English 105i, Day #15:

The more that you read, the more things you will know, the more that you learn, the more places you'll go."– **Dr. Seuss**

"I'm not telling you it's going to be easy- I'm telling you it's going to be worth it." – **Art Williams**

"There are no shortcuts in life." – **Michael Jordan**

1. Attendance

    a. How are website projects going?
    b. ENGL 312H and Summer School
    c. Who can make a strong yet unprettified signal phrase sentence?
    d. Midterm #2 –Postponed until Thursday April 3rd. Update your calendar.
        i. Room and time - TBA
        ii. We'll be doing another "Pizza/Junk Food Night" with a competition against the other 105i class.
            1. We have a TON to get done prior!
                a. You can write a strong but unprettified SF sentence:
                    i. Here are some good terms for SF'ing – Link <u>HERE</u>
                b. You can alter syntax between sentences: See link <u>HERE</u>
                c. You can transition well b/t sentence: See link <u>HERE</u>
                d. You can create a "purpose" for each sentence.
                e. You can learn to "prettify" your roadmap
                f. You can write a whole paper (soup to nuts) at A++ quality in 3 hours w/o ChatGPT

    e. Next 3 class days will be MOST brutal work of the semester! Then, DONE with writing.
        i. I have fun/interesting ideas for the rest of semester with MUCH milder HW

2. <u>Prettifying your signal phrased sentences</u>

Steps:

Step # ½ : Get a writing "best friend."

Step #1: With your "best writing friend", explain (i.e., justify) your story's "chronology" (i.e., the story from X to Y) and "causation" (i.e., HOW X causes Y) and, with partner's input, finalize the <mark>"ordering" of your quotes</mark> BEFORE proceeding. Do NOT skip!!

Step #2: With your "best friend", re-examine and then finalize the syntax b/t each sentence so each successive sentence follows a new linguistic order w/o changing the sentence's meaning. This seems to always go better w/a partner... Remember – all you need is 3 different syntactic patterns for sentences – the reader's brain won't recall more. If you do this correctly, the PMDAS still works, perfectly.

Simplest syntactic patterns:

- Transition word(s), X, Y, Fulcrum, analysis, implications, signal phrase.
- X, Y, analysis, implications, Transition word(s), Fulcrum, signal phrase.
- Y, X, Transition word(s) , Fulcrum, analysis, implications, signal phrase.
- Transition word(s), X, implications, signal phrase Fulcrum, Y, analysis.

Last week's example of syntax change that didn't change the "meaning":

- Thereby, consistent with DeSimone's assertion, the demonization of marijuana as a "gateway" drug (160) is "three [fold]" under-reported and therefore even more dangerous than originally cited.

- The demonization of marijuana as a "gateway" drug (160), while "three [fold]" under-reported, proves even more dangerous than originally cited by DeSimone.

Step #3: Variate your transition words b/t sentences to connote causation w/o repetition (i.e., as such, thus, thusly, hence, consequently, accordingly, thereby, correspondingly, respectively, resultantly, subsequently, "respectively", "under these circumstances", ergo, "in respect to", and **therefore** (use "therefore" ONLY in your last sentence—(why?). See while **list HERE**

Step #4: Find an "intro quote" -- to start your paper by searching **Google Scholar** – do the search by using **your bookend terms and IC from your final posit**. Copy and paste the quote in. Format it. (**single spaced, 2pt font small than main text, indented .5" on BOTH sides, separated from main text by 2 lines**). What makes a great quote? It MUST create "**sequitur**" and include the IC and its implications for X/Y variables!. Example: Dr. Hammer's Blog – click here

Next Steps: This is where is gets REALLY hard!!

Cluelessness and the development of "VOICE".
What happens when you don't understand the purpose of work? You don't care, you don't learn, and you act clueless.

1. How far do you read before you judge "worth" or "quality" or "value" in a UNC email? If you see no "purpose" for reading, up front, it goes in the trash!
   a. Any guilt?
   b. Consequently, the psycholinguistics of writing dictates that a reader's understanding of YOUR -"purpose(s)" be clear, up-front – in page #1. This MUST be your strongest, clearest, and most PURPOSEFUL page.

Finding "purpose" in writing:

Sentence Purposes: While every sentence follows the same basic structure to be "academic" i.e., X/Y variables, analysis, implications, etc., can anyone tell me the purpose of "sentence #1" in an essay? **Isn't that the thesis claim, or wait no, it's the "intro concept", right?**   That's "WHAT" goes into sentence #1 but not WHY — i.e., its "purpose". Again, what happens if we don't understand work's purpose? You're CLUELESS and thereby STUCK! (i.e., blocked).

*So, why MUST academic writers start with an intro concept?

The most basic purpose of the intro concept is to show your reader WHERE your X/Y causation is possible. — i.e., HOW it serves as a fulcrum for the initial x/y causal relationship,   But, you also want to create **linear flow** so the paper reads "smartly"— and clearly sequitur from the intro quote to sentence #1. Does the "intro-concept" have any other set of purposes?

- It initiates a linear roadmap from the intro quote - so, eliminates non-sequitur.
- It girds empirically the topic of inquiry to the roadmap.
- It provides a direct answer to the posit that sets the inquiry in motion.
- It defines, in simple English, HOW you will roadmap from X to Y.
e.g., **Question:** "What, if any, is the causal relationship between the bombing of Pearl Harbor and US entrée into WW II" -- **Answer:** The Breaking of the 75-year-old US/Japanese "Treaty of Peace and Amenity"
- It shows your reader/grader, at the very start of the paper, that you have completed an exhausted Lit Review by immediately detailing the HOW — i.e., the exact fulcrum that pivots your key X variable toward the causation of your Y.
- Most importantly, it establishes BOTH the WHERE and HOW your roadmap is even possible.

2. The purpose of any paper is to build clear relationships b/t variables and then unfold causation **linearly,** through the demonstration of a step-by-step roadmap -- **not logic**. (What is the difference?)

*So, what's the purpose of sentence #2, #4, #7 or #12, or perhaps #18 in an argument?   Please **Note**: **You have no idea**!!! This **cluelessness** is what causes writer's block or the classic "**uhm's and uh's**" in the construction of a linear (written or oral) argument. You literally sit there trying to write and have no idea what your purpose, **at each sentence**, is -- trying to accomplish with words. It's like trying to decide if you should go left or right at an intersection when you don't even have a destination in mind. **You just sit there and ponder...**

Herein lies the real problem with your writing, Simply, the plagiarism, the undefined variables, the lack of causation, and the writer's block **are just symptoms** of this one glaring issue—i.e., **you have no idea what you're trying to accomplish with each sentence**, and thereby, **cluelessness** ensues.

* Once you devise a purpose for EACH sentence, writing becomes systematized (i.e., step-by-step) and thereby **logical** (i.e., linear, causal, and EASY) b/c, as you'll see below, for the first time in your writing life, you won't be **wholly CLUELESS** about **how writing progresses**, sentence-to-sentence. Think about it this way -- as of our last class, you knew **the 6-structures of a sentence** but, NOT the purposes of any discrete sentence. This is why the process still feels daunting.

Let's look at an example from a former year's class. http://www.bradleyhammer.com/105i/sentence_purposes.pdf

- http://www.bradleyhammer.com/105i/vaccination.pdf
- http://www.bradleyhammer.com/105/intro_2.pdf

Question #5: Again, how much of your actual paper does your prof read before she decides about its quality? How much would you read before judging?

Homework: Get into groups of 2-4 and meet <mark>in-person</mark>! With ONE of your papers, go through EACH of the steps above. When you get to sentence purposes, either copy my purposes or create your own. Clue: The simplest academic way to embed purpose is, at the end of each sentence ask, "so what" and your next signal-phrased sentence is simply the answer/implication to that question. You can continue "so what" to "so what" until you get to a thesis. But, do consider challenging yourself a bit by starting with my advanced sentence purposes and adding one or 3 of your own. With whatever purposes you choose, start with your wiki topic #1 i.e., "<mark>**history/background**</mark>" like the former students' examples above and complete a strong draft of a ONE-PAGE paper. Again, page one should ALWAYS be "background/history" and page N[th] should always be implications like the 3 examples above. I STRONGLY recommend doing this work with both your peer mentors present. Study my 2 student examples and you'll note that the intro paragraph (with its specific purposes) is really just the "intro" of wiki topic #1 i.e., "history/background".

- http://www.bradleyhammer.com/105i/vaccination.pdf
- http://www.bradleyhammer.com/105/intro_2.pdf

We'll be studying the final steps of "==prettification==" in our next class.