

ENGL/ DIHU 155

**Reading, Writing, and Making with
Technology in the Humanities**

Week 2 Tutorial

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Reminder

Due Next Monday:
Week 3 Engagement Assignment

No Tutorial/ Discussion Session Next Week

Reminder

For Next Monday In-Class Essay

Readings

Nicholson Reading: Baker, Nicholson. "The Charms of Wikipedia." The New York review of books, Volume 55, 03/2008. (Find on UBCO Library catalogue)

Snow Reading: Snow, C.P. "The Rede Lecture." The Two Cultures. 1959. Download Snow, C.P. "The Rede Lecture." The Two Cultures. 1959.

In library catalogue, you can also find the Snow essay at call number AZ361

Reminder

Readings for Week 4 (January 26th)

- McLuhan, Marshall. Selections from "The Medium is the Message." From Understanding Media: The Extensions of Man. On Canvas Download On Canvas.
Read pg 1-10 + pg 15.
- Marx, Leo. Selections from "'Technology': The Emergence of a Hazardous Concept." Social Research. Vol. 64, no. 3. (available through UBCO Library)
Read pg. 965-980
- Acheson, Katherine O. Writing Essays About Literature (chapter 7 & 8 available on canvas)

Reminder

Office Hours Sign Up Sheet

Fridays 10:00 – 12:00

The screenshot shows a university course management system interface. At the top, the course code ENGL_O 155 DIHU_O 155 001 2025W1 is displayed above a 'Modules' link. To the right is a 'Collapse All' button. On the left is a vertical sidebar with icons for various functions: Account (selected), Dashboard, Courses (selected), Calendar, Grades, People, Pages, Files, Syllabus, Quizzes, Library Online Course Reserves, History, and Help. The main content area shows a list of documents under 'Important Documents'. One document, 'Office Hours Sign Up', is highlighted with a red box. Other visible documents include 'Grading Rubric 2025W1', 'Individual Grade Contract 2025W1', 'Contract Grading Explanation 2025W1', 'Individual Grade Tracking Spreadsheet', and 'Library Course Reserves'.

- ENGL_O 155 DIHU_O 155 001 2025W1 > Modules
- 2025W1_O
- Home**
- Modules
- Assignments
- Announcements
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Quizzes
- Library Online Course Reserves
- History
- Help

Important Documents

- Grading Rubric 2025W1
- Office Hours Sign Up**
- Individual Grade Contract 2025W1
- Contract Grading Explanation 2025W1
- Individual Grade Tracking Spreadsheet
- Library Course Reserves

Writing Prompts

Playboi Farti

- What views about AI were expressed in this podcast, and by whom?
- Who do you agree with, and why?
- Who do you disagree with, and why?
- How do the themes in this podcast relate to something you have either personally experienced, or learned about in another course?

Essay 1

Assignment Description

You have unlimited time to complete this assignment.

A-Grade Contracts: A-grade contracts agree to complete 2 full essays, both A and B, 1on each reading provided. You will therefore do 1 assignment on the Baker essay and another on the Snow essay.

- B- and C-Grade Contracts: You agree to complete 1 full essay, either A or B. You will choose between the Baker and Snow essays. Ensure you complete all identifying information at the top of the exam booklet.

Permitted resources:

- Up to 2 print dictionaries, including translation, phonetic, and other dictionaries.
- 1 single sided, hand written Evidence Chart with summary sentences.
- Computer with a Respondus lockdown browser.
- Print resources provided by the professor, including proof reading checklists and printed out primary texts (where appropriate).

Assignment Requirements, All Grade Contracts

Each essay should include:

- An introduction with a strong, argumentative thesis, clear roadmap, and “so what” statement.

All of your paragraphs will need to use:

- The paragraph structure we have learned in class;
- The lessons and templates from TS/ISA Works Cited:

Use what you have learned in the Library Citation Module to include a Works Cited in MLA citation style.

Thesis Statement and Introduction:

You will put together an original, argumentative thesis statement that emerges from the evidence that you engage with in the body paragraphs. Your roadmap should match the big takeaways of each paragraph in your essay.

Part 1: They Say

- Write 1 “They Say” paragraph of ~250 words. All of your evidence in your paragraph should come directly from the essays.
- Baker: Summarize the debate between “inclusionist” and “deletionist” Wikipedia editors. You should talk about their practical disagreements but also try to bring out differences in their ideas about larger questions such as what encyclopedias are for, what kinds of information are valuable, and what the Internet ought to be like.
- Snow: Summarize what Snow says about the relationship between the Industrial Revolution and the division of the Two Cultures.

Part 2: I Say

- Draw on Chapter 4 of They Say/I Say to write an “I Say” paragraph of ~250 words.

You should take a position in relation to the summary that you provided in Part 1. Perhaps you agree with one or other side of a debate, maybe you’re somewhere in the middle, or maybe you take issue with the underlying assumptions of what “they” say. Aim to say something contentious and specific. (Remember: contentiousness means saying things someone might reasonably disagree with, not making people mad.)

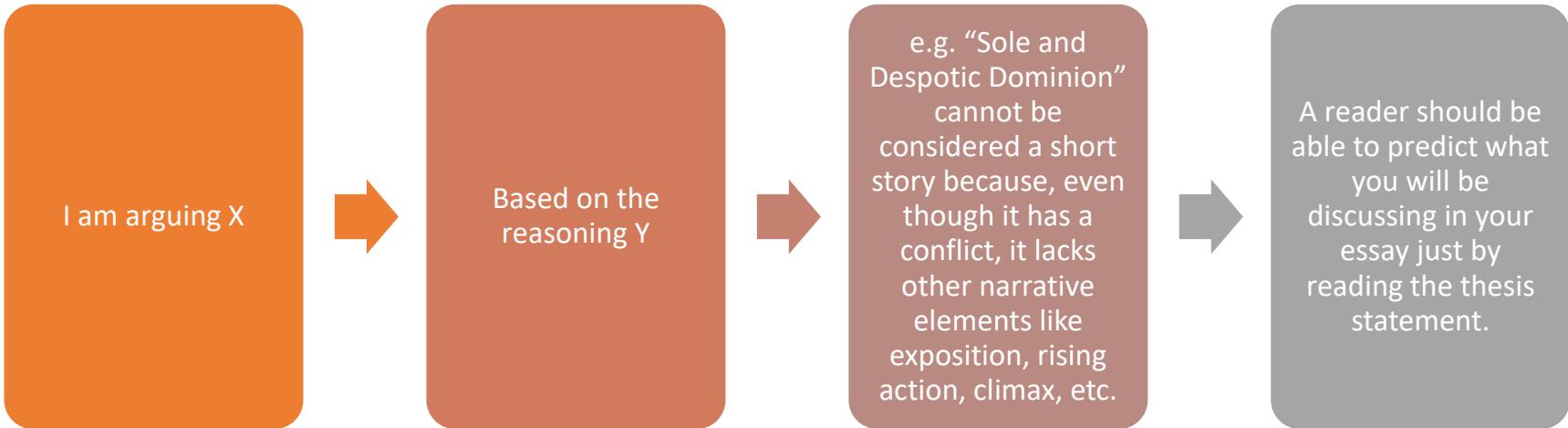
This paragraph is the most closely related to your thesis statement for the essay as a whole. As the authors of They Say/I Say indicate, even agreement in academic writing must be agreement with a difference. If you’re somewhere in the middle, a statement like “both sides have valid points” is too wishy-washy! Take a specific position.

Part 3: Expansion

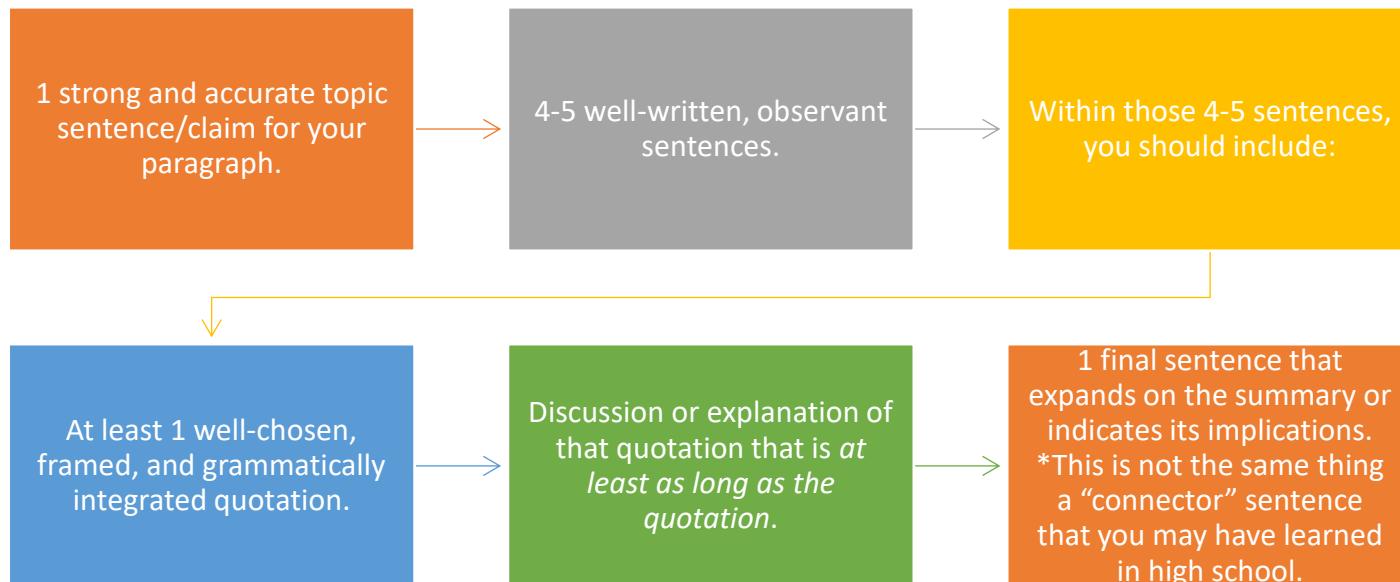
- Write a third paragraph of ~250 words that expands your thinking to a question or idea that is related but not directly obvious.

This paragraph will be most closely related to the “So What” statement in your introduction. You could, for example, talk about attention, the transformation of old genres in digital culture, the ways cultures privilege one or another form of information, the relationship between information and power, misinformation and authority, “neutrality” as arhetorical strategy, the place of human intelligence in digital culture that is increasingly algorithmic, or the potential for new technology to counteract systemic inequities (ableism, racism, sexism, etc.) or reinforce them. These are simply ideas, not prompts—it’s up to you to develop a suitable idea in this paragraph that supports your thesis! Signal clearly the way that your expansion is related to the ideas in Part 1 and Part 2: how did you get here? What is the bridge? Your own thinking should be front and center.

What do you say in your thesis?



Paragraph Structure for Analytic Writing Assignment



What is a paragraph?

200-300 words (think: no more than 2/3 of a typed page)

A logical unit that presents a well-defined idea with evidence and analysis

Stand-alone or as part of a progression of ideas

- In an essay or any other extended piece of writing, a paragraph is at once *self-contained* and *in relationship to the paragraphs around it*.
 - A relationship might be opposition, continuation, expansion...

Paragraph Structure

In academic writing (especially as you're learning to write),
paragraphs have a rigid and predictable structure:

- Topic Sentence
- Evidence-Analysis Pairs (Here is where you use your quoting skills from They Say/I Say)
- So-What Sentence

Topic Sentence

- A brief statement that describes, in specific terms, the claim that will be demonstrated in the paragraph.
- Stand-alone: The primary idea, often like a mini-argument.
- In an essay or larger piece of writing: A sub-claim to the main argument or thesis.

Topic Sentence vs. Claim

“Topic sentence” may sound a misleading term. You may call it a “claim.”

- A topic sentence/claim needs to take a position.
- Even in summary writing, all writing has a position or goal.
- Topic sentences/claims do not simply say that a paragraph has a subject, but signals what you want to say about that subject.

WHAT/HOW not THAT

Paragraph Structure

Evidence and Analysis always go together.

- Evidence: Aspects of text (especially literary expression) that support the topic sentence.

What elements of the text demonstrate your argument? Literary expression? Textual structure? Metre? Sonic qualities?

- Analysis: Draw the important elements of literary expression out and explain what effect they have.

This is the most important part of your paragraph. This is where you prove your argument.

Paragraph Structure

*There can be more than one evidence-analysis pair in your paragraph. Here are the rules:

- Each piece of evidence must be well framed and grammatically integrated.
- There should be a logical relationship between each of your evidence-analysis pairs.
- Do they build on one another? Do they provide opposition and nuance?
- The amount of evidence you provide must suit the scope of your claim/topic sentence.
- All pieces of evidence must be necessary to your claim/topic sentence.

"So What" Sentence

- Your paragraph needs a closing statement that indicates the significance of your topic, evidence, and analysis. This statement is a bookend to the topic sentence/claim; it is a closing frame of paragraph.
 - In a stand-alone paragraph, this sentence indicates the importance simply of the paragraph itself.
 - In an essay this statement refers back to your thesis statement/argument.

Note: This statement does not expand outwards or refer to the next paragraph.

Integrating Evidence

Any use of evidence requires three elements (you should know this from They Say/I Say):

- Framing
- Grammatical integration
- Analysis

Quotation

INTRODUCTION

QUOTATION

EXPLANATION

1. Introduce the idea in your own words
2. Quote
3. Explain why you think that quotation is important.

Citation Guide Resource

Purdue OWL

The screenshot shows the homepage of the Purdue OWL website. At the top left is the Purdue University logo with "PURDUE UNIVERSITY" text. To its right is the "Purdue OWL® COLLEGE OF LIBERAL ARTS" logo. Below the header is a navigation bar with three items: "≡ PURDUE OWL®", "ON-CAMPUS WRITING LAB", and "ONLINE WRITING LAB". The main content area features a large image of a modern building with the text "WELCOME TO THE PURDUE OWL®" overlaid. Below this, a quote reads: "We are a globally renowned resource that provides assistance with English to students, teachers, professionals, and organizations across the world. Our goal is to assist clients in their development as writers - no matter their skill level." To the right of the quote is a section titled "On-Campus Writing Lab" with a building icon, followed by text about the physical writing lab and links for "Student Info", "Faculty Info", and "Make an Appointment". At the bottom right is a section titled "Online Writing Lab" with a laptop icon, followed by text about the online writing lab and links for "APA Guide", "MLA Guide", "Avoiding Plagiarism", and "Resume Guide".