

Day 22: Th Mar 22

Reading: *CoR*: "Introductions and Conclusions" (pp. 232-248); *RACW*: Berrier, "Using Academic Discourse and Style" (pp. 91-99)

Due: Research Methods Journal Entry #7

In class: Revising and refining arguments

1. General thoughts about approaching revision

- You've read my chapter, so you know what I think about revision. Any questions about it? (Take a moment to refresh your memory.)
- I like revision a lot more than drafting; feels like a place to really improve
- It's only revision if you're making *big changes*. Don't limit yourself.
 - Show revision images on Google Drive
- Firstly, if you missed things on your first draft, fix them for the final draft.
- Next, though, think about big-picture issues: if you don't get these right, none of the smaller points matter.

2. Revising Arguments Pt. 1

- I was recently at a conference, and when I met people, they asked about my research. BUT, they don't want to hear me talk for hours. So I offer:
 - Here's what I'm studying AND Here's what I'm arguing.
 - In other words: what are you looking at, and what are *you* saying?
- With that in mind, take a moment to write the briefest possible version of your argument (the "elevator pitch"). Don't look at your essay. From memory, write:
 - 1. Fill in the blank: I am studying _____. (50 char. MAX)
 - 2. I'm arguing that _____. (140 char. MAX)
- We'll return to these ideas later. For now just want you to have them.

3. Intros Practice

- Take 5 minutes to write about *your personal connection to the topic*.
- [Time to write.]
- Often, this information is useful for an introduction. So now, practice writing an intro using your personal experience, and then transitioning into:
 - 1. Your question. Use the format from *CoR*.
 - 2. Your argument. This is the *answer* to your question.
 - 3. Your forecasting statement. Preview briefly what will follow.
- We'll talk about conclusions at a later point.

4. Revising Arguments Pt. 2

- Links between intros and arguments: now you can look at your essay. Compare it to the intro you just wrote. Is the thing you *say* you'll be doing what you are *actually* doing?
- One way to check this is by jumping from topic sentence to topic sentence.
 - 1. Does the topic sentence accurately reflect paragraph content?
 - 2. All together, does the order of topic sentences make sense?
- [Show example in Google Docs.]

- Once you've figured out what the snapshot version of your essay is, figure out how to ensure it's tight—no logical leaps or holes in your reasoning.
5. Conclusions
 - Look at UNC Writing Center page on Conclusions, talk about strategies.
 6. Peer Review Instructions/Reminders
 - Drafts are *longer* now, so you'll need more time to read them.
 - Exchange drafts via email by 5pm on Saturday, to give your peers time to read before class. CC me on the email to get credit.
 - Exchange drafts in your research group, so you'll have two readers.
 - Come in on Tuesday having read the drafts, and bring them with you in some way. Feel free to take notes as you read.
 - I'll give you feedback instructions in class on Tuesday.
 - Now's a good time to ensure you have all your group members' emails.
 - Beyond peer review, we'll work more on revision on Tuesday, so read a new source that you'd like to incorporate. We'll work with it in class.