**CLASS 24: Last new lesson class**

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| **T 11/19 HW 9 eight sources due** | HW 9 dueIntro & ConclusionsEarly paper dueSURVEY |
| 11/21 R | **IN CLASS FINAL EXAM** (if not at least 7 activity or innovation points) NOT IN CLASS: In the Testing Center by EMAIL |
| **T 11/26** | RESEARCH PAPER ESSAY DUE (email or in class help) |
| **R 11/28** | **THANKSGIVING** |
| **T 12/3** | Late Research papers at -20 ptsENG Honors Projects due / Repeat Presentation in class if no eval at least 2 days before |

 **Writing Center, Exit Survey, Entrepreneurial fair today 1-3 pm SC140**[**https://www.surveymonkey.com/r/RL2FMGN**](https://www.surveymonkey.com/r/RL2FMGN)

**ENG101 Research paper CHECKLIST (cut and paste and email along with paper or attach to paper):**

\_\_\_ At least 4 argumentative TPEOEO paragraphs \_\_\_IMPT: 4 sources at least 2 peer reviewed journals
\_\_\_ Title page \_\_\_ 2 quotes /2 diff sources w/citations EACH argument
\_\_\_Works Cited page (MLA) \_\_\_ INTRO \_\_ CONCLUSION
\_\_\_at least 4 pages TO THE absolute BOTTOM \_\_\_Every source in citation matches Works Cited

[**HW 9: SOURCES**](http://www.newclassroom.com/HW9ENG101_8sources.docx)

**POINTS LEFT**

Last year arguments paper scores:

2 x F < 120 pts /200
3 x D 121-138 pts /200
2 x C 140-158 pts /200
9 x B 160-178 pts /200
6 x A 180-200pts /200 (only 1 was 200/200)
**Two biggest point cost:** Bad arguments, not a real journal (-20 each), not minimum amt of different quotes

**SCORES:
POINTS LEFT up to 200 (argumentative average score 2018 = 84x2= 168/200, lowest was 90/200) + 10 (HW 9)
Presentation on GBS**

**If YOUR RUNNING TOTAL + scores above
<600 = F (repeat ENG101)
if 601-699 = D (repeat ENG101)
if 710-799 = C**

**If 800-899 = B**

**Final Exam Review If by Wed evening have 7 pts:
quiz score kept (if >90) or 90 ;
If by Wed not 7 pts, need to email me to know where to take final exam. Missing final exam = 0/100 🡪replaces quiz column**

**TODAY:** INTROS & CONCLUSIONS

Types of Introductions: For an American Audience’s attention span: **an introduction can be one to two SHORT paragraphs. One is preferred, but you can do two with a hook or starter/story 1st intro paragraph and then 2nd intro paragraph brings in thesis and discusses what you will prove.**

**Thesis must show up, word for word as approved, underlined, somewhere in the intro
SOME CREATIVE TECHNIQUES FOR INTRODUCTIONS**

**Technique STYLES: Sample intros for the technique**

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| A) **Story/Quote/dramatic, important example (5 Styles)****Best if you…:** If you are creative, have a life experience related to your topic, or know a very dramatic example | 1)A Dramatic example2)Dramatic example: the only person who could make achievement3) A quote that summarizes/exemplifies the achiever/achievement4)Story Someone enjoying benefit of XXXXX5)Tell a story: What if the achievement hadn’t happened? |
| **B) Then and Now (7 Styles)****Best if you…:** If you are dealing with a topic or thesis that concerns a very dramatic or impressive change | 1) The situation before the issue/achievement, how it used to be. Then what was done/happened/arrived2) Narrate the now: narrate an example of the achievement in action, and how it wasn't always like this3) Obstacles in the way then: how it did not stop the achiever4) Briefly list a few important achievements in chronological order and achiever’s role in them5) Outdid a past achievement/record: everyone though achievement was peak, but it was outdone6) Achievement perceived then/ vs perceived 7) Frowned upon then/highly regarded now |
| **C) Controversial Statement (5 Styles)****Best if you…:** You want to make a shocking statement \*AND\* you HAVE strong proof to counter the initial shock | 1) Is \_\_\_\_\_\_\_\_ really \_\_\_\_\_\_\_\_\_\_? Or is he pretending? Lying?:2) The beginning of \_\_\_\_\_\_\_\_\_\_ really wasn’t a good thing3) The beginning of \_\_\_\_\_\_\_\_\_\_ really wasn’t a bad thing4) The End of \_\_\_\_\_\_\_\_\_\_ really wasn’t a good thing.5) The End of \_\_\_\_\_\_\_\_\_\_ really wasn’t a bad thing |
| **D) What really Happened (4 styles)****Best if you…:** Know something most don't/ discover a secret or a hidden truth | 1) Some say this/some say that2) What people believed vs what really happened3) Clearing up a misconception: what people think, what really was \_\_\_\_\_\_ or Few people know….:4) Too humble to take credit |
| **E) Biographical Fact that plays vital role in Achiever's nature (5 Styles)****Best if you…:** are doing an Achiever paper, and there are some unique biographical factors for a person or group that are significant, surprising, amusing, or vital | 1) Humble beginnings2) Unusual beginnings3) ”It was his whole life” :4) What achiever’s life was before the achievement:5) One small step foreshadowing future importance/First small achievement “pointing to greater things” |
| **F) Differences/Different point of view/Compare & Contrast (4 styles)****Best if you…:** If your topic deals with very different things or arguments with radically different points of view | 1) Many achievements, but one stands out far above the others2) What people thought of the achiever/achievement vs what he or she thought of himself or herself3) Compare two people/groups trying to be first to an achievement4) Compare/contrast one group that gained from an achievement and one group that lost from the same achievement |
| **G) Directly state your thesis (1 Style)****Best if you…:** If you are strongest at logic, debate, and progressive reasoning, or are doing a short essay question (less than 1 page) |  |

EXAMPLES:

**Flat statement:**

The internet has become the favorite tool of sociopaths seeking to become celebrities through violence. Unhinged violent people post or broadcast chats, video, emails, texting taunts, fake myspace pages, or engage in cyberbullying and chatmob communications over the internet in the hope of finding an audience that will grow, validate, praise and make them into online stars.

**Then and Now:**

Six years ago, people were shocked at the LaBarra case, where, rich party kids, working with two drug dealers, recorded a race where they got junkies, squatters and runaways to run blindfolded as fast as they could towards a finish line many blocks away, where the first place was $1,000. They kept it to themselves, for private parties and hangs and good times, careful not to let the video get out to the public. Four years ago the video came out, but only after one of the group was arrested on an attempted murder charge and was trying to negotiate with anything to reduce his sentence.

Nowadays, the LaBarra video, and hundreds more like it, are archived and celebrated on Youtube, Myspace and even passed around as email attachments. Several websites archive the acts and videos; one even has interviews and play by play commentary of the violence, supposedly by the perpetrators. The difference, now, is not only the quantity of these video records of crimes, but the fact that more and more often the perpetrators don’t hide their faces. Also, more often than not, they aren’t bored rich kids but kids everybody knows, eager to be known across the internet for horrible acts. The internet has become the favorite tool of sociopaths seeking to become celebrities through violence.

**STORY STYLE**:

My brother went to church every Sunday, was fairly popular with the jocks, even managed to date a lady ten years older than him. That’s what we said in court; that’s why we believed he was innocent. That all changed when the prosecution played this video downloaded from his phone:

“Alright. Mood: success! Ambush clip #6 coming up! Four little emo teens and one of their little art school girlfriends, hanging and drinking after a concert. If you send the beat down clip around, make sure to put FamousRaymond in the subject line – I want to see if it gets mentioned on the news somewhere. Clip of the week tip: pay special attention to the guy with the My Chemical Romance shirt when we hit him with the Heineken bottle. One wasted Heineken? A few dollars. One teen in mascara, beer label stuck in his hair, now without front teeth? Priceless! FamousRaymond… out!”

My brother never made national news for this act, because incidents like this have happened before, in all types of neighborhoods across the country. The internet has become the favorite tool of sociopaths seeking to become celebrities through violence.

Types of Conclusions: **A conclusion is at the end of your paper, and typical is one paragraph. PROVIDES** .CREATIVE TECHNIQUES FOR CONCLUSIONS

**Sample topic (narrowed to 6th level and in argumentative form):
 “In Arizona, the trucking industry’s “look the other way” attitude to Amphetamine use leads to risk and dangers to all”**

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| 1) RESTATEMENT | In Arizona, the trucking industry’s “look the other way” attitude to Amphetamine use not only raises safety issues, draws law suits to the industry, and eventually costs the shipper more in insurance and accidents than the extra hours of driver time, but it is simply a criminal practice that like other potential felonies, must be stopped. |
| 2) Judgment | In Arizona, is the trucking industry’s “look the other way” attitude to Amphetamine use simply part of trucker culture and tradition? Perhaps, but it doesn’t balance against the estimated 400 fatal accidents a year that it causes, or the millions in lawsuits and insurance premiums. Amphetamine use anywhere else is a crime. It should most definitely NOT be tolerated in a profession where the potential for destruction is both daily and in such great numbers. |
| 3) What if? | What if amphetamine use were also an accepted practice among airplane pilots, ambulance drivers, or school bus drivers? All three of those other professions face some of the same issues as Arizona’s truckers: massively long and or early hours, stressful driving, and deadlines to keep. Why do those professions have drug testing and clear practices and weeding out amphetamine users? It makes no sense to protect airline passengers, the ill, and our children from reckless driving, only to allow a “piked up” trucker to kill them because he’s chemically stayed awake for 59 hours. Truck drivers, regardless of the demands of their jobs, must remain of sound mind if they are to remain employed. |
| 4) In the Future | Perhaps trucks will one day have autopilot safety features that would compensate for a trucker who drifts off or is too tweaked to have correct response time and behaviors. But for now, amphetamine use as the ”stay” alert method is the dominant recourse of action for truckers. This recourse is a death race to those in and around their trucks: who wants to be the one to tell a child that the rest of his family is dead because a trucker thought wrong that “Speed” would keep him straight under the burden of exhaustion? |
| 5) What the topic really means | Bottom line is that amphetamine use by Arizona’s truckers, though an established and accepted practice, is a game of Russian roulette being played on our highways every single day. Whether the unlucky result is a law suit, road accidents, or fatalities, the one certainty is that some time, some place, amphetamine use will cost more than the risk is worth. |
| 6) The insider/the unknown or little known (until now) truth | Most people think that only a few renegade truckers are still using amphetamines in Arizona, because of the on the books regulations and laws prohibiting such. The real story is that 8 out of 10 times the companies themselves are telling the truckers, either directly or with threats to their jobs, that not using amphetamines means not being on time, means unemployment. This is not simply tolerance, but passive enforcement of the pill popping culture that runs rampant among professional drivers in the trucking industry. |
| 7) "At first you might think….XXX" However… xxxxx" | At first you might think that when balanced against losing one’s job, the occasional use of amphetamines is a necessary evil and part of the trucker’s job – not just a lifestyle choice. However, hundreds of accident reports, dozens of deaths a year, and an insurance cost that raises the prices far higher than a more realistic time schedule would show that amphetamine use by truckers not only is a crime, but makes no sense economically, either. |
| 8) Why you are right: why your particular thesis POV is the correct/ most acceptable / strongest/ best | Some arguments call the demand for stricter enforcement of non-amphetamine use a waste of time: impossible to do, high-minded, and showing no understanding of what it means to live and die by delivery time. This type of reasoning is a lazy acceptance of the status quo, and ultimately, if either by death, injury, or lawsuit, it is the trucker as well as his victims who’s life will be wasted in the effort to save time.  |
| 9) "The paper has shown xxxxxx. Most importantly you will find…" | The paper has shown how, in Arizona, the trucking industry’s “look the other way” attitude to Amphetamine use raises safety issues, draws law suits to the industry, and eventually costs the shipper more in insurance and accidents than the extra hours of driver time. Most importantly is the basic idea that driving is a privilege, not a right, and if a trucker cannot drive because of drug use and impairment, that privilege stops immediately. |

**END**

SPOT THE PARTS: TPEOEO

**YELLOW: T BLUE: P grey =E(vidence/xpert knowledge)**

**green: Optional comment**

THESIS**: Children of divorce have more problems than still-married households.**

**ARGUMENT**: **When the child is told that their parents are getting divorced, their life drastically increases in stress and negative emotional side-effects**

When the child is told that their parents are getting divorced, their life drastically increases in stress and negative emotional side-effects. For most, the divorce is often an unexpected and devastating surprise. This kind of trauma can create an immediate emotional toll on the adolescent. “Children are often confused about why the divorce is happening, who is to blame, and what will happen after the divorce is final” (Portes 233). During this time, the adolescent may be experiencing a plethora of negative emotions ranging from stress, anger, heartbreak, apathy, confusion, and so on. As Tamara G. Coon and Mark A. Fine explain in their section “Divorce: Effects on Children” of the *Encyclopedia of Diversity Education*, “Adolescents of divorce are more likely than adolescents from two-biological-parent households to have externalizing and conduct problems” (712). This suggests that children of divorce are already enduring far more emotional problems than the typical child of an intact household would.

**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.**