**English 1010 Journal**

*Entry 1*  *Carol Sieverts*

I enjoyed the many everyday examples Carol used to illustrate rhetorical situations, e.g., how to talk to a police officer when you are pulled over. Stories and examples were also used to explain purpose and audience. Carol was able to draw on years of experience and examples to explain different facets of audience and purpose.

When teaching about style, Carol cleverly used two large cards that students read aloud. The cards had the same message about turning off lights, but were written very differently (one with simple direct language, the other with complex language).

When discussing text, writer, and reader Carol asked excellent questions to elicit answers from the students. “I remember exactly what you said, but I have no idea what you heard” Theroux (I really liked this quote).

Activity: Write the word Mother on the board---students shout out adjectives to describe mother. This was to illustrate “world experience” She was like a mother to me…but can we assume mother is loving? You have to use more language. The next word on the board: Mother-in-law---interesting reaction.

Powerful stories were shared to illustrate rhetorical sensitivity.

Carol uses *The Academic Writer*

A quiz on the syllabus was a good idea! I always encourage my students to read their syllabi but I never test if they have done so. First, the students work individually---after about 2 minutes they are allowed to work with a partner. Carol mentioned how group work employed different strategies to get answers and how the whole dynamic changed. Next, the students were able to speak with anyone in the class. Again, this changed the entire dynamic of the class. Another point of this activity was to encourage the students to find a peer to study with or form a study group. Students then took out their syllabi to check their answers.

Overall my impressions of this class were very positive. Carol has a very relaxed and personable approach that makes the students feel at ease. She has a wealth of stories and examples (and jokes) to reinforce ideas and concepts. I like how confident she is and how she obviously knows this content.

*Entry 2* *Nathan Cole*

Audience/rhetorical sensitivity: use of a model essay for illustration. Students had read the essay and commented on it. Topics covered were voice, vocabulary, flow (topical coherency of ideas), expository writing. I use model essays extensively in basic comprehension courses and I’m glad to see it used at this level because I’ve always found students respond well to this.

Rhetorical sensitivity: you must have an audience. Social media is an interesting area to think about in terms of rhetorical sensitivity. How do you overcome misinterpretation of your message?

Even after students go through a rhetorical analysis assignment they sometimes end up asking at the end: What is rhetoric? Remember, simply put, it is the art of persuading through all the available means.

The use of excerpts to underscore important points about descriptive and sensory details was effective.

Like with Carol’s class, I was impressed with how many stories and examples Nathan effortlessly drew on to support the lecture and make the material more relevant. (I’m thinking this skill develops over time with experience).

Peer review helps us with our blind spot (I like the idea of explaining what students might miss in reading their drafts by talking about blind spots).

Regarding writers block: Quoting his professor: Writers block is nonsense, it just means you haven’t thought about it enough, played with it enough, done your research, or talked to anyone.

I liked the idea of leaving the last 10 minutes of class (especially since this is a longer class) for any students who have questions. I think many of the problems students have and the reason they don’t do well in class can be quite easily resolved through individual consultation; however, most students will not go out of their way to talk to the instructor for many reasons, mostly because of fear or shyness I believe.

*Entry 3* *Carol Sieverts*

Talking about introductions: Carol used CSI as an example---how does that show typically begin? It grabs your attention!

Really useful handout (I will ask Carol if I can steal this!).

Also, some excellent examples of different effective introductions on the screen (I need to get this resource too!)

I really liked this overview of good and bad introductions, lots of examples.

Talking about conclusions: again, lots of very important and relevant instruction and examples.

Carol made the important point that in different classes and different circumstances there will be different expectations for introductions and conclusions. For example, your biology teacher might want you to begin with, “In this paper I will demonstrate…” and end with, “In conclusion…” Purpose and audience are important.

I have a copy of the handout students used to analyze introductions and conclusions. This is a very useful exercise. I was encouraged that at this level there is still a lot of focus on the basics, e.g., introductions and conclusions. I’ve been unsure about what and what not to include as part of instruction in ENGL 1010 as opposed to WRTG 0990. It seems to me that 1010 students also need to look at some of the basics.

*Entry 4* *Nathan Cole*

Rhetorical analysis discussion: consider an audience analysis.

The exercise is to put yourself in the author’s position. Why did they write it the way they did?

The students’ assignment will be to write the analysis as if they were the author. In a way this is a bit of role playing where students need to adapt a certain mindset.

The students have a list of questions they can choose from when writing the analysis. This exercise is an excellent preparation for the rhetorical analysis assignment to follow.

Visual analysis: discussion of an image on the screen (post 9-11 cartoon).

Group assignment: “Nacirema” (I use this---it works well). I use it as a homework assignment, but now I’ll consider using it in class for a collaborative exercise.

The “Nacirema” ruse was reinforced by having images of “tribes” and ancient people on the screen. Also, Nathan played a few seconds of the song “Do you believe in magic?”

On the WB: Who? What? When? Where? Why? How?

Students commented on the above---it was pretty effective. I liked the reactions to the realization that this whole piece was a parody and a reflection on American society. This creates a fruitful discussion.

*Entry 5 Carol Sieverts*

Class began with an interesting video about revision. Various authors, writing teachers, and students gave their perspectives on the revision process.

Interesting revising exercise: students take a paragraph from one of their essays and then spend 10 minutes revising---free writing, repetitive.

Students had a handout: they needed to answer questions based on the video. Following was a discussion.

Students got clear instruction about the revising process.

I like that time was spent on some of the style and grammar issues that students encounter. I’m always unsure about how much time to spend on such topics, but I’m glad there is at least some time spent on working through some language problems. I actually think students benefit and appreciate even a small portion of the course spent on helping their language. In fact, this reinforces the template approach (as emphasized in *They Say I Say*) which can provide students with appropriate words and phrases that they otherwise struggle with.

*Entry 6 Carol Sieverts*

“Learning to Play Well with Others”

The class is working on a portfolio and a group project.

Collaboration was emphasized as an important component of working life.

Carol has worked out the bugs of group work: she related a story of how a weak student learned from stronger students in the group context and other stories of how different students with different strengths and weaknesses produced a positive outcome.

Students are not required to meet out of class. I thought this was important.

Carol was very thorough about explaining how the group project works (using PPT).

There is an opt out for students to do the project on their own: students who don’t work well in the group, miss class, etc.

The “secretary” of the group is similar to what I call the “timekeeper” in 0900 group work.

There was a lot of emphasis on flexibility, which is important.

After the explanation of group work expectations, students one by one had to give their names and present two topics they would like to research. This was a way for everyone to get a first idea of who’s who and what group they would like to work in. This was pretty quick; the students didn’t have to go into much detail.

The next step---this is what I was most curious about---how the groups were formed. I noticed that even while students were sharing ideas, mini conversations/signaling began between students. I assume students were already indicating preferences for groups. Students were asked to stand up and walk around the class to form their groups.

Here are my initial thoughts: this puts quite a lot of pressure on individuals, especially shy students, but…as I’m observing it doesn’t seem that anyone is being left out. Groups were formed very quickly.

I talked with Carol during the last 10 minutes of class and she showed me some portfolios from previous semesters. They were impressive. The students really put a lot of work into their project and some were extremely creative.

I have debated group work for some time in writing class. I used to do it in Writing 0990, but saw some problems. This has given me food for thought.

*Entry 7 Nathan Cole*

The topic was fallacies.

2 tests: reality check and logic check

Thesis

Syllogism structure

Premise (P1) Major: All human beings are mortal

P2 Minor: Bob is human

Conclusion: Bob is mortal (this is logical, stands up to the reality and logic check)

P1: All Frenchmen eat escargot

P2: Pierre is French

Conclusion: Pierre eats escargot (this is a fallacy, however, i.e., reality check = broad generalization, Pierre may not like snails)

Youtube: Monty Python Witch Village

This video was a fun way to illustrate logical fallacies. I need to use more visuals like this (for the visual learners).

Students had to pick out the logical fallacies.

Google: Fallacies toc (more examples of logical fallacies). There were some useful examples here.

Google: Leo thesis statement

I use a collection of examples similar to those from the above website. I prefer the examples from this website and I’ll use this site in the future.

I’ve really benefited from visiting Carol and Nathan’s classes. As I reflect on the experience I know I’ve learned some excellent strategies for teaching Engl1010, but I also am glad that I was able to get to know these two wonderful colleagues a little better.