something that should be done frequently.
**Introduce Assignments 3 and 4 (10 minutes)**

As you introduced the other assignments, take your students through a critical reading of Assignments 3 and 4, though you should spend more time at this point on the particulars of Assignment 3. You’re introducing Assignment 4 today briefly so that students understand the goal of their research; therefore, you may want to begin with a preview of Assignment 4 before launching into a close examination of Assignment 3.

Emphasize the field research component in A3. Explain what a stakeholder is (briefly, as this is a concept we will come back to later) and encourage students to think about who they may need/want to contact to schedule an interview. It is important for the students not to drag their feet on this even though we don’t get into interview discussions specifically until Week 8. Students will need to understand who their stakeholders are early, figure out which of the stakeholders is a local authority (or at least easily accessible), schedule an interview, and conduct an interview. There is a time crunch to this, so you may want to encourage them to find someone to interview and schedule the interview as early as possible.

*Transition. For this week’s forum post, you will narrow and refine a topic and inquiry question that you are most interested in. This focus will help you considerably as you begin pursuing who your specific audience will be for A4, as well as the various stakeholder perspectives you will need to try to find for A3.*

**Introduce the concept of stakeholder (5 minutes)**

A stakeholder is very similar to a specific audience; it is a person, organization, institution, etc…that has a vested interest in issue at hand because they somehow or another have something at stake. For example, if the issue being discussed was about how college tuition continues to rise, there are many people who might have a stake in the issue. Students, obviously, have a stake because it is their education that is on the line. Parents, who often are footing the bill, are interested in where their money is going and how much more they’ll have to pay. The school board has a stake in the issue because they are the ones pushing for a tuition hike in order to cover expenditures. Now, some of these “stakes” are at cross purposes with one another, which is why it is important to examine what everyone has to say. This is what we mean when we want to “gather various conversations.” We want to know who all the possible stakeholders are and what their positions might be. We want to know this in order to be more fully informed about all the dimensions of the issue as well as in order to be able to write a persuasive argument.

*Tip: It is useful for students to construct this knowledge rather than merely receiving the information via a lecture.*

As we begin our “gathering,” we not only want to explore your own opinions about an issue, but also collect as many other perspectives as possible. Doing so will give you a better sense of what people are saying about the topic and may help you find a direction for a future paper. Since you will eventually need to argue about your issue, you have to know the opinions of others to be able to incorporate or refute them. Some questions for consideration through the next part of the class: What have you found out about the context of this issue? In other words, who else is interested in or affected by this issue? Who
would you single out as the most important stakeholders in the issue? What kinds of publications are addressing this issue? Which academic disciplines are researching this issue? Summarize the various arguments and/or opinions you discovered during your research. What are the different ways of expressing the problems within your issue? What are some of the ways of addressing the problems in your issue? Are some of the ways of expressing the issue at odds? Are some of the ways of addressing the problem at odds? What is your current position on the issue (i.e., your claim)? Who needs to hear your claim? Who will disagree with your claim?

**Workshop initial inquiry questions listing potential stakeholders (10 minutes)**

Now that they have an idea of what they each want to research, prompt them to narrow their questions and begin generating a list of potential stakeholders. Example:

- **Rough inquiry question**
  - Is it ethical for courts to use social media?

- **Better inquiry question**
  - How can courts be allowed to use information from a person’s social media site as evidence against the person without violating any Constitutional Rights?

- **Potential stakeholders**
  - Internet users
  - Judges
  - Lawyers
  - Civil Liberties organizations (ie ACLU)
  - Criminals

You can point out that the answer to the first question is either yes or no, but isn’t specific enough yet to provide clear direction in research. The second question is qualified—it breaks the previous question into concrete areas of concern that might provide more direction when beginning research. Students are generating the list of stakeholders so that they can begin to think about who cares about the answer to this question, and therefore its exigence. As they continue their research, the list of stakeholders may grow or otherwise change. They’ll also need to pursue a wide-enough range of ideas while researching so that the answer they ultimately come up with will address the entirety of the issue.

**Transition. Since you will be consulting quite a few sources while collecting these various perspectives and developing your ideas, you’ll need to keep track of who is saying what. Part of Assignment 3 asks for you to create an annotated bibliography document. This document needs a total of six annotations/sources. This is how each annotation should be composed.**
Composing an annotation (5 minutes)
Research takes enormous amounts of time and is often a very messy process; therefore, it is necessary for your students to have a systemized method to keep track of their research process, helping them to manage and control time wisely as well as to be able to review their research easily at a later time for a future purpose. The annotated bibliography is a tool to help your students control their research process.

Most students are unfamiliar with what an annotated bibliography is and what it is supposed to do. Many of them, for one reason or another, want it to be some kind of “essay,” which it clearly is not—it is merely a tool to help sort through and record research. It has its own, unique writing situation. You may consider using the following notes to explain it, although what we are asking of our students is much more condensed (see examples in the appendix):

Annotated Bibliography Notes

What is an annotated bibliography?

- A list of sources, arranged alphabetically, that you plan to consult and make use of in your researched argument essay.
- Usually there are three components to an annotation (the entire entry):
  - Citation (in this case the citation must be written in proper MLA citation format)
  - Summary
  - Reflection (which includes evaluation and how it works to answer your inquiry question)

Why should we write an annotated bibliography?

- To learn about your topic
  - Excellent preparation for a research project
  - Forced to read every source closely and critically
  - Allows you to see what has been done in the literature and where your own research or scholarship can fit
- To help formulate a thesis
  - Purpose of research is to SUPPORT a thesis
  - ABs can help you gain a good perspective on what is being said about your topic, you’ll start to see what the issues are, and what people are arguing about these are all ways to contribute your own ideas
- To help other researchers
  - Extensive and scholarly annotated bibs are sometimes published.
  - Provide a comprehensive overview of everything important that has been and is being said about that issue/topic.
  - Sharing sources is helpful as we engage in writing/research communities
How to write an annotation?

- **Citation**
  - Use the appropriate style—for this class, use MLA.
  - Consult OWL style manual for details

- **Summary**
  - Offer an objective, concise summary of the source

- **Evaluation**
  - Evaluate the source
    - Publication credibility
    - Author credibility
    - How the 3 Rs are addressed—reliability, relevance, and “recency”
  - Identify who the stakeholder (audience) could possibly be
  - Explain how the source helps to answer your inquiry (or direct your inquiry)

**Review Example annotations (5 minutes)**
See the appendix for examples.

**Basic Research Strategies and Library Day explained (10 minutes)**
Verbally ask students how they typically go about doing research. Most will probably reveal that they use Wikipedia or Google search (or some similar search engine). Conduct a brief whole-class discussion about the effectiveness of these searches for locating sources appropriate to an academic audience.

Then, introduce basic ACADEMIC research strategies. You can use or modify the following notes.

Even though students have read, or at least skinned, the parts of the PHG that cover basic research strategies, it never hurts to reinforce the information. You may use the following notes for a lecture, or design your own activity to reinforce the ideas about research.

**Basic Research Strategies**

*(adapted from PHG p 567+)*

- **Start with a set of inquiry questions, or better yet, a refined, narrow, debatable research question that you want to answer**
- **How do we gain information?**
  - Interview
  - Observe
  - Read
    - Books, magazines, newspapers, journals, multi-media, speeches, websites, videos, television, etc...
  - Remember
  - Look at charts/stats/etc...and infer
  - Surf
  - Watch
- Google: sometimes can yield appropriate results (depends on rhetorical situation)
- Wiki: How to use Wiki—not as a source, but as a “clue” of where to go next

- 3 “R’s” of Basic Research
  - Relevancy: should be relevant to your inquiry question, your purpose, and your intended audience...if research question is too general, all sources may appear relevant, but won’t be helpful
  - Reliability: bias is inevitable, so you’ll need to locate and use a variety of sources and really evaluate them. Research should be presented as credible, both because of the qualifications of its author and/or it publisher and because of the methods that author has used to collect his/her research
  - “Recency” or Currency: the source needs to be recent enough to take into account the most up-to-date data and findings of experts. Look for the most current sources. You can look for historical, primary sources, but should supplement/compliment with recent sources as well

- Primary Sources v Secondary Sources
  - Primary = original, firsthand information
    - Lectures, interviews, observations, experiments
    - Reliable per that “authority” or “expert”
  - Secondary = reports, summary, analyses, descriptions based on primary sources. May contain same information, but are “once-removed”
    - Reliability can be questioned—newspapers can misquote or misrepresent

- Start with “General Reference/Background” types of material to help you gain a good basic understanding of the issue you are exploring
  - Encyclopedias/reference books—can lead you directly to key facts or important information on your topic. Use as background reading, however, not as major sources
  - Database: CQ Researcher—which you’ll learn about during your library instruction
  - Librarian...always an excellent source. Be sure when you ask her or him for help, you give them any appropriate context, tell them your direction of inquiry (research question), tell them what you’ve already accomplished, etc...

- After gaining global understanding, search for more in-depth info
  - Physical Building:
    - Card catalog (SAGE) → directs you to books, journals, maps, documents, videos, etc... anything that the library physically holds in their collection
    - Reference section, books, articles (magazines, journals, newspapers), microfilm/microfiche, stacks, government documents, etc...
  - Online options:
Databases:

- A database is an online collection that the library subscribes to...within this collection is a slew of periodicals (newspapers, magazines, and scholarly journals)
- Sometimes the database has the full text available; other times you may need to consult other aspects of the library’s functions to access the full text (including going to the physical spot of the journal if CSU has it).
- Some texts will show in multiple databases
- It is important to remember that the databases are only storage units for the sources; the library pays for this storage space. Therefore, a database cannot be the determining criteria for reliability when researching.
- Two kinds:
  - General Databases—contain a general sampling of information that covers a broad spectrum of academic and general interests
    - Academic Search Premier, Lexis Nexis, CQ Researcher, EBSCO Green File, InfoTrac, JSTOR, etc...
  - Specialized databases—more texts that are specific for a particular academic field of study
    - ERIC (education-based), PsycINFO (psychology), etc...
    - Can do a search for CSU’s specialized databases if you click on Eresources & databases and click on the subject tab.

- Do the library tutorial in preparation for library instruction—we will meet in the library

Transition: It seems most of you typically find sources using Google, or some similar search engine, which does have a time and a place, but that time and place may not necessarily be in the arena of the academy. There are other ways to get good, reliable, academic sources, and your student fees pay for some excellent resources. We are scheduled to go to the library to let a trained librarian lead us through the resources CSU has to offer.

Explain library instruction

Each section will be assigned a research day at Morgan Library. Remind your students that on that day will meet in the library where a librarian is going to introduce the research resources available at Morgan, both online and in the shelves. Depending which day your class is assigned, you may have to move the library tutorial homework to another day.
Conclude Class and Assign Homework (1 minute)

- Respond to Week 7 Forum: “Inquiry Question:”
  - In class this week we had the opportunity to learn about crafting good inquiry questions. Now it’s your opportunity to continue the conversation. Consider ALL the texts we’ve read so far (from the beginning of our “eavesdropping” stage until now) and consider a topic that you’re particularly interested in with regards to our class theme (e.g., cyberbullying, privacy, freedom of speech, etc.) Craft a thoughtful inquiry question about one of the issues within this topic – a question that will require critical thinking and exploration. Feel free to ask questions about specific authors or texts. Your well-written question will be part of your participation points for this forum. The other part will come from your RESPONSE to another person’s question. Choose another person’s question you find particularly interesting and craft a thoughtful response of about 250 words. Post your question and response by ____________.

- Bring your refined inquiry question and a list of potential stakeholders with you to the library
- The class will meet in the library on your scheduled library instruction day. Remind your students when that day is (most of you will be scheduled for the 5th, 10th, or 12th—you’ll need to adjust your lesson plans accordingly)
- Do the library tutorial in preparation for library instruction day.
  - Go to the library home page (http://lib.colostate.edu/).
  - Click on “Research Guides” under the “Find” section on left side.
  - Scroll down do “C” and click on “CO150 for students.”
  - Follow each of the four steps.
Lesson Objectives

- Explore the resources the library at CSU holds for students

Prep

While you don’t necessarily have to prepare a formal lesson, since the librarian assistant is in control of the class, you still should make your presence known as well as state the purpose for the day.

Materials

Devise a way to hold students accountable for bringing their inquiry question and list of potential stakeholders. This may be as simple as going around the room with your grade book and checking off whether or not the students are prepared.

Lead-in

Students should be prepared to begin their research process. They should know their inquiry question and the potential stakeholder perspectives they will need to gather. They should know how to keep track of their research efforts by creating an annotated bibliography. Most importantly, they should know why they are doing research in the first place: to eventually contribute their own argument to an ongoing conversation. Today’s library instruction is meant to be a day that will give them knowledge about the resources they have available at CSU in order to collect the necessary research for A3 and A4. It is possibly the most informative, helpful day for a CO150 student—play up the notion of its importance with your students.

Activities

Introduce reason for library instruction

Begin class by reminding students why you’ve brought them to the library today. You might preview the homework (which includes bringing at least one annotation to class next time) to encourage involvement today. Finally, introduce the librarian who will be conducting today’s class and hand over the reins.

Library Instruction

The librarian will introduce the library resources and allow time for students to conduct searches on their inquiry question. As the librarian assistant takes your students through an overview of the resources CSU has to offer, be sure to model good behavior for your students. If you look bored or are otherwise engaged in something other than good listening, your students will mimic you. When appropriate, you can tie together what the speaker is saying to the immediate assignment or future assignment. Be a good judge as to what is appropriate and when an appropriate time to interject might be.
Tip: Your library day may fall on a different day than day 20—if this happens, just adjust your lesson plans so that things make the most sense. Being flexible is an essential skill for a teacher to possess.

Conclude Class and Assign Homework

- Create at least two annotations that represent two different stakeholder positions. Bring these with you to class.
- Begin thinking about who to interview and perhaps start the scheduling process.
- Remember, there is no class on Friday, October 7th.
Week 7—Friday, October 7th

READING DAY

Today is the English Department Reading Day, and you are not required to hold class. The Reading Day is designed to allow students the opportunity to meet with their instructor individually, to work collaboratively outside of class, and/or catch up on reading and research. Your students should spend this time finding possible sources. The Composition Staff strongly encourages you to observe reading days by not holding class and taking care of your own student needs, be it catching up, resting or a combination of the two.
Week 8, Day 21—Monday, October 10th

Lesson Objectives
- Review and reinforce what was learned during library instruction
- Learn how to properly evaluate sources
- Workshop annotations

Activities

Follow-up on library instruction
Now that your students have attended library instruction and have attempted searching their topics, they will doubtless have new questions and concerns about researching their topics. Choose an activity that will allow you to respond to their needs and to reinforce the lessons of the library session. You may want to ask students about their searches, soliciting both successes and failures. Focus on troubleshooting individual problems in a way that is instructive for the whole class. For example, if students "couldn't find anything" on the topic, ask a volunteer which keywords she used in her searches. List these on the board and engage the class in refining or adding keywords. You may want to ask the students the following questions during your discussion: What was the single-most important thing you learned during library instruction? What else do you want to learn about resources we have access to via the library (perhaps you could also show them how to search for books—yes, they still exist)? What are any new questions, concerns about researching your topics?

Note: As we are now half-way through the semester, it seems that you probably best know how your class responds to certain activities. As such, the daily lesson plans will begin to leave more room for you to explore your own options. Also, you will notice that some of the sections that have preceded each lesson plan have “disappeared.” While there are no longer sections such as “prep,” “materials,” and “lead-in,” they are still important to include in your own lesson plans. Also, there are no more suggested minute-by-minute activities, allowing you much more flexibility with timing in your plans. There are fewer transitions between activities, although the execution of your plans should reflect strong transitions. Soon we will be transitioning from daily lesson plans to weekly lesson plans...this is a step toward that direction. If you need assistance in refining your own lesson plans, don’t hesitate to ask—Emily, Nancy, and Tom are more than willing to help you as you go through this process.

Evaluating sources activity
The following are some notes you can use as you construct an activity or lesson around evaluating sources.

Key Questions to Ask for Evaluation:

Authorship: Who is the author? Well-known? Credentials/bio available? Their agenda/bias (like being paid)? Less you know about them, more questionable their authority. If you use, indicate exactly what you know or don’t about their creds.
Publishing Organization: who published this? Is the organization recognized in its field? Is the org selling something/asking for money? If you know the source is not authoritative or has a commercial bias, indicate the organization’s identity if you quote from the site.

Point of view/Bias: everything has this, but some may mean that the info is not reliable or accurate. Does the author or the organization have a commercial, political, philosophical, religious, environmental, or “scientific” agenda? When you use a source with highly selective or biased info/perspectives, indicate the author’s probable bias or agenda when you cite the piece

Knowledge of the Literature: reliable sources refer to other texts available or published in that discipline or field. Look for documents that have in-text citation or reference to other sources, a fair and reasonable appraisal of alternative points of view, and a bibliography. Any source that has no references to other key works may simply be one writer’s opinion and/or may contain erroneous information.

Accuracy and Reliability: Can the info in the text be verified for accuracy? Are the methods of gathering information indicated? Has this study been replicated elsewhere? If you have reason to believe the source is not reliable or accurate, find another source!

Currency: Depending on your purpose and audience, currency may or may not be important—for this research project, it is very important!!! Can you determine the date the text was written? Can you find the date the information was posted on the site? Are cited statistics based on recent data? You may use information from an older study, but acknowledge that it is dated and supplement it with more recent studies

The 3 Rs of Evaluating Sources (even those from the databases/library):

Relevancy: should be relevant to your subject, your purpose, and your intended audience...if research question is too general, all sources may appear relevant, but won’t be helpful

“Recency” or Currency: look for the most current sources. You can look for historical, primary sources, but should supplement/compliment with recent sources as well.

Reliability: some bias is inevitable, locate and use a variety of sources representing several points of view...if you are in doubt about an author’s point of view or credibility, consult experts in the field or check book reviews (Book Review Digest—notes reputations of authors)
There is even a flow chart adapted from Bruce Ballinger’s *The Curious Researcher* that appears in the appendix.

**Tip:** Fun activities might include bringing in several different kinds of magazines, journals, and dividing students into small groups. Using the key questions to ask for evaluating sources, have the groups evaluate an article in each of the publications. Just be sure you don’t sacrifice “funtivities” for good practice modeling.

**Tip:** Another alternative lesson plan (designed by former GTAs) for this activity can be found in the appendix under “Project Runway” lesson. This demonstrates the creativity that you can apply within some of these lessons as you adapt them to your own teaching needs, and more importantly, the needs of your students.

**Creating Correct MLA citations**

While students are certainly no strangers to research and citations (they had to do research papers in high school), they will need reminding. They will also need to know where to go to access the resources for creating correct MLA citations. There is a powerpoint in the appendix that might be helpful to you as you give the lecture about how to create citations and proper conventions. The OWL website, Purdue’s online writing lab, is highly encouraged. At the very least, show students how to navigate this page. At this point you don’t necessarily need to go into detail about in-text citations and specific citation format.

**Workshop Annotations**

*Working in small groups or partners, trade the two annotations you did for homework and give feedback by answering the following questions (explain all yes/no responses, please):*

- Will the MLA bibliography citation enable others to find the source? Would others be able to use the entry “as-is” for their academic argument Works Cited page (in other words, is the entry 100% accurate?)

- Does the annotation represent the source objectively, accurately, and briefly?

- Is there too much detail in the summary? Or not enough?

- Does the reflection adequately evaluate the source? In other words, is the source relevant, reliable, and “recent”?

- Does the reflection identify who the possible stakeholders for this source?

- Does the reflection offer an explanation of how this source will help to answer your inquiry question (or direct your inquiry)?
Conclude Class and Assign Homework

- Continue gathering stakeholder conversations and creating annotations. Remember, your A3 analysis will need to address one specific stakeholder and represent the conversations of three others.
- Read “Privacy Strikes Back” by Jeffrey Rosen—apply your preferred method of critical reading for this piece; pay particular attention to the inquiry question and stakeholders.
- Listen to the podcast “Being Human in a Digital World.” Apply your preferred method of critical reading for this piece; pay particular attention to the various positions of the stakeholders. Be prepared to discuss these positions and what is “at stake” for each of the participants of the panel.

_tip:_ It may not be a bad idea to devise a reading quiz for “Privacy Strikes Back” and “Being Human in a Digital World.” Let the students know that there will be a reading quiz prior to class; this may help keep students accountable.

- Complete the Week 8 Forum Post: “Mid-Research Process Reflection”
  - Since this is a lengthier forum, review the prompt in class before you assign it. Having students reflect on their current purpose and objectives as they are in the throes of research can sometimes refocus their purpose and rejuvenate their efforts. This will also be a helpful entry for the final assignment, which is a reflection essay. The forum must be posted by Friday.

**Your Topic:** State your Topic in a word, phrase or sentence.

**Your Issue:** State your Issue in a word, phrase or sentence.

**Inquiry Question:** State your inquiry question in a sentence.

**Step One:** You might be used to writing in a situation where it seems your feelings about your topic don’t matter or are not relevant, but exploring those feelings can help you find out more about your issue. Exploring emotions related to an issue can also uncover the aspect of the topic that interests you most. Write about the feelings you associate with the issue—anger, pride, sadness, fear, accomplishment, etc.—and what about the topic makes you feel that way?

**Step Two:** As you become more knowledgeable about the conversation surrounding your issue, what is emerging about your issue that you are sure is true? What kinds of things do you still need to know? Make two columns: one where you list facts you know and one where you list things you would still like to find out about?
Step Three: Not only do you want to explore your own opinions about an issue, but you also should be collecting as many other opinions as possible. Doing so will give you a better sense of what people are saying about the topic and may help you find a direction for a future paper. Since you will eventually need to argue about your issue, you have to know the opinions of others to be able to incorporate or refute them. How are you going about incorporating multiple stakeholder perspectives into your annotations? Make a list of your opinions as well as other opinions you have heard about your issue.

Step Four: Knowing where you can find information about your issue can lead you to different perspectives on it. By talking to people and researching in the library and on the Internet, you can find out more about the issue. Thinking about what sources might be useful can give you various ways to approach your issue. List what sources might provide information about your topic which you haven’t looked into yet.

Step Five: Even though the annotated bibliography assignment ends with six, thorough, thoughtful, and pertinent annotations, the research phase of this course is only beginning. As we move toward your academic argument paper, you will need to refine your research around a specific thesis. If you had to make an argument within your issue right now, could you present a possible thesis statement? Granted this will most likely change, but a tentative thesis can provide insight into where you currently stand on the issue.
Week 8, Day 22—Wednesday, October 12th

Lesson Objectives
- Examine stakeholders in more detail with two texts: “Privacy Strikes Back” and “Being Human in a Digital World.”

Activities

Tip: It may not be a bad idea to devise a reading quiz for “Privacy Strikes Back” and “Being Human in a Digital World.” Let the students know that there will be a reading quiz prior to class; this may help keep students accountable.

Discuss and identify the stakeholders in “Being Human in a Digital World” and “Privacy Strikes Back”
In the podcast there are four stakeholders being interviewed: an educator, a gaming creator, an Internet specialist, and four high-school students. These four stakeholder groups have incredibly varied ideas pertaining to what it means to be “human” in an era where we are seemingly always digitally connected. Devise a set of questions for your students to examine this text that emphasizes the various perspectives the stakeholders present. Ask them what “stake” each group/person has in the issue; ask how it is the same and/or different from the others; finally, ask them what they can conclude about the overarching conversation based upon these varied perspectives (in other words, you are having them synthesize the information gathered from the various stakeholders—a huge component of A3).

Introduce a Stakeholder Matrix

Stakeholder Analysis Matrix

As your issue comes to light, develop a Stakeholder Analysis Matrix like the one below

- Identify all the types of people, groups, and institutions that will affect or be affected by your issue and list them in the column under "Abstract Stakeholder."

- Once you have a list of abstract stakeholders, accompany the list with a group of specific stakeholders that represent the abstract stakeholders. For instance, if you have professors as an abstract stakeholder category, you might list Clay Shirky as a specific stakeholder representing that category.

- Once you have a list of some potential stakeholders, review the list and identify what’s at stake for these stakeholders in your issue. Consider factors like: the issue’s benefit(s) to the stakeholder; the changes that the issue might require the stakeholder to make; and the aspects of the issue that might cause damage or conflict for the stakeholder; what the stakeholder stands to lose. Record these under the column "What’s At Stake."

- Now review each stakeholder listed in column two. Ask the question: what values does this person have in regards to the issue? Consider the values list from our Materials page.
- The final step is to consider the kinds of things that you could do to research specific stakeholders. What kind of media do your stakeholders use? How important is it to involve the stakeholder’s worldview in your inquiry? Are there other groups or individuals that might influence the stakeholder? Record your strategies for researching stakeholders in the second to last column in the matrix.

- Finally, based on the information from the earlier columns, what search terms might you use to research the stakeholder?

For example, my inquiry question is: **could punishing sexual surveillance endanger free speech?** I have researched Tyler Clementis's death and in doing so I found an article on environmental educators, so I add the next stakeholder to the list.

<table>
<thead>
<tr>
<th>Abstract Stakeholder</th>
<th>Specific Stakeholder</th>
<th>What’s At Stake? What does the stakeholder stand to gain or lose by the issues outcome?</th>
<th>Stakeholder Values</th>
<th>Potential Strategies for researching and understanding their worldview</th>
<th>New Search Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Engines</td>
<td>Yahoo</td>
<td>Torn between abiding by free speech and being liable for content</td>
<td>Money Speech Freedom</td>
<td>Databases: fond articles representing their predicament Research the Communications Decency Act</td>
<td>Yahoo, search engines, libel, protection, free speech, decency, etc.</td>
</tr>
<tr>
<td>Victims</td>
<td>Tyler Clementi</td>
<td>Life: Committed suicide after having his privacy violated</td>
<td>Dignity Privacy</td>
<td>Research articles on Clementi and other victims</td>
<td>Victims, privacy, protection, social media,</td>
</tr>
<tr>
<td>Employers</td>
<td>Pennsylvania School District</td>
<td>The temptation to spy on employees using social media to hold them accountable</td>
<td>Strong workforce Integrity</td>
<td>Education publications, business trade publications, etc.</td>
<td>Employers, social media, protection, spying, etc.</td>
</tr>
<tr>
<td>Next Stakeholder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If time allows, have your students begin a matrix like this. They will finish this stakeholder exploration for homework.

They will also need to select a stakeholder to address their analysis of their inquiry/issue to for A3.

**Conclude Class and Assign Homework**
- Continue gathering conversations from various stakeholders surrounding your issue/inquiry question.
- Read about field research in the PHG (pgs 264-267)
- Begin thinking about a stakeholder that you think you would be able to contact directly—an interview is needed for A3, and the particulars for the interview will be covered next class.
Week 8, Day 23—Friday, October 14th

Lesson Objectives

- Review Assignment 3 details, especially pertaining to the interview with a stakeholder
- Introduce field research and interview techniques

Activities

Review Assignment 3
Assignment 3 requires students to conduct at least one interview with a local authority stakeholder; while you should have been encouraging students to think about this since the beginning of the unit, chances are that they haven’t been very serious about it up to this point. Students will need to understand who their stakeholders are early, figure out which of the stakeholders is a local authority (or at least easily accessible), schedule an interview, and conduct an interview. There is a time crunch to this, so you may want to encourage them to find someone to interview and schedule the interview earlier in the process.

Introduce Field Research and Interview Technique
After you’ve assigned the PHG reading about field research, you can go into more depth about proper interview techniques and strategies. Remind students that one of the components of Assignment 4 (which is the whole reason they are engaged in their current research) is the inclusion of an interview with a local expert. Since they should not procrastinate in setting up and conducting the interview, introduce the concept now. The students are allowed to use their field research as part of their record-of-research and/or as one of their selected annotations.

You may want to present the following notes in addition to an activity that reinforces the concept of field research and the benefits of interviews.

Interview Strategies/Techniques

There are seven steps to think about/do when planning and conducting an interview.

1. Do your homework
2. Make an appointment
3. Have pre-designed questions
4. Conduct the interview professionally
5. Take good notes
6. Immediately after, go over notes
7. Send a thank you note

1. Do your homework
a. After you’ve done some initial research and have a pretty good grasp of your topic/issue, you are probably ready to talk to a specific stakeholder.
b. Figure out who you want to talk to and, more importantly, why you want to talk to them.
c. Do a bit of background research on the stakeholder you are going to interview. Find out what kind of work they do and why they do it. Know about their product and/or company. Know the interviewees role within that company.

2. Make an appointment
   a. Do this sooner rather than later; people have very busy schedules and they are doing you a favor
   b. Don’t be shy or hesitant…people love to talk about themselves and will most likely be extremely flattered that you are showing an interest in their area of expertise

3. Have pre-designed questions
   a. You don’t know what information you need to collect until you know what questions your investigation needs to answer
   b. List of questions you want answered by the stakeholder...keep list to jog your memory if interview gets off track
   c. Sequence: start with relatively objective/factual questions and work your way to more subjective questions or controversial issues
   d. Asking the “right” questions:
      i. Start with the “wh” questions: who, what, when, where, why. This will ensure that you’re not leaving out any crucial information.
         1. Whom is the recreation for?
         2. Who runs the program?
         3. Who is excluded from the program?
         4. Who pays for the program?
         5. What is the program?
         6. What is the budget for the program?
         7. Where do the activities take place?
         8. Where are they restricted?
      ii. Think about topical relationships and ask the following kinds of questions: definition, comparison, relationship, testimony.
         1. What is it? (Definition)
         2. What is it like or unlike? (Comparison)
         3. What caused it? What are its consequences? (Relationship)
         4. What has been said or written about it? (Testimony)

Examples:

   - What activities exist? How can the activities be described, classified, or analyzed? (Definition)
   - What are similarities to or differences from other programs? (Comparison)
- What caused these programs to be offered? What causes people to use or avoid these activities? What are the consequences of these programs? (Relationship)
- What do students think about these activities? What do administrators think? What have other schools done? What does research show? (Testimony)

e. Try to phrase your questions so that they require more than a yes/no answer

4. Conduct the interview professionally
   a. Introduce yourself and your reason for asking for this interview (beyond just a class assignment, although that is also important to note)
   b. Describe your investigation
   c. Keep your biases or opinions out of the questions
   d. LISTEN carefully and ask follow-up questions: “What information do you have on that? What do the statistical studies suggest? In your opinion, do these data show any trends? What memorable experiences have you had relating to this?
   e. Don’t move on to the next question on your list until the previous question has been exhausted…conversations are organic, not prescriptive
   f. Dress nicely for the interview (you never know when you’re making an important connection)
   g. Shake hands; maintain good eye contact; present yourself as confident
   h. At the conclusion of interview, express your gratitude and ask if you can check with him/her later, perhaps by email, for additional details or facts

5. Take Good Notes
   a. Aim for accuracy
   b. Use a tape recorder if necessary/appropriate (be sure to get approval from interviewee first)
   c. Don’t hesitate to ask your interviewee to repeat or clarify a statement. Remember: People want you to get the facts right and quote them accurately.
   d. Describe notable features of your interviewee…approximate age, facial features, stature, dress, gestures, and nervous habits
   e. Describe details about the room or surroundings
   f. Ask interviewee for additional leads or sources

6. Review Notes
   a. When we’re hurrying to take notes, sometimes we use short hand things that we’re sure we’ll remember later…but we always forget, so immediately review your notes and write things more coherently for yourself. It’s not a bad idea to write a summary of the interview immediately after
   b. List other questions you still have or that you thought about as a result of the interview.

7. Send a Thank You Note
   a. People’s time is valuable and should be valued. You have NO idea what a simple thank you note means! It’s also a way to continue making a good impression.
**Practice Interviews**
Feel free to design an activity to reinforce the interview strategies just discussed. If you want, you may use or adapt one of the following:

An idea for reinforcing interviews as a viable means of research is to introduce the concept deductively. For example, at the beginning of a class, have a WTL where the students have to find someone in the class that they’ve never before worked with and interview them in order to introduce him or her to the rest of the class. You can use the following prompt from the first day of class:

**Introductions**
Pair up with someone near you that 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.

After these student “introductions,” conduct a whole-class discussion about the benefits of interviewing to find out information. Doing an activity like this not only reveals the benefits and pitfalls of interviews, but it also strengthens the writing community you are trying to build.

**Interactive Interviews (Parts 1 and 2)***
Recommended as it will help with the development of A3

Working in threes, find out as much as you possibly can about each other’s issues. One person scribes, one person interviews, and one person answers. Rotate positions every 10 minutes. Give the interviewee something concrete to take home.

You might consider addressing the following questions:

**Part 1**

1. What issue have you chosen to research?

2. Explain why this issue is *current, debatable, and complex*.

3. Who is interested in this issue? Why are those individuals/groups interested in this issue? As a group, list as many potential stakeholders as you can. Can your interview partners help you determine any more stakeholders?

**Part 2**

1. What is your research question?

2. As of now, what is the major ways in which the question is being answered? Do you agree or disagree with the popular views? How might you answer that research question and is it different than the popular view?

3. Has a particular argument from your preliminary research emerged which stands out for some reason?

4. Why do you think it's important to discuss your issue right now? What makes your issue part of current public discourse?
Conclude Class and Assign Homework

- If you didn’t do the interactive interview as a class activity, adapt it, and assign it for homework; if you did and they didn’t finish, have them finish these questions (parts 1 and 2).
- Write the Introduction of A3—including the necessary history, background and contextual information that your audience will need to understand your issue. You should also define unknown terms for your audience, and give a clearly stated overview of the issue or problem you are considering, including your question within that issue.
- Bring completed Annotated Bib to next class
Week 9, Day 24—Monday, October 17th

Lesson Objectives

- Begin developing A3—putting all of the pieces of work together
- Describe conference expectations; sign-up for conferences

Activities

Workshop the Introduction of A3
In groups of three, perhaps the same group of three you used for the interactive interview process, have the students share their introductions with one another. You may want to devise a concrete Workshop Guide to help your students get the most out of this mini-workshop. They should be looking for several specific items: is the introduction specifically geared toward a specific stakeholder? Does it provide a hook for that stakeholder? Does the introduction provide necessary history and background about the issue? Does the intro provide contextual information that the stakeholder would need in order to understand the issue? Are all terms defined? Is the issue clearly defined/stated? Is the inquiry question clear?

Begin Development of A3/How to compose the stakeholder analysis
Show examples of A3 (see appendix for good examples). Have students pull out their Annotated Bib and identify four of the stakeholder positions. Of those four stakeholders, have them identify how each stakeholder would answer your inquiry question. Also have the students compare the similarities and differences of each of the stakeholders, including their relevant values, what is at stake for them, and what they stand to lose or gain by the issue’s outcome. Finally, have the students make some conclusions about the information gathered from all of the stakeholders—this may be where the examples are the most useful.

Tip: Writing pieces of the assignment in class is often a confidence-boosting experience for students. For starters, an exercise that breaks the assignment into pieces makes the student see the assignment as manageable. Doing some of the writing as an in-class exercise not only proves that the student is capable of completing the assignment, it also provides the students an opportunity to ask immediate questions when they come upon stumbling blocks.

Organize Conferences/Distribute and discuss conference sign-up sheet
You will need to allow some time to prepare students for individual conferences. You’ll need to explain what they can expect from conferences and schedule conferences. To make sure conferences are fruitful, you will need to explain to the students that you will be reviewing their mid-research forum post (from week 8), which should be well-developed prior to conferences to allow you time for review.

Explain to students that they will not meet for class during conferences; rather, class will be replaced by individual conference time. They will meet you for a 10-15 minute conference at your office (or other public, designated location, such as the coffee shop in the library) to discuss the possible development of
their academic argument. Send around a sign-up sheet that has at least a few more conference times than you have students. When you create this sheet, remember to leave yourself a few breaks here and there. You can spread conferences out throughout the week.

Perhaps say the following to students:

All classes during the week will be canceled in lieu of these conferences, though you will need to be drafting and refining your A3. Conferences will address some issues of A3, but it will mostly be geared toward the argument you are going to be making in A4.

For now, please write down the conference day and time you signed up for, as well as the location of the conference, so that you are on time and prepared for our discussion. Missing this conference will result in three class absences, since we’re cancelling three classes to make room for this important work.

Tip: Instead of a sign-up sheet that you pass around, you may want to try an online program called Sign-up Genius. It’s easy to create an account, and it would allow both sections to sign-up fairly for allotted time slots. You can access this site at www.signupgenius.com. Just follow their prescribed directions for establishing your conferences.

Conclude Class and Assign Homework

- Be sure you are prepared to discuss your inquiry question, stakeholders, conclusions you’ve made, and possible arguments to explore for A4 during your conference.
- BE ON TIME FOR YOUR CONFERENCE!!!! TARDINESS MAY RESULT IN MISSING YOUR CONFERENCE TIME, WHICH WILL RESULT IN ABSENCES.
- Draft and refine A3—a workshop draft is due after conferences, which is Wednesday, October 26th. A workshop draft must be complete with a beginning, middle, and end; it must be typed; it must be a representation of your best work.
- Week 9 Forum Post: Questions for Conference
  - Think about what you would like to accomplish during your individual conference time. It is rare to use class time for individualized instruction, so how do you want to spend this one-on-one time of uninterrupted, undivided attention from your instructor? Write down a list of questions/concerns about the current writing assignment, the upcoming writing assignment, or your writing in general. This forum post should be around 200-250 words and must be posted by __________________.
INDIVIDUAL CONFERENCES

The primary goal of each conference is to discuss the strengths and weaknesses of the students’ line of inquiry, stakeholder, and potential arguments that arise. Essentially you want to help your student understand the goal of the research done and how it pertains to the upcoming argument. Secondary goals of each conference are numerous; it’s important to be flexible (it’s very likely that some students will show up without having completed the appropriate forum entry), so you can make each conference productive for each student.

Consider where you’ll hold conferences as well as where you and each student will sit. If you don’t want to use your office, you can meet students in the library coffee shop or at a table in the 3rd floor Eddy hallway. Since you will be talking about the Argument process work, it may help to be able to sit next to the student so you can both look at process work and other materials at the same time. This sets up an informal atmosphere that can be conducive to planning and generating ideas. However, some instructors and some students need more formality for various reasons. You might set up the conference space so that the students sit across from you instead. You may use some of the questions from the Conference Dialogue Sheet to help guide you through your conference:

Conference Dialogue Sheet

Sometimes we don’t necessarily know how to begin conferences with students. You can use this sheet to help you conference with students individually. Once you’ve got a few conferences under your belt, you probably won’t need this sheet as support, but it is here, just in case. Don’t try to ask every question listed, rather pick the ones that will seem to help the individual best. Questions such as these will allow students to see where they need to fill in gaps as they begin drafting their arguments:

Conference Dialogue Worksheet

1) What question did you begin with and how has it changed?

- What was your inquiry subject?
- Why were you interested in researching this question?
- What prior knowledge or experience do you have with this issue?
- Where/how did you get your knowledge (e.g., reading, word-of-mouth, school, church, etc.)?
- What was your position on this question at the beginning of your inquiry?

2) Summarize the various arguments and/or opinions you discovered during your research.

- What are the different ways of expressing the problems within your issue
- What are some of the ways of addressing the problems in your issue?
- Are some of the ways of expressing the issue at odds?
- Are some of the ways of addressing the problem at odds?

3) What have you found out about the context of this issue? In other words,
- Who else is interested in or affected by this issue?
- Who would you single out as the most important stakeholders in the issue?
- What kinds of publications are addressing this issue?
- Which academic disciplines are researching this issue?
- Who have you selected as your stakeholder to address?

4) Transitioning to Argument

- What is your current position on the issue (i.e., your claim)?
- Did your inquiry lead you here logically?
- Who needs to hear your claim? In other words, who is your stakeholder?
- Who will disagree with your claim?
- Considering your potential audience, will they agree with your claim; will they disagree with your claim; will they be ambivalent or uninformed about your claim?
- Considering your claim and your potential audience, are there any identifiable gaps in your research that you may need to fill?

When you read the student’s week 8 forum post, give yourself time to think it through, and don’t hesitate to ask the student for clarification. You do not need to evaluate the entries; rather, discuss the ways in which the student envisions the argument accomplishing its goals.

Wrap up each conference as you see fit, aiming to motivate students to begin drafting the argument or continue conducting their research. They have time to work independently, so your conference should send them away with a list of tasks they can address while you’re meeting with their peers. You might suggest that students take notes; it’s easy for students to walk out of your office with tons of great ideas, then to forget them all once they leave the building. You might make your own notes about what you discuss with each student, too. After each conference, remind students that a workshop draft is due when they return to class on Wednesday, October 26th.

Conclude Conference and Assign Homework

- Draft and refine A3—a workshop draft is due after conferences, which is Wednesday, October 26th. A workshop draft must be complete with a beginning, middle, and end; it must be typed; it must be a representation of your best work.
INDIVIDUAL CONFERENCES

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Conference Dialogue Worksheet

1) **What question did you begin with and how has it changed?**

- What was your inquiry subject?
- Why were you interested in researching this question?
- What prior knowledge or experience do you have with this issue?
- Where/how did you get your knowledge (e.g., reading, word-of-mouth, school, church, etc.)?
- What was your position on this question at the beginning of your inquiry?

2) **Summarize the various arguments and/or opinions you discovered during your research.**

- What are the different ways of expressing the problems within your issue
- What are some of the ways of addressing the problems in your issue?
- Are some of the ways of expressing the issue at odds?
- Are some of the ways of addressing the problem at odds?

3) **What have you found out about the context of this issue? In other words,**
- Who else is interested in or affected by this issue?
- Who would you single out as the most important stakeholders in the issue?
- What kinds of publications are addressing this issue?
- Which academic disciplines are researching this issue?
- Who have you selected as your stakeholder to address?

4) Transitioning to Argument

- What is your current position on the issue (i.e., your claim)?
- Did your inquiry lead you here logically?
- Who needs to hear your claim? In other words, who is your stakeholder?
- Who will disagree with your claim?
- Considering your potential audience, will they agree with your claim; will they disagree with your claim; will they be ambivalent or uninformed about your claim?
- Considering your claim and your potential audience, are there any identifiable gaps in your research that you may need to fill?

When you read the student’s week 8 forum post, give yourself time to think it through, and don’t hesitate to ask the student for clarification. You do not need to evaluate the entries; rather, discuss the ways in which the student envisions the argument accomplishing its goals.

Wrap up each conference as you see fit, aiming to motivate students to begin drafting the argument or continue conducting their research. They have time to work independently, so your conference should send them away with a list of tasks they can address while you’re meeting with their peers. You might suggest that students take notes; it’s easy for students to walk out of your office with tons of great ideas, then to forget them all once they leave the building. You might make your own notes about what you discuss with each student, too. After each conference, remind students that a workshop draft is due when they return to class on Wednesday, October 26th.

Conclude Conference and Assign Homework

- Draft and refine A3—a workshop draft is due after conferences, which is Wednesday, October 26th. A workshop draft must be complete with a beginning, middle, and end; it must be typed; it must be a representation of your best work.
INDIVIDUAL CONFERENCES

The primary goal of each conference is to discuss the strengths and weaknesses of the students’ line of inquiry, stakeholder, and potential arguments that arise. Essentially you want to help your student understand the goal of the research done and how it pertains to the upcoming argument. Secondary goals of each conference are numerous; it’s important to be flexible (it’s very likely that some students will show up without having completed the appropriate forum entry), so you can make each conference productive for each student.

Consider where you’ll hold conferences as well as where you and each student will sit. If you don’t want to use your office, you can meet students in the library coffee shop or at a table in the 3rd floor Eddy hallway. Since you will be talking about the Argument process work, it may help to be able to sit next to the student so you can both look at process work and other materials at the same time. This sets up an informal atmosphere that can be conducive to planning and generating ideas. However, some instructors and some students need more formality for various reasons. You might set up the conference space so that the students sit across from you instead. You may use some of the questions from the Conference Dialogue Sheet to help guide you through your conference:

Conference Dialogue Sheet

Sometimes we don’t necessarily know how to begin conferences with students. You can use this sheet to help you conference with students individually. Once you’ve got a few conferences under your belt, you probably won’t need this sheet as support, but it is here, just in case. Don’t try to ask every question listed, rather pick the ones that will seem to help the individual best. Questions such as these will allow students to see where they need to fill in gaps as they begin drafting their arguments:

Conference Dialogue Worksheet

1) What question did you begin with and how has it changed?
   - What was your inquiry subject?
   - Why were you interested in researching this question?
   - What prior knowledge or experience do you have with this issue?
   - Where/how did you get your knowledge (e.g., reading, word-of-mouth, school, church, etc.)?
   - What was your position on this question at the beginning of your inquiry?

2) Summarize the various arguments and/or opinions you discovered during your research.
   - What are the different ways of expressing the problems within your issue?
   - What are some of the ways of addressing the problems in your issue?
   - Are some of the ways of expressing the issue at odds?
   - Are some of the ways of addressing the problem at odds?

3) What have you found out about the context of this issue? In other words,
- Who else is interested in or affected by this issue?
- Who would you single out as the most important stakeholders in the issue?
- What kinds of publications are addressing this issue?
- Which academic disciplines are researching this issue?
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4) Transitioning to Argument

- What is your current position on the issue (i.e., your claim)?
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- Who will disagree with your claim?
- Considering your potential audience, will they agree with your claim; will they disagree with your claim; will they be ambivalent or uninformed about your claim?
- Considering your claim and your potential audience, are there any identifiable gaps in your research that you may need to fill?

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Wrap up each conference as you see fit, aiming to motivate students to begin drafting the argument or continue conducting their research. They have time to work independently, so your conference should send them away with a list of tasks they can address while you’re meeting with their peers. You might suggest that students take notes; it’s easy for students to walk out of your office with tons of great ideas, then to forget them all once they leave the building. You might make your own notes about what you discuss with each student, too. After each conference, remind students that a workshop draft is due when they return to class on Wednesday, October 26th.

Conclude Conference and Assign Homework

- Draft and refine A3—a workshop draft is due after conferences, which is Wednesday, October 26th. A workshop draft must be complete with a beginning, middle, and end; it must be typed; it must be a representation of your best work.
- Respond to Week 10 Forum: Post-Conference Reflection
  - Often when we receive individualized instruction, we leave the conference energized and filled with thousands of ideas. In a 200-250 word forum post, write about your conference experience. Specifically reflect upon what ideas you may be taking away from the conference. This forum post is due by ____________________.
Week 10, Day 28—Wednesday, October 26th

Activities

Review Good Workshop practices
Quickly review what is helpful and what isn’t helpful during workshop with your students. After having done two workshops already, you should have a sense of how your students operate. It may be different for each class. If your students seem to benefit from a mock workshop experience as a whole class with an example essay, that may be a good place to start. Or, perhaps, your students enjoy detailed workshop guidelines that they follow in small groups—if this is the case, preview the workshop guidelines worksheet questions (which can be found in the appendix) and let the students loose. Perhaps your students work best in groups they choose—perhaps you want to group them for particular purposes—you get to decide since you know your students the best. Whatever you do, be sure that the students understand what the goals and purposes of this workshop are; if they don’t have firm direction, the workshop won’t be as effective as it could be.

Workshop A3
Allow the students ample time to complete today’s workshop.

Revision Statement
Sometimes it is useful to have your students complete a revision statement after the workshop. A revision statement can include the following questions (or you can create your own): What is the most beneficial suggestion given to you from your peer that you plan to implement? After reading others’ essays, what might you incorporate in your own writing?

Conclude Class and Assign Homework
  - Review your revision statement and workshop feedback; make the necessary revisions. Refine and polish your assignment and be ready to turn it in at the beginning of the next class.