

Instructor: You know what I think might be helpful for that sentence that's following the Harden quote, um, I would just try it--because that's the one that I think you're worried about being kind of repetitive. Could you make that more specific about Harden? Something about how, so, "While teenage girls are choosing to become pregnant for their own reasons," they don't choose to be--some of them don't choose to it. Maybe instead of just focusing on the choice again since you've kind of already established that, you could say more about what is Harden saying about society pushing it on them? And how is that maybe affecting their choice?

Student: Um. Well that's--the next part is like, the society's effects on teenage pregnancy, where it's talking about how society--I think, again, this whole section here needs to be revised still--but how society is, like, pressuring teens into it. Like, the "16 & Pregnant" and how we were talking about that before how society, um, kind of like shows these images...

Instructor: Yeah.

Student: ...of that. And it sends these subliminal messages. But there's never any of that--that Sexual Education where girls are having to take home that baby, the fake baby doll, and actually take care of it for like however long. Like a month or two or whatever, you know.

Instructor: Sure. So, actually, I guess what I'm thinking, then, is that maybe that Harden citation should be down in the social part. Because otherwise that's the only place in this paragraph where you're talking about society pushing it on them. Maybe Harden should go down there. But either way I'd like to hear more about what Harden actually has to say. Does that--do you see what I mean?

Student: Yeah. ... I'm not--I would have to look at the, um, the source again, I'm not sure if I took anything else out of there.

[overlapping talk] Instructor: Because I think... Student: I'm a little bit...

Instructor: If you're ever getting to a point where you're starting to feel like, man, I feel like I might be repeating myself, I think a great answer to that is to always just get more specific to the literature, right? I think. Because that way you're not just kind of making the same claim. Instead you're showing us how the literature is supporting that claim. Because the fact that you keep repeating it is because you keep finding that in the--right? This is an idea that keeps coming up. So I think getting more specific--so I would definitely encourage you to go back to that source and see if you can't tweak the language here a little bit by telling us more specifically about what Angela Harden and her team found. And why they're making the argument that society is--that some teens feel like society is pushing sex on them.

Student: I was thinking about just taking out this section here and then having it be, "While some teenage girls are choosing to become pregnant, many of those girls do not." And then just kind of like have that.

Instructor: Mm-hm.

Student: Because then it also sets it up--for me, that kind of, like, does transition. But again I feel like it almost still repeats. But I want there to be some kind of transition because I think that if I keep this Angela Harden quote up here it'll be a better transition. Like it's a precursor into society instead of just a big change of, this is what society is, you know, saying.

Instructor: Yeah I see what you mean. I see what you mean. Well then maybe, maybe the solution for what I'm wanting, maybe you could actually, you know, you might be able to kind of do both of these things. I think you could keep Harden up there. And I think you're right, I think the phrasing of that works pretty well, with that with that deletion that you took out. But maybe then you could bring up Harden again, at the beginning of the society section. Because that might really link those two together. To get those more details about what that article is about.

Student: [talking to cat] Get away from my hot chocolate, you little brat.

Instructor: [laughs]

Student: [laughs] Sorry. ... Um.

Instructor: But I don't think, I mean, I'd have to read the whole paragraph really closely but it doesn't really--just these few sentences that you have here don't seem that redundant to me. I think---I think you're, I mean, you're establishing the idea--I mean that's the whole point of this section, right, is to show that it's a lot more complicated. I mean that's what you've been talking about, right? That there's many different reasons that end up causing this, which is why the current form of Sex Education isn't sufficient, right? Because it doesn't really account for all these different realities.

Student: Yeah. Well I know that I ended up revising this a lot, too. And then I ended up moving one section up, which then kind of made it sound, like, repetitive. So then I was just having a hard time because I didn't want-- not that I didn't want to change it, but the way that I worded each of those sentences worked with the sentence. So I didn't want to just, like, you know. I was having a hard time transitioning it into it the--there. But, um, I think I got it.