I. Rationale/objective/Timeline
II. Lesson 1: Explain ICE
III. Lesson 2: Refine lesson, introduce format for quotes and review MLA format
III. Sample Assignment
Lesson #1: Explain ICE

ICE stands for:

- Introduce the idea (or answer question)
- Cite a source (give a quote)
- Explain the quote in your own words (pick specific words from the quote to discuss more fully, connect the quote to your answer/topic sentence/thesis sentence)

Assign a simple, short reading assignment (or use a selection the students have already read) and have them use ICE to answer a question.

Student Sample:

Question: What is the tone towards Sarty in “Barn Burning”?

The tone from Barn Burning towards Sarty is righteous, innocent and sympathetic. One example Faulkner gives to show his innocence is when they go to DeSpain’s mansion. For example, Faulkner writes, “Hit’s big as a courthouse . . . They are safe from him. People whose lives are a part and dignity are beyond his touch, he no more to them than buzzing wasp: capable of stinging for a little moment but that’s all; the spell of this peace and dignity rendering even the barns and stable and cribs which belong to it impervious to the puny flames he might contrive… " (164). This illustrates that Sarty naively thinks that the magnificence of the mansion will stop his father from burning more barns. He feels sympathy for the people his father has hurt in the past, and he hopes that his father will be as affected by the house’s grandeur as he is. To Sarty, the mansion represents everything associated with truth, justice, and culture.
Lesson #2: Refine lesson, introduce format for quotes and review MLA format.

1. Introduce format for quotes
2. Give students a list of transitions
3. Review MLA format for parenthetical citations and Works Cited page

Format for Quotes

Use the following format for quotations:

FORMAT FOR QUOTES=
TRANSITION + INDICATOR + VERB + QUOTE + CITATION

It should produce a sentence like the following:

For example, in “Hawthorne’s Women” the author writes, “Hawthorne’s female characters are often submissive to the men around them” (Longoria 21).

<table>
<thead>
<tr>
<th>TRANSITION</th>
<th>INDICATOR</th>
<th>VERB</th>
<th>QUOTE</th>
<th>CITATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>For example,</td>
<td>Longoria</td>
<td>writes</td>
<td>“……..”</td>
<td>(AUTHOR PG)</td>
</tr>
<tr>
<td>For instance,</td>
<td>Hawthorne</td>
<td>states</td>
<td>“……..”</td>
<td>(PG)*</td>
</tr>
<tr>
<td>To illustrate,</td>
<td>the author</td>
<td>argues</td>
<td>“……..”</td>
<td></td>
</tr>
<tr>
<td>Moreover,</td>
<td>the character</td>
<td>says</td>
<td>“……..”</td>
<td></td>
</tr>
</tbody>
</table>

*If you indicate the author’s name in the sentence, you only need the page number in the citation. These are interchangeable. You can use any transition with any indicator with any verb. These are just some examples. There are many other options of transitions, indicators and verbs that you may use. You may also want to vary the strategies you use when incorporating secondary sources such as paraphrasing, block quotes, using ellipses, and incorporating directly into your sentence without a verb.

Note: The citation EX: (Longoria 21) should correspond to your Works Cited citation for that source:
Transitions

Use 3-5 per body paragraph

**Examples** - For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.

**Illustration** - Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.

**Contrast** - On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

**Addition** - And, in addition to, furthermore, moreover, besides, than, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, not only-but also, as well as, in the second place, next, likewise, similarly, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

**Similarity Of Comparison** - Similarly, likewise, in like fashion, in like manner, analogous to.

**Emphasis** - Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.

**Details** - Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.

**Consequence Or Result** - So that, with the result that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.

**Transitions for Conclusion**

**Summary** - Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.

**Suggestion** - For this purpose, to this end, with this in mind, with this purpose in mind, therefore.

MLA Format and Style

Although this information can be found in Chapter 32 of the textbook, I refer my online and on campus students to the website below. It is easy to navigate with the table of contents at the bottom, and even includes the 2009 updates.

**OWL at Purdue MLA Guide**

http://owl.english.purdue.edu/owl/resource/747/01/
Culminating Activity: Men vs. Women

Target Audience: College students (reading material has some mature content)
Timeline: Approximately 4-5 weeks

Week 1:
1. Students are given the reading packet with the selections “Why I Want a Wife”, “The Improper Care and Feeding of Husbands” and “Sex, Lies and Conversation” with questions to answer in ICE format.
2. Step by step instruction and modeling

Week 2:
1. Students are put into groups of men and women. Groups work together to create a presentation that incorporates writing and hands-on activities.

   Each group must submit several paragraphs that address the author’s argument, discusses how the author supports the argument, and states whether or not the group agrees with the argument. Each paragraph should follow ICE format.

   The hands-on activity is student-directed. They may act out a skit, engage the class in a game, create a short film, organize a debate, etc. This week is a “work week”. Students work in groups and the teacher facilitates.

Week 3: Presentations

Week 4: Assign Essay
Day 1– Students find quotes that support their topic (see next page)
Day 2– Students organize quotes into outline
Day 3– Students complete a first draft

Week 5:
Peer Review, revising, editing and submission.

“Why I Want a Wife” & “Sex, Lies and Conversation” are works from an anthology

Anthology: The Mercury Reader
Editor: Janice Neuleib
Publishing Company: Pearson Custom Publishing
State, City and Year: Boston, MA, 2004
Work in an Anthology, Reference, or Collection
Medium: Print

“The Improper Care and Feeding of Husbands” is part of a book.

Title: The Proper Care and Feeding of Husbands
Author: Dr. Laura Schlessinger
Publisher: Harper Collins
City/state/Yr.: New York, NY, 2004
English 1301– Essay Assignment

Using textual evidence from “Why I Want a Wife” and “The Improper Care and Feeding of Husbands”, write an essay that addresses one of the following essay topics.

1. Who carries more of the responsibility in the family/relationship, men or women?
2. Are men sometimes taken for granted by their wives/girlfriends?

Requirements:
- 2-3 pages, double spaced
- Clear introduction with thesis and a conclusion
- Body paragraphs with topic sentences
- 2-3 supporting details (ICE) per paragraph
- MLA format for in-text citations and Works Cited

Sample Outline

I. Introduction
1. Attention Grabber
   - Powerful quote
   - Startling Fact/Statistic
   - Anecdote
2. Thesis– 2 main points

II. Body Paragraph 1– First Point
1. Topic Sentence
2. First example
   I
   C
   E
3. Second Example
   I
   C
   E
4. Concluding Sentence

III. Body Paragraph 2– Second Point
1. Topic Sentence
2. First example
   I
   C
   E
3. Second Example
   I
   C
   E
4. Concluding Sentence

IV. Conclusion
1. Reiterate main points
2. Powerful ending
   - Return to statistic, quote or anecdote, complete the cycle
   - Or offer a possible solution