

Mae Fahnestock

Week 1

8/22/16

Dr. Crihfield and gave us an overview of what the A-level course would be like: independent work, mentoring the AS level students, assisting the teacher, writing logs, as well as writing our research paper due in February. On the first day of class, Dr. Crihfield had the class be involved with an activity. The class stood in two lines where one student pretended she was a fourteen year-old pregnant girl who had a boyfriend that was not in the picture. We, as a class, had to act like a community – friends, family members, or teachers – and give her suggestions and advice as peers to help her decide what she should do. I mentioned that she is not the only one and that there are many other teenage pregnancies. I also mentioned that if she knew when she found out she was pregnant she could have a safe abortion by taking the pill. I wanted to mention how it is more of a mental process than a physical process; her mind is stronger than her body, so if she is mentally strong and rises above the negative comments people would say, then she would find her pregnancy easier. Many students, on the other hand, came up with abortion, finding the "baby daddy," getting herself a new boyfriend, talking to someone, or staying in school. Then Dr. Crihfield asked us many questions where we would either agree or disagree by standing on one side of the classroom or the other.

Reflecting back on the class period, I realized that it is all about perspective. Everybody can have a different opinion on the same topic, whether it is involved with teenage pregnancy or being asked common questions: gun rights, gay rights, immigration, religion, etc. I also saw it as the age of the students' or the experience of each student can have an effect on his or her answers. I am eighteen years-old and many of the students in the class are sixteen or seventeen. I have had several friends who were pregnant who came up to me asking for advice. Therefore, given my past experience, I realized that I would have a different perspective on the topics asked versus someone who does not have teenage friends that are pregnant.

8/23/16

While Dr. Crihfield was lecturing about the overview of the course and going over deconstructing articles and formulating a good questions, I read her online notes and jotted a few notes down in my notebook on "how to write a good question" and on deconstructing. Then she gave us a scenario – referring back to yesterday's scenario – that the girl's name was Maze and the boy's name was Joey; they weren't married and they had a child; but the child wasn't Joey's biological son, what was the baby's name? Of course it was Jesus. This scenario led me to think about how significant small details are when explaining a story, asking a question, or writing a research paper.

I stayed afterschool with her discussing my topic question, trying to find an inspiration, and I found the meeting quite helpful. Given my interest with cultures, she threw me all sorts of questions: does culture determine your identity, can one truly adopt a culture, are dying cities worth saving, does gender identify an individual? I came home that night and came up with does music play a significant

role in defining cultures? I recently watched a documentary, *The Music of Strangers*, and was inspired with Yo-Yo Ma and his small ensemble, the Silk Road Ensemble and their background. A few days later, while I was eating I came up with a question along the lines of does food define the level of classes/social structure? Though it is not my best question, I am leaning towards the question with music having a significant role in defining cultures, I just find it interesting

8/24/16

Today, Dr. Crihfield lectured the class about citation and writing it in APA style. Interestingly, I realized how easy writing citations, whether it was in body citations or included in a reference page. Citations included in a reference page should be APA style, with a hanging indent, and descending in alphabetical order. Normally, I double-space my reference page, but I learned there was a new format: triple, single, and double spaced formatting of a Reference page. From my understanding, the first citation is triple spaced from the word "References," single-spaced in between each line, but double spaced after each citation, which does not sound hard and probably uses up less paper. I might actually consider that format.

While she was teaching the class, I was writing down notes on formatting scaffolds. Last year with my other Global Perspectives teacher, I didn't quite understand the concept of scaffolding or what it entailed, now I do. Reviewing the guidelines of scaffolding made me think, "Oh, now that's how it is done."

8/25/16

In the beginning of class, Dr. Crihfield told me and four other A level students that we would have to split the class amongst us four A level students to assist them and be their mentors. Dr. Drihfield continued her lesson on how to include citations in the reference and parenthetical citations. Near the end of class we broke up into our groups. Students had to cite a video, a book, and an article source as well as learning how to incorporate them as parenthetical citations. Tomorrow Dr. Crihfield will ask each of the students questions about citing; it will be a competition between each group and the group who will win will receive extra credit.

8/26/16

In the beginning of class, students finished up their citations and Dr. Crihfield did her review game; unfortunately, my group did not win. Oh well. I learned a lot more about citing – when to cite and how to cite – just by listening to Dr. Crihfield teach the class about citations. I know how great of an impact this course will have on me for college and, I would say, my future. After the game, she taught the class about annotated bibliographies. I honestly do not think I included an annotated bibliography in my Global Perspective's essay last year, but I had over thirty sources in my reference page.

Week 2

8/29/16

We went over elements of arguments and watched a Monty Python clip about a guy going to a clinic to pay to have an argument. Interestingly, I learned that an argument should always have two sides with examples. As funny as Monty Python is as a group, they got their point across: arguing by saying, "No, it isn't," "No I'm not," "No, you're wrong... because I'm right," are not elements of an argument. Arguing is not arguing by telling the person he or she is wrong without facts to back up the point. I learned – from last year and this year – that arguments should be seen on both sides of the fence. For example, one could argue that living in the United States is better than living in Europe. Person A could explain how living in the United States is better than Europe through the economic aspect. Person B could say, "I would see how that is, *however*, I would rather live in Europe, due to the cultural standpoint because..." Every subject will have one or more perspectives, it's a matter of understanding the other viewpoint and backing up one's own arguments. Speech and debates are perfect examples of how arguing should be done.

Then Dr. Crihfield went over notes about what paper 1 would entail for AS students. I remember not understanding what paper 1 is like. Now I understand what it will be like on the AICE AS level exam that I wish I could retake it. Later on she went over fallacies: what is a fallacy and how to determine whether or not the source is a fallacy. It is important to understand the source's fallacy, because the source could be extremely biased and may be strongly arguing one side without acknowledging the other side.

I realized what Dr. Crihfield teaches her AS class would be extremely helpful for writing my A Level paper, even if it may be indirectly teaching us.

8/30/16

The class will have to watch a fracking exercise video and will have to validate the source by using the RAVEN concept: reputation, ability to see, vested interest, expertise, and neutrality. I remember when I watched the fracking video and had no idea what the video was arguing, nor was I able to come up with a strong question. I absolutely despised writing RAVENs whenever we had to RAVEN, but it really helped me write a strong "B" graded paper. It is highly important to recognize the author's background history and credentials. I know I wouldn't enjoy having my work included in a student's work if I was not receiving recognition for my work. Even as little as producing a video for a company and when my video is shared publicly without any recognition, that would get to me.

8/31/16

During the class period, students worked on their fallacies. I walked around my group and checked on their process. Overall, they were doing quite well, but one thing I noticed was many of them were not citing their sources properly nor were they citing their pictures at all. Dr. Crihfield went over numerous of times that pictures, data, quotes should all include an in body citation. Though I admit, I don't think I cite my images.

I became aware that even though I have learned/am relearning how to write an argument, how to cite correctly, how to write a strong thesis, how to determine whether or source is valuable to include in an essay, these skills are important to learn for other classes and to include while writing other essays for college. It has been a privilege to work as an A Level student and be in the shoes of a teacher: watching the puzzle look on students' faces when learning a new topic, grading paper and seeing how horrendous first drafts are, noticing how students repeat questions they've already asked, or how students don't hand in work on time when they were noted well-in advance. It's a learning experience for everyone.

9/1/16

The class learned how to write a good question and what writing a good question requires. During the class period, I helped students come up with "a good" argumentative question. While working with the students, I realized how weak I was as a student last year when trying to come up with "a good" argumentative question. I saw how much I have grown after helping each student. Their questions were quite lengthy, they asked questions that were listed in the "do not use in an argumentative question" section, for example one student asked, "Is fracking good or bad?" I wanted to ask, "Where was your mind when Dr. Crihfield specifically said not to use 'or' in an argumentative question?" I told groups to come up with as many argumentable questions as possible, whether they were good or not and then compare it to their partners, because a question they believed to be weak, may actually be a strong question. I mentioned that questions do not have to be wordy. "Start off with a simple question like 'is fracking sustainable?' 'should fracking be a political issue?' 'should fracking be a global awareness?' 'is fracking killing the economy?'" I would say.

9/2/16

My instructor went over about how to write our logs. There were also two mini lessons in class: Matthew (an A level student) asked whether or not the source he chose was a fallacy and the type of fallacy it was. Then there was a lesson on writing a thesis and conclusion. This morning I talked to my former AS teacher, Mr. Oness, about my question I have come up with. He said it was good, but I had to define "significant" During class, Dr. Crihfield briefly touched on synonyms for "because" and while she did that I looked up the AICE Global Perspective A-Level Cambridge syllabus. My instructor told us A-Level students that we would be graded on our organizational task. Cambridge is testing our ability to work on our own: self organization and peer reviewing. She suggested we create a folder on the computer or an actual folder to help us organize our work. We would be graded on our organization skills. She then briefly went over what we should include in our logs: what do you do with them, how it teaches me, what my interaction with teacher is like, and how it affects me. Lastly, she went over what we needed to do for our scavenger hunt coming up in the next month. She said that she holds an annual scavenger hunt for each classes, to let her students get to know the environment of the school – I assume. She asked us to create a scavenger hunt, like her previous years where it includes: school spirit, something around campus, where something is on the website, and a questions on knowledge about the school.

Week 3

9/6

I spent the class period organizing my binder. I still kept all of my articles and past assignment and instructions from last year's Global Perspective AS class. I neatly placed them all in different sheet protectors and labeled my tabs: AS Level Articles, AS Level Notes, Instructions, References, Reflection, Revisions, and Scaffolds. I also took the time to review the A level book, but have not thoroughly reviewed the book. At the end of the class, I had to grade some of the students paper on citations. Many did well and followed the format, but some did not follow the APA format nor did a hanging indent.

9/7

I have a meeting sometime next week with other A Level students. Dr. Crihfield emphasized that our logs have to be reflect. She repeated, "Reflection, reflection, reflection." Our goal for this weekend is to go to the library, check out a book, and write an annotated keep annotated bibliography. Working with students on the papers I graded.

9/8

I continued organizing my binder, breaking it up between AS and A level. I decided that it would be best to keep my binder throughout college. Last year, I printed out articles, annotated, and separated each of the articles by pros and cons. I noticed that really helped with my research and organization; therefore, I want to keep my binder to help me throughout college and remind me that this would actually benefit me with my research. Tomorrow I will be grading my group's RAVEN and deconstructions as well as reading their student's introduction.

9/9

Matthew, Sierra, and I went out in the hallway to grade other student's Raven/Deconstruction. A few of the paper's were horrendous, but some were very strong. I chuckled quite a bit, because I wondered if this was what teacher's say about us in the beginning of the year, things like we can't follow a simple task or follow a format.