

English 1010

Introduction to Academic Writing

Student Handbook
Spring 2006

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Assignments

Writing improves with practice, so the more you write, the more proficient you will become. You will also improve your writing by reading models of the types of writing you will be completing. Expect intensive reading and writing, and be assured that if you actively engage in these assignments, your writing will improve.

Required Texts

In addition to this handbook, you must obtain the following textbooks:

ReReading America, 6th edition, Gary Colombo, Robert Cullen, and Bonnie Lisle
A Writers Reference, 5th edition, Diana Hacker

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Goals and Objectives

What You Gain by Taking English 1010

Philosophy

English 1010 will teach you processes and techniques to become a proficient writer as you seek to discover and assert ideas in a university setting. In this class you will learn how to develop your ideas; work through multiple drafts; evaluate papers in collaboration with your peers; and read, think, and write critically by engaging in an ongoing academic discussion. Several of this semester's readings will be challenging, but they are meant to be so.

If you engage in this class and do your best work, by the end of the semester you will have developed the following skills. You will then be able to apply those skills in other classes, on the job, and in your personal life.

Critical Thinking, Reading, & Writing

"A critical thinker cultivates the ability to imagine and value points of view different from her own – then strengthens, refines, enlarges, or reshapes her ideas in light of those perspectives" (*ReReading America* 2). The purpose of thinking, reading, and writing critically is to "shape, not merely absorb, knowledge" (2).

Critical thinking is a set of skills and practices that help you better understand your subject. It includes:

- Analyzing and judging.
- Debating and discussing.
- Recognizing and respecting differences of opinion.
- Understanding your own biases.
- Improving your understanding of others' ideas.
- Synthesizing and rethinking.

When reading critically, you don't just let the words wash over you. You enter into a dialogue with the text, doing such things as:

- Actively engaging with and questioning the text.
- Establishing literal meaning.
- Evaluating meaning.

- Determining analytical meaning.
- Comparing your experiences with those in the text.

Critical thinking and reading will underlie all your assignments in this course. *Your assignments will include:*

- Free writes.
- In-class discussions.
- Group work and peer response sessions.
- Reading assignments and graded essays.

Writer-Based Writing

Writing is – or should be – for yourself. When your writing is writer-based, you are able to:

- Formulate, explore, and express your own ideas.
- Find and develop your own academic voice and style.
- Think independently.
- Overcome writer's block, generate ideas.
- Develop writing fluency.
- Analyze your past experiences.
- Practice using writing rituals as learning tools.
- **Be creative and enjoy writing.**

Audience-Based Writing

After writing to explore ideas for yourself, you should then consciously work to shape and present your ideas for your audience's benefit. When your writing has an audience-based purpose you:

- Identify your audience and their needs and biases.
- Anticipate your audience's beliefs or attitudes.
- Anticipate what your audience knows and what it needs to know.
- Organize information in response to your audience's needs.

Audience-based writing helps you:

- Make your writing interesting and understandable.
- Evaluate trustworthiness of written sources.
- Respect other points of view.
- Develop the ability to comment on another's writing.
- Recognize problems in your own writing.
- Practice revision.
- Use academic English.

You will learn audience-based writing through:

- Graded essays.
- Peer responses.
- Reading and responding to model essays.

Collaboration Skills

Research shows that students learn more when they use the information they're learning. In group work, you use and retain information by:

- Talking and writing about writing.
- Responding critically and constructively to others' writing.
- Engaging in learning rather than passively sitting through a lecture.

In order to ensure that your group works well, you need to:

- Understand and respond to group dynamics.
- Develop good communication skills.
- Respect other group members and their opinions.
- Pause to evaluate the group's progress, and adjust when necessary.
- Encourage input from all group members.

Part of your group work will include Peer Responses, in which you will share your drafts with peers and:

- Receive constructive compliments and criticism on your writing.
- Practice clear communication skills.
- See other models of student writing.
- Identify and explain writing problems.
- Articulate the writing process.

You will learn collaboration skills through:

- Writing Center consultations.
- Instructor conferences.
- Group projects.
- Peer responses.
- In-class group work.
- Collaborative presentation.

Essays

You will apply all the writing skills you learn in this class to a series of essay drafts. These assignments have been carefully constructed to allow you to use your critical thinking and reading skills, writer-based and audience-based writing, and revision skills.

Writing to Explore

Academic writing is often perceived as dry and tedious. The purpose of these assignments is to offer a venue for exploring your interests and expressing your creativity and originality.

Discovering your writing style and pursuing topics that have personal relevance will greatly improve the quality of your writing. In the Family Myth Narrative and Reader Responses you will:

- Consider your unique perspective on various issues.
- Develop and write about topics which are important to you.
- Begin to define your personal writing style.

Writing on the Spot

This class will afford you many opportunities to free write about readings and assignments. These free writes will not only facilitate discussion, they may also help you brainstorm for possible paper topics. In your free writes you will:

- Recall the reading assignments and connect them to the current lesson.
- Brainstorm possible topics.
- Demonstrate your knowledge of course material.

Writing Under Pressure

College courses often ask you to demonstrate what you've learned by writing a timed essay. In English 1010 you will learn skills to help you do well on such assignments in other classes. This class will help you learn organizational strategies (outlining, pre-writing) that will enable you to perform better on such essays.

Writing to Inform

When writing to inform, you learn to gather information, and then focus, organize, and present it clearly to your readers. In the Race Connections and Illuminations Paper you will:

- Focus your investigation and shape and organize your ideas.
- Write in a readable and interesting style.
- Become an expert on a topic by consulting outside sources and gathering first-hand information.
- Share knowledge with others.
- Define key terms.
- Give necessary background information by answering a reporter's "Wh" questions.
- Begin your essay with an interesting title and catchy lead sentence.
- Use paragraph transitions and hooks.

Writing for Understanding

Through your writing you should be able to demonstrate that you understand the many aspects of a topic or situation. In ENGL 1010 you will learn how to:

- Understand various viewpoints.
- Make judgments based on criteria.
- Demonstrate that a problem exists and explore workable solutions.
- Evaluate the reliability of claims and sources.
- Identify and avoid logical fallacies.
- Understand your biases and opinions.
- Know not only what you think but why you think the way you do.

Student-Instructor Expectations

Toward a Civil and Productive English Classroom Environment

Student-Instructor Partnership

Much of the work instructors and students do will be in class; therefore the student-instructor partnership is central to a positive learning environment. Both the instructor and the student are responsible for maintaining a classroom atmosphere where courtesy and goodwill prevail. This means that instructors and students are kind, listen to each other, and do not belittle others or show disrespect.

Students and instructors can maintain a positive learning environment by constantly working to improve the quality of interpersonal relationships. If at any time the student or teacher feels that the relationship needs improvement, she or he should approach the problem appropriately, by requesting an appointment to discuss the perceived problem. The university expects that participation in collaborative class-management will contribute to students' development as citizen-scholars.

What Instructors Can Expect from Students

Students are responsible for their own learning. Students create a positive learning environment when they:

- Show courtesy and respect to classmates and the instructor regardless of gender, race, religion, or sexual orientation.
- Ask for assistance when needed.
- Listen attentively when another student or the instructor has the floor.
- Listen to suggestions for improving the class.
- Arrive on time and prepared.
- Make note of changes in the syllabus.
- Work on solving problems if they arise.

What Students Can Expect from the Instructor

Instructors do many things to help set a positive tone in the classroom:

- Show courtesy and respect for students regardless of their gender, race, religion, or sexual orientation.
- Offer assistance to students when needed.
- Listen attentively when students have the floor.
- Listen to suggestions for improving the class.
- Arrive on time and prepared.

Behaviors that Promote Success and Quality Work

Students who succeed and produce quality work in English 1010 and other university classes:

- Read the and the instructor's syllabus thoroughly.
- Read the assignments carefully, critically, and on time.
- Participate in discussions about readings.
- Complete written assignments before due dates to compensate for possible technical difficulties.
- Participate in peer response sessions.
- Offer collaborative assistance to others.
- Come to class on time and with a positive attitude.
- Write down instructor statements about assignments and homework.

Plagiarism

Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (*Code of Policies and Procedures for Students*, Article V, Section V-3.A.3). The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Turnitin.com

Please be aware that all English instructors have access to [turnitin.com](https://www.turnitin.com), a service provided to screen student papers for plagiarism.

Grading

“Grading is both the responsibility and the prerogative of the individual instructor. . . . The instructor is the ultimate arbiter of grades in his or her course. Changing grades shall be the sole responsibility of the individual instructor, subject to existing procedures of the University Code and administrative procedures for review and due process” (*Schedule of Classes, Spring 2003*).

University Grading Scale

A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D	69-60%
F	Below 60%

Grading Scale

See your instructor’s addendum for grading scale and specific class requirements.

Daily Class Schedule

The following pages outline the Spring 2006 semester.

You are expected to be prepared for each class and will be held accountable for daily preparation, which counts toward your overall participation score. Your instructor may give you quizzes (either online or in-class), mini-assignments, free writes, discussion questions, and/or reading assignments in addition to the work outlined in the class schedule.

As you begin the semester, keep in mind that the material we will cover contains a range of sometimes highly charged topics. Be aware that your grade will not be based on your opinions in contrast or similarity to those of your instructor. However, your grade will be based on your involvement in critically thinking and writing about these topics. Challenge yourself. The texts we will read should be looked at as cultural artifacts representing different perspectives, attitudes, and beliefs. Critical examination of the texts and the ideas they present is all that is asked of you. Keep in mind that although you are asked to read and participate, you are not required to agree with or believe what is being explored and examined. For example, if we were reading Dostoevsky's *Crime and Punishment* we would not suggest that you murder two women to pay your tuition.

Notes

As you have seen, I am a
writer who came of a
sheltered life. A sheltered life
can be a daring life as well.
For all serious daring starts
from within.

~ Eudora Welty

Week 1

Monday, Jan. 9th

In Class

- . Introduction to course and text
- . Discuss addendum
- . Classmate introduction activity

Homework

- . Answer personal writing question

Wednesday, Jan. 11th

In Class

- . “Words Lecture”
- . Small groups – share writing
- . Writing Journal – instructor prompt

Homework

- . Read chapt. 1 of *ReReading America* (1-15)
- . Read 3-10 in the Writers Handbook
- . Prepare for quiz

Friday, Jan. 13th

In Class

- . Quiz on reading
- . Discuss different genres of writing
- . Introduction to critical thinking

Homework

- . Read Judy Root Aulette’s “From Changing American Families” (*Rereading America* 64-83)
- . Read Gary Soto’s “Looking for Work” (26-31)

Notes

The maker of a sentence
launches out into the infinite
and builds a road into Chaos
and old Night, and is
followed by those who hear
him with something of wild,
creative delight.

~ *Ralph Waldo Emerson*

Week 2

Monday, Jan. 16th

No Class

- . Martin Luther King, Jr. Day

Wednesday, Jan. 18th

In Class

- . Introduce elements of narration
- . Discuss cultural family myths
- . Writing Journal – instructor prompt
- . Discuss narration paper

Homework

- . Read Roger Jack's "An Indian Story" (109-118)
- . Reader Response – Question 9 on page 118 (see page 60 of this handbook for guidelines)
- . Read *Writers Handbook* (13-16)

Friday, Jan. 20th

In Class

- . Pre-writing strategies – review the *Writers Handbook* (3-10)
- . Writing Journal
- . Constructing essays from free writes

Homework

- . Read Bebe Moore Campbell's "Envy" (118-131)

Notes

Words are, of course, the
most powerful drug used by
mankind.

~ Rudyard Kipling

Week 3

Monday, Jan 23rd

In Class

- . Writing Journal – personal family myths and untold stories
- . Elements of narration

Homework

- . Find an artifact of a model family and a non-traditional family
- . Read Stephanie Coontz' article "What We Really Miss About the 50's" (31-48)

Wednesday, Jan 25th

In Class

- . Present and discuss artifacts
- . Elements of narration
- . Group dialogue activity

Homework

- . Finish draft for peer review on Friday

Friday, Jan 27th

In Class

- . Introduce peer review
- . Peer review of your draft

Homework

- . Revise and complete draft

Notes

Every author in some way portrays himself in his works, even if it be against his will.

~Goethe

Week 4

Monday, Jan. 30th

In Class

- . Turn in narrative
- . Myths of education and empowerment discussion
- . Education activity

Homework

- . Read introduction for “Learning Power: The Myth of Education and Empowerment” (135-141)
- . Read Horace Mann’s “Report of the Massachusetts Board of Education, 1848” (142-152)

Wednesday, Feb. 1st

In Class

- . Introduce academic writing
- . Discuss myths of education and empowerment

Homework

- . Read *Writers Handbook* on MLA guidelines (65, 329-377)

Friday, Feb. 3rd

In Class

- . MLA Olympics
- . Evaluating sources for credibility

Homework

- . Review *Writers Handbook* (329-330)

Success and failure are
equally disastrous.
~ Tennessee Williams

Week 5

Monday, Feb. 6th

In Class

- . Academic writing
- . Writing a thesis

Homework

- . Read Richard Rodriguez's article "The Achievement of Desire" (214-227)
- . Reader Response – question 5 (227)

Wednesday, Feb. 8th

In Class

- . Reader response discussion
- . Introduction to manifesto
- . Examples of manifestos
- . Introduce and assign Education Manifesto Project

Homework

- . Find a representation of a manifesto and bring it to class on Monday

Friday, Feb. 10th

In Class

- . Elements of Manifesto

Homework

- . Read Michael Moore's "Idiot Nation" (153-171)
- . Reader Response – Write a letter to Michael Moore

Monday, Feb. 13th

In Class

- . Michael Moore discussion
- . Display representations of manifestos
- . Writing Journal – instructor prompt
- . Introduce Education Manifesto assignment

Homework

- . Read Mike Rose's article "I Just Wanna Be Average" (182-194)
- . Brainstorm ideas for Manifesto Project and have group leader email instructor group's thesis

Wednesday, Feb. 15th

In Class

- . Writing Journal – instructor prompt
- . Creating a strong thesis -- *Writers Handbook* 329-330
- . Group work – crafting a more powerful thesis

Homework

- . Read 23-36 in the *Writers Handbook* "Writing Paragraphs"
- . Read 37-46 in the *Writers Handbook* "Constructing Reasonable Arguments"

Friday, Feb. 17th

In Class

- . Structuring paragraphs and formulating arguments
- . Connotation and denotation

Homework

- . Project work

The best revenge is to write about it.

~Meg Cabot

Notes

The artist's only responsibility is his art. He will be completely ruthless if he is a good one.... If a writer has to rob his mother, he will not hesitate: The "Ode on a Grecian Urn" is worth any number of old ladies.

~ *William Faulkner*

Week 7

Monday, Feb 20th

No Class—Presidents Day

Wednesday, Feb. 22nd

In Class

- . Projects

Homework

- . Work on your Manifesto

Friday, Feb. 24th

In Class

- . Projects

Homework

- . Work on your Manifesto and bring a draft to class on Monday

Notes

The philosophers have only interpreted the world, in various ways; the point is to change it.

~Karl Marx

Week 8

Monday, Feb. 27th

In Class

- . Peer review

Homework

- . Finish final draft of your Manifesto

Wednesday, March 1st

In Class

- . Hand in Education Manifesto
- . Writing Journal – instructor prompt
- . Finding race in everyday thought and language
- . Discuss categories of racism and what makes us racist

Homework

- . Read the introduction to “Created Equal: The Myth of the Melting Pot” (547-550)
- . Read Malcolm X’s “Learning to Read” (243-252)
- . Read Studs Terkel’s “C.P. Ellis” (591-601)

Friday, March 3rd

In Class

- . Writing Journal – instructor prompt
- . Group work – interview a classmate on racism
- . Discuss Race Connections and Illuminations Paper

Homework

- . Read Thomas Jefferson’s “Notes on the State of Virginia” (551-556)

Notes

1. Find a subject you care about. 2. Do not ramble, though. 3. Keep it simple. 4. Have the guts to cut. 5. Sound like yourself. 6. Say what you mean to say. 7. Pity the readers.

~ Kurt Vonnegut

Week 9

Monday, March 6th

In Class

- . Historical presentation and discussion of race and racism
- . Example or possible topics for Race Connections and Illuminations Paper

Homework

- . Pick a topic for paper, bring it to class on Wednesday

Wednesday, March 8th

In Class

- . Writing Journal – instructor prompt
- . Discuss the construction/deconstruction of education and race myths

Homework

- . Reader Response – *Rereading America* #6 (pg 556)

Friday, March 10th

In Class

- . Writing Journal – instructor prompt
- . Discuss reader response
- . Discuss Affirmative Action

Homework

- . Read Randall Robinson's "Thoughts about Restitution" (557- 576)
- . Read Shelby Steele's "I'm Black, You're White, Who's Innocent?" (602-613)

Notes

Of all that is written, I love
only what a person has
written with his own blood.
~Friedrich Nietzsche

Week 10

Monday, March 13th –Friday, March 17th

No Class

- Spring Break

Week 11

Monday, March 20th

In Class

- Instructor presents race examples
- Group work: Think Tanks – How much of a problem is local racism?

Homework

- Read Leonard Steinhorn and Barbara Diggs-Brown's "Virtual Integration: How the Integration of Mass Media Undermines Integration" (646-660)

Wednesday, March 22nd

In Class

- Writing Journal – instructor prompt
- Blood essay/Hidden writing

Homework

- Finish Race Connections and Illuminations Paper

Friday, March 24th

In Class

- Race Connections and Illuminations Paper due
- Writing Journal – instructor prompt
- Born the opposite gender
- Discuss gender myths

Homework

- Read the introduction to "True Women and Real Men: Myths of Gender" (412-416)
- Read Jamaica Kincaid's "Girl" (421-423)
- Read Aaron H. Devor's "Becoming Members of Society: Learning the Social Meanings of Gender" (424-433)

Notes

My task...by the power of
the written word is to make
you hear, to make you feel,
to make you see.

~Joseph Conrad

As knowledge increases,
wonder deepens.

- Charles Morgan

Week 12

Monday, March 27th

In Class

- . Writing Journal – instructor prompt
- . Chalkboard free write
- . Discuss cross-gender behaviors
- . Introduce Gender Remix assignment

Homework

- . Find an artifact of the gender myth
- . Read Jean Kilbourne's "Two Ways a Woman Can Get Hurt": Advertising and Violence" (455-476)

Wednesday, March 29th

In Class

- . Display and discuss artifacts
- . Writing Journal – instructor prompt
- . Instructor presentation on genders within genres

Homework

- . Read Michael A. Messner's "Center of Attention: The Gender of Sports Media" (477-489)
- . Read Carmen Vázquez' "Appearances" (489-497)

Friday, March 30th

In Class

- . Writing Journal – instructor prompt
- . Manhood Formula activity
- . Identifying gender constructs within playwriting
- . The acting out of gender roles

Homework

- . Read Joan Morgan's "From Fly Girls to Bitches and Hos" (539-545)
- . Read instructor selected play excerpt

Notes

Research is formalized
curiosity. It is poking and
prying with a purpose.
~ Zora Neale Hurston

Week 13

Monday, Apr. 3rd

In Class

- . Play writing and thesis driven plots
- . Discovering and uncovering gender within genres

Homework

- . Write a first draft of your gender play (see page 52 of this handbook for guidelines) and bring a typed draft to class on Wednesday.

Wednesday, Apr. 5th

In Class

- . Gender dialogue
- . Peer work – share draft of play with peer and discuss your thesis-driven plot

Homework

- . Finish Gender Remix

Friday, Apr. 7th

In Class

- . Gender Remix due
- . Writing Journal – instructor prompt
- . Writing Journal based discussion
- . Persuasion and the three appeals

Homework

- . Read introduction to “Land of Liberty: American Mythology in a ‘New World Order’” (703-709)
- . Read Dinesh D’Souza’s “America the Beautiful: What We’re Fighting For” (716-728)
- . Reader Response – identifying and analyzing the three appeals found in D’Souza’s article

Notes

Facts do not cease to exist
because they are ignored.
~Aldous Huxley

Week 14

Monday, Apr. 10th

In Class

- . Introduce the Persuasive Creative Project
- . Examine Inaugural Addresses
- . Identifying persuasive tools and rhetoric in speech writing

Homework

- . Read Mark Hertsgaard's "The Oblivious Empire" (728-741)
- . Read Joel Andreas' "The War on Terrorism" (741-751)

Wednesday, Apr. 12th

In Class

- . Quiz
- . Writing Journal – instructor prompt
- . Writing Journal based activity
- . Examine Inaugural Addresses

Homework

- . Read Noam Chomsky's online article
- . Read Sean Hannity selection provided by your instructor
- . Reader Response - choose one author and write a reaction letter addressed to him

Friday, Apr. 14th

In Class

- . Writing Journal – instructor prompt
- . Identifying persuasive techniques
- . Establishing audience in persuasive writing

Homework

- . Read Langston Hughes' "Let America Be America Again" (814-816)
- . Read Allen Ginsburg's "America"

Notes

Every act of creation is first
of all an act of destruction.
~Pablo Picasso

Week 15

Monday, Apr. 17th

In Class

- . Writing Journal – instructor prompt
- . Poetry reading
- . Identifying persuasive techniques within poetry and creative expression

Homework

- . Project work

Wednesday, Apr. 20th

In Class

- . Present Inaugural Addresses and Creative Projects

Homework

- . Project work

Friday, Apr. 22nd

In Class

- . Present Inaugural Addresses and Creative Projects

Homework

- . No homework

Notes

The pure and simple
truth is rarely pure and
never simple.
~ *Oscar Wilde*

We shall not cease from
exploration/ And at the end
of all our exploring/ Will be
to arrive where we started/
And know the place for the
first time.
~*T. S. Eliot*

Week 16

Monday, Apr. 25th

In Class

- . Present Inaugural Addresses and Creative Projects

Homework

- . No homework

Assignment Descriptions and Components

Read the best books first, or you may not have a chance to read them at all.
-Henry David Thoreau

Family Myth Narrative

Due Monday, January 30

Requirements

- 2-3 pages typed, double-spaced
- 12 point academic font, 1" margins
- Signed Narrative Plagiarism Statement and Scoring Standard attached

Purpose

In class we have been discussing “myths” that surround the idea of the modern family. Some examples may include: women always do the cooking, a “family” only consists of a mother, father, and children, the father provides and the mother helps, families always stay together, a divorced family is known as a “broken home,” etc. A culture that centers around these myths often becomes a culture of exclusion where families that do not fit the proscribed definition are left out. Utilizing your critical thinking skills, look at your own family to find evidence of the myth of the family at work.

Assignment Procedure

This creative writing project requires you to write a story about your family. You will write a narrative essay to convey your ideas concerning the myth of the family. You will need to locate a family myth (untold story) and an experience that shows how you understand this myth and its effects on your family. You will need to analyze the untold story on deep levels and through narration show how the untold story constructs or deconstructs a certain conception of family.

You may choose to write about one of the following:

- A turning point, a key event, or an encounter that reveals some aspect your family and the myths associated with it.
- A meaningful event that you have experienced that impacted the way you see how the myth of the family is affecting your life.

Your essay will focus on a memory of a specific incident in your life. Do not attempt to write about your entire childhood or your entire high school experience. Instead, select a narrower topic.

Tips

- Start working on the paper as soon as you receive the assignment. Please don't leave the writing phase until an hour before the paper is due.
- Keep in mind the elements of narrative we have discussed as a class (i.e. tension, focus, sensory details, character development, and organization) when you explore your untold story.
- Refer to the appropriate scoring standard while writing the paper.

Family Myth Narrative Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I also understand that the penalties for plagiarism are severe. These penalties include:

- 1) warning or reprimand
- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Weber State University

- ☐ permission to use my *Narrative Essay* for grade calibration purposes and as a model for writing. **You may use my name.**
- ☐ permission to use my *Narrative Essay* for grade calibration purposes and as a model for writing. **You may not use my name.**
- ☐ You **may not** use my *Narrative Essay* for any purpose other than grading.

Signed: _____ **Date:** _____

Family Myth Narrative Scoring Standard

Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively.	Comments
Completion	The paper is a narration of a specific event dealing with the myth of the family.	The paper sufficiently makes use of most of the descriptive and narrative writing techniques. Adequately discusses myth of the family.	The paper does not cover one specific event. Not enough description. Only partially deals with the myth of the family.	The paper does not make use of descriptive and narrative writing techniques. Narrative is not coherent. Does not deal with myth of the family.	
Meaning	The meaning of the paper comes across forcefully and leaves the reader thinking. It is integrated throughout the essay.	The writer has made a good start, but the paper's point may be a little fuzzy or the parts may not support the whole.	The meaning is forced onto the paper, perhaps tacked onto the end like the moral of a fable.	The paper has no apparent meaning, stated or implied, apart from the description or the narration. There is little attempt to make a critical connection.	
Organization	Introduction, conclusion, order, transitions, and structure are excellent and support the purposes of the paper.	Structure may be a bit confusing, introduction or conclusion may be bland or repetitive, but the reader has little trouble following the flow of ideas.	The reader struggles to connect ideas. Paragraphs are not well developed or connected.	Paper reads like a free-write more than a piece of formal writing.	
Style/Voice	Essay displays a consistent voice that engages the reader. All parts of the paper contribute to the dominant impression.	Essay reads well. Writer's voice is distinguishable, but may be inconsistent with the essay's topic.	Wordiness, clichés, and/or vagueness sometimes muffle the voice. Tone is inconsistent.	No distinguishable voice or forced, unnatural voice.	
Grammar, Punctuation, and Spelling	Advanced traditional grammar and mechanics, except when irregularities (like fragments) are used for special effects.	Surface errors are minimal and do not detract from meaning and readability.	Frequent grammar, spelling, and/or punctuation errors clutter the paper's surface. Some sentences may be awkward.	Surface problems are so frequent they obscure meaning. Many sentences are poorly structured.	

Education Manifesto Project

***Due February 22 & 24
(Wednesday and Friday)***

Requirements

- 10-12 minute audio-visual presentation to the class
- Complete group participation
- Thesis driven manifesto
- One source from the Education section of *ReReading America*
- Concrete plan of action for changing the problems your group sees with education.

Purpose

The purpose of this presentation is to educate the class on the problematic situation of education in America/World as seen from your group's perspective. For example, Michael Moore in "Idiot Nation" combats the notion of a consumer driven, politicized climate in current American education. He proposes his manifesto as a way in which to change the problems he sees. This presentation also allows you experience in working with your peers to collaborate and synthesize ideas, create an interesting and creative thesis, and challenge the class to rethink their previous conceptions of education.

Assignment Procedure

As a group create a thesis that maps out your ideas concerning education. **Define a specific problem with the education system and present a detailed plan your group feels will fix the problem.** Come up with some creative ways to present your group's thesis to the class. You may use overheads, video clips, art, music, or any form of text, even make your own movie/documentary to make your presentation interesting and effective.

Tips

- Be creative and daring (the best presentations are those that challenge both audience and presenter).
- Stay within your allotted time.
- Involve all group members equally.
- Utilize one of the essays in *ReReading America* as textual support.

Education Manifesto Project Scoring Standard

Creative Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively	Comments
Visual Aides	Relevant, prepared, clear and engaging.	Somewhat relevant, and not entirely clear.	Not relevant or clear.	Visual aides are incomplete or missing.	
Presentation Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively	Comments
Delivery and Style	Interesting delivery of subject. All group members participate. Presentation is well organized. Thesis is obvious and effective.	Effective delivery of subject. All group members participate. Some disorganization. Thesis is obvious but not specific or is convoluted.	Adequate delivery of subject. Some group members may not participate or are unsupportive. Presentation is somewhat disorganized. Thesis is vague and non-apparent.	Subject matter not articulated well. Group members do not participate or are unsupportive. Presentation is disorganized. Thesis is missing.	
Effectiveness of Content	Thoroughly communicates main ideas of group's conception of the myth of education. Presentation outlines goals/changes to education.	Effectively communicates main ideas of manifesto but may only slightly touch on the myth of education.	Partially communicates main ideas of manifesto and partially challenges the myth of education. Presentation may wander.	Ineffectively communicates main ideas of the myth of education. Presentation has no direction and wanders.	
Time limit	Adheres to time limit.	Somewhat adheres to time limit.	Does not adhere to time limit.	Greatly exceeds or falls short of the time limit.	

Education Manifesto

Due Wednesday, March 1

Requirements

- 4-5, typed, double-spaced
- 12 point academic font, 1" margins
- 2 sources using MLA format
- Essay must use Manifesto structure (Intro, Thesis, supporting paragraphs, call for action/change)

Purpose

The purpose of this essay is to have you think critically about your own educational experience and the ways you would like it to change. Think of this manifesto as a funnel in that first you must be able to identify the myths of education on a cultural level. Once identified, you must be able to think critically about how this myth is working on an individual level. For example, Michael Moore in "Idiot Nation," not only identifies the myth of corporate control over education in America, but also in his own educational experience. Furthermore, just as Moore ran for school board president in the hope to see change, you need to come up with a concrete plan which challenges the notion of the myth.

Assignment Procedure

Identify an educational myth that is evident in your own academic experience. Some of these myths may include: higher education equals good job/high salary, education empowers everyone, education is available to everyone, and uniformed education is useful for everyone. Critically think of ways in which this myth may have affected you and how you plan to change it. **After you identify the myth, connect it to a specific problem in the education system. Define the problem and propose a detailed plan to remedy it (call to action).**

Tips

- Be creative and daring (the best essays are those that challenge both audience and writer).
- Use sources to reinforce your own ideas.
- Sometimes it is better to summarize or paraphrase from a source instead of using direct quotes.
- Before writing you will need to understand how the myths of education are working in your life, who your audience is and what exactly you want to see change about your own educational experience.
- Utilize one of the essays in *ReReading America* as textual support.

Education Manifesto Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I also understand that the penalties for plagiarism are severe. These penalties include:

- 1) warning or reprimand
- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Weber State University

- ☐ permission to use my *Education Manifesto* for grade calibration purposes and as a model for writing.
You may use my name.
- ☐ permission to use my *Education Manifesto* for grade calibration purposes and as a model for writing.
You may not use my name.
- ☐ You **may not** use my *Education Manifesto* for any purpose other than grading.

Signed: _____ **Date:** _____

Education Manifesto Scoring Standard

Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, adequately.	Not Acceptable Incompletely, Ineffectively.	Comments
Introduction/ Main Point	Begins with a catchy title and an engaging introduction. Clear statement of the problem.	Interesting title and introduction. Problem/main point is stated.	Adequate title and an introduction. Problem/main point is unclear.	Ineffective introduction. May not include title. Paper lacks a clear definition of the problem/main point.	
Effectiveness of Content	Clearly analyzes myth of education.	Investigation of the myth of education is mostly clear.	Investigation is somewhat clear.	Investigation is underdeveloped.	
Use of sources	Uses sources to enrich the content of the essay.	Sufficiently uses sources to positive effect.	Uses sources with moderate effect.	Does not use sources or use of sources detracts from the content.	
Thesis/ Main Topics	There is a clear manifesto form. Main ideas are successfully developed throughout the essay.	Manifesto thesis is not entirely clear. Main ideas are developed throughout the essay.	Thesis does not relate to manifesto. Main ideas are partially developed.	No apparent thesis. Main ideas are unclear.	
Organization	Excellent organization and smooth transitions between ideas. Appropriate format.	Clear organization with appropriate transitions that are easy to follow. Appropriate format.	Organization is unclear. Transitions may be difficult to follow. Adequate format.	Little to no organization. Ideas are hard to follow. Inappropriate format.	
Documenting	All sources are included in the Works Cited page, and correct in-text documentation is used.	Partial effort to cite sources in Works Cited page and in-text.	Includes a Works Cited page that lacks academic effort. In-text citations may be missing or inadequate.	Does not include a Works Cited page. In-text citations are sloppy or lacking.	
Grammar, Punctuation, and Spelling	Advanced traditional grammar and mechanics, except when irregularities are used for special effects.	Surface errors are minimal and do not detract from meaning and readability	Surface errors do not alter intended meaning. Some sentences may be awkward.	Frequent surface errors detract from the meaning and readability. Essay may not have been proofread.	
Conclusion	Conclusion is engaging and provides a satisfying sense of closure, and is a call for action.	Conclusion is effective and provides a partial sense of closure and a partial call for action.	Conclusion provides a minimal sense of closure with a minimal call for action.	Conclusion is underdeveloped and does not provide a sense of closure. No call for action.	

Race Connections and Illuminations

Due Friday, March 24

Requirements

- Four pages, double-spaced, 12 pt. academic font
- Three academic sources, at least 2 sources coming from outside of *ReReading America*
- Use MLA format and include a separate Works Cited Page

Purpose

In class we have examined different origins of racism and have also looked at racism in our contemporary culture. The purpose of this paper is to synthesize past conceptions of race with current racial issues in order to see how the myths of equality are working in America today. You will also see how race relations exist within your own community/state/town.

Assignment Description

You will need to identify a form of racial inequality within your local community or on the state level, then trace the roots of that inequality to a place/act/belief of origin (in history). Your essay will then **analyze how the history of racial inequality affects our current conceptions of race**. For example, we have looked at Thomas Jefferson's article, "Notes on the State of Virginia" where he predicts a never-ending state of racial inequality. Ironically, his proposal for colonization can enforce racism. We then looked at Randall Robinson's "Thoughts about Restitution" giving us a completely different look at race relations today. Just as Robinson identifies problems with race relations today, you also need to identify current problems and their historic origins, tying the two together.

Tips

- Start your research as soon as you receive your assignment description.
- Be sure to make interesting connections and avoid the obvious.
- Keep quotes to a minimum and be sure to cite the sources whether you are summarizing, paraphrasing, or using a direct quote.
- Refer to the *Writers Handbook* for any questions on documenting or citing.

Race Connections and Illuminations Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I also understand that the penalties for plagiarism are severe. These penalties include:

- 1) warning or reprimand
- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Weber State University

- ☐ permission to use my *Race Connections and Illuminations* for grade calibration purposes and as a model for writing. **You may use my name.**
- ☐ permission to use my *Race Connections and Illuminations* for grade calibration purposes and as a model for writing. **You may not use my name.**
- ☐ You **may not** use my *Race Connections and Illuminations* for any purpose other than grading.

Signed: _____ **Date:** _____

Race Connections and Illuminations Scoring Standard

Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively.	Comments
Introduction and Thesis	Begins with a catchy title and an engaging introduction. Thesis is clear and arguable.	Interesting title and introduction. Thesis is stated and may be a generalization.	Adequate title and introduction. Thesis is imbedded or vague.	Ineffective introduction. May not include title. Thesis is missing or not a thesis.	
Effectiveness of Content	Clearly analyzes myths of contemporary racial inequality and its origins.	Investigation of the myth of racial equality is mostly covered.	Investigation is somewhat clear. History of racial inequality is lacking.	Investigation is underdeveloped. Ideas are not effective.	
Organization	Excellent organization and smooth transitions between ideas. Appropriate format.	Clear organization with appropriate transitions that are easy to follow. Appropriate format.	Organization is unclear. Transitions may be difficult to follow. Adequate format.	Little to no organization. Ideas are hard to follow. Inappropriate format.	
Style and Voice	Your own academic voice is evident and makes the paper interesting.	Paper reads well but lacks individual style and voice.	Voice and style are partially academic but contains ordinary and bland language.	Voice and style are inappropriate for essay.	
Citations	All sources are included in the Works Cited page, and correct in-text documentation is used.	Partial effort to cite sources in Works Cited page and in-text.	Includes a Works Cited page that lacks academic effort. In-text citations may be missing or inadequate.	Does not include a Works Cited page. In-text citations are sloppy or lacking.	
Grammar, Punctuation, Spelling	Advanced traditional grammar and mechanics. Few editing errors.	Surface errors are infrequent and do not detract from meaning and readability.	Surface errors are present. Some sentences may be awkward. May not have been proofread.	Frequent surface errors detract from meaning and readability. Some sentences are poorly structured.	

Gender Remix

Due Friday, April 7

Requirements

- Two page, single-spaced, original play adopting the formats of playwriting discussed in class (characterization, description, dialogue, tension and focus, plot)
- Two page, double-spaced analysis of your play.
- Two sources included in your analysis from *ReReading America*
- Use MLA format and include a separate Work Cited Page

Purpose

This paper is a multi-genre paper where you will be writing creatively and analytically. In class we have discussed several gender myths. Some of these have included: stereotyped gender roles (men don't have a sense of style and women are afraid to play competitive sports), gender expectations (men go to work and women raise the children) and gender exclusions or limitations (men cannot be nurses and be masculine, women cannot be forklift drivers and remain feminine). For this assignment you will experiment with creative writing and then be asked to analyze that writing and include academic sources to show where your ideas originated.

Assignment Description

First you will need to **write a one-act play that explores and interrogates a myth of gender**. Think of the examples of playwriting that we have examined in class as a guide for how a play is formed. You will need several characters and a plot that draws upon gender myths. This does not mean that the characters are gender stereotyped. Go beyond the surface of gender and construct your play so that it takes a complex look into gender myths. Then, once the play is completed, you will **write an analysis of the play**. Use what we have learned in class and from the text to analyze how your play deconstructs the myths of gender. Discuss what you have learned about gender in the past few weeks and how the construction of the play was influenced by what you learned. Remember it is okay to be critical of your own writing. The analysis should not concentrate on your faults. Think of how we analyze other texts, only you will be doing the same thing with a text of your own.

Tips

- Read examples of plays (which may be obtained from the library or online) as tools for writing one.
- Be sure to make interesting connections and avoid easy and stereotyped gender generalizations in your writing. It is easier to analyze something complex rather than something simple.
- Explore your play on a deep level, avoiding simple surface analysis.
- Keep quotes to a minimum and be sure to cite the sources whether you are summarizing, paraphrasing, or using a direct quote.

Gender Remix Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I also understand that the penalties for plagiarism are severe. These penalties include:

- 1) warning or reprimand
- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Weber State University

- ☐ permission to use my *Gender Remix* for grade calibration purposes and as a model for writing. **You *may* use my name.**
- ☐ permission to use my *Gender Remix* for grade calibration purposes and as a model for writing. **You *may not* use my name.**
- ☐ You **may not** use my *Gender Remix* for any purpose other than grading.

Signed: _____ **Date:** _____

Gender Remix Scoring Standard

Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively.	Comments
Completion	Assignment contains both an original play and an analysis of that play and the myths of gender.	The assignment contains a play and analysis, but may lack strong analysis of the myths of gender.	The assignment contains a play and analysis but does not truly analyze writing or myths of gender.	The assignment is missing parts, either play or analysis. Assignment does not analyze writing or myths of gender.	
Thesis/ Purpose	The thesis (plot) of the play is clear, and deeply analyzes the myth of gender.	The play has a clear plot, but the play's parts may not support the whole. Myth of gender lacks analysis.	The thesis (plot) is vague and the play somewhat confronts the myths of gender.	The play has no apparent plot, stated or implied. Myths of gender missing from overall work.	
Organization	Play follows playwriting guidelines and makes good use of writing techniques.	Structure may be a bit confusing. Play mostly adheres to playwriting techniques.	Plot or meaning confusing because writer partially adheres to playwriting techniques.	Play does not adhere to playwriting techniques and is confusing.	
Style/Voice	Play and analysis display a consistent voice and unique style.	Play and analysis read well. Writer's voice may not be appropriate for topic.	Wordiness, clichés, and/or vagueness sometimes muffle the voice.	No distinguishable voice, forced, unnatural voice.	
Grammar, Punctuation, and Spelling	Advanced traditional grammar and mechanics, except when irregularities (like fragments) are used for special effects.	Surface errors are minimal and do not detract from meaning and readability.	Frequent grammar, spelling, and/or punctuation errors clutter the paper's surface. Some sentences may be awkward.	Surface problems are so frequent they obscure meaning. Many sentences are poorly structured.	
Use of Sources	Uses sources to enrich the content of the essay.	Sufficiently uses sources to positive effect.	Uses sources with moderate effect.	Does not use sources or use of sources detracts from the content.	

Persuasive Creative Project

Due April 20, 22 & 25

Requirements

- Three page, double-spaced Inaugural Address
- Four sources (two must come from *ReReading America*)
- Use MLA format and include a separate Work Cited Page (consult class librarian for help with sources)
- Creative Representation of ideas upheld in Inaugural Address (ie powerpoint, art work, songs, etc.)
- On the day of your presentation you will read your Address and present your creative representation.

Purpose

The purpose of this assignment is to get you to think critically about an American identity within a New World Order and the current myths associated with it. Your audience will be the same as the current president's. Your Address should be direct/forward, outlining your vision of what you hope America will become. Avoid fence-sitting rhetoric or trying to please everyone. Remember this should be persuasive and as such you are trying to appeal to your audience. You need to present ways in which your vision can be accomplished. Once you have completed your Address you will then craft a creative representation of your vision for America.

Assignment Description

First you will **write a three page Inaugural Address as if you were the President of the United States** outlining your vision for the future of America. The way that you use your outside sources will be your most powerful tool in persuading the country of your ideas. Choose sources that coincide with your vision and which have strong conceptions of the current world issues. (Think of how you used your sources in the Education Manifesto. This is similar). Then you will **craft a creative representation of the main ideas contained in your Address**. This representation can come in many forms: art, photography, poetry, collage, etc. Due to presentation time constraints, NO documentaries.

Tips

- Read examples of other Inaugural Addresses (which may be obtained from the library or online) as tools for writing one.
- Be clear and precise but also remember to keep your audience in mind and avoid alienating them.
- Choose sources that best help you persuade your audience keeping in mind the three appeals.
- Keep quotes to a minimum and be sure to cite the sources whether you are summarizing, paraphrasing, or using a direct quote.

Persuasive Creative Project Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

I also understand that the penalties for plagiarism are severe. These penalties include:

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- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Weber State University

- ☐ permission to use my *Persuasive Creative Project* for grade calibration purposes and as a model for writing. **You may use my name.**
- ☐ permission to use my *Persuasive Creative Project* for grade calibration purposes and as a model for writing. **You may not use my name.**
- ☐ You **may not** use my *Persuasive Creative Project* for any purpose other than grading.

Signed: _____ **Date:** _____

Persuasive Creative Project Scoring Standard

Criteria	Advanced Thoroughly, Effectively.	Proficient Mostly, Sufficiently.	Acceptable Partially, Somewhat, Adequately.	Not Acceptable Incompletely, Ineffectively.	Comments
Completion	Assignment contains an Inaugural Address and a creative representation that fulfills all requirements.	The assignment may contain an Inaugural Address and creative representation, but only mostly fulfills requirements.	The assignment contains an Inaugural Address and creative representation that only partially fulfills requirements.	The assignment is missing parts and does not fulfill requirements.	
Purpose	The purpose or message of assignment is clear and persuasive.	The purpose or message of assignment is mostly clear and persuasive.	The purpose or message of assignment is partially clear and persuasive.	The purpose or message of assignment is unclear and is not persuasive.	
Organization	Inaugural Address clearly outlines vision of the writer and is well organized.	Inaugural Address mostly outlines writer's vision and is mostly organized.	Inaugural Address somewhat outlines writer's vision and is partially organized.	Inaugural Address does not outline writer's vision and is ineffectively organized.	
Style/Voice	Assignment has a consistent voice that is persuasive and individually stylized.	Writer's voice is mostly consistent and persuasive. May rely too heavily on others' styles.	Wordiness, clichés, and/or vagueness sometimes muffle the voice and it is only somewhat persuasive.	No distinguishable voice, forced, unnatural voice. No persuasion present.	
Grammar, Punctuation, and Spelling	Advanced traditional grammar and mechanics, except when irregularities (like fragments) are used for special effects.	Surface errors are minimal and do not detract from meaning and readability.	Frequent grammar, spelling, and/or punctuation errors clutter the paper's surface. Some sentences may be awkward.	Surface problems are so frequent they obscure meaning. Many sentences are poorly structured.	
Use of Sources	Uses sources to enrich the content of the assignment.	Sufficiently uses sources to positive effect.	Uses sources with moderate effect.	Does not use sources or use of sources detracts from the content.	

Writing Journal

Due: Ongoing

I never know what I think about something until I read what I've written on it. - William Faulkner

The role of the writer is not to say what we can all say, but what we are unable to say. - Anais Nin

On most days we will begin class with a specific writing prompt that will help you either reflect on the previous night's reading or focus your thoughts for the topic of that day's class period. These writing journal prompts should be taken seriously. These writings are a way for your instructor to see how well you are synthesizing ideas, if you are participating in the activities associated with the class period, and to help you strengthen your skills as a writer. Writing is a skill that takes practice and patience. These writing prompts are developed to help you gain confidence and skill with your individual writing style. Also, these prompts are designed to improve your critical thinking abilities and to help you make connections inside and outside of the given topic.

Reader Responses

Due: Ongoing

Words -- so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them. - Nathaniel Hawthorne

Each Reader Response will be an opportunity for you to look critically at either a section of reading or a particular aspect of the myth we will be talking about at the time and to respond directly. For example, you will be writing a response to Richard Rodriguez's article, "The Achievement of Desire" that examines his particular view of education. The purpose of this type of writing is to allow you a chance to demonstrate what you are learning and to generate ideas for the larger, more formal assignments. The Reader Responses need to be typed, double-spaced, and follow MLA formatting guidelines. Each Reader Response paper should use academic language and the critical thinking skills you are developing in this class.

Rereading America Sixth Edition

Bibliographic Information: Colombo, Gary, Robert Cullen, and Bonnie Lisle. *ReReading America*. 6th ed. Boston: Bedford/St. Martin's, 2004.

Intended Audience

ReReading America will be studied by university composition classes (English 1010), mainly consisting of first and second year students.

Summary

ReReading America is structured around six myths predominant in American culture. These myths or frames of cultural reference help us “understand our place in the world – our place as prescribed by our culture” (Colombo, Cullen, and Lisle 3). These myths include: the myths of the model family, the myths of education and empowerment, the myths of individual opportunity, the myths of gender, the myths of the melting pot, and finally American mythology in a “New World Order.” The readings in each section are “meant to complicate the mental categories that our cultural myths have established for us. [The text’s] intention is not to present a new ‘truth’ to replace the old but to expand the range of ideas [students] bring to all [their] reading and writing in college” (8).

Teaching Objectives

Overall goals – The overall goals of English 1010 are to provide a challenging and safe environment where students learn to think, read, and write critically; develop skills for audience and writer-based writing; acquire collaboration skills; and write to explore, inform, and understand.

Critical reading – Critical and active reading are essential for a text like *ReReading America* because university level reading should require students to “recognize larger issues, such as the author’s theoretical slant, her goals and methods, her assumptions, and her relationship to other writers and researchers” (10). The textbook and curriculum are designed to present students with varied selections that will require and allow deep, active reading.

Critical thinking – Critical thinking is the keystone to learning. Students who acquire astute critical thinking skills will perform better in other academic pursuits. Critical thinking is the vehicle by which students enter into an essential dialogue with the text/idea/author; however, critical thinking and writing is not simply speaking out or criticizing.

Real authority comes when you enter into the discipline of an active exchange of opinions and interpretations. Critical thinking, then, is always a matter of dialogue and debate – discovering relationships between apparently unrelated ideas, finding parallels between your own experiences and the ideas you read about, exploring points of agreement and conflict between yourself and other people. (9)

Students who spend time thinking critically about these complex issues will have a rewarding semester regardless of the conflict they may initially face.

Critical writing – Critical reading and thinking requires time spent in concentrated writing. As students write about what they have read, their writing “will give [them] a deeper understanding of [their] reading. In fact, the more actively [they] ‘process’ or reshape what [they have] read, the better [they will] comprehend and remember it” (11). The text and curriculum require intense and diverse writing.

Problems of Style, Theme, Topic

Due to several of the controversial and highly charged topics and themes in *ReReading America*, it is possible that some students may feel that their academic rights are being infringed upon. However, it is the academic duty of the English 1010 instructors to provide an atmosphere where students feel comfortable disagreeing or coming to terms with new thoughts. Students must know beforehand that their course grades will not be modified according to their personal beliefs. It is stated in the preamble for the “Rights and Freedoms of Students” written by the American Association of University Professors that, “The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance should be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards” (“Academic Freedom vs. Civil Rights: A Special Report of the Center for First Amendment Studies California State University, Long Beach.” Appendix #2). In using

a text such as *ReReading America*, it is understood that all instructors comply with academic freedom standards and guidelines.

ReReading America, although demanding, will challenge students to critically read, write, and think about contemporary world issues, for truly,

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. (Appendix #2)

References

“Academic Freedom vs. Civil Rights: A Special Report of the Center for First Amendment Studies California State University, Long Beach.” Prepared by Craig R. Smith, Director. (March 2004)
<<http://www.csulb.edu/~crsmith/acadfree.html>>.

Introduction for *Rationales for Challenged Books*. CD. 1998. Version 1.0
NCTE Stock Number: 38276.

Colombo, Gary, Robert Cullen, and Bonnie Lisle. *ReReading America*. 6th ed. Boston: Bedford/St. Martin's, 2004.

Your Past as a Writer

Name _____ English 1010 Section _____

Major _____ Semester and Year _____

Year in school: (Circle one) senior junior sophomore freshman

1. When was the last time you took an English class?
a. last year b. 2-3 years ago c. more than 4 years ago d. more than 10 years ago
2. Circle all the types of writing you have done within the past two years: essays, poems, email, journals, stories, work memos, school assignments, research papers (if there are any types of writing not listed here, please write them in below).
3. How many pieces of writing have you done in the last week (including letters, email, assignments, journals, work memos, etc.)?
a. 0 b. 1-5 c. 5-10 d. more than 10
4. Circle the types of essays which you are most interested in: investigation, evaluation, personal, descriptive, compare/contrast, analyzing literature, research, observing.
5. Did you take AP English in high school? a. yes b. no
6. How many years of high school English did you take?
a. Less than 3 b. 3 c. 4 d. more than 4
7. How many books and/or magazines have you read in the past year?
a. 0 b. less than 5 c. 6-10 d. 11-15 e. more than 15
8. Did you attend high school
a. in Utah b. outside Utah c. both in Utah and elsewhere.
9. What is your attitude about writing?
a. negative b. somewhat negative c. neutral d. somewhat positive e. positive

Short Answer

1. What have you been praised for or criticized for in the past as a writer?
2. What do you like about writing?
3. What would you like to learn about writing?
4. What intimidates you about writing?
5. What types of books and magazines do you like to read?

Syllabus / Handbook Awareness

Your instructor may ask you to initial, sign, and turn in this form:

_____ I have read and understand the class syllabus.

_____ I understand that I must arrive in class on time.

_____ I understand that class participation affects my grade and I will make every attempt to come to class. I understand that class participation entails working in groups, volunteering responses to questions, and making appropriate contributions to class discussions.

_____ I realize that this class requires daily reading and writing assignments, and I am committed to doing my homework.

_____ I know that I am responsible for assignments outlined in the *English 1010 Handbook* and announced by my instructor.

_____ I understand that when I have specific questions regarding my grades or participation, it is my responsibility to discuss them with my instructor outside of class.

_____ I understand that if I miss class for University excused reasons (including athletic commitments), I am responsible for learning about and turning in assignments before the excused absence.

_____ I understand that it is not acceptable to disrupt or obstruct instruction in the classroom with inappropriate behavior such as talking when the instructor or other students are talking.

_____ I understand that a good learning environment is the result of a partnership between the instructor and the student, and I am willing to make an effort to make that partnership a positive one.

_____ I understand that I must show courtesy during conferences with my instructor.

Print Name: _____

Signed: _____

Date: _____