Class Notes and Homework

English 105i, Day #4:

"Scientific principles and laws do not lie on the surface of nature. They are hidden and must be wrested from nature by an active and elaborate technique of inquiry." — John Dewey, Reconstruction in Philosophy

1. Attendance
2. Using the Writing Center
3. I was VERY generous w/ pre-test grades. Why?

4. **Discussion #1:** Does 2=1?

    a. **Challenge:** Captain at the board!

5. Discussion #2: General Pretest Review:

- Dr. H's General Comments:

    a. Can you see that I will take your work seriously?

    b. My comments on pretests were NOT about agreement/disagreement with your position on pot, guns, IVG, social media, or how to make university a transformative experience. Rather -- on your inability to roadmap your case causally i.e., HOW some discrete "X" causes some discrete "Y" variable…

    c. Everyone got the same comments from my notes, relative to their examples. Some of you will note that I could have found EACH of your examples within page ONE!

    d. Did you understand my comments?

        a. Were your peer mentors helpful in translating them?

    e. What do you see as the core issues with your papers?

    f. Any questions about my comments?

Discussion #3: Main issues:

i. Unconscious plagiarism – very severe and very serious
ii. Aphoristic language = logical fallacy = faulty causation = plagiarism b/c stat implied
    1. E.g., A penny saved is a penny earned
iii. All belief driven and clearly unread quoting to "bolster" assertions, heresy, and self-evident logic
iv. ZERO representation that you understood the science of "How".
v. Your writing is MUCH more formulaic than academic.
vi. You sacrifice learning at the cost of short-cutting.
vii. Everyone relied on an epistemology of belief to drive your argument

***Worst problem!**

viii. As you write, you do not ask yourself, "does this even make sense".

Discussion #4: SPECIFIC Examples From Pre-test papers:

6. "What does it mean to 'know' something?"
    a. You all claimed you "knew" so many things in your papers:
        i. E.g., #1 "Throughout the existence of life on Earth, the evolution of humans and other organisms has been predominantly dictated by natural selection." What exactly is the % or ratio and when did it pass "stat sig"?
        ii. E.g., #2 "If a substance has more therapeutic effects than harmful side effects, then it can be used for medical treatment." SO Untrue!!
        iii. E.g., #3 "IVG will take decades to be implemented successfully as scientists learn more and more about human DNA". FYI: We mapped the human genome YEARS ago!

Problems:

1. Each is a direct IF/THEN statement
2. Why are each plagiarism?

7. What is the difference b/t "knowing" and demonstrating?
    a. Demonstrating requires a "fulcrum" – a through/by.
        i. Simple Example: **Gravity**

Student Example

"The sun's rays can damage human cells. This reaction can then cause cancer (Godwin 2019)."

Dr. H's re-write:

The sun's ultraviolet radiation, through its ability to penetrate and thereby distort the bonding process of DNA bases, degrade cellular bonding structures and thusly mutate genetic code. Consequently, these alterations in the mitotic processes of cell division, from chromosomal condensation and spindle formation to gene attachment and separation, form genetically variant and thereby non-fidelified daughter copies as the catalyst for errant and uncontrolled tumor growth.

8. HUGE Plagiarism issues in your papers. I will not bust anyone b/c I blame your HS teachers. We'll dive in deeply next class.

Examples:

"Cannabis is a low-risk drug to prescribe, as it is nearly impossible to overdose." -- THAT versus HOW?

"The majority of physicians are working hard to meet their legal obligation to the hypocritic oath by talking to their patients about gun storage in the home."

When one hears that a certain disease or illness "runs in the family," it might cause immediate distress.

CRISPR, which stands for Clustered Regularly Interspaced Short Palindromic Repeats, is a relatively new technology that can modify the genome of living organisms.

The increased possibility of a tumultuous college experience is concerning not only because success in higher education is a primary factor in determining one's future but also because attending college has become so expensive.

9. The primary culprit with your writing – all belief and no demonstration…

Examples:

- " While marijuana is seen as a highly efficacious treatment as a medical drug, many see it as a "gateway" to harder drugs".

10. Your writing is all "that" and no "how"…

Example:

- "10 out of every 1,000 people are affected by genetic disease." (The Impact)

a. What epistemology does this writer use to WIN?
   i. **Quote:** "Based on the empirical research it can be said that the medical benefits of biomedical engineering do not outweigh the practical, moral, and ethical concerns of in vitro gametogenesis, especially as combined with gene editing."

1. **Conjecture**
2. **Supposition**
3. **Belief**
4. **Groupthink**
5. **Assumption**
6. **Self-evident logic**
7. **FOAFS**
   a. Are these epistemologies effective?
   b. What epistemology do scientists use?

VERIFIABLE Empiricism

Discussion #5: Can I write well, at all?

11. Everyone go back to their pretest and find the smartest sentence/paragraph that YOU KNOW, "is good." Cut and paste that section HERE:

    a. Discussion of student examples

Discussion #6: Let's take one more look at these first issues. Can you find them?

a. Here are some examples.

12. New nomenclature: Students: Please memorize for HW #1

    a. **Thesis:** Claim THAT X=Truth – where does it go in an argument?
    b. **Causation:** Every sentence is an **if/then** statement where the writer demonstrates HOW the X variable causes the Y variable through a…
    c. **Fulcrum:** – the science girding or tool for defining the Through/By Ex.: THROUGH the "transitive law of equality" an "x" can = a "y".
        i. Please be sure you understand HOW this structurally different from a thesis?
    d. Intro Concept: This is your initial FULCRUM -- it defines the HOW and "where" of the causation b/t your first x/y variables (e.g., X=Y **by/through** the transitive property of equalities or throwing = falling **through** gravitational influence). (You might need to reread that a few times…)
    e. **Epistemology:** Your epistemology, from "belief" and "supposition" to "verifiable empiricism" is the tool you use to "know". In the pretest, everyone's writing was driven epistemologically by some form of "belief." Simply, **belief** is the unscientific HOW or tool you used for justifying the thesis claims because your writing was void of fulcra. **Student Pretest Example:** "Gun deaths are highly preventable through physician education of patients." OK, HOW or through what fulcrum exactly?
    f. **Debate/Causal argument** –
        i. A back-and-forth b/t I think/believe versus you think/believe e.g., chocolate/vanilla

           versus

        ii. I can "roadmap" – i.e., demonstrate through successive if/then statements girded by fulcra that the causation suggested b/t 2 discrete variables is predictable, a quantified % of time.
    g. **Absolutes:** "is-ing" or "are-ing" – these were typical in your papers and are non-scientific – why are these typically seen in thesis claims and not intro concepts that use through/by?
    h. **Defined X/Y variables:** e.g., Ear Scar

i. **Student Example:** "[I]n further exploring the biotechnology world, the country can continue to get closer to a happier and healthier future."

i. Suggest versus demonstrate

Homework:

Group work means "**meet**" – meet means "**live**", live means "**in-person**". This means do NOT "**meet**" over text or zoom.

Part #1: Meet with peer mentors and go over new vocab/nomenclature list. Make sure you understand EACH of these terms.

Part #2:

1. Understand that there is going to be a LOT of HW tonight because your writing had SOOO many issues.
2. Everyone get into a group of 4
    a. Pick partners who did NOT write your pretest w/you
3. Start by reading the following links in steps #1-2 below. These are the bits of rhetorical nomenclature that most students have trouble grasping.
4. **Step #1:** To more clearly understand the term "**causation**," I've drafted the following explanation: http://www.bradleyhammer.com/105i/whatiscausation.pdf -- After you read, discuss with your partner(s). Be sure you understand "causation," or call me or your peer-mentor!
5. **Step #2:** Then, to more clearly understanding the term "**Fulcrum**"—read this link. http://www.bradleyhammer.com/105i/whatisafulcrum.pdf . If you're still lost on either term, come by office hours, call, or discuss with your **peer mentor**. You'll need to understand these concepts to move forward in college with confidence. After you read, discuss, with your 3 partners, in-depth. Be sure you understand BOTH bits of nomenclature or call your peer-mentor or Dr. Hammer ASAP!
6. **Step #3:** Go back over the complete list of nomenclature in the lecture notes above. Do NOT skip this step as you will be responsible for understanding each of these terms. It will be impossible to complete the upcoming HW assignments if you don't understand these terms.
7. **Step #4:** Each of you in the group now reads one of your partner's pretest papers
8. For your ".8" on HW, find 150 examples of where they asserted causation in their pretest w/o a fulcrum. The simplest way to do this is to find all the thesis claims that pervade throughout each of your essays. Some of your sentences, b/c they have numerous variables that assert causation, embed 5 or more thesis claims in ONE sentence.
9. Meet with your partners and go over each of your comments.
    a. Everyone in the group (all 4 of you) should see the comments from each of your 4 partners
10. Be sure to save a copy in Dropbox so I can monitor your work as you make progress.
11. If you find over 225 comments you get an ".9-1.0". If you find 300, bring your HW to Dr. Hammer's office and receive extra credit points.
12. Send Dr. Hammer a short self-reflection of what you learned about your/their writing with the total numeric value of what you found posted on the top.