

English 1C · Module 7 Review

Professor M. Hanson · 03 October 2022 · Public archival edition

SURVIVING COURSEWORK

MULTIPLE-ATTEMPT HISTORY

PRE-PUBLIC-CHATGPT

Archival note (2026)

The surviving school archive contains coursework from more than one English 1C attempt. The current record does not establish which files belong to the failed attempt versus the later withdrawn attempt, so this edition does not assign a completion status. It is published because this contemporaneous course review explicitly records instruction in context, critical thinking, intellectual standards, reasoning elements, propaganda, evidence, revision, fact/opinion separation, and idea deconstruction.

Claim ceiling

This supports continuity between the course's documented reasoning practices and later methodological interests. It does not establish that Professor Hanson caused the present methodology or that the modern methods already existed unchanged in 2022.

Original 2022 submission text

Luis Alberto Montoya-Perez

English 1C

Professor M. Hanson

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Lecture Summary

All seven weeks of English 1C contained a vast amount of information deigned to help one become a better writer. Students began the course with a preface of sorts with module zero which included class introductions, a review of the prerequisite course, the grading rubric for essays, and the guidelines for their weekly discussion boards. While it would have been expected for students to already understand how to read and write, the lesson for reading strategies was extremely helpful in reminding students how to grasp context and subtleties that were left behind by the author to build a complete picture and understanding of the subject matter. Some examples of the reading strategies presented included reading the text multiple times, reading in short bursts, and creating a bubble map to connect related ideas visually.

For the first week, the students were taught how to think critically to analyze material at a college reading and writing level. The student was explained that to write well, the student would need to show that they understood the material. The student was also given a sneak-peak of future lessons that included the intellectual standards, elements of reasoning, and the intellectual traits.

For the second week of English 1C, the student was taught about the Intellectual Standards in depth. The student here also learned about different propaganda techniques such as card stacking and the bandwagon fallacy. After the lesson, the student then had the opportunity to learn about the Medici family through Machiavelli's critique and guide in "The Qualities of the Prince." The following week for module three, the student learned about Aristotle's Precepts such as Ethos, Pathos and Logos. The student then learned how to appeal to their audience through Aristotle's precepts more in depth. Lastly, for the third week, the student learned about the Elements of Thought, where Dr. Hanson explained how to shape and direct our logical train of thought to write effectively.

For the fourth module, the student only had to review the past couple weeks to cement what they had already learned; however, there was still some practice to be had regarding articulating a research topic with supporting evidence. One student (Luis Montoya) learned more about Rachel Carson because of the outside research. They learned that Carson's writing was influential enough to kickstart an ecological movement that helped create laws and regulations to protect future generations. The same student also finally learned how to cite in MLA format correctly thanks to the feedback received from this module.

During the fifth module, students were expected to learn about Sun Tzu and his theories on warfare from *The Art of War*. In addition, students also learned about the Essential Intellectual traits in-depth; something that was only brought up as a preview during the first module. Another thing that students learned during the fifth module included additional revision techniques such as memory drafting and fat-drafting. The following week for module six, students were presented with different ways to write sentences to prevent a monotone voice and add some texture to their writing techniques. In addition, students also learned three different modes of figurative language and how to present it eloquently. During the same sixth week, students also explored varying educational theories as presented by Jonathan Kozol, John Dewey, and Maria Montessori; this was in addition to bell hooks' views and contributions to expanding the feminist movement.

Lastly, for the seventh week, students were taught about Robert B. Reich's theories and views on the American economy. The students also learned about Reich's background as a professor and Secretary of Labor for the Clinton administration, which gave credence to his beliefs. In addition, students were reminded to differentiate between facts and opinions yet again, all while practicing how to deconstruct an idea that Robert B. Reich felt strongly about.