

Online Privacy and Students: Extending Sources

Jess Shumake and Melissa Bergeman

Goals:

- To understand, reflect upon, and practice, the concept of 'extending.'
- To learn how to scaffold students' argumentative writing.
- To practice supporting students' argumentative writing via the Joseph Harris move "extending."

Materials Needed:

- PowerPoint on the Harris Move 'Extending'
- Projector Dongle, projector, speakers, and computer
- Videos queued
 - 1) MC Hammer: <https://youtu.be/wiyYozeOoKs>
 - 2) Ed Lee Campaign: https://youtu.be/fbdd_Faszok
 - 3) Karaoke version of Uptown Funk for extending dance: <https://youtu.be/MIvbLo1uqpU>
- Photocopies of:
 - 1) Metaphoric thinking images 1-5 (vehicle, robot, recipe, head, architectural drawing, paper doll)
 - 2) Collaborative Storyboard
 - 3) Sengupta's article and Schulten's discussion questions
 - 4) Extending sentence starters
 - 5) Graphic organizer/chart

Agenda for Part 1 (approx. 60 minutes)

- 1) Build on a picture (metaphorical extension) activity (**10 minutes**)
- 2) Collaborative story extension and share (**20 minutes**)
- 3) Story of Harris's breakthrough with his student Timothy: Extension through the metaphor of an original and cover song activity—practice in pairs (**15 minutes**)
- 4) Extending dance moves using karaoke version of Uptown Funk and slide with dancing moves (**5 minutes**). <https://youtu.be/MIvbLo1uqpU>
Lyrics to say aloud:
 - a) Add, built up, spin, and move beyond!
 - b) Dig down to the root! Dig down! That's right. Find the root now.
 - c) Move across to a new context. Apply in a new context!
- 5) Discuss three varieties of extension sentence starters that map onto dance moves (**5 minutes**)
- 6) Review two sample extension paragraphs (**5 minutes**)

Agenda for Part 2 (approx. 60 minutes)

- 1) Transition into text set on schools monitoring teens online
 - a) Read Sengupta article individually. (**10 minutes**)
 - b) Answer discussion questions from Schulten individually and then move into large group discussion. (**10 minutes**)
 - c) Use graphic organizer to select and extend two quotations or ideas from Sengupta's article. (**10 minutes**)
 - d) Refer to three varieties of sentence starters sheet to practice the Harris move extending **in a brief paragraph** about monitoring teens online. Show sample paragraph, which extends Sengupta and share sample paragraphs. (**25 minutes**)

- 2) Recap Harris ideas and emphasize that writers never extend in isolation. However, to teach argumentative writing it may be helpful to show the choreography one step at a time. **(5 minutes)**

Rationale

All activities we present today are accompanied with the hope that you can transfer the concept of extending and awareness of the practice of extension into student writing in your own classrooms for your specific grade level. Extending is challenging to teach, in part, because writers never make any single move in isolation from other moves. Our goal is that by slowing down and demonstrating extension, which is employed by all writers, we can *all* learn to extend the practice until it becomes second nature in our repertoires.

Caveat: This lesson plan is a starting point in an evolving conversation about the argumentative move known as 'extension.' We borrow heavily from Joseph Harris' articulation of extending and how to teach it to our students using the sources listed below. We opted to use a text set on concerning online privacy because we believe that these issues are timely and relevant to students, most of whom will have strong opinions about the value and need to protect their privacy.

Works Cited

Harris, Joseph. *Rewriting: How to Do Things with Texts*. Logan, UT: Utah State UP, 2006.

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