Agenda and Notes 9.7

1. Exam discussion: what to improve on
   1. Answering all parts of the question
      1. Break it into parts.
         1. Evaluate the main argument in “Nah, We Straight.” Is it well-argued? Is it supported with evidence? How do you know? Provide specific examples from the text to support your reasoning.
      2. Write your answer.
      3. Check against the question to see if you answered everything.
   2. Using specific detail to support your claims
      1. “The answer is X” vs. “The answer is X **because”.**
   3. When writing a paragraph, use at least 3 sentences (but a couple more is even better).
      1. Sentence 1: your main point
      2. Sentence 2: your example
      3. Sentence 3: your example explained
   4. When using a quote or example, explain it to make sure the reader knows exactly what you’re getting at.
2. “Standards for a ‘C’ Paper” discussion
   1. What were your strategies? Type your name next to the ones you used.
      1. Previewing: Kayleen A., Zachary B, Anissa Hernandez, Tyler Whitaker, Maddie Shaw
      2. Purpose: brianna biddle, Alex Waters
      3. Activating Background Knowledge: brianna biddle
      4. Annotation:Tyler Whitaker, Giancarlo Blas, Madie Shaw, faith spainhower, Zachary B Cathua Flores Ayala,Amber, Krystall C, Matthew
      5. Outlining: Kayleen A., Maddie Shaw, faith spainhower, Sasha Adams, Alex waters
      6. Mind-mapping: faith spainhower,
      7. Making connections:Tyler Whitaker,Alex waters, brianna biddle, Amber ,Sasha Adams Anissa Hernandez, Krystall C
      8. Summarizing: Kayleen A., Zachary B, Matthew
      9. Writing:Giancarlo Blas Sasha Adams, Krystall C, Amber
      10. Discussing:
   2. Discuss the three strategies you used:
      1. Did they help? If so, how?
      2. Were any not helpful? If so, why?
      3. Which strategy/strategies would you use again?
      4. Which strategy/strategies you didn’t use would you like to try next time?
3. Evaluating Sources
   1. What is a source?
      1. Attributes knowledge (where it comes from)
      2. Research
      3. You have to cite them
      4. Information that can be referenced
   2. How are they used? (What purpose do they serve?)
      1. Provide further information
      2. Background information
      3. Informational text that give facts or supporting quotes
      4. Backs up points in the text
   3. How do you know if the source is reliable? (What should you consider or look at when evaluating a source?)
      1. Look at the website--avoid wikis
      2. It should fit the point
      3. Facts versus opinions
      4. Bias (for example, does it support both sides of the argument?)
      5. Where it comes from--newspaper (is it opinion?), academic journal (is it peer reviewed?), website (.com, .org, .gov?), book
      6. When it was written/published--the more recent, the more reliable the information will be
      7. Author credentials--who are they and what expertise do they have?
      8. Their sources--are those reliable?
   4. Practice activity
      1. Pull up “It’s Been 25 Years”
      2. Modeling source evaluation
      3. Group practice
      4. Independent practice
         1. Read the article. Pick two sources we didn’t look at as a class. Evaluate them. For each source, consider:
            1. Is it reliable?
            2. How do you know?
            3. What features of the source did you look at?
      5. Written response modeling
      6. Written response as a group
      7. Written response individual practice
         1. Pick one source you evaluated.
         2. Put your evaluation process into a paragraph.
         3. Workshopping responses--we need some volunteers to type their paragraphs below (it can be anonymous).
4. Homework:
   1. Select two textbooks to work with and have them on Thursday.
      1. Only ONE can come from your ENG 1310 class.
   2. Scavenger hunts
   3. Revise Reading Log 3 (if desired or needed based on the feedback for Reading Log 2)
5. Looking ahead:
   1. Evaluating textbooks