

**Area:** FOR 242

**Lesson:** 1 of 15

**Lesson Title:** What is FOR 242?

**Instructional Time (minutes):** 160 minutes

**Objectives:** *Upon completion of class, students will be able to:*

1. Identify names and career aspiration of students in class
2. Discuss the purpose, format, and assignments associated with this course
3. Identify claim, data, and warrant in oral or written argument

**Key Terms:** Introduction, name, career, syllabus, argument, beliefs

**Need/Situation:**

Students need to become familiar with others as well as myself. They also need to know what the course is and where we will be headed this semester. Lastly, students will need to understand my expectations for writing this semester, particularly, how to build an argument.

**Realia (Tools, Equipment, and Supplies):**

- Index Cards
- Introduction PowerPoint
- Syllabus
- “This I Believe” printout

### Summary of Content and Methodology

Time	Activity	Details
5 min	<b>Warm Up</b>	<p>Make your own “business card”:</p> <p>Explain that business cards can be a powerful tool. It’s lighter than carrying around a resume and can still leave an impression on someone.</p> <p>Please take an index card and write your name in the upper left quadrant. Write your desired career title(s) in the lower left quadrant. On the right half, draw a symbol that represents you.</p> <p>On the back, please write at least 4 lines worth of words that describe who you are.</p> <p>Example is given in PowerPoint.</p>
30 min	<b>Introductions</b>	<p>Please stand and give your name; what symbol you drew and why; and what your career aspirations are. Ask for volunteer to start and allow them to pick the next student to present.</p> <p>Introduce myself last. Collect “business cards”.</p>
20 min	<b>Syllabus</b>	<p>Students will be provided with a hard copy today, but all subsequent modifications will be posted on Angel and students will be notified</p>

		<p>in an email and in class.</p> <p>Review course objectives and why these objectives were set. Highlight required text.</p> <p>Highlight participation, cell phone, academic integrity, disability services, and formatting policies.</p> <p>Review breakdown of assignments. Although the rubrics are included, we will review as each comes up throughout the semester.</p> <p>Review course schedule. Highlight field trips.</p> <p>Organize discussion groups and assign topics.</p> <p>Ask: What questions are there?</p>
10 min	<b>Activity</b>	<p>Put up triangle slide from PowerPoint</p> <p>Ask: How many triangles are on the screen? (3 min)          -Who thinks they see the highest number? (2 min)          -Does anyone see more?          -Show us.          -Allow students to work as a class to determine maximum number of triangles on the screen. (5 min)</p> <p>Explain: We may broach several controversial topics in this class. Triangles are not controversial but there were several disagreements. There may not always be a correct answer, or if there is, we may not see it right away. We will approach these discussions with respect and work together to find compromise or the best possible/satisfactory solution.</p>
<b>10 min</b>	<b>BREAK</b>	--
15 min	<b>Lecture</b>	<p>Making a good argument. Include the following:</p> <ul style="list-style-type: none"> <li>- Claim</li> <li>- Data</li> <li>- Warrant</li> </ul> <p>Available Resources:          DuBois - The CUE  <a href="https://owl.english.purdue.edu/owl/section/4/16/">https://owl.english.purdue.edu/owl/section/4/16/</a>  <a href="https://owl.english.purdue.edu/owl/resource/696/1">https://owl.english.purdue.edu/owl/resource/696/1</a></p>
60 min	<b>Activity</b>	<p>“This I Believe” - Allow up 15 minutes for each essay. Do not have to cover all essays if discussion is satisfactory.</p> <p>As a class, complete the following for audio available selections:</p> <ul style="list-style-type: none"> <li>- Listen/follow along transcript</li> </ul>

		<p>- Ask: What claims did the author make? What was their data? How would you classify the data (facts? experience? other?) What was the warrant (was there a warrant)?</p> <p>- As a whole, how do you feel about this essay? Do you agree? Disagree? Why?</p> <p>Audio version available:  - The Idea of Wilderness <a href="http://thisibelieve.org/essay/35433/">http://thisibelieve.org/essay/35433/</a>  - A Reverence For All Life <a href="http://thisibelieve.org/essay/31461/">http://thisibelieve.org/essay/31461/</a>  - A Feeling of Wilderness <a href="http://thisibelieve.org/essay/31307/">http://thisibelieve.org/essay/31307/</a></p> <p>Complete the following with shoulder partners. Answer the same questions as above.</p> <p>In print:  - There Is a Deer Before Me <a href="http://thisibelieve.org/essay/7082/">http://thisibelieve.org/essay/7082/</a>  Then, report back as a class. Think - Pair - Share.</p>
10 min	<b>Wrap-up</b>	<p>Thank students for wonderful first day. I am looking forward to the semester ahead.</p> <p><u>Next Week:</u>  Introduction of the North American Model and Wildlife Policy</p> <p><u>Assignments:</u>  Taking Sides Topic 1 Discussion Assignment</p> <p><u>Reminders:</u>  Semester-long extra credit opportunity  Office Hours  Email contact</p>