

EN 125: Seminar on Academic Writing

Week 9 - Style and Voice in Notes of A Native Son

Lesson Objectives:

SWBAT recognize an author's style and consider how they can incorporate their own style in academic writing.

SWBAT to identify different characteristics of voice in a literary essay.

Procedures:

1. Students will come to class having read "Notes of A Native Son."
2. I will ask students to try and define style and voice or give their senses of the words.
After students have brainstormed enough, I will give definitions of the terms.
3. A brief history of James Baldwin and his impact will be given. Students will know that Baldwin is often accredited for his beautiful style and flexibility of voice.
4. After this history, students will do collaborative work in four groups each group assigned a question. Students will be handed their questions on sheets of paper that I printed before the class.
 - a. What is gained by this arrangement--why are there three parts and how may they serve the reader? Within each section, how might you chart the development of ideas and/or story? What are the key transitions? Are there moments of climax or conclusion (or provisional conclusion? The order of the essay is nothing like a textbook definition of an essay's order (the march from thesis to conclusion).
 - b. What do you make of the "voice" in this essay? How does it defy your expectations? Consider this passage on page 59:
"Only the Lord saw the midnight tears, only He was present when one of His children, moaning and writing hands, paced up and down the room. When one slapped one's child in anger the recoil in the heart reverberated through heaven and became part of the pain of the universe. And when the children were hungry and sullen and distrustful and one watched them, daily, growing wilder, and further away, and running headlong into danger, it was the Lord who knew what the charged heart endured as the strap was laid to the backside; the Lord alone

who knew what one *would* have said if one had had, like the Lord, the gift of the living word” (Baldwin 59).

- c. What do you think Baldwin’s sentences do? See the passage on page 46:
“He was not a young man when we were growing up and he had already suffered many kinds of ruin; in his outrageously demanding and protective way he loved his children, who were black like him and menaced, like him; and all these things sometimes showed in his face when he tried, never to my knowledge with any success, to establish contact with any of us. When he took one of his children on his knee to play, the child always became fretful and began to cry; when he tried to help one of us with our homework the absolutely unabating tension which emanated from him caused our minds and our tongues to become paralyzed, so that he, scarcely knowing why, flew into a rage and the child, not knowing why, was punished” (Baldwin 46)
 - d. Research is a part of reading and writing; therefore, spend some time looking up more information about the riots in Detroit and Harlem in 1943. Try to find newspaper accounts. Discuss how the ways of thinking or talking about race in the 1940s were different. Consider that Baldwin’s essay was written in 1955 and contributes to a history of racial discourse.
 - e. Students will share what they discussed with each person saying at least one thing. As we go through the groups, I will have their passage and question projected on the board. I will mention that academic writing is not void of style.
5. Class will end with students freewriting on how they would describe their style or voice.

Materials Needed:

- The reading printed out.
- Scrap paper for the freewriting response.

Assessment of Learning Goals:

1. Individual presentations of what they discovered during their collaborative work.
2. How students incorporate style or voice in their Literary Narrative assignment.

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Week 7 - Indigenous People and Introductions and Conclusions

Lesson Objectives:

SWBAT to understand the ways that different genres may have different aspects in their introduction and conclusion. 1. a.

SWBAT to create an effective introduction and conclusion for their own research paper. 1.b.

Procedures:

1. Students will come into class having read Howard Zinn's "Columbus, The Indians, and Human Progress."
2. I will begin class asking students what kind of audience they think this chapter was written for.
3. I will define genre for the class and ask them about the components of this essay that contribute to its genre. Things to mention if not mentioned by students already: informative, objective, and historical
 - a. Why does Zinn include the personal accounts of other explorers talking about how horrific the treatment of Indigenous people was?
4. Students will then do collaborative work to discuss the rhetorical moves that Zinn makes in his own introduction conclusions while considering that this is the introduction to his book. Students will share their findings with the class, and I will show my powerpoint discussing expectations for introductions and conclusions in academic writing (how it compares and contrasts to Zinn's)
 - a. After sharing my powerpoint, I will answer any lingering questions the students have about the reading or the introductions and conclusions or the reading.

Materials Needed:

--Students will need the reading printed out and their reading response.

--Students will need scratch paper for the collaborative activity.

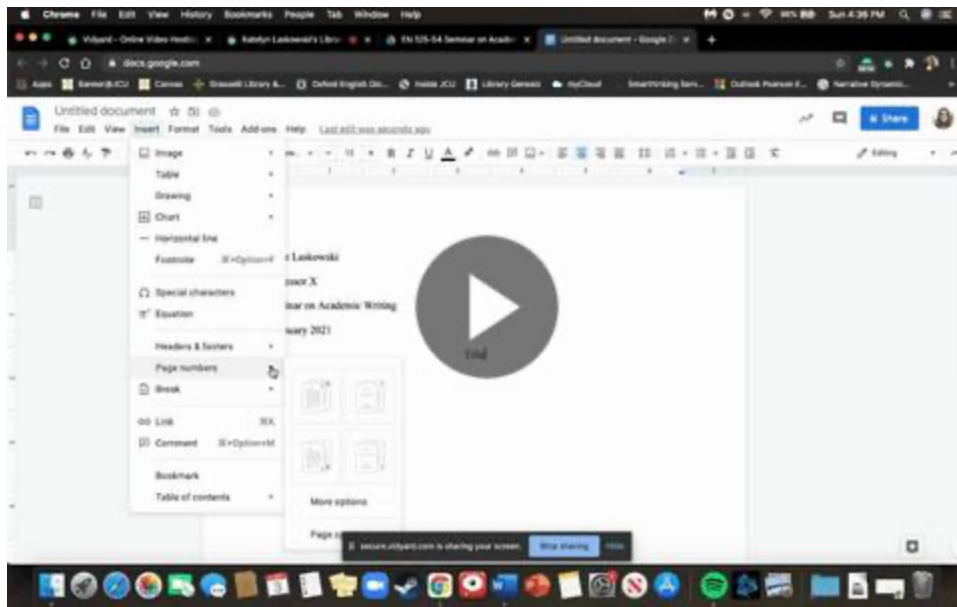
Assessment of Learning Goals:

1. Students mastery of introductions and conclusions will be assessed in their research papers.

Addition	
Also	In fact
and	indeed
besides	moreover
furthermore	So too
In addition	
Elaboration	
actually	To put it another way
By extension	To put it bluntly
In other words	To put it succinctly
In short	ultimately
That is	
Examples	
After all	For instance
As an illustration	specifically
consider	To take a case in point
For example	
Cause and Effect	
Accordingly	so
As a result	Then
consequently	therefore
hence	thus
since	

Comparison	
Along the same lines	likewise
In the same way	similarly
Contrast	
Although	nevertheless
but	nonetheless
By contrast	On the contrary
conversely	On the other hand
despite	regardless
Even though	Whereas
however	While yet
In contrast	
Concession	
admittedly	naturally
Although it is true	Of course
granted	To be sure
Conclusion	
As a result	In sum
consequently	therefore
hence	thus

In conclusion	To sum up
In short	To summarize



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