

## Class Notes and Homework

English 105i, Day #18:

Learning is not the product of teaching. Learning is the product of the activity of learners.- John Holt

1. Attendance
2. NEXT Thursday , April 3<sup>rd</sup>, is Midterm II at Pizza Night.
  - a. Invite your peer mentors and sign up for food ASAP.
  - b. **Midterm:** Phillips 0335, 6-7:30, April 3<sup>rd</sup>.
  - c. Pizza night is NOT mandatory. It's just a way to have a civilized time to get the work done. If you don't want to come, you can finish the midterm on your own and hand it in the Tuesday after Pizza Night.
3. Was the HW hard?
  - a. Do you understand that every sentence needs a purpose or else you will demonstrate to your prof that you are CLUELESS about the topic (i.e, probably didn't read, probably didn't understand the reading, probably have no idea of the readings implications, probably did not do any real analyses of the reading, etc...)?
    - i. What do my purposes do?
  - b. Reminder: What is the simplest set of purposes?
    - i. "so what" → relevant implication to "so what" to as many "implications of "so what" until you can get to one thesis.
    - ii. What did you add/subtract from my processes?

## Prettification and (how do I fill up the rest of the page w/o 40 discrete sentence purposes?) :

- a. **Step 1/2:** Follow the steps of prettification EXACTLY in the order I will teach them.
  - i. Why?
- b. **Step 1:** After you add discrete purposes to your signal-phrased sentences, get 2<sup>nd</sup> set of feedback from a "writing best friend" By giving them this editing checklist: [http://www.bradleyhammer.com/105i/editing\\_checklist.pdf](http://www.bradleyhammer.com/105i/editing_checklist.pdf) --
- c. **Step 2:** Get your paper back and address those concerns.
- d. **Step 3:** With a highlighter, go through each page of your revised paper examining "logical fallacies" (see: [http://www.bradleyhammer.com/105i/logical\\_fallacies.pdf](http://www.bradleyhammer.com/105i/logical_fallacies.pdf) ). **Why look at LF 1st?**
  - i. Highlight 4-5 fallacious assertions per paragraph that could use a quote. This is how you avoid the plagiarism you did on the pretest.
  - ii. **Student Example:** Before:

Understanding the possible causes (argument by deduction) of sleep deprivation based on disorders (pseudoscience) helps individuals (circular reasoning) to further (pseudoscience) see the effect of the brain's connection between left and right hemispheres. (pseudoscience) As Pfug states the "biorhythms of temperature" in sleep deprived patients are differentiable (deduction) than those people (pseudoscience) with depression

(38). That is, with this new discovery, there is an “instability of phase relationships in process S of sleep and those controlled by the circadian rhythm” (Wirz-Justice 450). Simply, there is a **clear deviation (argument by deduction AND pseudoscience)** between people who have depression and those who are fortunate enough not to through the circadian rhythm. Consequently, **as long as people continue to be diagnosed with depression, and there lacks a clear treatment for it universally, (pseudoscience)** the sleep schedule of deprived individuals **will have a detrimental effect (circular reasoning)** on the brain.

- **Your job:** With 4-5 of these logical fallacies (**or the number you need to fill up the page**) – e.g., (“Understanding the **possible causes (argument by deduction)** of sleep deprivation”) – just go to UNC google Scholar and type in: “causes of sleep deprivation” and add a new step (i.e., linear sentence) in your roadmap as a signal phrased sentence. This is how you begin to easily fill up the page while staying, on topic.

The screenshot shows the UNC University Libraries Google Scholar search results for the query "causes of sleep deprivation". The page includes a navigation bar with links like "Libraries & Hours", "Search & Find", "Places & Spaces", "Services", and "Support & Guides". Below the search bar, there's a section titled "Don't Pay: Get full text articles in Google Scholar" with instructions to look for a "Find article @ UNC" link. A red arrow points to this link in the first search result. The search results list several articles, including "Ecology: Global amphibian population declines" and "What is sleep deprivation?". The second result, "Sleep deprivation causes behavioral, synaptic, and membrane excitability alterations in hippocampal neurons", is highlighted with a blue box. Below the search results, there's a "Related searches" section with links like "sleep deprivation college students" and "rapid eye movement sleep deprivation".

- Here's what was found.

**Student Example:** Sentences 1-2 – After “Google-Scholar’ing” quick quotes: I then turned it into a quick couple of signal phrases below. This is how you start with just 12-13 **sentence purposes** and extend each wiki-heading into a full one-page story.

**Example:** Understanding what Golden (236) terms, the “**psychological underpinning,**” of sleep deprivation **and its relation to “brain trauma,”** helped researchers in 2015 reduce brain **asymmetry by 39%** in teens. As Pfug asserts the “**biorhythms**” of these sleep deprived patients are marked by “**20%**” more episodes of “trauma” than those suffering depression (38).

**\*Now—These sentences become my new “before.”**

- e. **Step 4: Read and Edit for Flow:** **ALWAYS begin** with an examination of **syntax**. Everyone know what syntax is?

- i. **Student Example:**

## Before

**Example:** Understanding what Golden (236) terms, the “psychological underpinning,” of sleep deprivation and its relation to “brain trauma,” helped researchers in 2015 reduce brain asymmetry by 39% in teens. As Pflug asserts the “biorhythms” of these sleep deprived patients are marked by “20%” more episodes of “trauma” than those suffering depression (38).

## After:

**Example:** Understanding teen brain trauma, and its relation to what Golden (236) terms, the “psychological underpinning” of sleep deprivation, helped researchers in 2015 reduce brain asymmetry by “39%.”

- f. **Step 5: Reread and edit for word choice** (i.e., Simple—just right mouse click on the thesaurus in MS Word to **define** Nouns, adjective, variables and fulcra as you go)

i. **Student Example: Before:** Understanding teen brain trauma, and its relation to what Golden (236) terms, the “psychological underpinning” of sleep deprivation, helped researchers in 2015 reduce brain asymmetry by “39%.”

ii. **Student Example: After:**  
Deconstructing the links between teen brain trauma, and its relation to what Golden (236) names, the “psychological foundations” of sleep deprivation, facilitated researchers 2015 ameliorations of “brain asymmetry” by “39%.”

- g. Step 6: Look for undefined variables (e.g., “brain trauma”) and Google Scholar the items and insert “quantitative citations” or “more academic nomenclature” into your .doc.—e.g., The academic nomenclature for “brain trauma” is TBI or “traumatic brain injury” – your prof will know the acronym.

Deconstructing the links between teen brain trauma (TBI), and its relation to what Golden (236) names, the “psychological foundations” of sleep deprivation, facilitated researchers 2015 ameliorations of “brain asymmetry” by “39%.”

- a. **Step 6.5: Reread and Edit for grammar, punctuation, and mechanics: Why does this step come AFTER syntax? This should be easy for you—it’s most of the editing work you did in Middle School & HS...**

**Student Example: After:**

Deconstructing the links between teen brain trauma (TBI), and its relation to what Golden (236) names, the “psychological foundations” of sleep deprivation, facilitated researchers’ 2015 ameliorations of, “brain asymmetry” by “39%.”

**\*If you never really got that hot at grammar, here is a tutorial for help with Grammar and punctuation:**

<http://bradleyhammer.com/105/tutorials/style.pdf>

- b. **Step 6: Define your format (MLA, APA, Chicago, etc. ) based on your prof’s preference.**

**\*If needed, here is another tutorial for help with MLA/APA Formatting:**

[http://bradleyhammer.com/105/tutorials/documenting\\_sources.pdf](http://bradleyhammer.com/105/tutorials/documenting_sources.pdf)

**Student Examples:** Here are some good-looking papers (both MLA&APA formatted) to keep as examples. I annotated these papers to help you learn how to format a proper college-level paper. Keep these links as a reference throughout college

- **MLA Example:** <http://bradleyhammer.com/105/tutorials/mla.pdf>
- **APA Example:** <http://bradleyhammer.com/105/tutorials/apa.pdf>

\***Shortcut:** <https://www.zotero.org/>

**Step 7:** Get FINAL feedback from your “writing best friend” by giving them the editing checklist, yet again:  
[http://www.bradleyhammer.com/105i/editing\\_checklist.pdf](http://www.bradleyhammer.com/105i/editing_checklist.pdf) -- Get the paper back and address those concerns.

\***Final Step:** Collect your “A” and get back to work on your application to Harvard Med.

\*Class work: Get your “best friend” and start the processes of “Prettification” for your two-page papers from last HW, using the steps above.

### **Homework:**

1. You'll have a “Practice Midterm” Next class
  - a. If you get at least a “B”, no HW!
2. Meet with your “best writing friend” **and your peer-mentors** to do the work below.
3. Go through EACH step of “prettification” for your 2 pages.
  - a. If your prior 2 weeks of HW was not done well or done hurriedly, REDO or review them with your peer mentor BEFORE doing these steps or else your Midterm II grade won't be that great.
4. Prettify your pages ONE-2.
5. Reread those 2 prettified pages and immediately after, reread pages ONE-2 of your pretest.
  - a. Compare your prettified pages-1&2 to pages-1&2 of your pretest using EVERY term (i.e., from logical fallacies and faulty causation to fulcrum and epistemology) that you've learned this semester.
6. Do a 5-minute free write about the delta in quality b/t the 2 papers.

**\*I would STRONGLY suggest incorporating your peer-mentor into this entire process.**