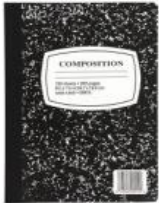


# Monday

April 21, 2014 (4.21.14)

## Materials



Composition Book  
& Pen or Pencil

## Agenda

### Time Estimate

### Activity

10

Warm Up

20

GT #14: *The Art of Comma*

3

*Aims of Argument* Study Guide

15

Notes: Propaganda Types

15

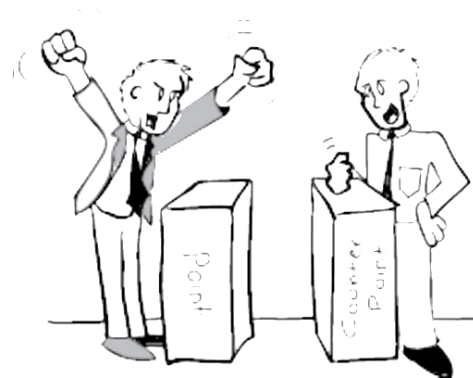
Watch / Discuss: Propaganda Clips

30

Read / Discuss: *The Cheating Epidemic* + Org.

Remaining

Silent Reading (SRT)



# Warm Up

April 21, 2014 (4.21.14)

Volume-O-Meter: 0 (Silence)

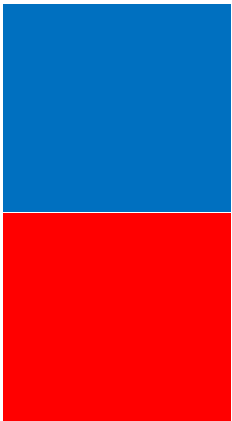
Time: 5 Minutes

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Word Part of the Day:

*caust / caut / calor* — burn

1. Write down the word part of the day and its definition. Now, write down three words that contain the word part of the day. Now, draw a picture of one of your chosen words.
2. Have you ever academically cheated in school? Explain why or why not. Why do you think people cheat in school...and what are the short/long-term consequences of cheating?



# Transition



Notes

# GT #14: *The Art of, Comma*

## Directions:

- TEAM
  - Discuss the following questions and record answers in your notebook
1. What is a comma used for and is it important?



## GT #14: *The Art of, Comma*

“The stop points out, with truth, the time of pause  
A sentence doth require at ev’ry clause.  
At ev’ry comma, stop while one you count;  
At semi-colon, two is the amount;  
A colon doth require the time of three;  
The period four, as learned men agree.”

--Cecil Harley (1800s)

## GT #14: *The Art of, Comma*

“Without punctuation there is no reliable way of communicating meaning. Punctuation herds words together, keeps others apart; it directs you how to read, in a way a musical notation directs a musician how to play.”

--From *Eats, Shoots & Leaves*

## GT #14: *The Art of, Comma*

“A woman, without her man, is nothing.”

*Vs.*

“A woman: without her, man is nothing.”

# GT #14: *The Art of, Comma*

- “Punctuation is a courtesy”
- Commas (,), semi-colons (;), colons (:) originally invented to help reader speed up, slow down, or pause.
- Original rules for commas (1800s):
  - In a list, before dialogue, to mark additional information
    1. Eggs, bacon, and cheese
    2. She said, “Hello.”
    3. The Baron, with his wavy black hair, was quite good looking.



# GT #14: *The Art of, Comma*

## Modern Day Comma Usage:

1. Lists (see “Oxford Comma” on next slide)
2. Before direct speech
3. With an appositive
4. Illuminate the grammatical structure of a sentence (rhythm, tone, pitch, flow)
  - “And, down, down, down she went...”
5. With a conjunction (placement of comma depends on where conjunction takes place)
6. Interjections (“Wait, I...”)
7. Mark end of “weak interruption” in speech.
8. To separate two or more adjectives that describe the same noun
  - “The large, brown ball...”

# GT #14: The Art of Comma

## The Oxford Comma:

- Use a comma when listing and right before the conjunction:
  - No Oxford: “Cheese, bacon and eggs.”
  - Oxford: “Cheese, bacon, and eggs.”



# GT #14: The Art of Comma

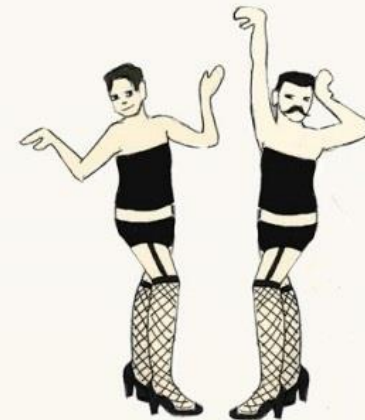
## The Oxford Comma:

- Use a comma when listing and right before the conjunction:
  - No Oxford: “Cheese, bacon and eggs.”
  - Oxford: “Cheese, bacon, and eggs.”

With the Oxford comma:  
we invited the strippers, jfk, and stalin.



Without the Oxford comma:  
we invited the strippers, jfk and stalin.

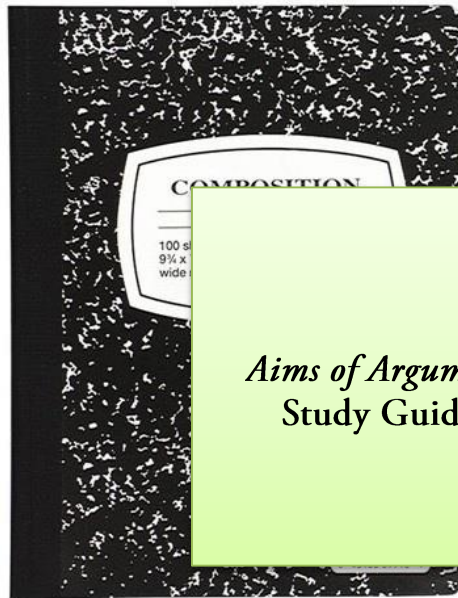


# GT #14: *The Art of, Comma*

Add commas to the following sentences:

1. He left the scene of the accident and tried to forget that it had happened.
2. Oil which is lighter than water rises to the surface.
3. Madame de Stael was an attractive gracious lady.
4. Please don't hurt me anymore.
5. I bought pants shirts and a shiny new hat at the mall today.
6. And then I said to her "Where are you going?"
7. Even though BHS is small it was well-funded.
8. One class Maria found difficult however was geography.

# Transition



*Aims of Argument*  
Study Guide



Study Guide

The BIG Question:  
How can I create and sustain an argument?

Key Text(s):  
*Professional Exemplars / Your Writing*

Concept 1:  
Introductions

1. How does one begin to “sell” an idea?

Concept 2:  
Support & Evidence

2. What makes good support in an essay?

3. How do professional authors construct their support and evidence?

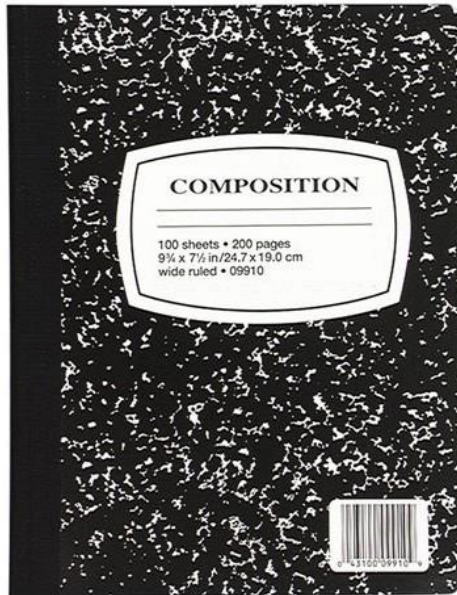
Vocabulary  
SSHTT, funnel, quote, anecdote, question, persuasive appeals, logos, pathos, ethos, credos

Vocabulary  
QtA, propaganda,

Concept 3:  
Conclusions & Counterpoint

Vocabulary

# Transition



Notes



# Propaganda

- Form of communication used at influencing how someone *feels* about a subject
  - Is a type of emotional appeal
- Carefully manipulates facts and statistics; lying by omission



# Nostalgia

- The “good old days” are better than today; a return to simplicity.
- Usually, the 1950’s



# Scare Tactic

- Puts fear into the viewer.
  - Will there be enough?
  - What will happen if I don't believe the author?



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# Testimonial

- Someone tells you to do something
- An “expert” or a celebrity



# “Plainfolks”

## T A K E N O T E S

- A specific type of testimonial:
  - A “regular” person, who is like you, tells you to do something.

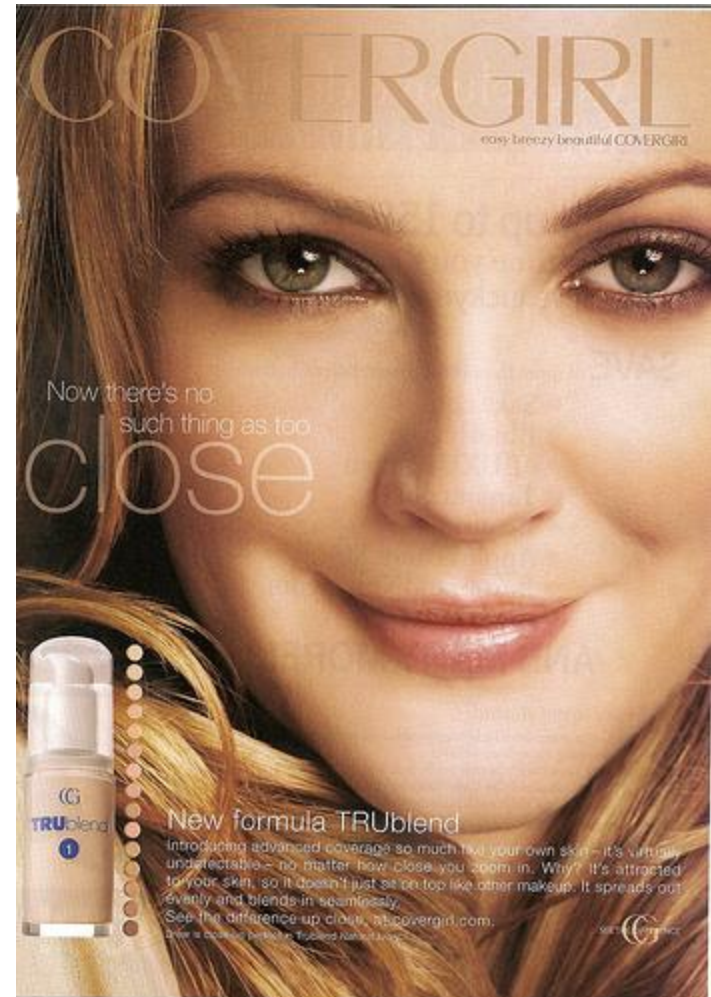




# “Beautiful People”

## T A K E N O T E S

- Use of attractive people to sell a product or service
- People believe they will be beautiful too by using product



# Bandwagon

- If everyone is doing it, you should do it too.
- Also, *anti-bandwagon*: everyone is doing it, so you shouldn't!



# Ad Nauseam

- A repeated word or phrase in an argument; to the point of “nausea”

T  
A  
K  
E  
  
N  
O  
T  
E  
S





# Cult of Personality

- When a normal person becomes a heroic ideal, often through flattery and praise



# Watch: Propaganda Clips

## Directions:

- Watch clips
- Talk with team and write a types of propaganda witnessed.



# Read / Discuss: *The Cheating Epidemic*

## ASSIGNMENT

### Directions:

- Sheet of paper: Make 2 column organizer:
  - Left: Line from Text
  - Right: Propaganda Type & Explanation
- Grab workbook
- Pg. 241
- Read aloud
- 6-8 entries; turn in at end of class
- Silent read if done early

