

## Journal Entries for writing 010

23 January 2012

Today writing class began with a presentation on how to set up our accounts on wordpress.com. Ashley explained how to do basic processes such as creating titles, and uploading work for the course. After she finished we then emailed Anne our screen names, traded our diagnostic essays with a colleague for peer review, then we reviewed the syllabus as a class. Anne would elaborate on what was expected of us in class, which was extremely helpful. Next we picked groups for out group led discussions and signed up for which novels we wished to discuss. Following that, class was dismissed.

25 January 2012

Wednesday January 25 consisted of a hybrid day. We conducted class electronically. First I read what Olga suggested I change in my diagnostic essay as to improve it, and I employed the changes which I agreed with. After that I scanned my original essay on my laptop and uploaded it to the process section of my profile on wordpress.com, as instructed by Anne. Next I typed my final draft of my diagnostic essay into Microsoft word, saved it as a PDF, and uploaded it to wordpress.com, after which I confirmed it had uploaded properly onto the site. Finally, I personalized my wordpress page by changing the background to a pink one, which proved to be much more aesthetically appealing than the plain white.

30 January 2012

Today in writing ten a group of three girls gave a presentation on the first part of *In Cold Blood*. They explained components such as character analysis, and plot. We formed groups and discussed characters, we were given Mrs. Clutter, we explained that she was negative, possibly bipolar, and had disconnected from life. After the class discussed characters, Anne went on to explain the essay which is due in two weeks.

1 February 2012

Today class consisted of a group led discussion. The group did a fantastic job, it was very interesting. They discussed the plot along with criminology aspects of the novel in regards to Perry and Dick. Following the presentation we discussed what was good and what could be improved in the GLD. After that we went over proper essay format, and composed our thesis sentences.

6 February 2012

Today we began class with a group led discussion. We talked about part III of *In Cold Blood*, specifically, what we liked and disliked. Next, we traded essays with a partner, did a peer review of the topic sentences and the theses. Then we rewrote them and discussed them as a class.

8 February 2012

In class on Wednesday my group which consisted of Olga, Melinda, and I, did our group led discussion of part four of *In Cold Blood*. It went really well and other students did a great job of participating. We discussed important plot points of part four, what they foreshadowed, and also what Capote may have been trying to convey. Next we had the class break up into groups and classify Perry and Dick as either a onetime killer, or a serial psychopath. Later, to end the discussion we asked a series of thought evoking questions to get people thinking abstractly. After our 40 minutes were up, we learned about how to employ the paramedic method to create more concise sentences and then we did a peer review in order to pinpoint sentences in our essays which needed work.

13 February 2012

Today was a hybrid day. First I watch capote and posted the following response to wordpress.com: The film entitled "Capote" proved to be a riveting depiction of the journey that Truman Capote underwent when writing "In Cold Blood." I was rather surprised that the film began with the scene of the murder being discovered, I assumed the film would exhibit the Clutter family while alive, synonymous to the way they were conveyed in the novel leading up to the murder. If someone had for instance seen the movie but not read the book, they would not have much of an idea of the kind of people the Clutter family were. This of course makes logical sense though, because the film was a depiction of Capote's life when he became involved in writing the novel, not about the Clutter murders themselves.

Henceforth the film was a more adequate depiction of the copious amount of time, work, and energy Capote put into writing the book. Obviously from the book, we as the audience could not see how psychologically draining it was for Capote, to spend time doing research preceding the novel, and also how much time he spent conducting interviews in order to gather more information on the story. This tiresome process could explain why he never wrote another full length novel after completing the masterpiece which is "In Cold Blood." I also found the way in which Capote grew to care about Perry in the film to be very interesting. I expected he would hate him, or at least show disgust like Perry's sister had. I enjoyed the film, but I believe it would have been more adequate, and done the story more justice if the Clutters had been shown while they were alive, leading up to the murder. Next, I blogged on three responses from my peers after they were posted online.

15 February 2012

Today in class Anne taught from skype, because she was on medical leave. First we had a group led discussion from Lulu's group on the short story, *Breakfast at Tiffany's*. It was very

interesting, this has been my favorite group led discussion so far. I enjoyed the story itself, and the things we discussed such as the significance of the name Holly Golightly were quite interesting. After we finished the discussion, Anne took attendance from skype, and then told us we had received an email about of homework. After that class was dismissed early.

20 February 2012

\*holiday

22 February 2012

Today was a hybrid day. I watched the film *Breakfast at Tiffany's* on itunes, then I wrote my blog post and published it to wordpress. I commented on three responses posted by: Andreawoorecho, Kuethao, and missoyuna. I really enjoyed the movie, I thought it was great, even better than the book; it did not even feel like I was doing homework by watching, analyzing, and comparing it to the novel. We were given the homework of reading through page 133 of *The Revolt of The Cockroach People*, which I also did today.

27 February 2012

Today our class consisted of a group led discussion on the first part of *The Revolt of The Cockroach People*. The presentation was engaging, the group did a jeopardy which was enjoyable. After that Anne went over our next essay prompt and we brainstormed what we planned to write about. I decide to do an essay regarding the history use of drugs, and the piece of art I am using is the song *Kickstart my Heart* by the band Motley Crue. This was inspired by the near death experience which Nikki Sixx had, when he overdosed on heroine. With increased drug usage, new laws had been put into effect such as how now you have to be 18 to purchase cough syrup. After we all shared our ideas, class was dismissed.

29 February 2012

Today in class we had a group led discussion, it was my group. Melinda, Olga and I created a jeopardy game pertaining to the second part of *The Revolt of The Cockroach People*. After we played the game and discussed the book we heard a presentation on the California budget crisis and how it effects us as UC students. After that we wrote for twenty minutes on what our ideal writing environment is.

5 March 2012

\*No class, Anne was away.

7 March 2012

Today for class we went to the library into a computer lab. We did an activity with three cans representing the web, a large data base, and a small data base. We looked inside and discussed

what we found. This was representative of the ways various search engines provide different information. We visited the library website and searched for articles relating to our essay topic, and learned ways to narrow do our searches or broaden them for better results. The purpose of the class was to teach us about looking for reliable sources to better improve the information we utilize in our research papers.

12 March 2012

In class we had a group led discussion on the composition *Chicano Poetics*. We discussed our views on illegal immigration, whether or not it should be easier to become a citizen, and our interpretations of the piece. After that we read an excerpt from *The House With the Blue Bed* and discussed it, and we also discussed our essays and the readings for the next few days which includes *The Wizard of Oz*.

14 March 2012

Today in class we had a group led discussion pertaining to *The Wizard of Oz*. we played jeopardy and my group won because I answered copious questions. After the game we discussed our essays. We traded with partners and we rewrote our thesis statements. Then we shared them with the class and Anne provided feedback on how we could improve.

19 March 2012

Today in class we had a group led discussion regarding the remaining part of *The Wizard of Oz*. We played a game as part of the discussion, and afterwards discussed our essays in groups and as a class.

21 March 2012

Today was a hybrid day. I watched the *The Wizard of Oz film* and then posted a response to my wordpress site, then I blogged on three of my peer's responses.

26 March 2012

NO CLASS

28 March 2012

NO CLASS

2 April 2012

Today we had a group led discussion on part one of *Wicked*. We played jeopardy and explained what we thought about various aspects of the book such as why Elpandras skin is green. After that Anne explained essay three and we got in groups and discussed what we planned on writing about. Then we shared with the class and Anne made suggestions.

4 April 2012

Today in class we had a group led discussion about the second part of the novel *Wicked*. The group kept us engaged by orchestrating a game of jeopardy along with charades. After that we took out our essays and practiced the paramedic method. We also discussed what we would be doing on Monday which is a hybrid day.

9 April 2012

Today was a hybrid day. I first wrote my collaboration cover page and discussed the questions which were suggested in the email. After provided in depth responses to three of my peers, and I uploaded evidentiary support for my cover page to my collaboration section including essay I've edited, GLD slides, and names of those whose responses I blogged on.

11 April 2012

In class today we had a group led discussion regarding *wicked*, we answered questions and elaborated on what we thought of certain themes, and plot lines in the book. After that we discussed the prompt for essay four and how we could approach the assignment.

16 April 2012

Today was a hybrid day. I wrote the cover pages for my process, rhetoric, and ethics pages. Following that I posted my process cover page my respective class section and then I comment on the posts of three of my peers.

18 April 2012

In class today we began by writing our cover pages for our craft section for thirty minutes. We later exchanged essays in order to do some peer editing as homework. For homework we are supposed to post our progress on the e-portfolio in the blog section. We discussed as a group what we were planning on writing our essays on.

24 April 2012

In class today we had a group led discussion pertaining to the last part of *wicked*. This included a game of charades and jeopardy. Next we took twenty minutes to complete our evaluations. Then we discussed what was to come for the rest of the semester. Next we talked about our essays and Anne took attendance.