**CLASS 21: HW 9 discussed/Intro to requirements/Quiz link to video**

**T: 10/30** Comp/Contrast returned/ Random topics choices / get a number card and back up number card / Group AHOLES in class quiz 8/Describe the essay at paragraph level (intro, conclusion, TPEOEO paragraphs)

**R 11/1** Quiz 9 re: Video/ Finding arguments w/ google / Give HW9 (find arguments)/Free to study for GBS exam

**T 11/6** HW9 due: Journals, Brief on Citations and Works Cited

**R 11/8** QUIZ 10 (last quiz) Death Penalty Demo puzzle together paper

**T 11/13** Debrief on Death Penalty paper zero/ Sample write argument/ match to quotes

**R 11/15** Work on research paper/ AND…

**T 11/20** Work on research paper/ AND

**R 11/22** THANKSGIVING

**T 11/27** **ARGUMENTATIVE PAPER DUE (200 pts)**

**R 11/29** IN CLASS FINAL EXAM (if quizzes < 81)

**T 12/4** WORK ON GBS work

**R 12/6** HONORS projects due

**TODAY**

### **Quiz 8 GROUP A-HOLES assignment in class (15 minutes) Describe Paper**

### --GROUP WORK PEOPLE PROBLEMS: Discuss A HOLES handout

### 

**DISCUSS 1 per group**

**10 GROUPWORK A-HOLES (‘A’ for archetypes, right?)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1) “goal & plan changer”  Sample: returns with better idea on 2nd meeting than task agreed to  **Solution**: ??1st meeting: write down goal and have everyone sign off on it.?? | 2)”incompetent”    Sample: “I couldn’t find any research on ADD”  **Solution**: ?? document failure and goto instructor ?? | 3)”time waster”  Sample: “Did you see that episode of Jersey Shore? OMG! “  **Solution**: ?? timetabling and limiting each discussion to agreed upon minutes ?? | 4)”emotional vampire”  THE DRAMA  Sample: “Look, you don’t know what I’m going through right now. Would it make you happy to see my cry? Is that what you want?”  Reasoning with them fails: "you will always end up looking far worse than they do."  **Solution**: UNKNOWN? | 5)”abusive expert”  Sample: “Fine that you guys want to do that. But I’ve done this before and I know what the teacher wants. I don’t want to get a bad grade because no one listened to me.”  **Solution**: ?? lets all go explain it to teacher and if necessary change groups. ?? |  |
| 6)Time delayer/ procrastinator  Sample: I will get to it, but I’m waiting for my new laptop and then… OR… Soon, I promise… I need to do more research… what I have is still not good enough…  **Solution**:?? Time limit per task to guarantee moving on ?? | 7)chronic disagreer  Sample: What you have just don’t feel right…sorry… but there’s got to be a better Z…it’s wrong…I can’t go along with something that is wrong”  **Solution**: ?? Everyone has to compromise a bit or else nobody succeeds. You are welcome to walk away ?? | 8)Heckler  Sample: picks on some member of group, snarky or says “Really? You know what X said about you behind your back?”  **Solution**: ?? Voice record and let teacher know ?? | 9) Bully/ Self-serving \*\*\*  Sample: just takes over, delegates without asking, takes easiest tasks for self; or challenges with insults  **Solution**: ?? take notes, all group members sign it and bring behavior up to teacher ?? | 10)Clique-buddy  Sample: talks, makes decisions with their buddy in the group; doesn’t pay attention or doesn’t value the input of others in group.  **Solution**: ?/ a good set of assigned tasks ?? |  |

**Scores: running totals**

**GIVE OUT PAPER TOPICS (RED) and backups**

**-- Title Page**

**-- INTRO with chosen THESIS underlined**

**--4 Argumentative paragraphs with 2 quotes EACH from different sources  
--Works Cited Page**

* **AT LEAST 2 JOURNAL sources + 2 websites**
* **8 quotes total absolute minimum**

**BEATING ENG102: Three steps for Research part of paper:**

**I) One approved thesis (~~Narrowed to 6~~~~th~~ ~~level~~ and argumentative form)**

**II) Gather list of potential subtopics/arguments that will become topic sentences (one per paragraph)**

**III) ResearchDetails/Quotes: one or two pieces of evidence from a source, usually quotes, with citation [credit to where you got it from]**

**BEATING ENG102:**The universal argumentative paragraph formula: **TPEOEO**  
**WHAT does an argumentative paragraph look like?**

\*Each content paragraph in an argumentative paper is TPEO or TPEOEO or TPEOEOEO

Topic Sentence: one sentence in EACH paragraph – what the paragraph is about or **ONE ARGUMENT** – in an argumentative paper: a specific argument under paper’s thesis.

Point: In your own words, how the topic sentence/subtopic/this paragraph is important to, argues for the paper’s thesis. ‘Point’ is necessary in paragraph to prevent lack of clarity or misinterpretation by audience different POV

Evidence or Example: one of **TWO** quotes or paraphrased details and expert knowledge from an outside source that supports your paragraph’s topic sentences. ALWAYS with a citation

Optional explanation of Evidence: in your own words, commentary or how the evidence you quoted is important or supports your topic sentence and/or your paper thesis. Not always required if your evidence (quote) is straightforward.

So you’ll have:

4 arguments for the entire paper (each Paragraph = TPEOEO)

--One argument per paragraph as the ‘T’ opic sentence

--one sentence right after the ‘T’ explaining in plain English = what’s the “P”oint of the argument/’T’

-- Two quotes you get from two DIFFERENT sources with citations = the ‘E’vidence

-- Before or after each piece of ‘E’vidence / quote you have an ‘O’PTIONAL explanation of why that quote proves your argument/’T’opic sentence

PAPER ABOUT/THESIS: nutrition in K-12 has an important effect on academic success

**‘T’opic sentence/Argument #1 of 4 found in an internet/google search for the thesis**: Students who do not eat healthy, well balanced meals have a harder time focusing on academics.

**‘P’oint: In plain English, in one sentence, what does that argument mean/ how does argument show thesis is true? [The student ‘made up’ to explain why their argument ‘Topic’** **sentence is true for the thesis]**: This often leads to a decrease in concentration throughout the school day and even student misbehaving.

**‘E’vidence/QUOTE 1:** From research: a website on nutrition and schools, article written by Jerry Hall: “Evidence suggested that improving the nutritional value of school meals not only tackled obesity but had a significant impact on children's behavior and ability to concentrate in class” (Hall).

**E’vidence/QUOTE 2**: From research: a peer reviewed journal found on the library website (this meets one of the MUST have 2 journal requirements). The article was read online in a Journal called “Nutrition Journal of America” and written by 4 people, with the lead named Ariana Kaphingst. A study, “involving 11,192 5th graders found that both underweight and overweight children had significantly lower math and reading test scores at the beginning of the year than did their healthy-weight peers and that these differences persisted into 6th grade.”

AFTER matching quotes to argument….

Student wrote an ‘O’ptional explanation for quote 1

Student wrote an ‘O’ptional explanation for quote 2

TPEOEO

Students who do not eat healthy, well balanced meals have a harder time focusing on academics. This often leads to a decrease in concentration throughout the school day and even student misbehaving. Professor Colquhoun said, “Evidence suggested that improving the nutritional value of school meals not only tackled obesity but had a significant impact on children's behavior and ability to concentrate in class” (Hall). Not only can proper nutrients help with the concentration in class but they can also help students throughout their entire school day. This can start as young as Kindergarten and follow them until they graduate High School. A study, “involving 11,192 kindergartners found that overweight children had significantly lower math and reading test scores at the beginning of the year than did their healthy-weight peers and that these differences persisted into first grade.” (Kaphingst). Not only will the students have a higher academic achievement, but they will also have a better learning environment after consuming healthy, nutritious meals. This impacts both student and teachers when it comes to helping our children increase their learning abilities for their future.

**BEATING ENG102:   
Searching for your 4 Arguments: Your friend, GOOGLE**

SEARCH TERMS of thesis/topic + “issues” or “arguments”

***CHOOSING GOOD ARGUMENTS: DEMO:*  
What arguments would be best to do for this sample thesis?**

***Put a star next to the usable/best arguments, and an X to the ones that would not work for the thesis.***

**SAMPLE THESIS**

1. image
2. image of beauty
3. image of beauty in media
4. women and the image of beauty in the media
5. women and skinniness as the image of beauty in the media
6. women pressured by skinniness as the image of beauty in the media

Women in the U.S. are pressured to be thin because it is the main criteria for being beautiful in the media [is true because]….

**Topic Sentences/Specific arguments**

1)The obsession of celebrities with skinniness gives women the perception that they need to be thin to be considered attractive

2)Curves have always been a sign of fertility and attractiveness

3)In the fashion industry, models must be extremely tall and skinny, to fit the prefitting setting of fashion designers who design for an ideal that 80% of mannequins can’t meet

4)With children's dolls, such as Barbie, women are almost hardwired from girlhood about the ideal body

5)Overweight women are now 34% of the American population

6)Iphone apps such as ‘fat alarm’ send you an email when you have run out of calories for the day

7)Television often presents plotlines where the thin woman wins happiness and the heavier girl must learn to settle.

8)Advertising feeds upon the weight control industry and does everything it can to manipulate women towards that industry’s goals

9)Image manipulation used universally by womens’ magazines makes sure that any identifiable woman of realistic weight in media appears 10-20 pounds lighter

10)Eating disorders such as anorexia claim over 2000 womens’ lives a year.

**Sample Paragraph T P E1 O1 E2 O2 E3O3**

The obsession of celebrities with skinniness gives women the perception that they should be thin to be considered attractive. Whether it is the influence of actors, singers or any other performer in the spotlight, they project an image of thin perfection that women try to emulate. That in itself is not the problem; the problem is that they are directly punished or rewarded as “beautiful” based on their weight: "Slimming and slim stars have dominated both the press coverage of beauty and desirability, engaging in and boasting of self-starving activities linked to shape and weight manipulation" (Wykes 104). After seeing their favorite stars slim down to nearly nothing, celebrity journalism then praises them for reaching a skeletal state. However, when they slip and eat: “Eating a Big Mac combo meal…she has so become a pig…how she still keeps that hot Josh Harnett…he must be a chubby chaser ” (105). . These celebrities also "exaggerate the cultural value of women as models of femininity…display, sexuality, beauty, youth, desirable…based on one marker - the slender body" (Noth 11). Slender becomes the sign of successful, lead, beautiful actresses; average to heavy weight is the casting call of the nag, outcast, uncontrolled, gluttonous, or background woman, or at best, the ‘best friend’ role.

END

**BEATING ENG102:   
Searching for Arguments: Your friend, GOOGLE**

SEARCH TERMS + “issues” or “arguments”

**BEATING ENG102:   
SEARCHING FOR QUOTES: PEER REVIEW JOURNAL**: \*Barbie doll woman body\*

SEARCH TERMS of argument + “issues” or “arguments”

RECOMMEND JSTOR and Academic Search Premier (must choosen full text and scholarly/peer reviewed journals only)

**Newclassroom.com see: HW3: List of potential arguments (at least 6) for one of your approved topics**

**Talk about Paper 0: TRAINING PAPER:  
Death Penalty “put it together” Paper group activity**

* **Team Activity: a chance at extra credit**

**Give out the TOPIC SENTENCES/ SPECIFIC HANDOUT**

**Given a random POV: For or against a swift death penalty**

**Next class: Receive a group of quotes, some pro/con on death penalties, some matching certain arguments, some related but not useful. AS A TEAM….**

* **The Activity: Agree on/Choose the 2 best/strongest arguments for your side**
* **Identify the two weakest arguments FOR YOUR SIDE (For or Against) from the list and briefly (1-2 sentences) explain why they are weak. DO NOT USE THESE TWO ARGUMENTS!**
* **You get a handout of quotes. Agree on/Match the 2 best quotes to each of the 2 arguments. Show them on a ‘team sheet’ as an outline.**
* **Each team submits a single handwritten TPEOEO or TPEE paragraph etc (for the whole team) from one of the 2 best arguments/with 2 quotes.**
* REWARDS **Best teams’ outline For and against: Gets 2 points of extra credit.   
  Every other team which successfully puts at least a successful TPEOEO paragraph gets 1 point.**
* **Any team choosing ONE of the weakest arguments as one of their favorite 3 will LOSE 1 point of EC. Any team choosing the two (both) weakest arguments as one of their favorite 3 will \*LOSE\* 2 point of EC.**

‘RIPER’ technique….

<http://www.newclassroom.com/RIPER.htm>

**‘RIPER’: UNIVERSAL ARGUMENT FINDING TECHNIQUE (modified depth limited search)**  
**--This SEARCH FOR MORE ARGUMENTS FOR YOUR THESIS model comes** from information systems searching and business intelligence analysis and artificial intelligence algorithm: **'Depth-limited search'**  
**types of DEPTH LIMITED SEARCH used for:  
-- search engines personalization** (netflix and amazon recommendations) **and business intelligence and AI** (video games, chess games)[**http://en.wikipedia.org/wiki/Depth-limited\_search**](http://en.wikipedia.org/wiki/Depth-limited_search) **--strategic interrogations** (**like Reid technique** used by police and iterative behavior analysis used by psych ops -- proving a thesis, for example, Guilty of murder, by listing/discovering best arguments from gathering/finding 'facts'/quotes) [Goto Amazon and type in 'Essentials of the Reid Technique' ] ETC

**HOW TO USE?\*\*\*** Depth limited search= thesis search term chunk + ‘RIPER’ term

STEP 1: reduce your thesis into biggest internet search chunk that returns results   
Sample Thesis: **nursing home abuse occurs because of inadequate monitoring** Search term/term chunk: (nursing home abuse inadequate monitoring)

STEP 2: add ONE part of ‘RIPER’ acronym at end of search term. That’s it!

‘**RIPER’ standards for…**  
**‘Reasons’**

**‘Issues’**

**‘Problems’**

**<Existing argument you already have>**

**‘Research’**

**SAMPLE SEARCH for more arguments for thesis,** ”nursing home abuse occurs because of inadequate monitoring “ 🡪  *nursing home abuse inadequate monitoring + ‘RIPER’*1)in yahoo, type: : nursing home abuse inadequate monitoring reasons *if doesn’t give good results, try:*2)in yahoo, type: : nursing home abuse inadequate monitoring issues*if doesn’t give good results, try:*3)in yahoo, type: : nursing home abuse inadequate monitoring problems*if doesn’t give good results, try:*4)in yahoo, type (use an example ‘existing’ argument you have):nursing home abuse inadequate monitoring understaffing  
*if doesn’t give good results, try:*5)in yahoo, type: : nursing home abuse inadequate monitoring research

\*Another Sample Thesis: reflexes are the most important factor for winning drag races: try term + ‘RIPER’

AND keynesian economics solve recession Reasons…issues…problems

\*REAL WORLD USE: ‘To go into the nursing field I need a full scholarship ‘ 🡪 nursing full scholarship + ‘RIPER’

OR

**mathematics scholarship reasons**