

1/13/14 - ENGL 121

Today's Goals:

Hand in WE#1a; Just Write! (suggestions to challenges); Explorer of the World; Generate research questions by working with objects; Project 1 + Process Portfolio overview
Observations - detailed writing - asking questions/thinking critically - group work

Slide 1: Take attendance - brief intro; have students give their name and intended major

Slide 2: Today's Goals

Slide 3: Just Write: *Choose 1-2 of the common concerns and come up with a list of 3-5 suggestions for these shared concerns about ENGL 121* - Discuss as class

8:15 Slide 4: How to be an explorer of the world:

Always be looking; consider everything animate; everything is interesting- look closer; alter your course often; observe for long & short durations; notice patterns, make connections; document your findings; incorporate indeterminacy; observe movement

- What does this mean? How can we apply this to a class like ENGL121?

Slide 5: Quote from *Explorer of the World* reading

"Your mission is to document and observe the world around you as if you've never seen it before. Take notes . . . document your findings . . . focus on one thing at a time" (Smith 7)

- What students will do throughout ENGL121

8:25 Slide 6: Working with Objects: Writing activity

With your object in front of you, observe it:

- What does it look like? Describe it, be detailed
- What is its purpose? How do you know?
- Compare it to 3-5 other objects. What is it similar to?
- What is connected to? Make an **object map**, connecting it to other objects it might be used with or other objects similar to it.
 - DEMO OBJECT MAP on board quickly with object I brought in

Slide 7: Research as Exploration:

Research begins with a question - process of questioning - where do you begin? what do you ask?

Slide 8: Model Object Activity

Who - what - when - where - why - how?

Using the object I brought to class, generate a list of questions on the board or elmo (as a class)

8:35 Slide 9: Object activity

Divide the class into 6 groups (one group for each question)

Working with your group, come up with as many designated questions as you can about your objects. Have groups share at end of activity.

8:47 Slide 10 (if time): Object Activity pt.2

Working in same groups, come up with different ways to organize & connect your objects

- Come up with at least 5 different ways to organize objects
- for each object, come up with at least 5 other objects that are connected to it
- have each person come up and add at least one object to the **cluster map** on the board

Create a cluster map by visiting each group and jotting down each object. Make a cluster map of their objects and have students add to it after activity

9:03 Slide 11: Project 1 Overview - basic what to expect

Working Thesis + Topic Proposal Essay - Goals: *Find something to write about, think critically about research, create research question and working thesis, write and research process*

Slide 12: Working Thesis brief intro

A working thesis: advocates a specific and debatable issue; 1-2 sentences long; states issue and makes comment; helps organize research; helps organize paper

9:10 Slide 13: Process Portfolio - overview - what is it

3 ring binder; organized; keep all documents and store them here; helps you develop a topic, organize materials, represent your research, catalog your process (show them my binder)

9:12 Slide 14: Homework for Wed.

To complete:

- Choose 1 explorer activity from website (show where this is)
- Feed "ice buckets of the stars"

Writing Exploration #1a: Object Exploration

Due: Monday, January 13, at the beginning of class

Writing Explorations (WE) are a place for you to generate, explore, and work through ideas as you begin working toward the larger Project Essays. The criteria for this essay are provided below, please be sure to review them carefully before you begin working through this exploration and after to check that you have fulfilled the requirements for this assignment.

To begin, find an object that catches your interest. This can be (just about) anything--a treasured object, such as childhood toy, family heirloom, or talisman; an everyday object, such as a pencil, pillowcase, or wallet; or a found object, such as a bendy straw, water bottle, or ticket stub (I recommend something relatively small as you'll need to bring it to class). Once you've selected an object, study it, explore it, imagine it: what does it do? where does it live? how and why is it important to you? why is it interesting? how does it "live"? what does the world look like from the object's perspective?

Jot down some notes and ideas as you think and explore, and then compose a 2-3 page essay about the object. This can be a personal narrative (i.e. what memories or experiences are attached to the object); a short story (i.e. a story about the object or from the object's point of view); or a creative essay about the object (i.e. how the object is made, where you found it, the object's history, etc.). Type up your essay following MLA formatting guidelines, and have a printed copy to turn in at the beginning of class on Monday. **Please be sure to bring your object and essay to class on Monday.**

| Criteria | Points Possible |
|--|-----------------|
| Creative essay, narrative, or short story that focuses on the object and demonstrates careful examination and exploration. | 2 |
| Essay is focused and coherent, and demonstrates ability to follow the assignment prompt. | 2 |
| Typed, MLA style, 2-3 pages (must be <i>at least 2</i> full pages), proofread & spell checked. | 1 |