

Small Group presentations of CEL chapters 8 and 9. (40 points IDA)

These chapters enforce writing strategies and concepts for success on and small group essay #2 individual and on essay #3. The small group goal for presentations of CEL chapters 8 & 9 is to explain the main points of the assigned section and relate the section to collaborative persuasive essay #2 and to individual essay #3.

DIRECTIONS: Each group should have an activity for the rest of the class to practice the concept(s) or idea(s).

Small groups must have at least one copy of the notes (content) INCLUDING the activity instructions printed BEFORE coming to class on the presentation due date. **The printed notes will be provided to absent students.** If you do not have printed notes prepared, your group will lose 10 points of the 40 point presentation. Students absent excused on assigned presentation date will get an "X" in the gradebook. However, if I was a student, I would want to be here to earn the 40 points if possible. **Audience expectations:** *Take notes from each presentation in your WWJ.*

Concepts connected to current and upcoming essays 2 and 3 in 8-15 minutes of time.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Activity effectively engages student audience in meaningful practice.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Notes and Information provided are informative and accurate and presented professionally / prepared.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Hard copy of notes or slides provided to instructor on presentation due date.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
TOTAL out of 40 points		

Small Group presentations of CEL chapters 8 and 9. (40 points IDA)

These chapters enforce writing strategies and concepts for success on and small group essay #2 and on individual essay #3. The small group goal for presentations of CEL chapters 8 & 9 is to explain the main points of the assigned section and relate the section to collaborative persuasive essay #2 and to individual essay #3.

DIRECTIONS: Each group should have an activity for the rest of the class to practice the concept(s) or idea(s).

Small groups must have at least one copy of the notes (content) INCLUDING the activity instructions printed BEFORE coming to class on the presentation due date. **The printed notes will be provided to absent students.** If you do not have printed notes prepared, your group will lose 10 points of the 40 point presentation. Students absent excused on assigned presentation date will get an "X" in the gradebook. However, if I was a student, I would want to be here to earn the 40 points if possible. **Audience expectations:** *Take notes from each presentation in your WWJ.*

Concepts connected to current and upcoming essays 2 and 3 in 8-15 minutes of time.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Activity effectively engages student audience in meaningful practice.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Notes and Information provided are informative and accurate and presented professionally / prepared.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
Hard copy of notes or slides provided to instructor on presentation due date.	10 9 8 7 6 5 4 3 2 1 0 Exceptional ----- Lacking	
TOTAL out of 40 points		

Presentation 1 – September 28, 2016

CEL Chapter 8 – pages 269 – 270

Consider using the readings in the chapter in your activity.

Explain the key concepts and have students analyze the paragraph in the middle of pg. 270 – *How college students live ...* And, have students practice taking private concerns public.

Presentation 2 – September 28, 2016

CEL Chapter 8 – pages 270 (bottom) - 273

The book uses the terms a little differently than I usually teach them. Add my ideas into your notes.

Arguable = Debatable (many sides/opinions)

Scope = Plausible (argument is potentially solvable or at least possible to debate)

Public Resonance = Consequential to a specific group – other's care

Revelation = Revelatory (Ah Ha moments)

Explain the key concepts / criteria and have students do activities 1 and 2 at minimum. Maybe, consider using the readings in the chapter in your activity.

Presentation 3 – September 29, 2016

CEL Chapter 8 pages 272 – 273

Evolution of a Thesis and Common Thesis Problems and Revising Your Thesis

After explaining the concepts, you could connect the THESIS information to the RR 1 and RR 2 assignments as a reflection. You also could have students look for CLAIMS in a thesis. Just some thoughts.

Presentation 4 – September 29, 2016

CEL Chapter 8 pages 273 – 275

Do **NOT** give notes on each of the rhetorical tools. Instead, suggest that students reference these rhetorical tools and identify which ones are effective for the essay assignments.

Have students analyze **how the authors use sources** in their **CEL** chapter 8 essays. How are those sources effective for the author's purpose? Use the readings in the chapter in your activity.

Those little symbols indicate what kind of rhetorical tools are used by what author in what paragraph.

Your section is important.

Presentation 5 – September 30, 2016

CEL Chapter 8 pages 277 – 278

Explain the importance and the parts of the counter argument. Conduct the Invention Workshop on 278 with students with reflection toward possible research topics – persuasive argument with a claim.

Presentation 6 – September 30, 2016

CEL Chapter 8 page 279

Consider using the readings in the chapter in your activity.

Explain **concession**, give examples; explain qualifier and give examples.

Have students create a topic and write concessions and qualifiers for the topic.

Presentation 7 – October 3, 2016

CEL Chapter 9 pages 306 – 307

Explain the **Four Elements of Argument** and the **Rogierian Argument** and how to apply them to Collaborative Essay #2. Consider using the readings in the chapter in your activity.

Presentation 8 – October 3, 2016

CEL chapter 9 pages 308 – 310

Consider using the readings in the chapter in your activity.

Make sure students have a strong understanding of **Warranting Assumptions**. Connect to Essay 2.

Presentation 9 – October 3, 2016

CEL chapter 9 pages 310 – 314

Consider using the readings in the chapter in your activity.

Focus on **Public Resonance**, **Thesis** and **Rhetorical Tools**. Make a strong connection to Essay 2.