Agenda and Notes 9/23

1. “Defining the Relationship”
   1. How did the essay relate your experiences in college or high school? My highschool teachers used to say that college teachers were very serious and had high expectations so tried to set up this persona, and being here now it’s not what they said it was.

I definitely made a connection to my high school teacher for asl by understanding her side of what she wanted and we got very close.

* 1. How didn’t it relate to your experiences in college or high school?I didn't relate to teachers that didn’t know how to teach

1. Writing Essays
   1. What are the parts of an essay? The thesis, introduction, conclusion, main ideas, Body paragraphs,title,Supporting details,
   2. How long should an essay be on an exam? 4-6, at least 3
   3. How long should each paragraph be? 4-6 sentences is ideal
      1. 1st sentence: main idea/the point you’re making in the paragraph
      2. 2nd sentence: example or quote that tells more about the main idea or explains how it works
      3. 3rd sentence: explanation of the example or quote (what does it mean and how does it relate to your main point?)
      4. 4th sentence: transition into next paragraph--this should give a view of how the main idea of this paragraph relates to the main idea of the next paragraph
2. Essay practice (feel free to look back at “Defining the Relationship” for a refresher):
   * 1. What can college students learn about student-professor relationships as defined by Jenkins? (1-2 paragraphs on this point)
     2. Is he reliable as an author? Why or why not? (1-2 paragraphs on this point)
     3. Provide specific examples from the text to support your reasoning.
     4. **Make sure to answer all parts of the prompt. Give as much detail as possible. Explain your reasoning. Devote at least one paragraph to each part of the prompt.**
   1. Take 10-15 minutes to write an essay response. **If you finish before that time is up, please review your essay for what might need revision and make changes.**
   2. I need a few volunteers to share their essay: please paste it below (with or without your name)
      1. https://txst-my.sharepoint.com/:w:/g/personal/c\_f307\_txstate\_edu/EUIlc9rFeu1NqtWRhR2yVBQBJ2luhAC89lRmLyUH7\_DYog?e=Bzq5Lc
      2. As defined by jenkins there were many different expectations about the student-professor relationships. There were many things related to this type of relationship, for example: he described it as a couple type of relationship. As there are always two sides that it takes.
      3. I believe he is reliable. He has said “ they always think they’re right? Wrong. This isn’t Walmart.``He keeps this placement in line that we are not just customers or random people, we are more than that. So I believe that because of what he is saying that it has the meaning that we are wanting in the relationship.
   3. Looking at essays together--how can we improve them, if at all?
3. Reading Log 5
   1. How do you feel about your summary? Good, not sure, bad?
      1. How much detail to include?
      2. Maybe use a more challenging text?
   2. How do you feel about your outline? Good, not sure, bad?
      1. How much detail in an outline?
      2. The important factors: did you include the most important main ideas? Did you include the most important supporting details?
         1. Ask yourself what ideas are absolutely necessary to understand the reading?
   3. How do you feel about picking out main ideas and supporting details? Good, not sure, bad?
      1. Pretty good about it?
4. Preparing for the midterm
   1. Should we review any reading strategies? (Y/N)
   2. Which ones?
   3. Should we practice essays again? (Y/N)
      1. Yes
   4. As you read for the midterm (details listed under Homework), write down questions you have about the article.
      1. Vocabulary, main ideas, organization, sources, bias, etc.
5. Homework:
   1. Read “Multitasking and Academic Performance” (under Week 6)
      1. We will be studying this together on Tuesday--be prepared to discuss and analyze
      2. Will be the reading for our exam
         1. The existing midterm wasn’t measuring what we had covered in class.
         2. Wanted to give something that everyone should be able to connect to.
   2. Metacognitive Reading Reflection Paper (due Tuesday)
      1. If you need help, send a draft by end of day tomorrow
6. Looking ahead:
   1. Preparing for the midterm
   2. Midterm on Thursday
      1. If you have extended time, I encourage you to take it outside of class unless you don’t have a class after ours. Let me know when you’re going to take it, so I can monitor my email very closely for questions. If you prefer, we can try to set up a time to get together on Zoom while you take it.
7. Other business
   1. Some of you asked about turning in reading logs or other work late for points.
      1. As a reminder from the syllabus, I will **not** accept any late work unless you’ve made arrangements with me **before** the assignment is due, and you must have **extenuating** circumstances.
   2. If you want feedback on how to do reading logs, I will provide it if you turn one in and email me requesting feedback.
   3. If you don’t understand something, you need to reach out as soon as you’re having trouble. I can’t help unless I know you need it.