

## Class Notes and Homework

English 105i, Day #10:

Discussion I: Any fool can know. The point is to understand.

\*Albert Einstein

1. Attendance
2. Collect some certifications for your resume! (e.g., IRB with "human Subjects" through UNC for your resumes). **Start here:** CITI Certification Program: <https://www.citiprogram.org> – Log in with your UNC ID.
3. **Who has the best re-posit from HW?**  
Put it on the board. Remember: posits should not only be simple but "foundational". What does this mean, exactly?

Before we get to the next steps in writing: Reminder— what are our current steps?

- Initial, "I know nothing" Posit (i.e., a non-rhetorical question) –keep initial posit VERY basic (i.e., what is the foundational Q1?) –better for "WYDYDK discovery" and nomenclature building. Take note of how long your nomenclature lists were in HW.... This will tell you a LOT about your effort and how that work relates to understanding your variables. Each of you should have had 75-125 items on your nomenclature lists... Because no one even came close, this writing will NOT get easy b/c the reading will stay impossible to analyze.

Next Step: READ. Here is the process (sub-steps) for reading.

- Create 2 (and ONLY 2) defined variables within your posit
- Read to learn, not be reified -- **do NOT skim and do not highlight!**
- Follow your curiosities and actually LEARN/discover something new
- As you read/discover -- refine your posit and better define your bookend variables
- Go back to reading and read, read, read – following the 2 prior steps (over and over again) creating ever-refined and more academic /empirical variables within your evolving posits
- Speak with your prof and friends about what you're discovering. – why? Who knows what they'll know and what direction they'll send you in – follow these leads if they are "non-rhetorical".
- Continue to read as you collect a bibliography and extend your nomenclature list.
- Feel proud of how much you've learned and, even though you haven't even begun to write yet, note how foolish your paper would have sounded had you not completed these 2 days of "pre-writing". Realize now that you've avoided a HUGE amount of plagiarism...
- Use your bibliography to begin to roadmap between your variables (e.g., Gun storage and accidental death). See if it's even possible...
- Make sure you're NOT trying to roadmap too far – keep the distance b/t your variables simple and focused.
- When your roadmap starts to illuminate, seek an "intro concept" to use as the empirical HOW/WHERE (i.e., fulcrum) b/t the 2 bookend variables in the posit.
- Find that "intro concept" and No BS --- **Actually understand the science of it.**
- Write your intro sentence – see if it's "balanced" (i.e., X/Y DEFINED variables, Fulcrum, analysis, implications). If yes, you are now, for the first time in your writing career, prepared to attack a paper with a winnable linear argument. But, what next? You can't hand in one solid sentence and expect an "A".

Step # 15 - Be sure you have a final posit and not a thesis

### Example:

a. History Class

1. The Thesis: US involvement in WWII was predicated on Japanese aggression.
  - a. Any issues with this?
  - b. Where is the fulcrum?

2. **The Posit:** What, if any, is the causal relationship between **US perceptions of Japanese aggression** (variable 1) and **America's entree (i.e., 'involvement') in WWII** (variable 2). The Posit asks, "What, if any fulcrum exists b/t my 2 variables." Why MUST the writer uncover this in their reading BEFORE they begin writing?

\*By framing the relationship b/t your variables as a **question** instead of an answer, the writer must consider what, **if any**, steps (i.e., "roadmap") connect the 2 bookend variables "**Japanese aggression**" & "**US involvement in WWII**". Even they seem directly causal, they are NOT. This reading or "**lit review**" (**NOT** termed "research") is your window for actual **learning** and real **discovery**.

**Step 16:** Read (What you probably termed "research" in HS). CAREFUL! Do not read to find a quote in "support" for your side of the binary but rather, to see if you can even complete the roadmap (**read again**). WHY?

\*Now, at this step, list (from your reading) the **data sources** that connect your 2 bookend variables **causally**.

### Example: Findings from my reading:

Cole, Wayne S. "American Entry into World War II: A Historiographical Appraisal." *The Mississippi Valley Historical Review* 43.4 (1957): 595-617.

Toland, John. *But not in shame: the six months after Pearl Harbor*. Random House, 1961.

Berinsky, Adam J. *In time of war: Understanding American public opinion from World War II to Iraq*. University of Chicago Press, 2009.

Rosenberg, Emily S. *A date which will live: Pearl Harbor in American memory*. Duke University Press, 2003.

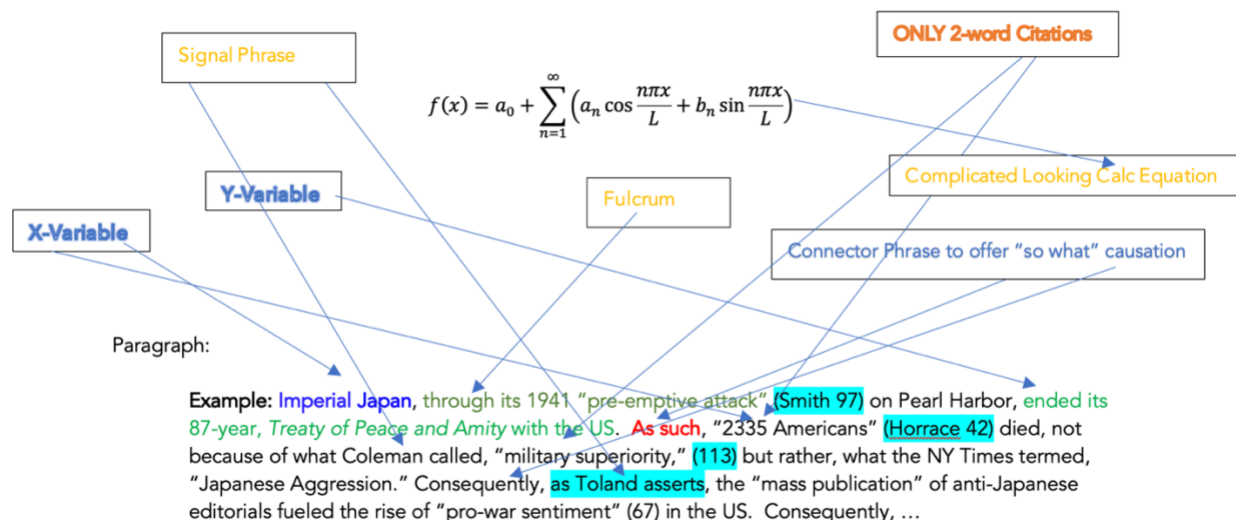
**Step #17:** Create a "**skeleton roadmap**" derived from the bibliography you've produced. (**Reminder:** ONLY academic [i.e., JSTOR, UNC Google-Scholar or ProQuest] sources). Unfortunately, this means **you'll have to actually READ**. I'll teach you later how to find good sources and read quickly but, for now, it's better to suffer a bit. Sorry guys!

### **Skeleton Roadmap from my short (i.e., 4 book) bibliography above on WWII :** Note how it reads like BOTH chronology and causation

12/07/1941-- The bombing of Pearl Harbor (x variable), (the **DIRECT So What?**)→ 2,335 deaths---( So What?)→news reports in America's 100 largest (i.e., most widely read) periodicals--( So What?)→ publication of anti-Japanese editorials---( So What?)→ rise of pro pacific-war sentiment in US--( So What?)→ fomentation of US social hostility toward Japanese--( So What?)→ mass civilian lobbying of US congress---( So What?)→rising constituent (i.e., voter) pressure on congress to act swiftly---( So What?)→ war vote called in congress---(SO WHAT?)→ Roosevelt's "Declaration of War"--(**let's read together**)- ( So What?)→ deployment of troops---( So What?)→ **US involvement in WWII.** (y variable) -(End Paragraph with THESIS claim --"Thereby, in a political climate of anti-Japanese fervor, the **US entered WWII.**" )

\*Once you have this skeleton — you can **see** the whole argument BEFORE you write the paper!

Remember, before you write, Choose an "**introductory concept**" to set causation b/t your bookend variables: I chose the US/Japanese "**Treaty of Peace and Amity**" (circa 1854) -- The breaking of this Long-standing "peace" accord is how I'll define "**aggression**." Let's look at the paragraph I composed from my skeleton roadmap.



\*Note how this form of **"so what" to "so what" causation** creates logical flow!

#### Step 18:

Write the last sentence of the paragraph: This is your **thesis** (i.e., the "therefore" or "consequently" in your readers' face thesis, i.e., **your 2=1**) – be sure the variables are **DEFINED**!

Example: "Consequently, with an eye toward, 'anti-Japanese' (Cohen 63) fervor, the US became embroiled in a 4-year military campaign in the Pacific."

Note: Do you see HOW my thesis:

- Proffers the next (and ONLY remaining/FINAL) RELEVANT causal step in my roadmap?
  - It's my BIG "Y" variable!
- Completes the bookend frame of the X/Y of my initial posit?
- Completes the HOW and WHERE of my posit, linearly
- Clarifies, w/o the need of a fulcrum, a singular "so what" and thereby ends my paragraph?
  - Why exactly doesn't this last sentence require a fulcrum?

## Let's Practice:

**Topic from my own curiosity:** "Infertility." This is how I would have handed the IVG paper!!

**Posit:** Through what, if any, biological processes can an infertile couple procreate with their own genetics? Clearly, by definition – NOT possible. You must discover/see the "impossible": Ex. Light photons and black holes...

Find the **SIMPLE posit:** What is the actual 'biology' of reproduction – not merely the "process".

**I Read:** <https://library.unc.edu>

### **Build a nomenclature list:**

1. **The production of Gametes:** i.e., a mature **haploid** male or female **germ cell** which can unite with another of the opposite sex in sexual reproduction to form a **zygote**.

OK, I say to myself, there are 3 words here I don't really know/understand. So, let's read JSTORE/UNC Scholar onward...

- a. **Haploid** -- (From cellular biology) having a single set of unpaired chromosomes.
  - i. **"Unpaired chromosomes"** -- in human males, all chromosomes are "paired" except for the X/Y. i.e., the first 22 pairs have exact "matches" but the 23<sup>rd</sup> pair has an "X" and a "Y" -- therefore unpaired to create sex differentiated once paired with the female genetic.
2. **Germ cell:** a portion of an organism capable of developing into a new one or part of one.
3. **Zygote:** a diploid cell resulting from the fusion of two **haploid gametes**; a fertilized ovum
  - a. **Diploid cell:** A diploid cell has two complete sets of chromosomes.

**Intro Concept:** The "WHERE" the impossible is possible. i.e., WHERE and HOW you can have the production of "zygotes" w/o sexual reproduction NOR "gametes"  
Ex. Light photons and black holes...

**Infertility example: NEW Posit: How, or in what ways can one create asexual derived "zygotes" w/o "gametes".**

**The answer is probably "nowhere" but, since you're interested,** Read, read, read with your nomenclature list and, eventually you find **"In-vitro Gametogenesis"** (**Remember the IVG pretest prompt?**) i.e., **The ability to create meiotic** division in the production of sex differentiated haploid gametes through the **induction of pluripotent stem (iPS) cells** (the HOW of the **intro concept**), and then "coax" (READ) those iPS cells to become sperm and eggs.

- **Meiotic** cell division: The process that's required to produce egg and sperm cells for human reproduction.

### **Homework:**

Go through the steps below in your groups – **Take a FULL week!** Be SURE to, **"finalize your defined and foundational posit"** BEFORE doing this HW! Feel free to come work with me in my office or with your peer mentor. If your posit is not FOUNDATIONAL – you will surely have to plagiarize so, do not rush this step!

### **The Steps (with your new topic [link]):**

- Decide who is in your group
- With everything we discussed today, go back to JSTOR and consider re-starting with a foundational and more inclusive posit: <https://guides.lib.unc.edu/sb.php>

- Continue your reading and then, when you find yourself getting excited, establish a revised FINAL **posit** that is non-rhetorical with **variables-defined** -- [http://www.bradleyhammer.com/105i/what\\_is\\_a\\_posit.pdf](http://www.bradleyhammer.com/105i/what_is_a_posit.pdf)
- Go back to JSTOR and read broadly in relationship to your newly defined variables. Feel free to use Wikipedia for new terms you don't recognize, before you go to harder readings on JSTOR (I'll explain why Wikipedia is ok next week—just don't cite it)
- As you read, alter your posit to fit the empirical reality that you uncover (write down the changing evolution of each posit) --
- Learn all the **nomenclature** that surrounds your term and keep a running list. Read extensively on this terminology – again, start with Wikipedia. I would expect there would be close to 100 new vocab words for you to learn here. So, learn them, now! This will make the reading easier and the writing less plagiaristic.
- Finalize your posit (**Be sure to have clearly defined bookend variables!!**)
- With a clear understanding of those variables, keep reading; following more links in JSTOR and **READ** until you find your “**introductory concept**” (e.g., US/Japan treaty of peace and amity) that connects your defined bookend variables **CAUSALLY!**
- Read more, until you can create a LINEAR bibliography
- List your bib in MLA, APA, Chicago or any style that's prevalent in your major
- Turn your bib into a **skeleton roadmap** (see steps in lecture notes above)—**SERIOUSLY consider asking a peer mentor for help!** **Do NOT even attempt to do this w/o an empirical intro concept that you fully understand HOW it works!! As you write your paragraph:**
  - Be sure each successive sentence answers the “**so what**” of the prior.
  - Look for jumps in the roadmap and read more until you can fill those gaps
  - Finish your roadmap with a **thesis** that follows both causally and directly from prior item. Use the format I set up in Steps above.
- **Turn your skeleton roadmap into a CAUSAL paragraph – see WWII example above. Do NOT forget your transition words b/t sentences. SERIOUSLY consider asking peer mentor for help!**
- Do a 5-minute free write that explains the difference b/t what you learned/discovered on this HW as compared to a typical day of “research” for a HS paper. Also, discuss the quality difference in this paragraph from your initial pretest paper's thesis-driven “intro”.
- **Do NOT divide and conquer.** Work, in person, with your group to get this done.
- **Email** everything to **Dr. H.**—be sure to include your evolving posits too!

### Old (poorly written) student example:

<http://www.bradleyhammer.com/105i/positingandroadmapping.pdf>

**This example got a .15 grade out of 1.00 (i.e., it's an “F” homework). Note below where they lost the points:**

In their skeleton they go on and on about the ‘**THAT**’ of genetically modified organisms” but **NEVER** define the ‘**HOW**’. Also, their nomenclature list is not only too short **AND** the terms are not defined empirically. Their self-reflections use undefined terms and no “**HOW**” is demonstrated. On their final paragraph, there are no transition words b/t sentences, there's redundancy which creates non-sequitur, there are jumps in the roadmap, several of their variables are not empirically defined, their fulcra present **THAT**, not **HOW**, exactly.... It's clear they did little reading and probably do not fully grasp even the limited terms on their nomenclature list... You get the point.