

Class Notes and Homework

English 105i, Day #7:

Interviewer: How much rewriting do you do? **Hemingway:** It depends. I rewrote the ending of *Farewell to Arms*, the last page of it, 39 times before I was satisfied. **Interviewer:** Was there some technical problem there? What was it that had stumped you? **Hemingway:** Getting the words right. — Ernest Hemingway, *The Paris Review* Interview, 1956

1. Attendance- check-in App
2. *Be sure to fill out [THIS FORM](#) so we know how much and what kind of pizza to get
3. Don't forget this Sunday's optional tutorial on Finding a faculty mentor and getting a summer internship.
*Please change your calendars based on updated Sunday tutorial schedule: [LINK HERE](#).
4. What was the craziest logical fallacy you heard or read?
5. Midterm #1: Who is ready? If yes, **Assigned today** – due Monday by 11:59
 - a. **Two options**
 - i. **Pizza Night** – Contest with Peer Mentors
 - a. Invite your peer mentors NOW and send them link to food sign-up [FORM](#).
 - b. **Complete it by yourself** -- due Monday by 11:59PM Monday
 - ii. **Pizza Night is Not mandatory:** Just the easiest way to get your Midterms DONE well.
 - iii. We'll start by eating, making new friends, and connecting with other mentors.
 - iv. You'll get a bunch done on your Midterm #1
 - a. If everyone does well on Midterm I, we move on from editing to writing.
 - b. **If we get through everything today, I'll give you the "Midterm I early," as TAKEHOME, so you can have until Monday evening to get it done.**
 - b. Group work means "meet" and work together as a team – meet means "live". Do NOT divide and conquer and do not meet over text or zoom.
6. What are logical fallacies?
 - ii. Contest: Everyone gets a partner whose pretest you have NOT seen:
 - 5 Minutes. Find and name the most "egregious" fallacy in your partner's pretest.
 - i. http://www.bradleyhammer.com/105i/logical_fallacies.pdf
 - Define the arguer's two (or more) variables.
 - Define the arguer's fulcrum and/or what epistemology the arguer uses.
 - Define what type of fallacy was used. It can be multiple forms...
 - Read around...

Several of you have asked me to teach the basics of writing ASAP as you have a paper due in another class – so, let's learn to write a little bit by examining your LAST 3 Issues with Pretests!!

1. Issue #1 (or 46 – however you're counting): You use **direct citations** instead of **signal phrases**, so the citation, not YOU, authors the sentence. You, the writer, through **analyses**, need to **demonstrate the mechanisms** of the science, **NOT the citation**. i.e., you can't just assert THAT something is true b/c Smith (2018) said so, you have to demonstrate HOW.

Example: Several million Americans suffer from chronic pain. Many of them use medical marijuana as pain management and 85% of Americans support its legalization (Grinspoon 2019). **ALL direct citations**

Rewrite: Consistent with Grinspoon's (2019) analysis of Americans' "support" for cannabis legalization, **chronic pain sufferers seek the plant's ameliorative effects through the THC's dopamine binding with receptors in the ventral tegmental region** of the human brain.

- i. HOW are these 2 examples discrete?

Here's an example of how to turn a real **citation** - that you actually **READ and understood**, - into a complete "academic" sentence:

The Citation:

DeSimone, J. (1998). Is marijuana a gateway drug? *Eastern Economic Journal*, 24(2), 149-164.

Question: Why is this citation ok for a college paper?

Example: Let's now read slowly...this time, as we read, look for all the if/then statements as you go. This will force you to **PAY ATTENTION** to what's actually being argued in the text. I'll color-code examples below. See if you can find even more!! Do not get bogged down in EVERY word – This is lesson #1 about "how to read" your HW from chem/physics/bio class-- just keep saying in your head, as you read "if/then, if/then, if/then..." BEST way to read!

The Original Quote: This study has found evidence of a **gateway from marijuana** to cocaine that takes place at later ages than were previously thought relevant. Structural estimates accounting for unobserved heterogeneity that affects both marijuana and cocaine demand indicate that **past marijuana use increases the probability of current cocaine use** by twenty-nine percentage points. This **effect is nearly three times as large** as the one-in-ten increase that Kleiman cites as warranting a considerable expansion in efforts to control marijuana use. To put the magnitude of this result in perspective, **preventing past marijuana use decreases the likelihood of cocaine initiation** by an amount that is almost thirteen times greater than that brought about by a doubling of the average cocaine price, which any feasible enforcement effort is unlikely to accomplish [Kleiman, 1992].

1. Choose the X/Y that is relevant to the course that assigned the paper: e.g., a **"public health class"** that examines the opioid crisis – perhaps you're curious of what, if any, "gateway effect" is caused by "marijuana".
 - a. X= **gateway from marijuana**.
 - b. Y= **effect is nearly three times as large**
2. Now, turn your **citations** into complete sentences with **signal phrases**, **X/Y variables**, **short paraphrases**, and **analysis**.
 - a. Example: **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.

This is a Complete academic sentence... WHY?

Quiz: Groups of three, 5 minutes to turn the next citation into a COMPLETE signal-phrased sentence at the board.

Citation I:

Redding, Richard E., and Sarah M. Shalf. "The legal context of school violence: The effectiveness of federal, state, and local law enforcement efforts to reduce gun violence in schools." *Law & Policy* 23.3 (2001): 297-343.

Original Quote I:

We must target the sources of juvenile gun violence, which accounts for nearly all of the increase in school violence seen since the mid-1980s among inner-city as well as suburban school youth. The huge increases in juvenile homicides and suicides between 1987 and 1993 were due largely to easier access by juveniles to firearms (see Snyder & Sickmund 1999). First, however, we must first recognize differences in the patterns of violence and gun use among different juvenile populations, as those differences may determine what measures will be effective in reducing juvenile violence.

MUCH more about signal phrases AFTER midterm!!

Next Issue with your papers:

1. You all had examples of **crazy, crazy, cra-cra syntax**:

- a. **Remember my example:** I don't think I like him. **I think that I don't like him.**
- b. **Police help dog bite victim. Dog bite victim helped by police.**
- c. **Toilet Out of Order. Please Use Floor Below. Toilet out of order. Please use urinal located on floor below.**

Pretest Example I: Gun violence has affected the most **important right** of **individuals, the right to live.**

Ask yourself: What is the "subject" of the sentence – either the X, Y or Fulcrum

Pretest Rewrite I: **American citizens' constitutional right to "liberty," delimited in the DOI,** demarcates a repudiation of the 30k annual acts of US Gun violence, **through its codification of "life" as a foundational legal footing.**

Writing is MATH/PEMDAS, ergo –
Syntax = composition's "order of operations." $4(2^3 * 1 - 5) -$
 does the syntax matter here?

Example II: Although **there are many studies showing the benefits,** **many argue** that **there isn't enough research** on the long-term effects of marijuana.

Rewrite II: The long-term, carcinogenic effects of marijuana inhalation to human lung cell mutation identified in 2018 by the CDC's **longitudinal study,** **demonstrates a causal link between "daily usage" and the development of lung cancer,** through the calcification of once-healthy lung tissue.

Do NOT think about syntax in terms of $X \rightarrow \text{Fulcrum} \rightarrow Y$. Instead, think of it in terms of **subject** FIRST. Find the subject by identifying EVERYTHING that is subordinate.

Next Issue with your papers:

4. No “Big Crunch” – just ENDLESSLY convoluted sentences w/countless variables. One student had 165 words that defined essentially NOTHING! This will be one of the MOST important things we cover!

- Let’s crunch down a needlessly LONG and thereby CONVOLUTED sample sentence and change its syntax.

Example: The **unrestricted interstate trade** that takes place in **Chicago** **circumnavigates** the city’s enforcement of the **Brady** Handgun Violence Prevention **Act**, allowing residents to illegally receive unlicensed guns from neighboring **border-state counties**.

- a. 31 Words of convolution... (again, **one of you had 165**)

- b. Are the **x** and **y** variables REALLY x and Y. Is “Chicago” REALLY the best fulcrum?

The Big Crunch...

- c. **Chicago’s border-state counties**, through **unrestricted interstate trade**, **circumnavigate** the Brady Bill.
 d. Well-REASONED $X \rightarrow \text{fulcrum} \rightarrow Y$ = proper syntax, ONLY 12 words, = clarity...

2. **Quiz:** Quick practice with identifying LATEST issues we’ve covered to make sure you’re ready for the Midterm tomorrow.

- a. Everyone gets syntax, big crunch, logical fallacies, and signal phrase a #:
http://www.bradleyhammer.com/105i/day12_review.pdf

Homework #1:

1. Invite your peer-mentors to pizza night—ASAP.

- a. Put your name and dietary restrictions on the sign-up sheet (**THIS FORM**). Ex: I **ONLY** eat kosher, but I am also gluten free and, of course, dairy free. The pizza dough needs to be made with cage-free, non-gluten wheat and any meat on my “meat lovers” pie needs to be, of course free-range. Also, make sure the sauce is organic, and the tomatoes were grown locally. Other than that, I’m pretty easy and laid back (as long as everything is both fat free and sugar free)!!
- b. *Be sure to fill out *Be sure to fill out **THIS FORM** so we know how much and what kind of pizza to get

3. Come to this Sunday’s optional tutorial on “Finding a Mentor and getting a summer internship”

- a. *Please change your calendars based on updated Sunday tutorial schedule: **LINK HERE**.

2. Get to work on your Midterms: I HIGHLY recommend working with your peer mentors!! These are due by 11:59 on Monday night. That gives you several days. – Remember, you can get most of this done at pizza night!!

Midterm #1:

Everyone needs at least TWO partners. Get them NOW! **Include the ENTIRE group's HW in ONE email to me** Do NOT send me 3 email or **I will drop your grade!!**

1. Breath -- Midterm #1 is take-home
2. Due: Monday by 11:59 PM – **NOT at the end of pizza night**. Pizza Night is just an opportunity to get to work on it, get some help, and organize your work. However, I have seen really focused students use pizza night to get the whole thing done at "A" level.
3. Form groups of 3
4. From [this LINK](#), you can find several old student pretests. Use as many of them as you need (no need to use ALL) to find [all the issues we covered](#) on your pre-test papers. I only discussed "cohesion" (#12) briefly in class so I wrote an example for you to follow.
5. Before we meet for pizza night, consider employing your peer mentor for help. Go to #10 below to decide how many comments your group wants to do – **color-code comments – see old Midterm examples BELOW**.
6. **Do NOT divide and conquer**—Again, **Do NOT divide and conquer**—you will get 1/3 credit this way – do the work **TOGETHER, in-person!!** This is why I'm buying you pizza!!
7. Use this editing checklist as a reminder of everything we covered:
 - a. http://www.bradleyhammer.com/105i/editing_checklist.pdf
 - **Include a KEY** so I know what issue each color corresponds to. If going for a high grade, you must first find **TWO** of each of the 45 items on the editing checklist before repeating a comment.
 - **Have SUPERB comments:** For minimum "B" level credit, use this link as a guide for writing good comments: <http://www.bradleyhammer.com/105i/commenting.pdf> . You **MUST follow this guide, or your comments will NOT count**. When you follow this model, **each FULL comment counts as THREE comments**.

Examples from former students—Some good, some less so. For the 2nd and 3rd examples, **scroll to the end** of the papers to read the students' "3-Level" comments. The first one has all 300 comments for the "A".

- http://www.bradleyhammer.com/105i/midterm_examples/example1.pdf
- http://www.bradleyhammer.com/105i/midterm_examples/midterm1_example.pdf
- http://www.bradleyhammer.com/105i/midterm_examples/1.pdf
- http://www.bradleyhammer.com/105i/midterm_examples/example2.pdf
- http://www.bradleyhammer.com/105i/midterm_examples/4.pdf

8. **As a group, complete a one-paragraph analysis of what you've learned.** Once you complete the assignments above, spend 15-20 minutes with your group discussing -- **"What was up w/our thinking on the pretest?"** Take notes and then write a brief analysis (one causal paragraph) of how your papers ended up the way they did – be sure to use defined variables, an intro concept and a "so what" to "so what" sentence structure leading to ONE thesis. -- **attach the group's paragraph to the same email. Again – DO NOT send multiple email or I will drop your grade!!**
9. Here is an example of a past student's paragraph: This was a solid "B":
http://www.bradleyhammer.com/105i/day6_freewrite.pdf

10. **Midterm Grading: You choose your grade!**

*Remember: If you do a comment on [ALL 3 levels](#) then you can count that ONE comment as **THREE** comments!

- a. Find and label 300 comments for your group = Grade: 93-100 (depending on quality and variety) – **Again, this can be ONLY 100 comments if EACH comment is handled on all 3 levels –** see: <http://www.bradleyhammer.com/105i/commenting.pdf>
 - b. Find and label 250-299 comments for your group = Grade: 86 – 92 (depending on quality and variety)
 - c. Find and label 200-249 comments for your group = Grade: 79 – 85 (depending on quality and variety)
 - d. Find and label 150-199 comments for your group = Grade: 73 – 78 (depending on quality and variety)
 - e. Find and label 100-149 comments for your group = Grade: 68 – 72 depending on quality and variety)
 - f. Find and label 50-99 comments for your group = Grade: 62-67
 - g. Find and label less than 50 comments for your group = Grade: 0-61
- i. **Put the # of comments you complete on top of your group's Midterm. Also, denote the # of "different" comments.**
 - ii. I'll be looking for your ability to comment on EACH of the items covered this semester. **Higher scores** within each range will be for those groups that find **a large variety of comments** and don't merely repeat the same comment ongoingly (**like one student who found 100 examples of the same thing**). Also, craft a causal self-reflection!
11. Don't forget about the optional "**extra credit**" [assignment](#) for a FULL ½ letter grade: i.e., A "B" becomes a "B+" or an "A" becomes an "A+" or 110%. That would almost wipe out a really bad HW grade!!!