

English 1301 - Introduction to Expository Writing

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Required Text: *Deep Economy* by Bill McKibben and reading packet

Recommended Text: A Handbook of your choosing

- **Course Description:**

Welcome to English 1301! This is a course in reading, writing, and critical thinking – three integrated and mutually dependent processes – designed to help you develop the literacy skills necessary for academic discourse. You will be reading a wide variety of texts, thinking about and connecting them, and generating writing from your own thoughts, responses, and experiences. You will learn strategies that will help you understand the readings and generate ideas for papers – both formal and informal – that you write. You will read and reread, write and rewrite, think and rethink, learning to deepen your understanding of texts while developing your own processes for writing academic papers. You will write your essay through a series of recursive steps and learn to invent ideas, work through them, and clarify them. And it is your responsibility to learn, think, and take the initiative to figure things out.

- **Course Expectations:**

1. You are expected to try to figure things out before you come to me. If you have a question about what is due – read the syllabus. If you have a question about how to make those annoying spaces between paragraphs go away - play with the Word program or ask some one at a computer help desk. If you have a question about an assignment, talk to your fellow classmates, write something out before you talk to me about whether you are doing the assignment correctly.
2. I expect you to read the writing assignments closely since many of the assignments have several components. If you leave out part of the writing assignment, you will lose points.
3. I expect that you will read the assignments before coming to class – even if it's a cursory reading. You should be able to discuss the reading. If there is a section or a word you don't understand, write it down and bring it to class. Some one else will be stumped as well.
4. I expect that you will endeavor to turn your papers in on time and only use the extension in times of real need.
5. I expect you to be on time for class, after all you signed up for it.

- **Attendance:**

Since the nature of this class largely relies on your participation, it is important for you to attend each class. Much of the work done here is collaborative; it is beneficial for you to communicate with others as ideas come to you as well as when you are working through your papers. Chronic lateness is unacceptable, as is coming to class unprepared and unread. I will take attendance at the beginning of class. If you are not present when attendance is taken you will miss the opportunity to have your presence accounted for. It is important that you come to class on time and be ready to work – you will have a much more productive and enjoyable experience if you do. In addition to coming to class prepared and ready to work, it is important to be respectful of the other people in class. This means that every one's opinion will be listened to, there will be no talking while others have the floor, work will be critiqued but not criticized, and that classroom will be treated as an environment for learning. Any violation of this policy of decency could result in a loss of attendance points. In an effort to create a learning environment the use of cell phones is prohibited. If there is an emergency and there is an exigent need to receive a call during class

please see me before class and be prepared to take the call outside the classroom. Otherwise the use of cell phones in class will not be tolerated and points will be deducted from your final grade if this policy is abused.

- **Course Requirements:**

Your final grade will be based on written work as well as participation. You will be producing a large volume of work this semester, both formal and informal. You should save all of your work until you have received your grades from UTA.

- **Late Assignments, Extensions and Drafts:**

Late assignments will only be accepted if you speak to me about your situation **before** (not on) the due date. A request for an **extension of time must be made via email** to milissariggs@yahoo.com before the paper is due. Additionally, you will only be able to request two additional days to turn in the portfolio. Otherwise, **papers handed in late will have 2 points per day deducted** for each day that they are late. Even if you are absent, you are expected to find a way to turn in the assigned work on time. Extensions of time can be granted if extensions are requested before the portfolio is due and via email. Furthermore, **only one extension per portfolio** will be given so if you ask for an extension make sure that you give yourself sufficient time in which to complete the work. Extensions are only available for final products, i.e. portfolios. **All drafts are expected to be completed for class on the day due. No draft or an incomplete draft on draft due dates will result in the loss of 10% of your grade on the portfolio.** For example if the portfolio is worth 300 points but you didn't have a completed draft on peer review day then you would automatically have 30 points deducted from you final portfolio grade. You could not receive more than 270 points for the portfolio.

- **Grading Standards:**

Your final grade for this course will be A, B, C, Z, or F. If you complete all the course work on time but have a final average below "C," you will be given a "Z" grade. A "Z" will not affect the students' GPAs and will allow them to repeat the course without penalty. ALL work must be submitted in order to receive credit for the course. If you receive Z's on major projects during the semester, you must earn a C or better on the final major essay project to pass the course; once you have submit the final project of the semester for evaluation, it cannot be rewritten for a higher grade; if you receive a Z on the final essay project, earlier assignments which received Z's will be averaged as Z's even if they have received higher grades as the result of rewriting. To pass the course, students must demonstrate that rewriting intermediate projects has enabled them to write an essay of at least C quality by the end of the semester.

A = Excellent Work

1) Responds fully to what the assignment asks; (2) Presents a manifest topic statement containing the issue to be analyzed and the position to be taken; (3) Exercises critical thinking that is clear, logical (coherent & relevant), deep, broad, and discriminating; (4) Expresses its purpose clearly and persuasively; (5) Invokes and uses disciplinary facts correctly; (6) Provides adequate supporting arguments with reasons, evidence, and examples; (7) Is focused, well organized, and unified; (8) Uses direct language that is appropriate for the audience; (9) Invokes discerning sources when appropriate; (10) Correctly documents and cites sources; (11) Is free of errors in grammar, punctuation, word choice, spelling, and format; and (12) Displays originality and creativity in realizing items (1) through (9) above.

B = Very Good Work

Realizes high quality in (1) through (11) fully and completely --- but does not reveal originality or creativity.

C = Adequate Work

Realizes adequacy in (1) through (11) and demonstrates overall competence --- but contains a few relatively minor errors or flaws. A "C" paper may show great creativity and originality, but those qualities don't compensate for poor or careless writing. A "C" paper is adequate in all regards but could use polish and usually looks

and reads like a next-to-final draft.

D = Weak Work Fails to realize some elements of (1) through (11) adequately and contains several relatively serious errors or flaws or many minor ones. A "D" paper is less than adequate for public presentation and often looks and reads like a first or second draft.

F = Poor Work Fails to realize several elements of (1) through (11) adequately and contains many serious errors or flaws as well as many minor ones. An "F" paper usually contains fatal errors of thought or execution and usually looks and reads like private writing

• Revisions:

Current writing theory suggests that writing is a process and that process is usually interrupted only by deadlines. With this in mind you may want to rewrite your major assignment papers for a higher grade.

- ✓ Rewrites do not extend to minor assignments such as reading responses or in-class writings .
- ✓ Rewrites will be due two days after the original paper was returned and no extensions will be given. I will be available by appointment in case you want to go over the paper with me. If you would like to go over the paper with me do not expect to go over the entire document. Usually whatever is done in the first three pages is done throughout, but I will happily go over a portion of your paper with you in detail. There are however some requirements to rewriting the assignment.

1. You will need to go to the writing center in addition to fulfilling the other requirements and attach a writing center receipt to your rewrite.
2. You will need to turn in the original research paper along with the rewrite. If both writings are not turned in then the rewrite will not be graded.
3. You will also need to highlight any changes you make on the revision. Once the changes have been highlighted, you will need to explain why you've made those particular changes. The explanation for the changes may be made in the margins or as endnotes.

• Grade Distribution:

Syllabus Quiz	50 pts
Reading Quizzes	50 pts
Deep Economy Portfolio	250 pts
In-Class writing	50 pts
Learning Journals	150 pts
Service Learning Portfolio	350 pts
Including Annotated Bibliography	
Sustainability/Random Acts of Kindness	
Discussion Board	100 pts
Total	1000 pts.

• **Academic Integrity:**

If you are suspected of academic dishonesty, you may be called before the Vice President of Student Affairs to receive disciplinary action. Forms of academic dishonesty include: collusion – lending your work to another person to submit as his or her own; fabrication – deliberately creating false information on a works cited page; and plagiarism – the presentation of another person’s work as you own, whether you mean to or not. Allowing another writer to write any part of your essay is also plagiarism. Plagiarism is easy to avoid; simply acknowledge the source of any words, phrases, or ideas that you use. If you are not sure how to quote or paraphrase a source, etc. check with me. All instances of plagiarism will be forwarded to student governance for appropriate action.

• **Special Conditions:** As an instructor, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate based on that disability. If

you have a disability that might influence your performance in this course, you must inform me in writing (email is fine) within the first two weeks of school and must officially register at the Office of Students with Disabilities.

• **Course Outcomes**

By the end of ENGL 1301, students should be able to:

Rhetorical Knowledge

- Use knowledge of the rhetorical situation—audience, purpose, genre—to analyze and construct texts
- Compose texts in a variety of genres, expanding their repertoire beyond predictable forms
- Use conventions of structure, tone, diction, and syntax appropriate to the rhetorical situation

Critical Reading, Thinking, and Writing

- Use writing, reading, and discussion for learning, communicating, and examining assumptions
- Summarize, respond to, and analyze texts
- Employ critical reading strategies to identify author’s position, main ideas, genre conventions, and rhetorical strategies
- Produce texts with a focus, thesis, and controlling idea, and identify these elements in others’ texts
- Provide appropriate support for claims
- Find, evaluate, and synthesize appropriate sources to inform and situate their own claims

Processes

- Practice flexible strategies for generating, revising, and editing texts
- Practice writing as a recursive process that can lead to substantive changes in ideas, structure, and supporting evidence through multiple revisions
- Use the collaborative and social aspects of writing processes to critique their own and others’ works

Conventions

- Apply knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- Summarize, paraphrase, and quote from sources using appropriate documentation style
- Control such surface features as syntax, grammar, punctuation, and spelling
- Employ technologies to format texts according to appropriate stylistic conventions

UTA Fall 1301 2009 Schedule

Mon 8/24	Class Introduction
Wed 8/26	Summary/Analysis Workshop – Bring to class two news articles of your choosing that have been read before class.
Mon 8/31	Synthesis workshop, Blending Quotes
Wed 9/2	Read for class - Deep Economy Introduction Syllabus Quiz
Mon 9/7	Labor Day
Wed 9/9	Read for Class Deep Economy Chapter 1. Paul Hawken’s – “Definition of Sustainability.” Bring to class - Reading Response 1
Mon 9/14	Read for Class Deep Economy Chapter 2. Wendell Berry, “The

	Pleasures of Eating” and Alan Durning “The Conundrum of Consumption. Bring to class - Reading Response 2
Wed 9/16	Read for Class – <i>Deep Economy</i> Chapter 3. “Negotiating Community – Living a Civic Life.” Bring to class – Reading Response 3
Mon 9/21	Read for Class – <i>Deep Economy</i> Chapter 4. “Citizens of the World – The Global Community” Bring to class – Reading Response 4
Wed 9/23	Read for Class – <i>Deep Economy</i> Chapter 5. <i>Farewell My Subaru</i> Sections “Drought” and “Growth.” Bring to class – Reading Response 5
Mon 9/28	Thesis Statement/Outline Workshop – Thesis statements due by the end of class
Wed 9/30	Deep Economy In Class Writing
Mon 10/5	Full Draft of <i>Deep Economy</i> Paper Due
Wed 10/7	Deep Economy Portfolio DUE by midnight. Read for Class – “Writing Your Life” from Writing and Community Action, “Tips on Field Research” and “What is Reflection, Exactly?” from Building Bridges, and “How to Write a Letter” by Garrison Keillor
Mon 10/12	Read for Class - Biographies from Packet. Develop Research Questions
Wed 10/14	Interview and Description Workshop – Discuss Granbury Visit this weekend. Pick up Wikipedia assignment. Service Learning Journal 1 DUE
Mon 10/19	Intro to Research – Starting with Wikipedia
Wed 10/21	Library Research Day – Databases. Service Learning Journal 2 DUE
Mon 10/26	Library Research Day – MLA
Wed 10/28	Library Research Day. Service Learning Journal 3 DUE.
Mon 11/2	Annotated Bib Workshop
Wed 11/4	Annotated Bib Workshop
Mon 11/9	Full Draft of ONE Annotated Bib DUE in class for peer review
Wed 11/11	Annotated Bibs DUE by midnight. Service Learning Biography Workshop. Bring all research data (annotated bibs, observations, notes, surveys) Detailed outline finished by the end of class.
Mon 11/16	Service Learning Biography Workshop. Service Learning Journal 4 DUE.
Wed 11/18	Full Draft of Service Learning Biography DUE in class.
Mon 11/23	Scrapbook Presentations – Scrapbooks DUE in class.
Wed 11/25	Service Learning Portfolio Due by Midnight

Mon 11/30	Movie
Wed 12/2	Movie

Writing Assignments

WRITING ASSIGNMENTS SHOULD BE TURNED IN VIA EMAIL IN ONE DOCUMENT.

Writing Assignment Format

All writing assignments must conform to the following requirements:

- ✓ Must be typed 12 point New Times Roman, double spaced with one inch margins.
- ✓ Do not put extra spaces between paragraphs. **POINTS WILL BE DEDUCTED.**
- ✓ Do not fully justify your text.
- ✓ All assignments must have your name on each page and page numbers.
- ✓ **FINAL PRODUCTS SHOULD BE TURNED IN AS ONE DOCUMENT AND SENT TO MILISSARIGGS@YAHOO.COM.**
- ✓ Emailed documents must be in some recent version of MicroSoft Word. Your document, when saved, should end in a .doc or .docx
- ✓ Assignments should also have an informative title – something more than “paper one”.

And finally, if you are going to put more information in the heading of your paper than just your name, you only need to add what the assignment is, the class, and my name in case the paper is lost it can find its way to my mailbox. This should be single-spaced. **If any one of these format requirements are not carried out, points may be deducted from the final score.** See below for an example.

Student Name
Name of Assignment
Engl. 1301
Milissa Riggs

Really Snappy Title

To single space your name if you are using Microsoft Word: Block your text (your name to my name) and hit ctrl 1. That will make the blocked text single spaced.

Also papers with more than three proof-reading errors will result in the paper being returned to you ungraded. You then have one day to return the paper to me to be graded. Proof reading errors might be fragment sentences, comma splices, tabs that are more than five spaces, wrong words used i.e., then instead of than or their instead of there. All assignments must be turned in as a portfolio. Your portfolio entries must be submitted in a pocketed folder.

Sustainability and Random Acts of Kindness Discussion Board Participation

This assignment is designed to help you become aware of sustainability issues and random acts of kindness in your community. You will need to find a newspaper (Dallas Morning News, Fort Worth Star Telegram, New York Times, Wall Street Journal, for example) or magazine (such as Time, Newsweek, Smithsonian, Marie Clare, National Geographic) or a reliable website (MSNBC.com, BBC.com – Joe’s Homepage of Sustainability would not be considered a reliable website and People magazine will not be considered a reasonable print source) that discusses sustainability and random acts of kindness.

You will be responsible to pose **3** discussion questions during the course of the semester. The requirements for the discussion question are:

- You must provide a summary of or context of the issue under discussion.
- You must provide a link to supplemental information about the issue. For example, if your discussion question is about alterations to the Clean Water Act, you might link to an article in favor of the changes and link to an article that opposes the changes.
- You must also ask your audience to comment on at least two critical questions about the discussion topic. "What do you think about X?" is insufficient.
- You may, but are not required, to connect your discussion question to Deep Economy and/or any of the supplemental readings.

Example Discussion Question

China and the U.S., as well as the U.N. have been discussing concerns over Iran's continued attempts to develop nuclear capability. Pres. Mahmoud Ahmadinejad maintains that his country will continue to explore nuclear capability for energy purposes. However, the United Nations fears Ahmadinejad is pursuing nuclear capability in order to have nuclear weapons, not nuclear energy. Israel is also keeping a keen eye on this development and feels it should use military force against Iran. The U.N., as a peacekeeping institution, opposes the idea of military force at this time. President Obama is under pressure from many Republicans to take a firmer stance not only against Iran but against North Korea too. However, Sec. Clinton has already announced to the world that N. Korea poses no real threat and is a very small player in this global game. I am sure Kim Jong Il wasn't thrilled to hear he is a "small player". Sec. Clinton also claims that we are effectively relying on China to keep N. Korea under control - see the link.

<http://www.foxnews.com/politics/2009/07/26/clinton-north-korea-iran-faces-international-opposition/>

So - with these 2 threats it seems that we are mostly concerned with Iran. First, I ask you why do you think we are paying close attention to Ahmedinejad and not so much to Kim Jong Il.

Secondly, do you think we should use military force and co-invade Iran alongside Israel?

Thirdly, do you think we should stay out of such matters and let countries run themselves? If we do this what risk do we run as a nation?

Lastly, do you think the U.S. should be a leader in the United Nations and force more sanctions against Iran before considering military force? How long should we wait and what expectations should we have before we support a military invasion of Iran? What does this mean in the Middle East and what does this do with our relationship with Syria and Palestine, considering these are already stressed relationships?

In addition to posing 3 discussion questions, you **must respond to 7 of your classmates discussion** posts. The responses should be:

- Respectful. Even if you think the questions are stupid, you are to treat the author with respect. Students whose responses are hurtful, purely argumentative, or really lay into someone will have points deducted. Responses should come from an open mind.
- Thoughtful. Take the time to look at the links provided so you can provide an educated response.
- Insightful. Responses should stay on point and further the discussion. One liners, no matter how profound, will not count toward the 7 required responses.

Deep Economy Portfolio

The *Deep Economy* Portfolio includes:

Electronic Products due by midnight Oct. 7th

- Revised Reading Journals 1-5
- Deep Economy Final Paper

Paper Products due in class on Oct. 12th

- Example of work from Summary/Analysis Workshop
- Example of work from thesis statement, synthesis, and outline workshops
- Draft copies of reading journals 1-5
- Draft of *Deep Economy* paper that has been peer reviewed.

All requested documents must be in the portfolio for the portfolio to receive a grade.

Deep Economy Reading Journals

Over the semester, we will read quite a lot. In order to help you absorb and engage with the material, I would like you to create a Reading Journal.

You will write **2 one -two page** response. One response will cover the *Deep Economy* chapter and the other response will cover the supplemental reading of your choice. You must include the following:

- ✓ Include a complete “works cited” citation at the top of the page. (See example.)
- ✓ A 3-4 sentence **summary** of the main idea or central point of the material under discussion.
- ✓ A smooth **transition** between that summary and what comes next.
- ✓ An **analysis** of the text. This might include comparing or contrasting it to another text we have read or elsewhere, placing the text in a more familiar context, drawing conclusions based on your understanding, making a distinction the author doesn't, examining the author's (or your) assumptions, and so on. Refer to Bloom's page for more ideas.
- ✓ Your **personal response** to the material/ideas based on your prior knowledge and experience and any personal connections you make with the text(s).
- ✓ Fulfill **documentation** requirement with correct in-text citation, which includes page numbers after paraphrases and direct quotations plus naming the author appropriately. We will work throughout the semester to improve these skills, and your handbook has everything you need to do it properly.

Each reading journal will be due on the date indicated at the beginning of class. I will not accept late submissions so plan ahead and make sure you have time to get the work done. Please use the appropriate format for formal writing detailed in your syllabus. No need to turn in process materials for these, just the final products will do.

PART ONE READING RESPONSE EXAMPLE

Author, Joe. “Essay Title.” Book Where Article Is Found. Ed. Jane Editing. #th Ed. City:

Publisher, Year (book, not essay!).

Your summary goes first, make sure it is exactly three-four sentences and names the author and essay. You want just enough to capture the author's ideas thoroughly without boring the reader

with too much detail. Do not include any quotes or paraphrases in your summary; it should be all your words.

Your transition sentence goes here, moving cleanly from summary to response. Then answer the question and connect with the text on a personal level. Can you think of any experiences you have with the material? How do you understand it? Are there any quotes from the text that really got you thinking about these ideas? Does it make you think of any other texts from our class? Does it make you think of other courses or subjects? If you pull in outside sources and experiences, make sure to give enough detail (summary) about them so the reader understands what it is and how it relates. Ideas + You = Response.

The summary response must be at least one full page and no more than two. Try to be concise and insightful. Make sure you cite any quotations and paraphrases in MLA style (Riggs 1). If you listen to what Ms. Riggs says “you will be sure to get a good grade on this assignment” (1). And, of course, it needs to follow our usual format: double space, size 12 Times New Roman, 1” margins.

***The **second** part of the journals will require you to write a **2-3 page synthesis essay** synthesizing the *Deep Economy* Chapter and **at least one** of the supplemental readings assigned for that chapter. You must discuss *Deep Economy* and the supplemental reading, but you are also welcome to include information from any of the other supplemental reading you have done for the class. This includes, but is not limited to, the other assigned texts in the class, the articles you’ve found for your scrapbook assignment, or any other article or event you come across in your daily life.

Journals have 3 parts.

- ✓ **One response over Deep Economy**
- ✓ **One response over a supplemental reading from the packet**
- ✓ **One synthesis of at least the two response readings.**

Deep Economy Essay Prompt

Deep Economy engages with a number of significant issues, including sustainability, economics, globalization, localization, hyper-individualism, consumption, and social justice. Select an issue or topic that interests you. You may consider issues you’ve discussed in English 1301 or other classes. Develop a thesis that takes a position upon that issue. Your thesis should go beyond “This is an issue in Deep Economy” to assert a substantial claim about the texts. A substantial claim is arguable, specific, and significant: “arguable” means that the claim is not obviously true; “specific” means that the claim uses precise and clear language, avoiding overgeneralizations; “significant” means that the claim passes the “so what” test by making the importance of the argument clear. A good thesis displays critical thinking and takes audience into consideration by using evidence that addresses an academic reader. Remember, your essay participates in this campus wide conversation among faculty and students, so language and content decisions should be made with this audience in mind.

Just as the OneBook program is designed to engage the UTA campus in conversation, your essay should reflect the textual conversations on your issue. Your essay should support your thesis through references to specific passages from Deep Economy and at least two other academic sources. Pay special attention to passages that will help you identify contradictions, tensions, and multiple perspectives in the texts to develop your ideas. You are encouraged to attend campus-wide OneBook events and to incorporate this information into your essay.

For this assignment you **must**:

- Include a thesis statement that sets forth your issue and takes a position that you will support.
- Use the writing conventions necessary to persuade an academic audience.
- Analyze your issue with textual evidence from Deep Economy and information from at least two academic sources.
- Explain how each piece of textual evidence and information supports your thesis.
- Synthesize ideas from Deep Economy and additional sources in support of thesis.

- Introduce source material, integrate appropriate quotation, paraphrase, summary, and explain its relevance to thesis.
- Define/describe your term(s). For instance, if you're going to focus on sustainability in the text, you'll want to explain how you're using the term. Use *Deep Economy* and other sources—not a dictionary definition—to define your terms.
- Write 4-6 pages in MLA style in 12 pt. Times New Roman font and attach Works Cited.

Sample thesis (topic: authorship):

When Leo Gursky finds Alma, his long-lost love, after more than five years of separation, she says to him, “You stopped writing. I thought you were dead” (13). Throughout the novel, writing plays a central role in the main characters’ lives and identities. The act of writing and having their work read by others is key to the survival of these characters because it makes them “real” to themselves and to those they love.

Criteria for Deep Economy Essay Evaluation

- ✓ Includes a thesis statement that makes a specific, arguable claim about the issue identified. The thesis is supported throughout essay.
- ✓ Analyzes issue with textual evidence from *Deep Economy* and at least **two** additional scholarly sources.
- ✓ Synthesizes ideas from *Deep Economy* and additional sources in support of thesis.
- ✓ Paraphrases, summarizes and/or incorporates direct quotes properly and explains their significance.
- ✓ Paper is logically organized.
- ✓ Uses correct citation (MLA or APA) throughout the paper and Works Cited page.
- ✓ The paper correctly employs a variety of sentence structures and appropriate word choice for college level writing.
- ✓ The paper exhibits very few errors in spelling, grammar, and punctuation.
- ✓ Writing style includes: varied sentence patterns, complex sentences, both sentence and paragraph transitions, proper use of prepositions, and minimal use of pronouns.

Learning Journals

Reflection journals are an important part of any course and can be used in other courses as a place for you to use writing as a way of thinking about certain issues that might arise during the class. For this assignment you should have multiple entries per journal. You need to have time between the entries so that your mind will be working on the problem or observation. You are free to comment on what you've written in previous entries or comment on any thing you want to. You are not limited to the guiding questions, but you are required to address the guiding questions in some way in your journal. The most important aspect of the journal is that you demonstrate that you have thought about the issue at hand, asked yourself questions about the situation, and have spent time in attempting to unravel the complexities of the situation. **Your journals should be kept in a loose leaf notebook or in one word processing document.**

Every week you need to make **2** journal entries. In each of these journals you need to respond to the following questions.

- What did I learn today? If you didn't learn anything about anything explain why.
- What did I find interesting today? What made that thing interesting? If nothing was interesting explain why.
- Where are my problem areas in school or work or life?
- Where are my areas of success in school or work or life?
- How can I alleviate the abovementioned problems? What is my plan?
- Will I actually take steps to alleviate these problems? Why or why not?

In addition to the above daily questions for your journal, you will be provided with other journal questions throughout the semester. In these instances when you have specific questions to think about and answer, you are not required to address the daily questions unless the daily question in some way elucidates the specific question asked. The journals will be picked up at random times throughout the semester, so you will need to keep up with the journal entries. Journals done the night

before are obvious and points will be deducted. Also, there is no assigned page length. However, you are receiving a grade on your ability to identify questions and problems and reason them out. This can rarely be done in one or two pages. . Additionally **when journals are turned in they must also contain responses in paragraph format for the journal self assessment described below.**

Final Journal Entry

- Title each entry
- Add page numbers
- Add a table of contents
- Write an evaluative conclusion. Some questions that might help you evaluate the journals and your learning are: 1)Is there a better solution to... 2) Judge the value of... 3)Do you think ... is a good or a bad thing? 4) How would you have handled...? 5) What changes to ... would you recommend? 6) Are you a ... person? 7) How would you feel if...? 8) How effective are...? 9) What do you think about...?

Your journals will be evaluated in the following criteria:

Grade	Description of Experience	Analysis of Experience	New Meanings	Action – for change or what was learned
A journals will exhibit	*	*	*	*
B journals will exhibit	*	*	*	
C journals will exhibit	*	*		
D journals will exhibit	*			

The journal self-assessment should be answered in paragraph form, not in yes or no answers.

Journal Self-Assessment

<p>I am reflecting on an experience.</p> <ol style="list-style-type: none"> 1. Did I notice what happened? 2. Did I record how I felt and how I responded? 3. Did I pay attention to something significant that happened? 4. Did I value my experience and my response as worth reflecting on and learning from?
<p>I am reflecting on ideas and concepts that I have read or heard about or thought myself.</p> <ol style="list-style-type: none"> 1. Am I making sense of the ideas by linking them to past experience or learning and to other concepts? 2. Am I questioning ideas and concepts, testing them against experience and other opinions? 3. Am I challenging assumptions and my judgments? 4. Am I prepared to think about ideas in a new way?
<ol style="list-style-type: none"> 1. Am I planning ways to try out new ideas in practice? 2. Am I working out, thinking through action plans?
<ol style="list-style-type: none"> 1. Have I experimented with new ideas and ways of doing things? 2. Am I consciously learning from my experiments?
<p>What have I discovered by self-assessing my journal entry and what do I want to do about this?</p>

Lifted from: Samuels, Mary and Jan Betts. "Crossing the Threshold from Description to Deconstruction and Reconstruction: Using Self-Assessment to Deepen Reflection." *Reflective Practice* 8.2 (2007): 269-283.

Annotated Bibliography Assignment

Find **6** sources that deal with your issue and present varying positions. Make sure to vary the viewpoint of your sources, however, your sources should all be scholarly articles. Newspaper or magazine articles or websites are not acceptable sources for this assignment, but you can use these sources in your final paper. You should be aware that many scholarly journals are available from the library databases. Wikipedia will not be considered a reliable source.

Once you have decided on your **six** sources, you will have to read and analyze them and take extensive notes. If they are long or book length articles, then do your best to skim them. Always look at the table of contents, the chapter headings, and the index or bibliography in the back. You can learn a lot about a book from doing these things before you read it at length. You will then go back and read carefully the parts that are relevant to your paper.

Now, make a list. List the sources alphabetically by author's last name, using MLA citation style, include a brief abstract of the article (see below for details), then write a 3/4 to one page, single spaced annotation of your source.

Information to include in an abstract - An abstract is a short informative or descriptive summary of a longer report. An abstract of a humanities work may contain the thesis, background, and conclusion of the larger work. An abstract is not a review, nor does it evaluate the work being abstracted. You will need to write a **descriptive abstract** for each annotation.

- A descriptive abstract indicates the type of information found in the work.
- It makes no judgments about the work, nor does it provide results or conclusions of the research.
- It does incorporate key words found in the text and may include the purpose, methods, and scope of the research.
- Essentially, the descriptive abstract describes the work being abstracted. Some people consider it an outline of the work, rather than a summary.
- Descriptive abstracts are usually very short—**50 words or less**.

Information that should be included in your annotation might be:

- ❖ Summarizing the article with a slant that benefits your position, DO NOT evaluate the source, you are basically writing your paper one source at a time.
- ❖ The major claim that the author is making,
- ❖ You may want to make connections between one entry and another entry to make their connections explicit.
- ❖ Quotations that you might use in your paper using proper MLA in-line citation style.

Please put one entry on a page. Here is an example.

Briggs, Charles. *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge UP, 1986.

Briggs maintains that “interviewing has become a powerful force in modern society” (1). This is especially true in social science research where most of the information derived is through interview situations. Unfortunately, many researchers have not acknowledged the power dynamics within the interview itself. Furthermore researchers have not taken those power dynamics into consideration when analyzing the data utilized in their research. For Briggs, the way interviews are currently being done reflects “what is ‘out there’ rather than as an interpretation which is jointly produced by interviewer and respondent” (3).

In anthropology, researchers rely on open-ended questions that attempt to direct the respondent toward both factual and attitudinal information. However, the fact that the interviewer is often from a different socioeconomic class or culture from the respondent can color the information discovered in the interview. It is imperative then that “we look at the interview itself as a cultural encounter” (10). In oral histories the researcher attempts to build rapport with the interviewee by “expressing interest in the interviewees’ memories, avoiding ‘loaded’ questions and the like in addition to suggestions regarding tape-recording and transcribing interviews” (13). These histories reflect the “social perception of facts; and are all in addition subject to social pressures from the context in which they are obtained. With these forms of evidence what we receive as social meaning, and it is this which must be evaluated” (13-14).

One concern about the methodology of interviews is that the interviewer acknowledges whatever bias s/he brings to the interview: “the bias theory reflects...[the] notion that social facts exist independently of the observer and can be perceived from without” (22). The interviewer is not searching for the truth of a matter, but instead is interpreting the interviewee’s memories and attitudes of the matter. Another concern is that of reliability which “refers to the probability that the repetition of the same procedures, either by the same researcher or by another investigator, will produce the same results” (23). A companion concern to reliability is validity, which “refers to the accuracy of a given technique” (23).

While reliability and validity are issues that all scientists should be concerned with, the social scientist has a particular challenge in front of her. When interviewing it is unlikely that the same question will have the same meaning for different respondents. Secondly, “each interview is a unique social interaction that involves a negotiation of social roles and frames of reference between strangers” (24). Finally the context of the interview, “the sum total of physical, social, and psychological stimuli that exists at the time of the interaction...is created jointly by the participants” (25) and these factors are often impossible to repeat.

Attention to what goes on in the interview process is important because more and more research is illuminating how “codes relate to messages, or structures to action, and the manner in which the system is transformed through use” (112). And it is in the context of the interview that meaning is being negotiated. Unfortunately when the interview process is not deconstructed, the ideology that lurks beneath the surface of language can and often does, skew the results from any data retrieved in the interview. Briggs suggests that there are three areas in an interview where meaning is negotiated and interpreted: 1. Native speakers will see the meaning as resting primarily on the ability of a stretch of speech to designate one or more aspects of their cultural universe and to convey a proposition about such; 2. Speakers are able to identify specifiable stretches of the words as they are spoken in decoding their meaning and; 3. The most highly presupposing forms are interpretable only when certain facts concerning the context of utterance are apparent to all participants before the act of speaking (115-116).

Therefore, if language is referential, then the interview process asks the respondent to synthesize the information to make it easy for the interviewer to analyze. The focus then is on form as opposed to content. One way to defuse this problem is through the practice of reflexivity. In a reflexive practice, the interviewer will deconstruct the interview itself to identify areas possible of bias or assumption. To do otherwise would lead the interviewer down the path of communicative hegemony where “rather than learn the natives’ means of acquiring information, we commonly impose our communicative norms on our consultants” (121).

Service Learning Project Portfolio

Like the Deep Economy project, the service learning project will also be turned in as a portfolio. The purpose of the portfolio is to show the progression of your work and to give you the opportunity to revise previous work in order to present the most polished work for evaluation. Your portfolio should include:

Electronic Products due by midnight Nov. 25th. **Paper Products** due by Nov 30th.

- **A copy of your interview questions and a reflection memo/letter discussing your reaction to the interview and the interview process**. The reflection memo should not be a recitation of the day's events, but rather the memo should show a deeper understanding of the importance (or lack of importance) of the days interactions for the senior citizens, identifying problems and solutions encountered in the interview, and your impressions of the interview and interviewing process.
- **A formal Biography essay**. Described below
- **The Letter Portfolio**. Throughout the semester you will be required to write at least 3 letters to the Senior Citizen you interviewed. The purpose of these letters is to maintain a line of communication with your interviewee. You may need to ask some follow up questions or you may just write a chatty note letting the Senior Citizen know what is going on in your life. In addition to copies of the three letters you have sent, also make photocopies of the letters you have received from your Senior. Additionally you will need to write a reflection letter/memo to me in which you discuss the how the letter writing helped or hindered you as a writer, if the letter writing added or subtracted from your relationship with your Senior, and/or how the letter helped or hindered your understanding of our class activities. You may also address any other concerns or observations you feel are important.
- **Timeline narrative of your senior's life history**. This is a working copy so it is an informal writing. Before you can begin to write the biography you need to put your Senior's life history on paper. In this assignment you are basically just telling the story of your Senior as you might be telling your friend about this person you met.

The service learning journals and annotated bibliographies are a part of the Service Learning Portfolio. In addition to these documents, all requested documents must be in the portfolio for the portfolio to receive a grade.

Biography Assignment

This assignment is extremely difficult. You have to achieve two goals in this one paper. First you need to take the oral history of your senior and write a life history of the person you interviewed. Second, you have to contextualize this senior's life into a larger issue. To achieve both of these goals you have to situate your subject's personal story into the larger issue.

Another way to think about this assignment is to consider what you know about the world. For the most part, our understanding of the world is often shaped by what we know about individual actors in the world. So your job, now, is to rewrite what you know about an issue through the life of the person you've interviewed.

Suggestions for writing your essay:

1. Use the interview, textbooks, and additional secondary sources to support your analysis.
2. Use your own ideas and reinforce them with secondary sources.

3. Discuss ideas with your classmates. But write your own essay.
4. Use appropriate citation style. In this case follow MLA
5. Proofread your paper.

Formatting Your Document:

1. Your assignment should be 6-8 pages long, typed and double spaced.
2. Use a standard font. I prefer Times New Roman, 12 pt.
3. Use 1 inch margins.
4. Give your paper a title.
5. Use MLA citation format for parenthetical citation and your works cited page.

SAMPLE BIOGRAPHY PAPER

A Woman's History: Susan's Story

Throughout the ages people have depicted a perfect world where women grow up, get married and then have children with nothing stimulating in between. Women have always had a place in the workforce and have always had difficulties surviving on their limited income. During the Second World War women were pushed into a workforce that they had previously been kept out of and more married women were working than ever before.ⁱ Because of this new advent of a "working woman" assistance in child rearing and financial assistance was required for these women to survive. Susan Boedecker is a product of these ideals. Born in 1963 she saw the age of the working woman and embodied the work ethic of that time. Susan married in 1983 and had a child three years later; but she never lost sight of her dreams and always made an effort to pursue them no matter how difficult the course.

Born in Springfield, Illinois to a middle class family Susan Boedecker attended college in Idaho right after high school graduation in Virginia. Once in Idaho Susan met Charles Boedecker "in somebody's living room with bad faux wood paneling"ⁱⁱ and got married five months later. During the first two years of their marriage Susan and Charles held low paying jobs. Susan worked at McDonalds for a short period of time in Idaho while Charles worked as a bell hop. The fact that Susan held a job in the beginning of her marriage was an overwhelming difference to the beginning of the twentieth century when five to nine percent of married women worked for wages and the rest stayed at home and did grueling housework.ⁱⁱⁱ As the twentieth century moved on modern conveniences lightened the housework load and more women started entering the workforce in clerical positions because of the growth in this industry. Unfortunately, these positions were reserved for single women as there were laws prohibiting companies from hiring married women. The Depression and the Second World War changed the women's workforce forever by forcing women to enter jobs they would have otherwise not been able to acquire. During the Depression women were forced to work because men's incomes were not enough to sustain the family and the amount of married women in the workforce soared to 35.5 percent from the mere five percent in 1900.^{iv} Once the Second World War was in full gear, while men were overseas fighting, women fled into the workforce taking over jobs once held by men and women and the labor force increased by fifty percent from 1940 to 1945.^v Unfortunately, once the men came home women lost their new found independence and the women who kept their jobs were severely demoted; but, the damage could not be undone and by 1950 twenty-one percent of married women were in the work force and that number kept growing.^{vi} By the 1960s women in the workforce grew by thirty-nine percent and by the 1970s the number grew by forty-one percent.^{vii} This history of women's work are the realities that Susan grew up with; her mother faced women entering the market in the 1950s and all Susan ever saw was the growing improvement of treatment of women in the workforce and the number of women in the workforce. This history shaped Susan's work ethic and explains her drive to always find work throughout her life.

In early 1984 Susan and Charles decided to move to Washington where Charles's parents lived. Once in Washington Susan got a job for the city of Tacoma working in the improvements district while Charles worked in the juvenile jail making eight-hundred dollars a month between the both of them. In the fall of 1984 Susan started attending Pacific Lutheran University (PLU) where Charles had recently gotten work the University as a groundskeeper. This idea of Susan pursuing her education

while Charles worked was a little backwards from the norm in the middle of the century where the G.I. Bill created jobs for married women so that their husbands could continue with their education.^{viii} Because Charles worked for PLU, Susan received discounted tuition and she qualified for work study making the couple more financially stable. Susan and Charles's plan was for her to finish college and go on to law school while Charles supported her and then when Susan could get a job in law she would support Charles while he continued with school. Before the late 1960s women generally went to college to gain an education and a husband; but, after this time period women who graduated from college were more likely to contribute to their family's income than high school graduates^{ix} in this Susan embodies this idea of contributing to household income in her wanting to get an education and a career before Charles.

Susan states that she married Charles for the sole purpose of having a child even though many women of this time period who wanted to have children felt less pressured to get married first.^x From the very beginning of the marriage things were not what they were supposed to be; Charles drank and smoked too much and never had a steady job until the job at PLU, which did not really provide enough money to support the family. Once Susan realized that Charles was not doing what he said he would do she decided that things might be better if they had a child and in 1986 Jessica Boedecker was born the same year Susan graduated from college. Because of their poor economic status Susan got WIC, which stands for Women, Infants, and Children, in order to help take care of the new child in her life. Unfortunately, Susan's plans of going to law school were derailed because her brother was ill and she decided to move to Virginia to be close to him. A month before Susan, Charles and Jessica were set to move Susan's brother died but they decided to move to Virginia anyway.

Once Susan was in Virginia her parents refurbished their basement so Susan and Charles would have a space of their own and Jessica would have her own room too. Immediately after moving she got a temporary job working for the company that is now Sprint and working for a telecommunications company. Charles started working for a tree service company only after Susan's father circled jobs in the paper for him. Because Susan's parents both had jobs while she was at work Jessica went to a Peruvian babysitter that Susan found in the paper. She had hoped that Jessica's Spanish skills would improve but they did not. Charles felt that because Susan's brother had passed away they did not need to live in Virginia and he made the time they spent there unpleasant by drinking more than usual. Because of Charles's excessive drinking, Susan's father took her to an alcohol counselor to deal with Charles's drinking and Susan even caught her father talking to a relative about Charles saying "like the more I get to know him the less I like him and Uncle Eddy's response is I know what you mean Paul but we don't pick em'."^{xi} Living in Virginia was the beginning of the end of their marriage and shortly after Susan overheard this conversation she decided to move back to Washington on the condition that Charles would change.

Once back in Washington Susan got a job working with a friend in shipping and worked forty hours a week while Charles stayed home and took care of Jessica. Because Susan was the only one in the family working she was able to apply for WIC again to help take care of Jessica. Once Susan got accepted to Law School Charles had to find a job fast because Susan would not be able to work and go to school. Charles was able to find a job working at a mill nearby because his brother-in-law convinced the powers that be to hire him. Susan found when she started law school that their understanding on how things would change, such as a reduction in drinking and more help around the house, did not materialize. Transportation to school and daycare was particularly difficult for the couple because they only had one car:

"...we only had one car and it was the car that I got for graduation from college so, but Charles took the car to work; so, often times because [Jessica] went to the day care in the ghetto in Tacoma by the [law] school, so I had a bicycle with a baby seat on the back, so [Jessica] and I would bicycle up to the bus stop and I would chain the bike to the bus stop, sometimes if the weather was bad we would wait inside the Burger King, and when the bus came we would take the bus to downtown, transfer to go closer to the daycare and then we would walk to the daycare. And then coming back then we would do it in reverse and I would put [Jessica] in [her] little seat and we would pedal back home...and then I would take [Jessica] home and put [her] together, but see Charles response was 'but you just go to school' completely missing the point of how difficult school is"^{xii}

This lack of support from Charles in Susan's schooling was particularly difficult on her and she ended up not being able to continue in the law program because of poor grades. When Susan stopped attending law school Charles realized that there was a problem in the marriage and called her father to ask for advice on how to save the marriage; Susan's father was unsympathetic to Charles and told him that if Susan did not finish law school than he could count on the marriage ending. A few months after the first try at law school Susan decided to try it again and thought Charles would have been more helpful because of the warning her father gave him. Susan's wishes did not become a reality and the situation stayed the same, Susan wanted to study maritime law in Greece and Charles told her that he would divorce her if she did. Once Susan did not make the grades to proceed in the law program again she decided that something had to change and made Charles move out. Divorce had become increasingly more common in the United States since the 1930s^{xiii} and by the 1990s divorce was commonplace. Frank F. Furstenberg Jr. suggests that because Americans have always been left to their own devices as far as picking a mate that these relationships were more dispensable leading to more divorces and in the past century divorce rates have raised more than ten fold partially due to divorces being easier to obtain the latter part of the century.^{xiv}

After Charles moved out Susan attempted to enter school again to get a teaching certificate but was told that her law school grades were too low. She was stuck at a crossroads and went to see a fortune telling Druid to discover what her next step in life should be. The Druid told her that she would have a better life if she entered a career at something she was already good at. Susan had always loved cooking and throwing dinner parties so she decided that if she didn't get a good law job she would start culinary arts school. Susan was offered one job but she decided it was too boring and she started culinary arts school and working for two different lawyers. During this transition of jobs Susan decided that her marriage with Charles was irreconcilable and they got a divorce. In the divorce decree Charles decided that he wanted to co-parent. Men were generally awarded custody until the end of the nineteenth century where women were commonly awarded full custody of their children. It was not until the 1960s and 1970s that joint custody became the norm; however, by the late 1980s this trend died off as divorces tended to occur earlier in a marriage and men attempted to start new families which kept them from keeping in constant contact with the mother and the child.^{xv} Charles and Susan were slightly different in that neither of them started dating right away and they kept in contact during Jessica's childhood and would go and do things together as a family.

Jessica went to daycare during the day while Susan was at work and they received food stamps to help them get by. Susan received a thousand dollars from her parents a month to help with expenses; but, that money was not considered income so she was still able to receive public assistance. American history is full of families, not just single-parent families, needing assistance from their families and the government. Laborers in the nineteenth and twentieth centuries have relied on each other to get by; these people raised money for sick or injured workers, orphans, and widows.^{xvi} In the 1910s to 1930s Anglo women and African American women attempted to expand the ideals of welfare. The Anglo activists were interested in social work, donating their time to any cause that was at hand, and African American activists were mostly interested in educational reform.^{xvii} These women changed welfare into what it is today and although poor Americans have always needed assistance the middle class received government assistance to get grants for land to build homes and by the 1950s a suburban family was more dependent on governmental assistance than the "underclass".^{xviii} Although, Susan did not experience this middle class assistance she did partake in public assistance to help better her life and her daughter's. At this time half of all single mothers relied on welfare to survive but they only end up utilizing this help for about two years^{xix} and Susan was no different. In Kathryn Edin and Laura Lein's study of single mothers they find that virtually all single mothers are eligible for some kind of assistance which is usually in the form of food stamps.^{xx} As far as medical insurance Charles kept Susan and Jessica on his insurance so that they would not have to apply for insurance.

Working mothers have to spend more money on daycare therefore they need more assistance from family members; forty-six percent of the women Edin and Lein interviewed

received money from a family member or friend^{xxi} just as Susan received money from her parents. Susan also took advantage of free things that her and Jessica could do. Jessica attended dancing classes at a community center where they were free, Susan became the campfire leader and they went on a lot of field trips and Susan even did work for a drama school in exchange for drama classes for Jessica. Susan was defiantly not the only woman who realized that there were community events that were instated to help women like her. In Ruth Sidel's book *Unsung Heroines: Single Mothers and the American Dream* Sidel has compiled single mother's stories and these women share their experiences. One woman stated that "she quickly learned what services she was entitled to and how to obtain them"^{xxii} just as Susan does with searching for interesting inexpensive things her and Jessica can do and also taking advantage of governmental assistance.

Susan decided that her education was important and despite her economic status she decided to enroll in culinary arts school to better her life and her daughter's. Soon after Susan entered culinary arts school her father passed away and her mother decided to move to Washington to be closer to Susan and Jessica and to help more. When her mother first moved to Washington she got an apartment near Jessica's school; but, six months later Jessica and Susan moved into a house with her mother. Throughout American history the advent of extended families was only taken advantage of in times of need. During the early period of industrialization, the Great Depression and the Second World War where economic times were at their hardest and families relied on the work of all family members to survive is when extended family networks thrived. Single mothers faced this same type of hardship and so it only makes sense that if people want to succeed these people will have to gain more income by living with more people, generally relatives. Susan did just that and during this time she was free to attend culinary arts school without having to work as much. Once Susan graduated from culinary arts school she started taking low paying kitchen jobs in order to gain experience to open her own café. The first job she took was at Colombia Tower Club where she was a chef and after a year she moved on to catering jobs. Although, Susan had to worry less about money she was trying to gain experience so she worked long hours and her mother spent a lot of time with Jessica. After four years of working in food service Susan was ready to start her café and Susan, her mother, and Jessica all move to Texas to chase Susan's dream.

ⁱ Stephanie Coontz, *The Way We Never Were: American Families and the Nostalgia Trap* (New York: Basic Books, 1992), 159-60.

ⁱⁱ Susan Boedecker, interview by author, 28 March 2008.

ⁱⁱⁱ Coontz, 156.

^{iv} Ibid., 158.

^v Ibid., 159.

^{vi} Ibid., 160.

^{vii} Ibid., 163; all of information above acquired from pages 155-163.

^{viii} Ibid., 161.

^{ix} Ibid., 163.

^x Ibid., 186.

^{xi} Susan Boedecker, interview by author, 28 March 2008.

^{xii} Susan Boedecker, interview by author, 28 March 2008.

^{xiii} Frank F. Furstenberg, Jr. "Divorce and the American Family," *Annual Review of Sociology*, 16 (1990): 379.

^{xiv} Ibid., 380-2.

^{xv} Ibid., 384-5, 390.

^{xvi} Coontz, 71.

^{xvii} Linda Gordon "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945," *Unequal Sisters: An Inclusive Reader in U.S. Women's History*, ed. Vicki L. Ruiz and Ellen Carol DuBois (New York: Routledge, 2008), 228.

^{xviii} Ibid., 74, 76.

^{xix} Kathryn Edin and Laura Lein, *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work* (New York: Russell Sage Foundation, 1997), 3-4.

^{xx} Ibid., 103-4.

^{xxi} Ibid., 149.

^{xxii} Ruth Sidel, *Unsung Heroines: Single Mothers and the American Dream* (Berkeley: University of California Press, 2006), 131.

Criteria for Biography Evaluation

- ✓ **Includes a thesis statement** that makes a specific, arguable claim about the issue identified. The thesis is supported throughout essay.
- ✓ **Analyzes** issue with textual evidence from *your senior's biography* and at least **four** additional scholarly sources.
- ✓ **Synthesizes** ideas from the senior's biography and additional sources in support of thesis.
- ✓ Paraphrases, summarizes and/or incorporates direct quotes properly and explains their significance.
- ✓ Paper is logically organized.
- ✓ Uses **correct citation** (MLA) throughout the paper and Works Cited page.
- ✓ The paper correctly employs a variety of sentence structures and appropriate word choice for college level writing, both sentence and paragraph transitions, proper use of prepositions, and minimal use of pronouns.
- ✓ The paper exhibits very few errors in spelling, grammar, and punctuation.