

First Year Seminar
FALL 2023

MEETING 19

The Problem

- What it says vs. what it means
- The problem
- The Critical Thinking writing project

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Three things today

- 1 What it says vs. what it means
- 2 The problem
- 3 Critical Thinking writing project

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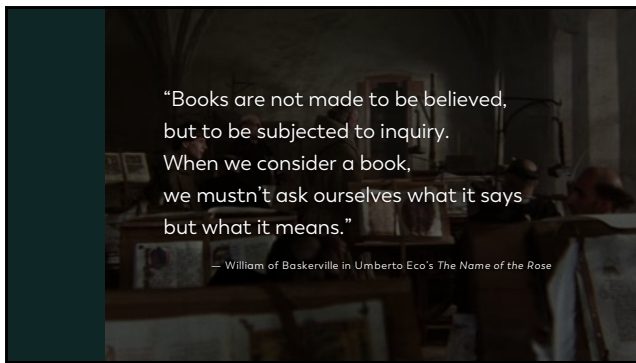
Ancient History - Spring 2024

 <p>History of Ancient Rome HIA 321/721 Thursdays 6:00-8:40 p.m. markbellson.com/courses/WY23_24/</p>	 <p>Women in Antiquity HIA 311/750 • WST 311 Tuesdays 6:00-8:40 p.m. markbellson.com/courses/WY23_24/</p>	 <p>Civilizations of the Ancient World HIS 246 Tues-Thurs 3:00-4:15 p.m. markbellson.com/courses/WY23_24/</p>
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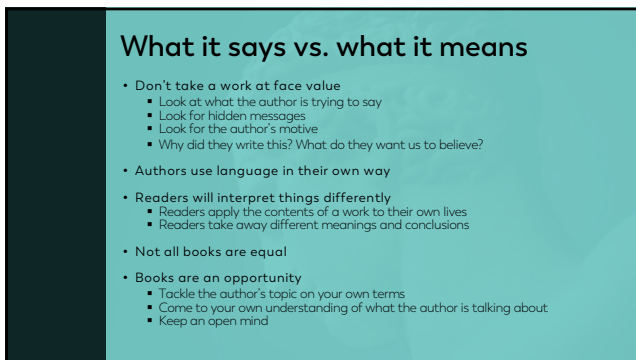
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Examples from your reading

- News stories: is the author biased? Are the details being manipulated?
- Scientific theory: is this based on evidence?
- Poetry: is the meaning what I think it is
- *Hamlet*: many layers and hidden meanings
- *The Great Gatsby*: changes in perspective, time shifts
- *Dead Girls Don't Write Letters*: author was hinting and being indirect
- *The Rose That Grew From Concrete*: metaphor and symbolism
- *The Giver*: would we be better off without emotions
- "It is during our darkest moments that we must focus to see the light"

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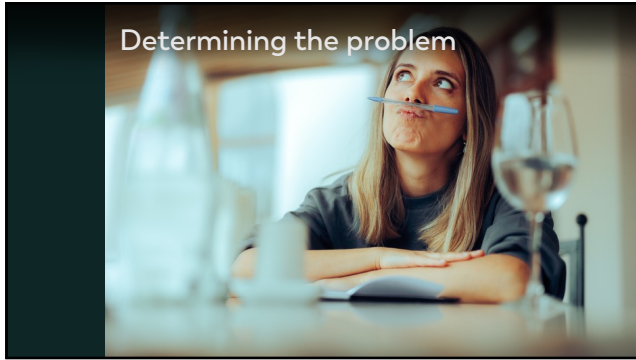
Telling a story with intent

- **Style and composition**
 - Choice of words
 - Imagery and connotations
- **Use of evidence**
 - Specific, concrete information that supports what you are saying
 - Real life examples
 - Details
 - Accuracy
- **Reliability**
 - Detailed descriptions that connect the author's daily life to the reader's
 - Personal anecdotes
 - Relate your story to what's happening in the world
- **Audience awareness**
 - Understand that people will see your story in different ways
 - Choose your audience
- **Discuss the counterarguments**
- **Author context**
 - Why I believe what I'm saying
 - Get them to trust you by providing a good image
 - Honesty
- **Medium**
 - E.g., a podcast allows the audience to connect with my voice but also hear my tone
- **Strategy and tactics**
 - Use a hook that grabs the reader's attention
 - Act like you're holding back so the info you do give seems like it's part of something
 - Use a cliffhanger to make the reader think about the implications
 - Evoke an emotional response

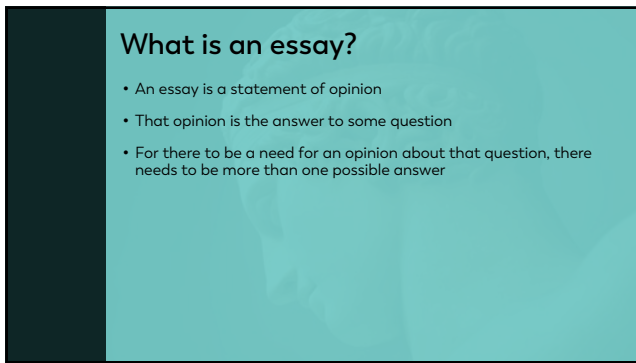
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The Problem

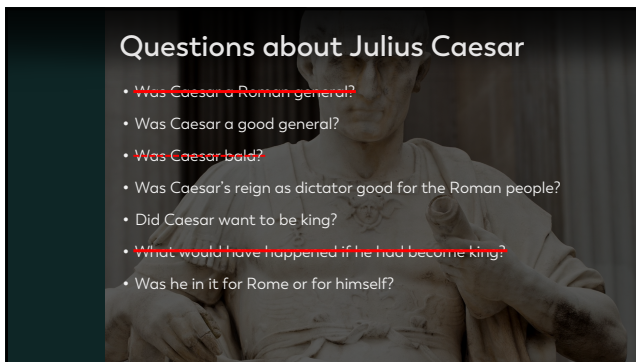
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Sample: *Gilgamesh* essay

Essay on *Epic of Gilgamesh*

The assignment: Write a 3- to 4-page essay using three moments from *The Epic of Gilgamesh* to take a position on the culture, beliefs, and social expectations of ancient Sumer.

Choose any of the mortal characters from *The Epic of Gilgamesh* and discuss his or her relationship with the gods.

- Describe and discuss three moments from *The Epic of Gilgamesh* showing your character interacting with or contemplating the gods.
- Make an argument about what these examples show us regarding Sumer's take on religion and the gods, and what it means to be human. Think about Sumerian culture's traditions and expectations and how they impact on the individual you're writing about.

Problem:

What does [my character] from the *Epic of Gilgamesh* tell us about the way Sumerians thought about the gods?

Possible Thesis:

I believe that [my character] from the *Epic of Gilgamesh* shows us that the people of Sumer did not trust their gods.

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The Critical Thinking Writing Project

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What it's about



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Four stages, week by week

Due by

- A. Choosing your document Monday, November 13
- B. Summary Write-Up Monday, November 20
- C. Annotated Bibliography Monday, December 4
- D. Analysis Write-Up Monday, December 11

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A. Choosing your document

This is your Week 11 response and will be posted online. For this, you'll need to do two things.

- Choose one of the list of short documents from history that interests you.
 - Skim through the reading at a glance and see what jumps out at you as you look through it.
 - This will be your document for the rest of this project, so pick one that you want to explore or find out more about.
- For your Week 11 online response, write a post that includes all of the following:
 - Which reading did you pick?
 - Why did it interest you?
 - What passage or detail jumped out at you as you glanced through it?
 - What, specifically, would you like to find out more about?

Due date: Monday, November 13

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B. Summary Write-Up

Read through your document and summarize the story it tells in your own words.

- Read through the document and describe what is happening in each scene. Use your own words.
 - Use just your document. You don't need to do any other research.
 - Just summarize, don't analyze.
- Formatting:
 - Double-spaced, with standard 1-inch margins and a standard font and font size
 - Have your name, the date, and a title (for example, "Summarizing XXXX", where XXXX is your document) at the top, or on a separate cover page
- Length: At least 1 page of writing, double-spaced.

Due date: Monday, November 20

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C. Annotated Bibliography

Use the Lehman library website to find three books or journal articles about your document or its context, and write a paragraph for each about why they would be useful.

- Go to the Lehman library website and find three books or journal articles that would be relevant and potentially useful if you were writing a research essay on your document or the time, place, and culture it comes from.
- For each book or article,
 - Get a sense of what this work talks about that's relevant to your document.
 - Copy and paste a bibliography entry into your document.
 - Write a paragraph about what this book talks about and why it might be useful for researching your document.

Due date: Monday, December 4

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D. Analysis Write-Up

Make an argument about what you think the author wants his or her audience to believe, using three examples from the text.

- Content:
 - Start with an introduction paragraph that states what you're arguing in this essay.
 - Then, give three examples. For each, describe what it says, and then talk about what you think the example tells us.
- Sources:
 - You can use info from what you found for your Annotated Bibliography as support for your analysis.
 - Most of the paper should be what you think—your analysis and interpretation of your document.
 - Any information you use must be cited.
 - Important warning: No internet sources.
- Length: At least 1½ to 2 full pages of writing, double-spaced

Due date: Monday, December 11

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