ENGL 182

Day 5 (Monday, 23 January 2017)

Outcomes & Goals:
- Outcome 2 - Summary, Paraphrase and Quotation skills; Rhetorical Analysis including.
- Outcome 3 - Evaluating and Making Complex Claims, "The Big 5: Claim, Concession/Counter-claim, Evidence, Stakes, Roadmap."

Materials: *W/D* Ch. 3-4

12.30-12.35	T writes schedule and homework for today's class on whiteboard: 1. Intertextuality: How one text refers to another and how we infer meanings from what the messages we receive. 2. How we figure out how to make arguments: Stasis Qs, Big 5.

You've made your first multimodal text for the class!
1. What was this experience like? What were you not expecting? What was most difficult? How was this different from writing a traditional essay?
2. Summarize the main idea you made in SA 2 in five sentences only or less in terms of the Big 5 - Claim, Counter-Claim/ Concession, Evidence, Stakes, Roadmap. No need to write in complete sentences; do it like you're filling out a chart. If you have time, talk to someone that you talked to at the end of Thursday's class when you were brainstorming claims and tell them how things went down for you when you actually had to write the paper.

12.35-12.45   Ss report out on their feedback re: SA 2.

T writes table on board showing big five horizontally and then list Ss responses vertically, filling in table.

12.45-12.55   Interpreting Feedback (10 mins) Brief Review:
-I may comment on a few spelling and grammar issues, just to help you see what sorts of things may need improvement
        -3 Types of Highlighted comments: 1) Grammar; 2) Usage; 3)
                MLA formatting
        - Show Ss how to use COCA
-I will not comment on everything
-I will usually restrict those comments to the first paragraph or so (but not always)
-Main ideas, organization, etc are always more important
        Types of Content comments:
        -Logical problems - Revision (Action)

-Issues with nature of cited source - Revision (Action)
-Organizational problems - Revision (Action)
-Reader response (No Action)
-Suggestions for further research (Maybe No Action)
-Suggestions re: Portfolio Choices (No Immediate Action)
-If you have questions about how to improve an assignment, come to my office hours as soon as you can.

12.55-1.20   Review two texts that use the same source images but to very different arguments. Here the topic is the 《武媚娘传奇》 show about 武则天 and the censorship debate that resulted, as reported in Shanghaiist but that originally started on 微博.

What do we notice about the first article? It starts off with images from the show. Why do you think the first text has images from the show and the second one doesn't? What else do we see in Text 1? A lot of words - why none in the 2nd text? How are the audiences of these two texts different? Who are they for? Also, where do the images from the first text come from? How did you first see these images? How do you think ppl in China first saw them? How might a Chinese audience infer different meanings from these images ordered in this way compared with an American audience?

Review "The Sponsor" and related comics, tweets, and new article that were assigned reading - What do we infer from these texts? How is inference done?

Example for comics as medium:
1. Inference is accomplished formally through the use of the "gutter"
2. Inference is also accomplished by the images that come into our mind when we read the words the characters say about "Tessa" - what do we think she looks like? What adjectives spring to mind?

1.20-1.30   Ten Minute Break.

1.30-1.45   Intro concept of Membership Category and Category Bound Activities as well as economy and consistency principles. What are MCats here? What are the CBAs? Consider example of student and teacher in a conference in teacher's office – example of student who didn't want to say "pulling sth out of my ass" – S is orienting to T-S relationship. Use PPT with transcript of interview data, starting from Slide 10 – Bullshitting. What categories are invoked here? What is accomplished by using them?

So, while Heidi MacDonald might say that we're "reading too much into" "The Sponsor," we also might want to consider the fact that we "read into" every text - far more than can ever be explicitly encoded in that text.

Remember what I said about Garfinkel's (1967) "breaching experiments."
If you were to actually be "explicit" about all the meanings your
referencing in any situation, you'd never shut up and ppl would hate
you/think you were crazy.

1.45-1.55   Making Complex Claims - What is a debatable claim?
                   DEFINE "DEBATABLE"

1.55-2.00   Generate topics 5mins
                   Select one topic
                   Generate ideas related to it – what is at stake here? - 5mins
                   Select a particular take on this topic such that stakes are defined and there
                   is something about which people could actually disagree.

2.00-2.15   Use stasis questions to find out where the points of clash lie.
                        1. Question of Fact: Did something happen?
                        2. Question of Definition: What is the nature of what happened?
                              What do we call it? What kind of problem?
                        3. Question of Quality: Is is good or bad? What are its
                              characteristics? Who are stakeholders? Un/Important?
                        4. Question of Policy: What, if anything, is to be done?

                   Example: use Bob Marley's "I Shot the Sherriff."
                   Evidence:

                                        (I shot the sheriff
                        But I didn't shoot no deputy, oh no! Oh!
                                        I shot the sheriff
                        But I didn't shoot no deputy, ooh, ooh, oo-ooh.)
                                   Yeah! All around in my home town,
                                     They're tryin' to track me down;
                                 They say they want to bring me in guilty
                                        For the killing of a deputy,
                                        For the life of a deputy.
                                               But I say:

                                          Oh, now, now. Oh!
                                     (I shot the sheriff.) - the sheriff.
                                   (But I swear it was in selfdefence.)
                                    Oh, no! (Ooh, ooh, oo-oh) Yeah!
                                   I say: I shot the sheriff - Oh, Lord! -
                                   (And they say it is a capital offence.)
                                       Yeah! (Ooh, ooh, oo-oh) Yeah!

                                   Sheriff John Brown always hated me,
                                        For what, I don't know:
                                      Every time I plant a seed,

> He said kill it before it grow -
> He said kill them before they grow.

2.15-2.20   Use stasis questions to think about what kind of claim could be made about the topic we chose. We'll get further into setting up the debate in the next class.

Review MP 1 and what I'm asking Ss to do.

HW: Read W/D Ch. 4 and Start thinking about how you will write MP 1 Draft 1. Here, you will make a complex claim based on a comparison of two texts about the same topic. Paper due in Canvas drop box by Monday, 30 January 2017 at midnight. Look at prompt closely and, as always see or write me with any questions you may have.