

WELCOME STUDENTS

ENG 180 Section 10

College Writing 1



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Thurs., October 28, 2021

Writing is like driving at night in the fog. You can only see as far as your headlights, but you can make the whole trip that way.

- E. L. Doctorow -

Prof. Jen Anne Becker

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Virtual Office Hours

<https://tinyurl.com/ProfBhours>

M 2:00-3:30pm

In-person: Simpkins 108 Th 11am-12pm

Agenda

- Freewrite
- Sentence/Paragraph Structure
- Group Work: Using Your Sources
- Short Assignment 8
- Wrap-up/Reminders

Freewrite - Friendly Debates

- Think about a conversation where you and a friend disagreed about the best.....of all time. (Sport or team, movie, video game, tiktok video - anything that can be labeled “the best”)
- First, state what the debate or disagreement was about.
- Second, Write a mock-dialogue of how that conversation went (or how that conversation could go).
 - ◆ What points would you try to make?
 - ◆ What evidence could you use?
- Write it like you speak when having a conversation with someone.

Sentence Guides for Academic Writers

In Conversation - way in the back of the book!

- Academic Writers present information and others' views
- Academic Writers present their own views
- Academic Writers persuade by putting it all together

If you have something you know you want to write in your paper, but aren't quite sure how to introduce it in a "scholarly tone" refer to this section of your book.

Paragraph structure: Claim vs. Topic

Learning to write paragraphs that each make a single claim will benefit you in your future courses *and* in your work life because your messages in writing will be clearer for the reader.

- Each paragraph must contain a single claim
 - ◆ A claim is *not a topic*
 - ◆ A claim is **an assertion of meaning or significance.**
- Sentences in paragraphs offer either
 - ◆ Reasons in support of the claim
 - ◆ Evidence in support of the claim

Identify the Claim - 1

Communicating clearly and concisely is a challenge even for seasoned writers and editors. The English language boasts a rich vocabulary and often-confusing rules that sometimes trip us up rather than help us refine and clarify our thoughts. On the page or on the screen, we can't use vocal tones or facial expressions to give clues about meaning. Except for the occasional smiley face , we rely mainly on text.

From *The Yahoo Style Guide* (Barr et. al., 2010)

Identify the Claim - 1a

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From *The Yahoo Style Guide* (Barr et. al., 2010)

Identify the Claim - 2

Why tell stories? This is the basic question to ask at the beginning of a book about storytelling. Stories are what we do as humans to make sense of the world. We are perpetual storytellers, reviewing events in the form of re-lived scenes, nuggets of context and character, actions that lead to realizations. But the brain you are using to listen to me talk about stories and storytelling is very different than the brain you have when you hear me tell a story.

From Digital Storytelling, 5th edition (Lambert and Hessler, 2018)

Identify the Claim - 2a

Why tell stories? This is the basic question to ask at the beginning of a book about storytelling. **Stories are what we do as humans to make sense of the world.** We are perpetual storytellers, reviewing events in the form of re-lived scenes, nuggets of context and character, actions that lead to realizations. But the brain you are using to listen to me talk about stories and storytelling is very different than the brain you have when you hear me tell a story.

From Digital Storytelling, 5th edition (Lambert and Hessler, 2018)

Identify the Claim - 3

But when I tell a story, reflecting on a moment in time, and reflecting on that reflection, I am not so concerned about interpretation. Perhaps I imagine my meaning is evident. While I might hope you would read something similar to me about what this story tells about the source of my political views, I am not trying to convince you to share them. I want you to relate my experience to your own.

From *Digital Storytelling, 5th edition* (Lambert and Hessler, 2018)

Identify the Claim - 3a

But **when I tell a story**, reflecting on a moment in time, and reflecting on that reflection, I am not so concerned about interpretation. Perhaps I imagine my meaning is evident. While I might hope you would read something similar to me about what this story tells about the source of my political views, I am not trying to convince you to share them. **I want you to relate my experience to your own.**

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Group Work: Using Sources

Proposal Example 1 (JC pgs. 94-99)

- How does the writer of Proposal Example 1 use secondary sources to support their claim?
 - ◆ Find one example of the writer using secondary research to support their claim.
 - ◆ Describe how the writer integrates the secondary research.
 - Direct Quotation
 - Paraphrase
 - Other
 - ◆ Could the writer have improved their integration of secondary research? If so, how?

Short Assignment 8

Source Integration Worksheet

Reminders

Due Tonight

- Finish (if needed) and submit SA8 by 11:59pm on WO
- Take Quiz 7: Integrating Sources by 11:59pm on WO

Due Monday Short Assignment 9: Results of your own field research

For Tuesday's Class, Read:

- JC Ch. 5: Using Rhetoric, and Proposal sample 2
- IC Ch. 4: Write an argument
- WO: Using Rhetoric Links

Syllabus Changes