Eric Dunk: Okay so keeping the arguments and the issues in mind we're going to start talking about strategies that we use to like tackle writing the essay.
Eric Dunk: So yeah, we went over arguments and issues. The issue is like it presents some kind of opinion, right, and the argument gives you an argument to evaluate okay. So there is going to be different ways to like go about how we are going to respond to these.
Eric Dunk: Okay I'm glad I included this slide. Budgeting of the time, 30 minutes might not sound like a lot of time, but it is plenty of time. And I have this formula, not a universal formula, but I have this formula here to try and break down and manage your time. So like I was saying when you are taking the test, it will be like you're about to enter the analytic writing portion or whatever, click next to continue, and right when you click next there's a little timer that starts counting down your 30 minutes. So that means you have 30 minutes to read the prompt, formulate an idea about the prompt, right? And then write an essay, and then proof read an essay.

So it sounds pretty over whelming because we are used to having like two weeks to write an essay right, but again it's not, there not "essays" like long winded discussions, they're more like a quick pointed response. And that is why 30 minutes is plenty of time because what they want on the GRE's they want you to be like, really specific.

Audience Member: How long should your essay be?

Eric Dunk: That's kind of, that's a good question and I don't know the answer to that. I think they just want to see that you have a complete thorough analysis basically. So obviously it's going to be longer than a paragraph, but it's obviously not going to be like 8 pages or something. Yeah, yeah. It's a very like, and you will know, you will know if you've like addressed all aspects of the
prompt, but they're honestly not very long, they're probably like five paragraphs about. Each paragraph is super specific and super like precise and you know they don't want your introduction to be like "back in 1700 whatever, blah, blah, blah", you know the introductions that we are kind of used to writing where we give like a general overview and then you have a specific thesis right. You're just going to like dive right in and just like say exactly what the thing is right away. So that's why it's, 30 minutes is plenty of time because it's very, it's very pointed writing.

Okay so reading the prompt and then prewriting, something we're going to go over today. About 8 minutes which would take you like a few minutes to read the prompt and as you're reading you will start getting some ideas right, and you're writing notes and stuff while you are reading. All of that should take about like eight minutes, like you'll read the prompt, you'll kind of like digest the prompt, and then you'll like start writing some notes or whatever okay.

And then 15 minutes to write the actual essay itself. Which seems crazy right, but you're like going to have a bunch of notes that you're just, that you just need to form them into like fancy sentences right so they can see how smart you are. But you're going to have like, through reading the prompt and prewriting you're going to have ideas and you're going to have notes that are going to lend themselves to writing the essay. Okay.
And then proofreading, five minutes. One of things about the GRE is spellcheck is turned off, so you're going to have to really be, yeah it's on a computer and we're used to nice Microsoft word that underlines the you know.

**Audience Member:** It's on the computer?

**Eric Dunk:** Yeah but it's on the computer.

**Audience Member:** That's interesting, so the whole test is taken on the computer when you do it?

**Eric Dunk:** Yes.

**Audience Member:** Okay

**Eric Dunk:** Okay, so you're really going to want to like proofread like pretty closely to make sure, because they will dock you for spelling mistakes and things like that. So, but don't be intimidated because I left you two extra minutes if you need more time to proofread okay. So that's the basic like timing, and we're going to practice writing under a time crunch, today actually. So.
Eric Dunk: Okay, prewriting. You guys have done this before, right. William Faulkner said there's no mechanical way to get the writing done, and that is William Faulkner looking cool with his pipe and stuff. There's a number of ways to do this, right. So like freewriting, sometimes you will read the prompt and you will just go and you'll just start writing and then you'll go back and you'll you know pick out some things that are helpful, right. Do any of these look familiar? Like have you guys done mind maps and things like that? Bullet points right, or like an outline, or a brainstorm? Sometimes you'll just be writing down like a quick idea that comes to you. Basically like whatever works for you guys. So like what's your guys experience with that, like when you wrote an essay, in undergrad?

Audience Member: An outline.

Eric Dunk: Like an outline, yeah.

Audience Member: I write like all these personal statements, like bullet points really helps, try to find like 3 to 5 like exact things that you feel like you have to include and then kind of like going from there.

Eric Dunk: Yeah just like really hitting on like the, the main things that you can just like write down, and they don't even, this is for you right, it doesn't have to be complete sentences or anything. This is just to like kind of help like get the
wheels going right, and just kind of get something down that you can refer back too as you actually go to write.

Now for me, I'm weird. I don't prewrite like this, I actually just read the prompt. And when I took the GRE I just read the prompt and then I just sat back for like two minutes and just like thought about it, and I was like that's interesting. And I was just kind of like was thinking ideas in my head and then I just like launched into writing, and then like as I'm writing I was like revising as I was going and stuff like that, that's my strategy and that might not work for you guys right, everyone's different as William Faulkner says. Questions on these kinds of different strategies or anything like that, are there any others that you can think of that have helped you before? No, alright.
Eric Dunk: Okay so this is a mind map, you guys might have seen it. Basically you put main ideas right, into those bubbles and the bigger bubbles are the more important ideas, and then you can branch off right. I'm sure you guys have seen this before. This can be a really helpful way for a lot of people to see like, people are visual learners sometimes right, and so just to see like everything your thinking on like the page and then be able to start connecting things can really help like with, it helps like organize your thoughts and things like that. So if you haven't seen that before that's a mind map. A lot of times too they will have like connections like this, this one doesn't have it but they will like you know, they get kind of crazy sometimes. But they can be really helpful for just like, just to visualize. And then you'll find when you're making the mind map too you'll have to think of like a phrase that describes what you're thinking, or like a phrase that will like you know, kind of condensed like what is you want to talk about, and then boom you have your phrase that you're going to use in your paper right, or your essay, or your response, or whatever you want to call it.
**Eric Dunk:** So the list obviously. So like if we were doing like listening to the perceived greatness of any political leader right or whatever, we could write that at the top like they did with food and then we could like just start throwing out things that we think of, like Abraham Lincoln and civil war right and start thinking of all these things and just kind of put them all down. Because notice that they put food but then everything is really different right, from like cooking to healthy right, they're not, they don't always seem to connect but they all do connect back to food right. So that kind of helps you get like the litany of stuff that you're going to be thinking down on the page. Okay.
**Eric Dunk:** Okay. One of the most important things in your essay is going to be this, thesis sentence right. So what's your guys experience with thesis sentences, like what do they do?

**Audience Member:** State like an overall purpose of like the essay with like the two or three main points that like prove it like what you're going to talk about.

**Eric Dunk:** Okay, the main points, or the evidence maybe, that you're going to use to prove what it is you're talking about. Okay, what kind of thesis sentences have you guys had to write? And I know it's a lot probably, but what is like one memorable paper that you had to write in college? Or do you not remember your writing because you would rather forgot about it?

**Audience Member 1:** I honestly haven't written that many papers.

**Eric Dunk:** Really?

**Audience Member 1:** Yeah.

**Eric Dunk:** What did you get your undergrad in?

**Audience Member 1:** Business Admin.
Eric Dunk: Okay.

Audience Member 2: Really? What pathway are you in?

Audience Member 1: Human resources.

Audience Member 2: Okay, I mean the one that comes into my mind, I'm a business major too but it is like for our first like business class we had to write like a 7 or 8 page paper on, say I'm lined in from Walmart and like what made Walmart successful. So I mean that's the one that comes into mind, that's probably the longest one I've had to write in college.

Audience Member 1: Is it like BADM 101?

Audience Member 2: Yeah.

Audience Member 1: Yeah, see like I took that a different school so I didn't have to write that.

Eric Dunk: Okay so you had to make an argument about how Walmart was successful and you came up with all these reasons, I assume like they have cheap stuff, and whatever, you can buy anything there, or you know. Yeah so that thesis sentence is a little more like informational, like you weren't forming
an argument about whether Walmart was like evil or not or something you know, you were just saying here is Walmart's success and this is like why. Which is good because remember on the argument you're going to be saying here is the argument and this is why it's good or bad. So that probably would be a good one to recall on, to say like what were the specifics of that you know because the specifics of that statement is really going to, that's like the set up for your whole paper right, that's what's hard about thesis statements is that they are supposed to be like this exact argument about what everything is going to be like in your paper. And sometimes it's really hard to condense all that stuff but.
Eric Dunk: That's why we have a list.
**Audience Member:** I usually do the thesis statement last.
Eric Dunk: That's really interesting, why do you do that?

Audience Member: Because it takes me, when I start writing I learn after I written a few papers that I take a long time to think about my thesis statement and it just wastes so much time because I'm thinking so hard about the perfect first sentence.

Eric Dunk: Right.

Audience Member: So I kind of just skip the thesis statement and go with like the three main points that I have and then write my conclusion about what I have, and then go back and write the thesis because by that time I already knew about everything that I've already talked about, and I know what my thesis is already. Instead of sitting there and thinking about the three points that I need to condense into this thesis statement.

Eric Dunk: Good yeah. And so yeah. William Faulkner said there's no mechanical way to get the writing done. Everyone has a different approach to what works for them. And yeah sometimes it is a struggle to like envision what your paper is like before it actually is your paper. So going through and writing it, and you could do this on the GRE, going through and writing it you'll start to hit on your like, you should have an idea of what your argument is right before you set out, before you write the one true sentence you should be able to still
form argument with evidence and things like that. And that is a good strategy too because then you know like oh this is what I talked about now let’s just like summarize it in one pointed statement.

So yeah thesis sentences are like, they're really specific, they point directly like to your evidence, and things like that. They summarize but summarize might not be the best word for it, they highlight everything that your papers about right, or everything that your paper is going to argue. So I asked what are some of the difficulties, some of the difficulties is being able to compartmentalize everything that's in your paper in one sentence. So maybe to combat that difficulty we write that paper first you know, before we write the thesis. . On the flip side of that though how would writing a thesis sentence first help?

**Audience Member:** You know, like make sure don't get like out, like out of, like you don't get carried away in like writing things that are like away from your argument and the main point of writing the paper.

**Eric Dunk:** Yeah, yeah. So that would be one thing I would caution you on Jasmine when you write without your thesis sentence to know that on the GRE they don't want you to stray from the topic at all, right. If you start wandering into like your opinions and stuff like that, they'll just be like no, you know. So a thesis, writing it first albeit difficult might help you to like structure, to know like
okay I have my thesis sentence, I'm not going to stray from these points that I have made in the thesis sentence. But like I said there is no right answer to this stuff.

**Audience Member 1:** I only do that for me because I do that outline first on paper, and these are like the points I'm talking about and then I kind of make the paragraph based on those points and that's how I just go back and make the thesis.

**Eric Dunk:** Yeah, good, yeah. So everyone approaches this stuff differently. Yeah, I feel like I can't write without a thesis, it's like one of the first things I need to do, is like know what I'm going to be talking about. But yeah, alright, any questions on like the basic? So we're going to dive into, like there's a couple ways to structure or how to form a thesis sentence.
Eric Dunk: Okay so generalities. Thesis sentences are arguments, right. They don't validate opinions, they give direct evidence that reaches a reasonable conclusion based on the evidence provided or the information that we had before. So that's what a thesis does, is it takes the evidence, it is kind of like an argument in one sentence, it takes the evidence and then presents a conclusion based on that evidence. So like in the context of like analyzing an argument you could say like this argument is fallacious because of this this and this, and this argument is good because of this this and this, or whatever right.

The issue is a little easier because that's more like the writing you're used to. Forming your own opinion, right, things like that, putting that kind of difficult controversial issue into like a context and things like that, we are all very used to that. So your thesis sentence for that is like great leaders still have to have skills because Abraham Lincoln wrote the Gettysburg Address on a train on his way to Gettysburg, and I couldn't do that in a million years or whatever, you know, or he had the authority to stand up in front of people and that takes a skill or whatever, you know. If you're going to kind of put that issue into a perspective, and you would be disagreeing obviously with the issue there.

Audience Member: With an issue would you kind of like, kind of give an overview of the issue and then as your introduction paragraph, and then end the introduction paragraph with like a thesis of what you kind of agree with and
then go into, like is that kind of what they are looking for, a good way to do it.

**Eric Dunk:** Yeah it would be, it would be similar to the academic writing that you've done before when you like have an introduction that kind of like gives an overview to what the issue is, and then like a really pointed thesis sentence. It is a little more concise than the academic writing, right, because sometimes you have like 15 pages to fill or whatever, so I'm going to kind of wander around a bit, but here you have 30 minutes right, so you want make sure that you're not wasting time you know talking about Abraham Lincoln's top hat or something right. You want to stick to what is relevant to what you're saying. Yeah so it is direct and focused, and highly specific obviously. Provides evidence to be supported, so that's kind of like, it honestly is like just an argument condensed into one sentence, right, they're usually long-winded sentences. I really advocate the semicolon in a thesis because then it is still one sentence, but you can like do a new idea, or whatever because they want to see your thesis as one sentence that is kind of like the convention right, unfortunately that is the convention.
**Eric Dunk:** Okay there is a mathematical formula for devising a thesis. A subject plus an object plus 3 points of analysis. So you guys have seen this before, this is the classic formula for a five paragraph essay, it's like high school. Normally I despise a formulaic approach to writing and I don't agree with it in any way shape and form. And so we're going to call back though on that formulaic writing for the GRE that you learned in high school, right. I advocate the five paragraph essay, believe it or not for the GRE just because, the reason they tell you that in high school is because they don't have the confidence in you to be a good writer yet, so they push you into a little box and they say don't stray from these points, right. That's what they want to see on the GRE too, they don't want you to stray, they want it to be very specific. So we are going to do that by mapping it all out for us right.

So we would take a subject and I have my stupid example, Harry Potter, then we have our object which is what we want to prove, right, and we're going to prove that Harry Potter is better part than Twilight okay. So then we're going to have three pieces of evidence that prove why Harry Potter is better than Twilight, so there's magic, it's longer, Dumbledore is awesome okay. So then your thesis sentence becomes "Harry Potter is better than Twilight because there's magic and cool stuff, it's longer and more detailed, and Dumbledore has an awesome beard", then you have your three, you guys have done this in high school right, then you have your three body paragraphs to talk about, right, right here where you bring you know different evidence or analysis based...
each point right. Then you have a conclusion.

Okay so what about, let's call back on the perceived greatness example, and let's maybe come up with a thesis for that together. So what would our subject be?

**Audience Member:** Political leaders.

**Eric Dunk:** Okay and our object?

**Audience Member:** Perceived greatness.

**Eric Dunk:** And remember the object is what we want to prove.

**Audience Member 1:** That they are great because of

**Audience Member 2:** Because of the challenges that they face, and not there inherit skills of abilities.

**Eric Dunk:** Okay so remember when we want to prove something, we're setting ourselves up for what we want to believe. So we have to ask ourselves before we do this, do we believe that political leaders are only defined by their challenges faced, or do we believe that they have skills? So there's no right
answer to that right, you're going to make this argument eventually.

**Audience Member:** So would the object be, is great because of...

**Audience Member 2:** Because of the challenges that they face, and not there inherit skills of abilities.

**Eric Dunk:** Okay so remember when we want to prove something, we're setting ourselves up for what we want to believe. So we have to ask ourselves before we do this, do we believe that political leaders are only defined by their challenges faced, or do we believe that they have skills? So there's no right answer to that right, you're going to make this argument eventually.

**Audience Member:** So would the object be, is great because of...

**Eric Dunk:** Yeah we could even say like fill in the blank are great because and then whatever we are going to argue. Now what we talked about last week with that is that the issue is true on both sides, there's elements of truth to both of them we said. Is that yeah you need to have great challenges faced to be remembered as a great political leader because history only talks about the great challenges faced, right. But then also to navigate your way through that you need to have some skills as well, like you know Abraham Lincoln had to have skills basically as what we talked about. Okay and then we come up with
three points, we're not going to list them out because it could take a while right, but then you come up with three points, right? So, so that's the, that's the basic method to this is you find out what your subject is, right? And then your object is what you're going to argue, and then you come up with three pieces of evidence for that.

**Audience Member:** So like for this particular do you basically have to choose like a side and you can kind of leave the other one out. So if I was like political leaders are great because of the challenges they face and then kind of go off that, then do I not have to be like compared to, I mean like you know, you kind of know what I'm getting at? Like.

**Eric Dunk:** Do you take one side or the other?

**Audience Member:** Right, and then kind of not talk about the other ones, because they're saying like political leaders like perceive greatness because of the challenges they face rather than the abilities. So is it like, do you pick the challenges faced and leave out the inherit abilities or do you need to like somehow still include that so you're making sure you just proved the fact that it is not because of their inherit abilities.

**Eric Dunk:** Well what do you believe?
Audience Member: I believe it's like their perceived greatness is because of the challenges they faced, but like includes their inherit abilities you know still.

Eric Dunk: Okay so you would side on what we talked about last week is that it's both. So then that's where your argument, and that's like a sophisticated argument basically to be able to see both sides of the issue, and it is not so like black and white, to be like yeah they're great because history remembers like, we remember them because of the horrible things that were happening in the world at the time or whatever. But they also had to have skills to like be able to overcome that. Yeah like not every political leader would of like, you know, been able to lead us to WW2 or something right, make those kind of monumental decisions. Yeah.

Audience Member: I'm a little confused because in the beginning you said that it's not based on our opinion and now it's kind of based on our opinion.

Eric Dunk: Right, remember this is for issues, right.

Audience Member: Okay.

Eric Dunk: Yeah, good observation though. Arguments and issues like are totally separate. Issues they want you to argue what you believe based on like a perspective that you're going to take, or like the prospective can be
historical, they can be things that you read you know, any personal experience that you had, and things like that. But the argument you're right, you're not, saying not making your own argument isn't the right way to put it, you're going to make an argument based on their argument, but it's not going to be like agree or disagree it's going to be like I'm going to attack your argument. Did I answer your question?

The things that you guys read in college, this is basically what scholars do. So that's why, you guys are going to grad school, you guys are going to be like semi scholars right. So they want to see you do, because what do like scholars do, like some scholar comes out with an argument and then some scholar comes out with how that other scholars argument was wrong right, and then how their argument is right, and then you know another scholar comes along and attacks the other. It's just about attacking of other people's arguments and pointing out the flaws. That's like basically the history of philosophy, so. Any questions on this? So it's a little trickier with an argument, to come up with our three point's right and to come up with our subject right.
Eric Dunk: Okay, so we're going to practice with an argument. I'm going to give you guys five minutes, five minutes, so I'll read you the prompt and then you're going to have five minutes to digest what you think and then come up with a thesis sentence. Okay "Two years ago the nearby town of Ocean View built a new municipal golf course and resort hotel. During the past two years, tourism in Ocean View has increased, new businesses have opened there, and Ocean View's tax revenues have risen by 30%. Therefore, the best way to improve Hopewell's economy is to build a golf course and resort hotel similar to those in Ocean View", so this is an argument okay. So you have till 3:06 go.

Audience Member 1: And what brings in revenue to Hopewell's economy can differ from Ocean View, and there might not be space for other business to open in Hopewell.

Eric Dunk: Very nice. So this might not have been as easy for you Jasmine because you didn't have time to write the whole paper first, because you right your thesis last.

Jasmine: Yes.

Eric Dunk: Right so that's fine, that's just how you do it. On the GRE you would have had time to write it first and then make your thesis alright. But, so let's talk about though how that thesis was operating. So what did, how did you
come up with those assumptions?

**Audience Member 1:** So I just like, I broke down what like during the past two years the tourism in Ocean View, new businesses have opened there, and the Ocean View's tax revenues has risen by 30%.

**Eric Dunk:** Right so what they do in the conclusion, basically what they do is they make Ocean View and Hopewell exactly the same. They say if this worked over here then surely it would work over here. That's an idea that you can like universalize different, like what if Ocean View is in California and what if Hopewell is in Russian, you know the argument doesn't address that.

**Audience Member 1:** Tourism automatically made me think of location, because I mean Ocean View like, it sounds like it might be something right by the beach. Where Hopewell might be in the middle of a desert.

**Eric Dunk:** Exactly yeah. So the argument makes that assumption right. Yeah you brought up the tax laws too, different cities structure their taxes differently. So like that's something you can bring in. And then yeah space, like maybe Hopewell doesn't have as much space as Ocean View.

**Audience Member 1:** And as I wrote that I was also thinking like maybe the other businesses were able to come in to Ocean View because there wasn't as
much competition, but in Hopewell maybe there is already a lot of competition for their businesses.

**Eric Dunk:** Exactly, there is all these complex factors right that the argument hasn't addressed. Another thing that I thought of, Ocean View, that sounds like a retirement, a place you would retire right. So obviously a hotel and a golf course would do well right, it's clearly by an ocean or whatever. But like Hopewell could be anywhere so we don't have these geographic like particulars right, like if they were right next to each other then you know maybe then, but even still we could make arguments of competition and things like that. So yeah, so that's good, so what you did is you used the mathematical formula right, and you came up with the three points, you know and you had our subject and then you had what we're going to argue. The argument is fallacious because, and then your body paragraph would be talking about this, you would say like Ocean View clearly has a view of an ocean or else they would need to rename the town and you know resorts, golf courses, those things generally thrive better in a touristy setting. Whereas Hopewell like we said could be in a desert and maybe it's a 115° every day and people aren't trying to walk on a golf course right. So all these assumptions right, and then talk about them in your body paragraph about particulars.

**Audience Member:** So I might be jumping ahead, I don't know, but I feel like conclusion and introduction are my hardest part because like it's easier to kind
Eric Dunk: That's a good question. I would probably avoid in your conclusion making like a new point about something. So like making a new point about how like hey the argument could actually be good in this way right. If you get a tricky one like that where like, and it might be safer to just stay on the side like I'm just going to always critique the argument. But if you come across a weird one where there's like they made a pretty good connection there, I would probably try in your thesis to be like the argument is fallacious because of these reasons but the argument makes sense because of this reason, and then the argument making sense would be its own like paragraph. You're still analyzing the argument right, the cogency of the argument that is, you're still analyzing it, it just happens that they have a good point to make. And I mean you can even make the point here that they have a good point to make, in the sense that businesses always attract money right, or things like that, like if you build it they will come right, like you could even make that an argument. If we build a resort people are going to want to stay there, and it's going to generate
some kind of revenue for the city right. So yeah, you can go either way on this basically.

**Audience Member:** In the end, because you're just like analyzing, you could say like for these the support reasons it's fallacious because of this and this but on the contrary could be a similar outcome for this reason. Like does that make sense? We still have like three points to go off of.

**Eric Dunk:** Yeah like how we said there is a geographic thing that the argument doesn't address but then again if you build it they will come. So you can say like the point is fallacious because of this but the point also makes sense because of this. You're just arguing for the cogency of the argument. So then yeah I would say a lot of arguments work that way, like that's why some scholars disagree with the arguments of scholars and other scholars agree with it right because there's just an interpretation thing there. So yeah, either way though, and that's like a sophisticated analysis too, to be able to say like it's wrong because of this but it's right because of this, you're still analyzing. But also for simplicity purposes you could say, you could just stick to why it's fallacious or whatever.

**Audience Member:** It's probably safer to do that, I'm just kind of like curious to know whether like you're scoring might be better if you do that. Because I mean that's how I typically do think and would want too but then it is like a little
bit harder to like write so it's kind of like what's the give and take on that you know.

**Eric Dunk:** Right, yeah, yeah. And that will be, that will be prompt by prompt based I think. It will be a lot of, a lot of your own assessment about the argument and if you think the argument makes a good point, because these arguments do make good points right at the end of the day, like just because we're looking at it through a critical eye we could find what is wrong with it, but like they do make some good points, so you could also acknowledge that side as well.
Eric Dunk: Okay there is also the Q & A method, which is sometimes easier for people to do because it doesn't require like such an intense formulaic analysis like that one does, the mathematical formulation. But you could just ask like, you could just ask where the argument came from. So the argument is clearly advocating for Hopewell to build a golf course, you can just ask, “Should Hopewell build a golf course?” And then in the argument...
Eric Dunk: You take out the reasons of why they should or should not build a golf course right. Or maybe they should build a golf course because yeah new business or whatever, or new recreational activity, could help tourism and could help the economy. But maybe it might not be such a great idea because we don't know Hopewell's demographics or whatever, or geographic location, or anything like that.
Eric Dunk: This leaves room, this Q & A method leaves room for more like, more of like an ability to think about a tangible question rather than just like a mess of information.
Eric Dunk: Right, it kind of like breaks it down, narrows it down and then you just have like a really simple question to think of right, that you can apply to the jumble of language that they give you.
Eric Dunk: So we're going to practice this on an issue okay.
Eric Dunk: So, and I'm going to give you 10 minutes this time because you're going to prewrite as well. So the issue "Some people believe that government funding of the arts is necessary to ensure that the arts can flourish and be available to all people. Others believe that government funding of the arts threatens the integrity of the arts", okay so whatever you want to do use this time for you. I have down here prewrite, pick a strategy for writing a thesis, and start writing or whatever. If you want to prewrite that is fine, if you want to just form a thesis, practice doing that, that's fine too, up to you. If you want to start writing an actual essay of what you might write on the GRE, that's cool. So just 10 minutes, go ahead and write.

Really, okay, do you just want to talk about it?

Audience Member: Yeah.

Eric Dunk: That's fine. So what was challenging about it?

Audience Member: Well like if I was to pick a side for my own opinion I would say that it's necessary.

Eric Dunk: Okay would you talk about the first?

Audience Member: Yeah.
Eric Dunk: Okay so we should be funding the arts so that people can know about the arts.

Audience Member: Yeah right.

Eric Dunk: Okay so where did you go from there?

Audience Member: So then I started to make the three points of why.

Eric Dunk: Good so you asked why, because if you're going to say it's necessary that we should fund the arts so that people can have the arts, your opposition would say, well it could say a number of things, but my first question is why should people know about the arts. Or the other side says that it threatens the integrity of the arts that's a pretty powerful thing to say.

Audience Member: So if I was to go with that I would say it wouldn't by a why it would be a how. How does it threaten the integrity of the arts?

Eric Dunk: And if the three points thing, if this isn't working then it is not working. Okay that's fine.

Audience Member: So if I were to say it was necessary then it would be more of a, government funding is necessary because, I have it in my brain but it's not like in a sentence.
Eric Dunk: It's there but it's, yeah so the reason that might be is because of what you said in the beginning of class is that it's, you got to write before you could condense it down into one sentence. So the first thing that you might do on the GRE is on this prompt, let's say you were given this prompt, you'd pick a side or you'd negotiate between the two sides somehow and you would land somewhere in the debate right in the controversy about what you think. And then just like start writing right, and then through that process you will be getting ideas like, you would be like oh yeah that's what I think about it, I just needed to like get it out there first. So that's just a different approach basically. What kind of things were you thinking about though, like?

Audience Member: Like without government funding how, basically who's going to help like push it out there for people to know it even exists.

Eric Dunk: Yeah good, so how would people know about the arts if we don't have government funding?

Audience Member: If the government doesn't fund them who's going to fund them.

Eric Dunk: Who's going to fund it right?

Audience Member: Right.
Eric Dunk: Exactly, artists don't make a lot of money. People would say like the artist should fund it but it's hard for an artist to right, because it is not something that we buy like all the time, like art. So.

Audience Member: And then without government funding all the art we see around the city would not be there.

Eric Dunk: Right, so your concern is if we stop funding art it's going to fade away. And so this is necessary to keep the arts flourishing because maybe not a lot of people know yet that they care about art right.

Audience Member: A lot of people don't know that most of things that they see, like say in Chico for example, the big hands downtown or like the benches downtown that are painted and stuff, that's all government funded by somebody to put that there. And we see it all the time but if it wasn't there we would notice that it's not there anymore.

Eric Dunk: Right. So there is an aesthetic quality, like it's necessary to have that aesthetic quality to a city or something, or it's necessary to have, I don't know. I mean it gets super deep right because you start talking about art and like how it's like necessary for men to express themselves and you get into really like emotional things like that. So you're saying, and yeah it's a complex idea right, because you're saying like we need government funding or else
then it would kind of like fade away the history, and it's important that we keep art around so that we can have an aesthetic quality to our cities and you know continue this very human endeavor that we've always done right, that's a part of our history right. So I can see all those ideas right.

**Audience Member:** Yeah and then my last point was that we need government funding to maintain the art that is already established.

**Eric Dunk:** Okay, good. Maintain. Yeah because if, like one of the things that I thought when I first read this is I do think art is necessary, and I think that people don't know that they like art until it's not there anymore right, and the you're like oh where did all the art go. So we need the money from the government to keep that going, that tradition, it's a human tradition that we want to keep alive basically, whether people agree with it or not. Okay good, yeah so, we're going to have to work with how to do this on the GRE, how to like write first. On your like time thing, your time thing you might just want to have, like set aside 5 minutes rather than doing like a prewriting strategy or whatever. It's just like write whatever comes to your mind in like pros form, just start writing like paragraphs and that is not going to be exactly what you put on the thing when you hit submit but it'll start generating ideas for a thesis because I'm just worried if you start writing and then write your thesis last that it's going to be hard to get the flow and to get the concision that they're looking for and all those things, it's going to be hard to do that, so yeah. That's what I say about that.
Eric Dunk: So yeah way back in the beginning you might have to go back to this budgeting time thing and kind of adjust it to your own purposes, yeah.
Eric Dunk: Okay so next week what we're going to do is, the next two weeks we're going to be, we're going to practice writing arguments or responses to arguments and then we're going to practice issues. So I have it broken up into two weeks, one week is for arguments, and one week is for issues. So we will really be able to refine your tactics for approaching, because we are going to be writing an actual essay basically. Going to set aside 30 minutes of the session so that we can actually do a prompt. Yeah, alright great.

Audience Member: Thank you.

Eric Dunk: Yeah well thanks for coming.