

# WP2 Prep: 1-on-1 Conferences

Student: Travia		
	Source #1 (*don't have yet)	Source #2 (* don't have yet)
Type/name of textual genre:		US Dept of Energy Report
Topic:	Sewage is a source of fuel	
Disciplinary perspective of writer/players:	SOCIAL SCIENCES -how do people FEEL ABOUT eating food (fruits, veggies) that ultimately was grown from sewage/fertilizer?  <a href="https://www.sciencedaily.com/releases/2016/07/160721151231.htm">https://www.sciencedaily.com/releases/2016/07/160721151231.htm</a>  Other possible one: <a href="http://www.nbcnews.com/id/5335635/ns/us_news-environment/t/poop-power-sewage-turned-electricity/">http://www.nbcnews.com/id/5335635/ns/us_news-environment/t/poop-power-sewage-turned-electricity/</a>	HARD SCIENCES  <a href="http://www.pnnl.gov/news/release.aspx?id=4317ij">http://www.pnnl.gov/news/release.aspx?id=4317ij</a>
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student: Harvey</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	Sociologist's Article(Sociologist's Definition of Racism)	Sermon
Topic:	Racism	Racism
Disciplinary perspective of writer/players:	Sociologist	Writer/Journalist/Religious
Summary:	7 Forms of Racism, Sociologists observe a variety of styles or types of racism within these seven different forms.	Personal view and feelings on Racism throughout the growth of past and present America. Racism is so deeply embedded in this country, not because of the racist right-wing radicals who practice it openly, it exists because of the silence and hurt feelings of liberal America.
Main differences b/w these 2 pieces:	<ol style="list-style-type: none"> <li>1. No personal beliefs or opinions involved</li> <li>2. Scientific/Systematic</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal story and experience with racism</li> <li>2.</li> </ol>
Possible <i>working</i> thesis statement/ focus of YOUR argument	<ol style="list-style-type: none"> <li>1. Sociologist(Logos/Ethos) vs Writer/Journalist/Religious(Pathos) More convincing about racism</li> <li>2. Rhetorical Features(tone, facts, stance) within both for a more convincing view on racism</li> </ol>	

<b>Student: Troy</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	Pot Economics	The effects of Marijuana on the Body
Topic:	Effects marijuana has on the economy	
Disciplinary perspective of writer/players:	economist	Medical Doctors
Summary:	Revenue marijuana brings in	Cause and effect marijuana has on the enviroment
Main differences b/w these 2 pieces:	States it will bring in lots of money for the different states	Tells you the good and bad that comes with marijuana
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student: Cartier</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:		
Topic:	Crime and drugs	
Disciplinary	Gov't perspective --	Journalist (eye-witness, close up)

perspective of writer/players:	Government statistician working for the Justice Dept  (math degree, criminal justice degree)  statistically-driven  Lots of logos/statisticsv Overview Just #s  <a href="https://www.bjs.gov/content/dcf/duc.cfm">https://www.bjs.gov/content/dcf/duc.cfm</a>	(journalism degree)  Interviews Multiple perspectives Almost like a movie follow s one family  <a href="http://www.cnn.com/2014/09/03/us/philadelphia-drug-bust-house-seizure/">http://www.cnn.com/2014/09/03/us/philadelphia-drug-bust-house-seizure/</a>
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student:</b> _____ Raushanah Roussaw _____		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:		
Topic:	Death Penalty	
Disciplinary perspective of writer/players:	Law Enforcement	society u

Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student: Kole</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	What college students should expect from Donald Trump, Hillary Clinton, and Bernie Sanders	Undocumented College Students Are Preparing to Have Their Lives Wrecked by Trump
Topic:	College student tuition	
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/	<a href="http://www.vice.com/read/undocumented-college-students-are-preparing-to-have-their-lives-wrecked-by-trump?utm_source=homepage">http://www.vice.com/read/undocumented-college-students-are-preparing-to-have-their-lives-wrecked-by-trump?utm_source=homepage</a>	

focus of YOUR argument	<a href="https://www.boston.com/news/politics/2016/05/17/what-college-students-should-expect-from-donald-trump-hillary-clinton-and-bernie-sanders">https://www.boston.com/news/politics/2016/05/17/what-college-students-should-expect-from-donald-trump-hillary-clinton-and-bernie-sanders</a>
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<b>Student: Raekwon</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	Behavioral / Social Science	Society
Topic:	Gun Violence	Gun Violence
Disciplinary perspective of writer/players:	National Research Council	Family, Friends, & Communities
Summary:	National research council ; Division Of Behavioral & Social Sciences & Education ; Executive Office ; The committee on priorities for a public health research agenda to reduce the threat of firearm-related violence ; committee on law and justice.	The consequences of gun violence are more pervasive and affect entire communities, families, and children. With more than 25% of children witnessing an act in their homes, school, or community over the and more than 5% witnessing a shooting, it become not just issue of gun regulation, but also of addressing the impact on those who have been traumatized by such violence.
Main differences b/w these 2 pieces:	1. Mainly Focused On Behavior leading to gun violence.	1. More so based off of feelings, experiences, and raising the voice of gun violence.

Possible <i>working</i> thesis statement/ focus of YOUR argument	
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<b>Student: Kristina</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	<a href="http://www.nytimes.com/2010/06/28/style/28bully.html">http://www.nytimes.com/2010/06/28/style/28bully.html</a>	<a href="https://www.stopbullying.gov/cyberbullying/what-is-it/">https://www.stopbullying.gov/cyberbullying/what-is-it/</a>
Topic:	Adolescent cyber bullying	
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

Student: Z		
	Source #1	Source #2
Type/name of textual genre:		
Topic:	Domestic violence	
Disciplinary perspective of writer/players:	psychology/ therapist  (social science)	NCADV  statistics/math... research/scientific studies
Summary:	-Signs -facts -how to treat someone who is in the situation -analyzes breakups  -more of a story -can help you more	- - - -
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

Student: Nate

	Source #1	Source #2
Type/name of textual genre:		
Topic:	Religion (how can we get more specific) Attitudes/opinions of religion... people's way of expressing their views	
Disciplinary perspective of writer/players:	<a href="http://www.npr.org/2013/01/15/169342349/more-young-people-are-moving-away-from-religion-but-why?utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20161118&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare">http://www.npr.org/2013/01/15/169342349/more-young-people-are-moving-away-from-religion-but-why?utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20161118&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare</a>  <a href="http://www.pewforum.org/2016/09/28/where-the-public-stands-on-religious-liberty-vs-nondiscrimination/">http://www.pewforum.org/2016/09/28/where-the-public-stands-on-religious-liberty-vs-nondiscrimination/</a>	<a href="http://www.npr.org/sections/thetwo-way/2013/01/14/169164840/losing-our-religion-the-growth-of-the-nones?utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20161118&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare">http://www.npr.org/sections/thetwo-way/2013/01/14/169164840/losing-our-religion-the-growth-of-the-nones?utm_source=npr_newsletter&amp;utm_medium=email&amp;utm_content=20161118&amp;utm_campaign=npr_email_a_friend&amp;utm_term=storyshare</a>  <a href="http://www.pewforum.org/2016/10/26/online-in-five-u-s-adults-were-raised-in-interfaith-homes/">http://www.pewforum.org/2016/10/26/online-in-five-u-s-adults-were-raised-in-interfaith-homes/</a>
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

Student: sEKOU		
	Source #1	Source #2

Type/name of textual genre:		
Topic:	RELIGION: Islam... Islamaphobia	
Disciplinary perspective of writer/players:	Islamaphobia in America	Global Islamophobia
Summary:	Focused on America	Focused on the world
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student: Kassy</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:		
Topic:	The Banning of AP US History in Oklahoma!!! (What a SUPER SMALL AND SPECIFIC “nesting doll”!!!!!!!)	
Disciplinary perspective of writer/players:	Historian His argument: it should not be banned... (based on the American historical view and why it would	Teacher/Educator Shouldn't be banned but should be considered/restricted. (more nuanced/specific!)

	benefit kids if they took the class)	More of a balanced perspective--- considering both sides.
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student: Kwamier</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	<a href="http://www.rightwingwatch.org/post/wnd-pundit-feminists-to-blame-for-domestic-abuse-ray-rice-case/">http://www.rightwingwatch.org/post/wnd-pundit-feminists-to-blame-for-domestic-abuse-ray-rice-case/</a>	<a href="http://www.wnd.com/2014/09/have-you-thanked-a-feminist-for-your-abuse/">http://www.wnd.com/2014/09/have-you-thanked-a-feminist-for-your-abuse/</a>
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		

Possible <i>working</i> thesis statement/ focus of YOUR argument	
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<b>Student: Kat</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:		
Topic:	The effect of music on people	
Disciplinary perspective of writer/players:	nurse/ medical  Scientific experiments Rigorous objective	Teacher  Anecdotal evidence Stories? subjective/personal
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument	Purpose for writing is to help others more effectively integrate music in their respective fields	

<b>Student: Jonah</b>		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:	Mainstream Online News Articles (for everybody!)	Niche/Professional Online News Article (for psychiatrists... people in related professions)

Topic:	Abortion & Mental Health	
Disciplinary perspective of writer/players:	Social Sciences	Hard/ Natural Sciences
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

<b>Student:</b> _____		
	<b>Source #1</b>	<b>Source #2</b>
Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR		

argument	
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Student: _____		
	Source #1	Source #2
Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

Student: _____		
	Source #1	Source #2
Type/name of textual genre:		

Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
Possible <i>working</i> thesis statement/ focus of YOUR argument		

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Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
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Student: _____		
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Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
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Type/name of textual genre:		

Topic:		
Disciplinary perspective of writer/players:		
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Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
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argument	
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Student: _____		
	Source #1	Source #2
Type/name of textual genre:		
Topic:		
Disciplinary perspective of writer/players:		
Summary:		
Main differences b/w these 2 pieces:		
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