| Part 1        |  |
|---------------|--|
| Leader:       | What are some different ways you can "show how you know something is true"?                            |
|               | Try to brainstorm as many ways as possible.  |
| Some possib   | le response templates:   |
| One way you   | a can show how you know something is true is   |
| Another way   | <i>y</i> is to   |
| (etc.)        |  |
|               |  |
| Part 2 (contr | inued from last class)   |
| Leader:       | What will these essays have to do, in order to be <i>good</i> ?  |
|               | What will they need to do in order to engage our readers?  |
|               | What will they need to do in order to satisfy our readers?   |
| Some possib   | le response templates:   |
| One thing th  | ese essays will need to do to engage our readers is  |
| One thing th  | ese essays will need to do to satisfy our readers is   |
| One thing th  | ese essays <i>could</i> do that would make them especially compelling would be                         |
| ·             |  |
| Part 3        |  |
| Leader:       | Was there anything mentioned in Prefaces I or J that we should keep in mind when writing our chapters? |
|               | What can we do to make sure our chapters are consistent with the visions laid out in the prefaces?     |
| Some possib   | le response templates:   |
| Preface       | says that To be consistent with this, we should / should not   |