**African-American**

**Success**

**Through**

**Excellence and**

**Persistence**

**English 53 Dr. Parks fall 2016**



**name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Fill in the blanks about students in the class

**Classmates.....................**

.......who have hobbies .....who have a talent

1. 1.

2. 2.

3. 3.

.......who have read a good book ...who were not born in Bakersfield

1. 1.

2. 2.

3. 3.

....who have pets ......who like sports

1. 1.

2. 2.

3. 3.

....who have a career goal .... who have a job

1. 1.

2. 2.

3. 3.

**Quick Write -** Write for 3 to 5 minutes on your impressions of this class (you can include your thoughts on the instructor, coursework, books, class atmosphere, and classmates).

**Schedule Assignment**

"Have regular hours for work and play; make each day both useful and pleasant, and prove that you understand the worth of time by employing it well. Then your youth will be delightful, old age will bring few regrets, and life will be a beautiful success."

------Louise May Alcott

A. Using the schedule grid, fill in your commitments that happen at a certain time, such as school, work, church, transportation around those, etc. (done in class)

B. Make a list of those things that you have to do, but not at a particular time, such as shop, sleep, eat, exercise, relax, socialize, clean, run errands, etc. About how many hours, do you think each one takes? Homework is figured at 2 hours outside of class for every hour in class. Schedule in preview time before class and review time after class. Set aside time each day to study and time once a week to review the week's lessons. Allow time for relaxation and exercise. Fill in the boxes. Make sure you have enough boxes to accommodate all of your responsibilities and that you have a balanced life. Try to eat and sleep at about the same times every day. (done in class)

C. Follow your schedule for a week or two.

D. Think about how it is going for you. Write a two-page assessment of how well your plan is working. Organize your assignment using the following numbering system rather than in an essay format. Type each question and answer it.

1. How did you manage your time before being asked to create a schedule and follow it?

2. Does your schedule allow enough time for all that you need to do? Does your plan have enough flexibility, or is your time so tightly scheduled that any mishap means you are stressed or behind? Include any examples that support your answer.

3. Have you used your time wisely? What tips do you have on being efficient? Did you use any of the time management tips on the handout? Which were most helpful? Explain the tips, not just list the numbers.

4. If your schedule changes every week due to work or for whatever reason your plan isn't working, what can you do differently in creating a new plan? What modifications will you make?

5. What did you learn about time management? Include any examples.

6. What on campus resources will you use to help you meet your goals? Explain your goals (short- and long-term) and specifically how that resource will help you.

**Time Tips**

1.Count all your time as time to be used and make every attempt to get satisfaction out of every moment.

2.Find something to enjoy in whatever you do.

3.Try to be an optimist and seek out the good in your life.

4.Find ways to build on your successes.

5.Stop regretting your failures and start learning from your mistakes.

6.Remind yourself, "There is always enough time for the important things." If it is important, you should be able to make

time to do it.

7.Continually look at ways of freeing up your time.

8.Examine your old habits and search for ways to change or eliminate them.

9.Try to use waiting time­­-review notes or do practice problems.

10.Keep paper or a calendar with you to jot down the things you have to do or notes to yourself.

11.Examine and revise your lifetime goals on a monthly basis and be sure to include progress towards those goals on a

daily basis.

12.Put up reminders in your home or office about your goals.

13.Always keep those long term goals in mind.

14.Plan your day each morning or the night before and set priorities for yourself.

15.Maintain and develop a list of specific things to be done each day, set your priorities and the get the most important

ones done as soon in the day as you can. Evaluate your progress at the end of the day briefly.

16.Look ahead in your month and try and anticipate what is going to happen so you can better schedule your time.

17.Try rewarding yourself when you get things done as you had planned, especially the important ones.

18.Do first things first.

19.Have confidence in yourself and in your judgement of priorities and stick to them no matter what.

20.When you catch yourself procrastinating-ask yourself, "What am I avoiding?"

21.Start with the most difficult parts of projects, then either the worst is done or you may find you don't have to do all the

other small tasks.

22.Catch yourself when you are involved in unproductive projects and stop as soon as you can.

23.Find time to concentrate on high priority items or activities.

24.Concentrate on one thing at a time.

25.Put your efforts in areas that provide long term benefits.

26.Push yourself and be persistent, especially when you know you are doing well.

27.Think on paper when possible-it makes it easier to review and revise.

28.Be sure and set deadlines for yourself whenever possible.

29.Delegate responsibilities whenever possible.

30.Ask for advice when needed.

Adapted from A. Lakein. *How to Get Control of Your Time And Your Life*

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|  | | Monday | Tuesday | | Wednesday | | Thursday | Friday | Saturday | | Sunday |
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| 7 a.m. | |  |  | |  | |  |  |  | |  |
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| **Criteria for time management** | | | **Keep it up!**  (Met expectations) | | **Opportunities** (Inconsistently met expectations) | | | | **Want to talk?**  (Didn't meet expectations) | |
| **Content**  **(60%)** | | | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence.  Evidence could connect to point better. | | | | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. | |
| **Organization**  **(10%)** | | | Follows numbering given in the instructions. Types question. | | Skips a question or answers them in a different order. Does not type or number questions. | | | | Doesn't follow numbering. Confusing as to which question is being answered. | |
| **Grammar**  **(30%)** | | | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | | | | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. | |

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**reading response instructions and topics**

The format is a summary response: summarize the assigned reading in your own words. No quotes are allowed either. The response section is to answer the assigned question for each assigned reading. Label the summary section (summary for chapter 1 (Obama):). End the summary section with the page numbers, and type out the assigned question before answering it.

Length: 1 1/2 pages typed

format: MLA, double spaced, 12 pt, Times New Roman font

Use the following format for the header and paper:

Your name

Dr. Parks

English 53

date, such as 24 August 2016

Summary for chapter 1 (Obama):

(3-27)

Response: How has a story that you've heard about a family member changed or shaped how you thought of that family member?

Chapter 1 (Obama) summary and response; response question is how has a story that you've heard about a family member changed or shaped how you thought of that family member? That family member could be alive or dead.

Chapter 2-3 (Obama) summary and response: response question is what were you taught in school or at home or at church about Black people? This could include what was said or what wasn’t said. What was your impression about what you learned?

Chapter 4 - 5 (Obama) summary and response: response question is how did you start to figure out what it meant to be Black? How did Black authors or other personalities help you define what being Black meant?

Chapter 6 (Obama) summary and response; response question is what have you done to find where you belong? Did it involve a change of location or friends or schools? How did any of those affect your journey?

Chapter 7-8 (Obama) summary and response: response question is what feelings have you had about a local or national Black elected official or community leader? Who else might a Black community look up to? Who are our heroes and sheroes?

Chapter 9-10 (Obama) summary and response; response question is what are your views on Black pride, Black self esteem, or self hate? You can focus on a specific segment of the Black population or on yourself or people you know.

Chapter 11 (Obama) summary and response; response question is have you ever met a family member and instantly had a great relationship? An alternate question is have you ever met a family member and from those conversations began to see yourself differently?

Chapter 12 -13 (Obama) summary and response; response question is have you ever felt like you had to make up for someone else's mistakes? An alternate question is do you identify with Sadie is any way? Another alternate question is do you identify with Obama at the end of the chapter?

Chapter 14-15 (Obama) summary and response; response question is what is the role of Black history and African themes in the church? You can draw on your experiences in church.

Chapter 16-17 (Obama) summary and response; response question is what is your reaction and response when people speak in stereotypes, on which Obama reflects during the safari? Do some stereotypes have validity?

Chapter 18-epilogue (Obama) summary and response; response question is what did you learn about yourself during a trip to a family member's house (in or out of town)? An alternate question is what did you learn about yourself or your family at a family wedding?

Chapter 2 "Value Gap" (Glaude) summary and response; response question is when were you first aware that white people were/are valued more? Or What is the strongest current evidence?

Chapter 4 "White Fear" (Glaude) summary and response; response question is what has been your experience with white fear?

Chapter 6 "Between Two Worlds" (Glaude) summary and response; response question is which black institutions are you involved with? Are there any you intend to be involved with? Which ones?

Chapter 8 "A Revolution of Value" (Glaude) summary and response; response question is which one of the three components of change is the most important? Or which one is the most do-able? Or which one would you be likely to participate?

**Discussion questions: These will be discussed in class on the day the reading is due.**

**Chapter one (Obama)**

1. What is the purpose of the story of the old man in the apartment who died?

2. Why does Obama doubt the truth of some of the stories of his father?

3. What does the story of Obama's father in the bar tell us about his father or the tellers?

4. Why is the story of Obama's maternal grandparents told around their thoughts on race?

**Chapter 2-3 (Obama)**

1. How did the *Life* magazine article and picture affect Obama?

2. How would you describe Obama's relationship with Lolo?

3. What happened to Lolo during the year he and Obama's mother were apart?

4. Compare what Obama's mother taught him to what Lolo and experience taught him.

5. What are your thoughts on Obama's mother's Black history lessons?

**Chapter 4 (Obama)**

1. If someone doesn't have role models on being Black, is pop culture, sports involvement, and literature good places to start to figure things out?

2. What does Obama mean that his and his grandfather's "presence there felt forced" (78)?

3. How different is Obama as a biracial person?

4. Frank argues that a white person can't *really* know a Black person. What do you think?

**Chapter 5 (Obama)**

1. What does it mean to have “race creds” (100) or “authentic Black experiences” (101)?

2. Frank says that college is about checking your race at the door. Obama later says that reading some works of literature allow him to understand someone else's way of thinking. What you do think?

3. How was Obama affected by exchanges with Regina?

**Chapter 6 (Obama)**

1. What caused a change in Obama's study habits, drug use, and exercise/eating habits?

2. In NYC, Obama didn't find the Black community of his dreams. Why not? What did he find?

3.What does he learn from conversations with his mother about his mother, his father, about their relationship?

**Chapter 7-8 (Obama)**

1. What do you think about Obama's motivations to be an organizer?

2. What do you think is the role of Auma's canceled visit and David's death?

3. What did Obama experience/learn in the barber shop?

4. What do you know about the Developing Commuities Project, its goals, and Marty Kaufman?

5. What commonalities are there in the stories Obama hears? What is "individual advancement and collective decline" (157)?

**Chapter 9-10 (Obama)**

1. What do you think about references to "Negroes" or "the N word"?

2. Why did he take Ruby to the play? What play was it?

**Chapter 11 (Obama)**

1. What was it like for Obama to hear stories of his father from Auma?

2. What are your views of Obama's father now?

3. What do you think about her or their relationship?

4. What do you make of the correspondence over the years between Obama's parents? Did she stay in touch to encourage the relationship between father and son? Or did she still care about Obama's dad?

**Chapter 12-13 (Obama)**

1. Obama mentions problems in Chicago, such as education, public housing, and violent behaviors of young men. He doesn't feel like he is making real change. Is that goal possible or realistic? Is it enough to make smaller changes? Might those smaller changes result in real change over time?

2. How would exposing kids to African history and values change the effectiveness of educating Black people? Why?

3. How do Auma and Roy differ? How are they alike?

4. How do you think the visit with Roy changed Obama?

5. What was the purpose of the story of Obama going out to the car to tell the kids not to be so noisy?

**Chapter 14-15 (Obama)**

1. Why is Obama defensive about his decision to go to law school?

2. What do you think about Trinity commandment about "A Disavowal of the Pursuit of Middleclassness" (284)?

3. What happened at Obama's visit to Rev. Wright's church? How do you think he was touched and changed?

4. What does Obama realize through the interactions at the airport?

**Chapter 16-17 (Obama)**

1. How is Obama's definition of family changing? Include interactions with Bernard and with Sarah and Zeituni.

2. How does Obama's view of his father evolve from his conversations with Sarah? What does she mean that "If everyone is family, no one is family" (337)?

3. What differences do you note between Ruth and Obama's mom in how they talked about Old Man? Also differences between Mark and Obama?

4. What is the purpose of the story of the safari?

5. What do we learn about Roy or about the family with Roy's visit?

**Chapter 18-epilogue (Obama)**

1. What is learning and feeling from the stories about his African family?

2. How the family story also the story of colonialization?

3. What do we learn about Old Man Obama's early years? How does it fill in what we already know?

4. What is Granny's tone?

5. What would Obama tell his father or grandfather?

6. What are we supposed to get out of the last scene at his father's and grandfather's graves?

7. How did the visit with Rukia put things in perspective?

8. Why did Obama end the book with his wedding?

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**Discussion Questions for Democracy In Black**

**Chapter 2 "Value Gap" (Glaude)**

1. Are the recent police shootings evidence of a value gap? How? What else?

2. Is white supremacy tied into the value gap? How?

3. How have the manifestations of value gap changed over time?

4. Do you feel the value gap in your life now?

5. Do you see evidence of disremembering?

6. Do Black people disremember too?

7. What do you think about his suggestion about how to reduce/elminiate the value gap?

**Chapter 4 "White Fear" (Glaude)**

1. What is Glaude's definition of white fear?

2. What are the effects of white fear?

3. What is the history/background of white fear? Is this fear valid?

4. Do we censor ourselves not to appear angry? Or do we censor ourselves not to make people uncomfortable?

5. What are your thoughts on Obama's response to Rev. Wright and to anger?

6. Comment on Obama's remarks on the 50th anniversary of the March on Washington? What was the purpose of those remarks?

7. What are your thoughts about Glaude's statement on p. 91 starting with "If we talk directly..."?

**Chapter 6 "Between Two World" (Glaude)**

1. What are your thoughts on Glaude's statement that we are not one Black America?

2. Comment on Pharrell's definition of "New Black."

3. Comment on Glaude's definition of Black America.

4. In what ways do Black America still need Black institutions? What are Glaude's reasons? What are yours?

5. Which ones are most needed by Black America?

6. What "two worlds" does Glaude reference?

**Chapter 8 "A Revolution of Value" (Glaude)**

1. Compare the Black leadership model of the past (Dr. King, Jesse Jackson, Al Sharpton) to a new one.

2. Comment on Glaude's definition of the n- word.

3. What are your thoughts on the potential of government to improve/change? What are your thoughts on the potential of people to put enough pressure on government to change?

4.Comment on Glaude's demands on page 194.

5. What stereotypes and misconceptions of African-Americans most need changing?

6. How much does it matter how white people see us? Why? How is that changed?

7. What are his two suggestions of what needs to change in values?

8. Comment on those goals. How will we get there?

**assignment #1 your educational journey**

Topic: Write an essay about your educational journey. Refer to something from Obama's educational journey, such as changing schools, race issues, private school, parent's role in education, etc.

Sources: *Dreams from my Father* chapters 1-6.

Length: 2 1/2 typed pages.

Format: MLA, 12 point font, double spaced,Times New Roman. Heading on left side has the following:

your name

Dr. Parks

English 53

Date, such as 5 Aug. 2015

Turn in: third draft, brainstorm and outline, peer edit of outline, first draft, peer edit of first draft, second draft, conference sheet, and grade sheet. (in this order).

**General guidelines**

The first paragraph is the introduction. It introduces the general topic and has the thesis statement, which is the main point of the essay.

All paragraphs should start with a topic sentence. In the middle is your story and references to Obama. End with an explanation/analysis of the paragraph. This is the so what. Make sure your reader understands the point of the story and how it affected you and shaped your educational journey.

References to the text should be in at least one body paragraph. Introduce a summary or paraphrase with a lead in, such as Obama writes. Use author's and characters' last names on second reference. No quotes are allowed in this paper. End summaries and paraphrases with a parenthetical and the page number, such as (23).

See sample outline in class pack.



**peer edit outline on education journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that sums up your educational journey? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

1. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis?

4. What suggestions do you have on the topic sentences?

5. How appropriate are the details under each topic sentence?

6. What suggestions do you have on the details?

7. What do you like best about this outline?

**peer edit outline on education journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that sums up your educational journey? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis?

4. What suggestions do you have on the topic sentences?

5. How appropriate are the details under each topic sentence?

6. What suggestions do you have on the details?

7. What do you like best about this outline?

**peer edit of first draft for assignment #1 education journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis about the educational journey stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. Does the writer focus on two or three points ?

3. How well does the author connect Obama's experiences? What more would you like to see?

4. How completely does the writer include his or her story, opinion, or examples in each paragraph?

5. How well does the conclusion sum up the story?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft for assignment #1 education journey**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis about the educational journey stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. Does the writer focus on two incidents?

3. How well does the author connect Obama's experiences? What more would you like to see?

4. How completely does the writer include his or her story, opinion, or examples in each paragraph?

5. How well does the conclusion sum up the story?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

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| --- | --- | --- | --- |
| **criteria for assignment 1 education story** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical point. Includes appropriate details, examples, details, and evidence. Includes appropriate ref to Obama. | Responds to the assigned topic.  Has an argument.  Point could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better. | Does not respond to assigned topic.  No point.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. Does not reference Obama. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get it?

**Assignment # 1 education story**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before details, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next assignment?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

**assignment #2 White Fear**

Topic: How do the messages in the music videos compare to the Glaude's responses to white fear and its effects?

Length: 3 typed pages

Format: MLA, 12 pt, double spaced, Times New Roman

Sources: Required sources are *Democracy in Black* chapter four "White Fear" and at least two music videos/songs shown/shared in class or of your own choosing.

Turn in: third draft, brainstorm and outline, peer edit of outline, first draft, peer edit of first draft, second draft, conference sheet, third draft, and grade sheet. Also turn in music lyrics for each song used that was not provided.

**General guidelines**

The introductory paragraph introduces the reader to the topic with a definition, general information, or a story. The introductory paragraph includes the thesis, which is the main idea of the essay.

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text and/or music videos should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as Glaude writes. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better, such as song lyrics. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as (23).

See sample outline in class pack.

**peer edit outline on assignment 2, white fear**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that compares the responses to white fear? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on the responses to white fear? (The topic sentences do not include evidence from the book or atrticle.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline on assignment 2, white fear**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that compares the responses to white fear? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? See sample outline. How well do they support the thesis on the responses to white fear? (The topic sentences do not have evidence from the book or article.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit of first draft for assignment 2, white fear**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about responses to white fear? Restate the thesis in your own words.

2. How completely does the writer back up **how** Glaude's responses compare to the music video responses? What more information would help you understand the author's argument?

3. How critically does the writer engage the texts/lyrics?. What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft for assignment 2, white fear**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence in the first paragraph about responses to white fear? Restate the thesis in your own words.

2. How completely does the writer back up **how** Glaude's responses compare to the music video responses? What more information would help you understand the author's argument?

3. How critically does the writer engage the texts/lyrics?. What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on white fear**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for assignment 2; white fear** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence from Glaude and songs are cited correctly. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. Too many quotes | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get it?

**Assignment 2, white fear**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next assignment?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

**schedule assessment part 2**

You have now been following a schedule for a couple of months. Evaluate how things have been going. Type each question and answer it.

1. How has your schedule of time management ended up this semester, especially during times such as midterms or big assignments?

2. How much time do you spend each week on each of your classes outside of class? List the class and hours per week you spend studying, reading, writing, etc. outside of class? Is that enough? How are your grades in your classes? Why aren't you spending more time? (Answer each question.)

3. Did you end up dropping any classes? Why?

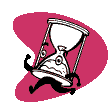
4. Have you turned in assignments late or not at all or not given them the time they deserve? Give examples. What was the reason? How did it end up?

5. If you had a work schedule that changed every week, what did you do in terms of planning your time?

6. What is your plan in terms of time management for next semester?

C:\Users\Paula\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\C7778FJP\MC900410407[1].wmf

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for time management**  **Part 2** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(60%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence. Doesn't answer all parts of the question. | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(10%)** | Follows numbering given in the instructions. | Skips a question or answers them in a different order. Doesn't type questions | Doesn't follow numbering. Confusing as to which question is being answered. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

****

**assignment # 3: Black communities and the value gap**

Topic: How are some of the themes in Obama's time in Chicago also explained in Glaude's *Democracy in Black* ? What are the implications of the fact that Glaude writes about the present day and that Obama writes about the mid-1980s?

Sources: Required sources are Glaude's chapters "Value Gap" and "Between Two Worlds" and Obama's chapters 7-14.

Length: three full typed pages

Format: MLA, typed double spaced, 12 pt font, Times New Roman,

Turn in: third draft, brainstorm and outline, peer edit sheet, first draft, peer edit sheet, second draft, conference sheet, and grade sheet. (in this order)

**General guidelines**

The first paragraph is the introductory paragraph. It includes a general introduction to the topic and definitions. It also has the thesis statement, the main point of the essay.

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as Glaude writes. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as (23). Most paragraphs should have two sources that talk to each other. Use a transition to show how the sources are connected.

See sample outline in class pack.

**peer edit outline on assignment # 3: Black communities and the value gap**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how the themes in Obama's time in Chicago overlap with two chapters in Glaude's *Democracy in Black?* Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis on the implications of the author's writing about different time periods? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline on assignment # 3: Black communities and the value gap**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how the themes in Obama's time in Chicago overlap with two chapters in Glaude's *Democracy in Black?* Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis on the implications of the author's writing about different time periods? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit first draft on assignment # 3: Black communities and the value gap**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how the themes in Obama's time in Chicago overlap with two chapters in Glaude's *Democracy in Black?* Restate your understanding of the thesis.

2. How completely does the writer back up **how** the themes overlap? What more information would help you understand the author's argument?

3. How critically does the writer engage the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph and discuss the implications?

5. How well does the writer use the SEE format? (Statement, Evidence, Explain)

6. How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**peer edit first draft on assignment # 3: Black communities and the value gap**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how the themes in Obama's time in Chicago overlap with two chapters in Glaude's *Democracy in Black?* Restate your understanding of the thesis.

2. How completely does the writer back up **how** the themes overlap? What more information would help you understand the author's argument?

3. How critically does the writer engage the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph and discuss the implications?

5. How well does the writer use the SEE format? (Statement, Evidence, Explain)

6. How well does the conclusion sum up the argument?

7. What suggestions do you have to improve this paper?

8. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on assignment 3, Black communities and the value gap**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for assignment 3 on communities** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence from Obama and Glaude is cited correctly. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. Too many quotes | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get it?

**Assignment 3: Black communities and the value gap**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next assignment?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

**assignment # 4: How** **does the use of Black English affect what or how someone is able to express and how he/she sees him/herself and how others see him/her?**

**A. assignment for those who are not attending the Umoja conference**

1. Read the chapter by bell hooks. (handout)

2. Write a one-page typed summary of the article.

3. For the response section, answer the following question in one typed page: How does the article on language or Black English connect to our class theme on identity? How does the use of Black English affect how we as African-Americans see ourselves or how others see us? How does its use affect what we are able to communicate and to whom we can communicate? Include an example of Black English from Obama's book.

4. Two required sources: bell hooks and Obama's book (include a works cited page)

Turn in: final draft, brainstorm and outline, first draft, second draft, and grade sheet.

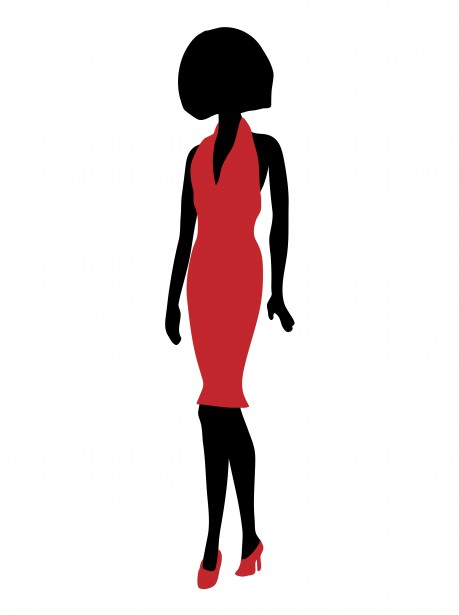
**General guidelines**

The introductory paragraph provides a general introduction to the topic and may define terms. It includes the thesis, which is the main point of the essay.

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as hooks writes. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as (23).

See sample outline in class pack.



**B. assignment for those who are attending the Umoja conference**

1. Attend the conference. Take notes at the key note addresses as well as workshop sessions.

2. Write a one-page typed summary of the conference and focus on **two events**.

3. For the response section, answer the following question in one typed page: How do those two presentations/lectures/discussions connect to our class theme of African-American identity? What ideas resonated with you on Black identity?

4. Two required sources: keynote address and/or workshop. (include a works cited page)

sample works cited entry of a lecture

Jackson, Jayme. "Black Lives Matter." Umoja Conference, 6 Nov. 2016, Oakland City Center Marriott, Oakland. Lecture.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment 4: Black English/conference** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic. Summary is clear.  Response is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence is cited correctly. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. Too many quotes | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get it?

**Assignment 4 on Black English/conference**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next assignment?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

**assignment # 5: Wholeness (or peace) with one's African-American identity?**

Topic: What is wholeness (or peace) with one's African-American identity? How is wholeness/healing achieved? What are the implications for the Black community?

Sources: Required sources are Obama's book chapters 8-14, Glaude's "A Revolution of Value," articles from *Black Genius* (handout). Optional sources are information from the Umoja conference and the song lyrics.

Length: 3½ to 4 1/2 typed pages

Format: MLA, typed, 12 pt, double spaced, Times New Roman,

Turn in: fourth draft, brainstorm and outline, peer edit, first draft, peer edit, second draft, peer edit, third draft, conference sheet, and grade sheet.

**General guidelines**

The introduction introduces the general topic and defines any new terms. It also has the thesis statement, which is the main idea of the essay. Don't feel you have to introduce all your sources in your introduction.

The first paragraph is the introduction and provides general information on the topic and may define terms. It also includes the thesis statement, the main idea of the essay.

All paragraphs should start with a topic sentence, include evidence in the middle, and end with an explanation/analysis of the paragraph. Most paragraphs should have more than one source, and the sources should talk to eac other. Use a transition word between your sources to show how they are related. Make sure you end paragraphs with your ideas. This is the SEE or MEAL format.

References to the text should be in each body paragraph. Introduce a summary or paraphrase with a lead in, such as Obama writes. Use author's and characters' last names on second reference. Quotes should be used sparingly and only when you could not have said it better. End summaries, quotes, and paraphrases with a parenthetical and the page number, such as (23).

See sample outline in class pack.

**peer edit outline on assignment 5, wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis on how wholeness and peace are achieved and the implications for the Black community? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit outline on assignment 5, wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis on how wholeness and peace are achieved and the implications for the Black community? (The topic sentences do not include evidence from the book.)

4. What suggestions do you have on the topic sentences?

5. How appropriate are the examples/evidence under each topic sentence?

6. What suggestions do you have on the evidence/examples?

7. What do you like best about this outline?

**peer edit of first draft on assignment 5, wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. How completely does the writer back up wholeness and the implications for the Black community? What more information would help you understand the author's argument?

3. How critically does the writer analyze the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of first draft on assignment 5, wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. How completely does the writer back up wholeness and the implications for the Black community? What more information would help you understand the author's argument?

3. How critically does the writer analyze the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of second draft on wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. How completely does the writer back up wholenss and the implications for the Black community? What more information would help you understand the author's argument?

3. How critically does the writer analyze the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**peer edit of second draft on wholeness and peace**

writer's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ reader's name\_\_\_\_\_\_\_\_\_\_\_

1. Is the thesis/opinion stated in one clear sentence that tells how wholeness and peace are achieved? What are the implications for the Black community? Restate your understanding of the thesis.

2. How completely does the writer back up wholeness and implications for the Black community? What more information would help you understand the author's argument?

3. How critically does the writer analyze the texts? What more would you like to see?

4. How completely does the writer include his or her opinion or examples in each paragraph?

5. How well does the conclusion sum up the argument?

6. What suggestions do you have to improve this paper?

7. What do you like best about this paper?

**Conference sheet on THIRD DRAFT on wholeness and peace**

Complete this page and take it to your conference with your second draft and letter to the professor.

1. What comments did you receive on your first draft?

2. What changes did you make?

3. What **specific** questions do you have on your second draft? (introduction, how to develop your ideas, quoting, punctuation, fragments, run-ons, etc)

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria for assignment 5: wholeness** | **Keep it up!**  (Met expectations) | **Opportunities** (Inconsistently met expectations) | **Want to talk?**  (Didn't meet expectations) |
| **Content**  **(40%)** | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking. Has a strong, logical argument. Includes appropriate details, examples, details, and evidence.  Evidence is cited correctly. All required sources are used. | Responds to the assigned topic.  Has an argument.  Argument could include more critical thinking or analysis.  The argument could include more details, examples, or evidence or less summary.  Evidence could connect to point better or cite more correctly. Too many quotes | Does not respond to assigned topic.  No argument.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. |
| **Organization**  **(30%)** | Thesis is in the first paragraph. Introduction has appropriate background and hooks the reader. Each paragraph has one idea.  Evidence is in the middle.  Transition words connect ideas.  Conclusion wraps up the topic and predicts or expands. | Thesis is in the first paragraph.  Intro could have more background.  Thesis could be stronger.  Topic sentence(s) could be stronger reasons or connect to thesis. Does not use SEE format.  Body paragraphs could be on different points, include more examples, evidence, or development. | No thesis or thesis is not in the introduction.  No transition words.  No conclusion.  Paragraphing is not clear.  Hard to follow. One source per paragraph or a summary train. |
| **Grammar**  **(30%)** | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. |

name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Get it?

**Assignment 5: wholeness and peace**

How much time and effort did you put into this paper?

What grade did you get? What did you expect? Why?

What comments did you get on content? (such as needs topic sentences before examples, each paragraph should be a different idea, needs your ideas, needs more analysis, etc.)

What comments did you get regarding grammar? (such as punctuation, run-ons, fragments, etc)

What do you need to do differently on the next assignment?

What specific questions do you have? (If your questions are general like "How can I improve?" or "how am I doing in the class?" then see me in my office and bring your paper)

Jayme Smith

Professor Parks

English 53 1:00

21 August 2014

Outline: Title of Paper

Thesis: Put the thesis of your essay here. It can be one sentence or two sentences. This sentence captures the main point or argument of your essay.

I. This is the topic sentence for the first paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is the evidence for this paragraph. It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This could be more evidence for your topic sentence.

II. This is the topic sentence for the second paragraph of your essay. This is a complete sentence, not a phrase. This sentence is the main point of this paragraph. The sentence backs up your thesis. It does not start with "in the book,....." and does not include your evidence.

A. This is the evidence for this paragraph. It can be a phrase from a book, article, or movie. It should have the page number from the book or article, so you can find the passage more easily when writing the paper.

B. This could be more evidence for your topic sentence.

III. This is the topic sentence for your third paragraph...... as many paragraphs as needed.

Jayme Smith

Dr. Parks

English 53 1:00

21 August 2014

Outline: Overcoming the Past

Thesis: Ways that people can transform and persist to overcome their past is by finding a mentor, using a negative as energy, being mindful, and finding one's passion.

I. Seeking out a mentor is one important way to overcome one's past to persist and transform.

A. Smiley - had the councilman, staff at college, Cornell West, etc. and how those people helped him. chapter 5

B. Baca - other poets, editors. chapter 8 and how they guided him

II. Using a negative situation as energy is one way to transform and persist.

A. Smiley - his father beat him and used that as fuel to achieve p. 20

B. Bain - the man whose parents were alcoholics founded the mentoring organization for at-risk kids. chapter 4

III. Being mindful is an important way to overcome one's past.

A. Bain - define mindfulness chapter 5

B. Baca - paid close attention to how he felt, and who he was

IV. Finding one's passion is perhaps the most important way to overcome the past to persist and transform

A. Smiley - his passion was public service and speaking

B. Baca - his passion was writing

V. conclusion

Jayme Smith

Professor Parks

English 53 3:15

21 January 2014

Original Title

The introductory paragraph is the first paragraph. You can start the essay with background information about your topic and get more narrow and end with thesis. Another idea is to start with the thesis and follow with reasons that the reader will find in more detail in the body paragraphs. Some people start the essay with a story that hooks the reader; the story can be wrapped up in the conclusion. An interesting statistic or fact is another way to hook the reader. If your essay has one source, you can introduce the source in your first paragraph, but don't list several sources in your introduction. Most importantly, always include a thesis in the introduction.

The second paragraph starts with a topic sentence that is a reason that backs up the thesis. The middle of the paragraph has evidence that backs up your topic sentence. The first time you mention a source, include the author's first and last name and *title of the book* in italics. Introduce a written source with a lead in, such as Holloway writes,..... and end with the page number, such as (53). Only use as much material from your source as you need to make your point. Assume your reader is familiar with the book or movie. The paragraph should end with your ideas. Explain your thoughts, analyze the point. You are answering questions, such as the following: What is the significance? and Who cares? and How does that tie into the thesis? Most of the paragraph should be your ideas, not summary, paraphrase or quote.

The third paragraph.....

Works Cited

Holloway, Kris. *Monique and the Mango Rains.* Waveland Press, 2007.

**Word Parts and Prefix List**

**Word part** **means** **examples**

A, an not, without amoral, atypical

Arch chief architect

Am, amat love amateur, amiable

Ante before anteroom, antecedent

Anti opposite, against antipathy, antibody

Aqu water aquarium, aqueduct

Aud, audit hear audible, auditorium

Auto self autograph, autobiography

Bene good benefit, benediction

Bi teo bicycle, bifocal

Bio life biology, biopsy

Chron time chronic, chronology

Circum around circumscribe,circumference

Co together coagulate, coeducational

Crypt secret cryptic, cryptonym

De from, down deport, descend

Dem people democracy, epidemic

Derm skin dermatologist, pachyderm

Dic, dict say contradict, dictate

Dis opposite of disagree, disappear

Dyn power dynamic, dynamite

Eu good, well euphoria, eulogy

Fac make, do factor, factory

Hyper excessive hyper

Im, in not incorrect, immovable

In in inland, inhaling

Inter between intercultural

Log word, study monologue, embryology

Luc light translucent, lucid

Mal bad malice, malodorous

Man hand manufacture, demand

Mis wrong misquote

Mot, mov move motive, commotion

Mor, mort death mortician, mortal

Neur nerve neurologist, neuron

Non not nonsense

Orth right, true orthodontists, orthodox

Pan all panacea, panhellenic

Path feelings empathy

Ped foot pedestrian, centipede

Pend spend, think, hang pending, expend

Phil loving bibliophile, philanthropist

Psych mind, spirit psychic, psychotherapy

Port, portal carry portable, transport

Post after postgraduate

Pre before prehistoric

Pro to move ahead,for promotion, propose

Re again recycle

Scrib, script write conscription, prescribe

Soph wisdom philosophy, sophomore

Sol alone isolate, solitaire

Spec, spect look introspection, circumspect

Sub under subtitle, submarine

Super more than supermarket

Tele far telephone

Terra earth territory, terra cotta

Therm heat thermostat, hydrothermal

Trans across transversal, transport

Tri three trio, tricycle

Un not unquestionable

Uni one unicorn

Urb city urban, suburb

Ver true verify

Voc, vocat call revoke, vocation

****

**Sentence types**

**Simple – one independent clause**

**Compound – two or more independent clauses**

**Complex – one independent clause and one or more dependent (subordinate) clauses**

**Compound complex – two or more independent clauses and one or more dependent (subordinate) clauses**

**Coordinating Conjunctions (cc)**

**(FANBOYS)**

for, and, nor, but, or, yet**,** so

**CA- conjunctive adverb**

**I – independent clause**

**D – dependent clause**

**SC- subordinating conjunction**

**Common subordinating conjunctions (SC)**

**used in complex sentences**

**Cause or effect Condition**

as even if

because if

in order that if only

since provided

so that since

unless

**Concession** when

although whenever

as if whether

even if how

even though

though

**Comparison or contrast Purpose**

as

as if so that

as though that

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

than **Relative connectors**

whereas(pronouns, adj., adv.)

whether which

while that

whatever

**Space or time** whose

after since whichever

as long as whom

before when what

now that who

once where whomever

whenever whoever

wherever why

until while where

*\*\* Subordinating conjunctions and relative connectors start subordinate (dependent) clauses in complex sentences*

**Common conjunctive adverbs (CA) and transitional phrases**

**Used in compound sentences**

**Addition Comparison or contrast**

also however

besides in comparison

further in contrast

furthermore instead conversely

in addition likewise on the other hand

incidentally nevertheless

moreover otherwise

similarly

nonetheless

**Emphasis**

certainly

indeed **Cause or effect**

in fact accordingly

still as a result

undoubtedly consequently

specifically hence

therefore

**Time** thus

finally

meanwhile

next

now **Misc.**

then for example

thereafter for instance

subsequently after all

even so

anyway

incidentally

*\*\* Conjunctive adverbs connect equal clauses (in compound sentences).*

*I: ca, i*

**Common prepositions**

about into

above like

according near

according to of

across off

after on

against onto

along out

along with outside

among over

around past

as regarding

at round

because of since

before through

behind throughout

below to

beneath toward

beside under

between underneath

beyond unlike

by until

concerning up

despite upon

down up to

during till

except with

except for within

excepting without

for next to

from

in

in addition to

inside

in spite of

instead of \*\*\* start prep. phrases, which add details

**Transition words**

addition additionally, also, too, as well as, besides, equally important, furthermore, in addition, moreover

result or cause consequently, hence, therefore, so, thus, because, then, as a result, accordingly, as a consequence, for this reason

contrast or at the same time, but, despite this/that, instead,

opposing view however, on the contrary, in contrast, nevertheless, nonetheless, besides, otherwise

example for example, as a case in point, in particular, namely, specifically, generally

summary evidently, actually, overall, briefly, on the whole, in short

emphasize above all, certainly, especially, in fact, indeed,

an idea surely, most importantly, naturally, equally important

concede a granted, certainly, no doubt, although this may be

point true

qualify perhaps, probably, for the most part, in part,

a point apparently, seemingly

\*\*\*use these to connect ideas within or between sentences.

**Parts of speech**

**Noun** - names a person, place, thing, idea, feeling.

**Pronoun** - takes the place of a noun.

Personal (I, you, he, she, etc.); reflexive (myself, himself, etc.); relative (that, which, that, whose, etc.); demonstrative (this, that, these, those); indefinite (everybody, few, each); possessive (his, hers, mine) and interrogative (who, what, etc.).

**Verb** - shows action or helps make a statement

Action - shows action

Linking - links a subject to a describing word. These can be linking verbs : to be, to feel, to remain, to grow, etc.

Helping - helps an action or linking verb. Examples are do, does, did, has, had, have, may, might, must, should, would, could, shall, will, can, is, am, are, was, were, be, being, been.

**Adjective** - modifies a noun, tells which one, how many, what kind.

**Adverb** - modifies adjectives and other adverbs, tells how, when, where, and to what extent.

**Preposition** - shows a relationship between a noun or pronoun and some other word in the sentence. List is on previous page.

**Conjunction** - joins words, phrases, and clauses.

Coordinating conjunction - for, and, nor, but, or, yet, so

Subordinating conjunction - start dependent clauses (since, when, after, if, etc.)

Correlative - (not only/but also, neither/nor, either/or, both/and)

**Infinitive** - to + a verb

**Articles** - a, an, the (are also adjectives)

**Sentence parts**

**Subject** -

a noun, pronoun, gerund, or infinitive

is never in the prepositional phrase

is never here or there

can be understood or implied

part of the sentence about which something is being said

**Verb** - see previous page

**Clauses**

**Independent clauses** - can stand on their own.

**Dependent clauses** -

can not stand on their own

start with a subordinating conjunction (listed on a previous page)

have a subject and a verb

need an independent clause

are needed to create complex sentences

Example: When I get up

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**Comma rules**

1. Put commas around nonessential information, such as adjective clauses and appositives.

Example: My brother, who drives a red truck, works in the film industry.

I like to eat at Olive Garden, an Italian restaurant.

2. Put commas around interrupters.

Example: The information, however, is subject to discussion.

3. Put a comma after a dependent clause.

Example: After the cats ate, they went to sleep.

4. Put a comma after a coordinating conjunction in a compound sentence.

Example: Jackson sleeps on the sofa, but Jayme likes to sleep in a hidden place.

5. Put a comma between items in a series of three or more.

Example: Jayme meowed, ate his food, and ran around the house.

6. Put a comma after introductory word groups and direct address.

Example: Luckily, I found the source of the leak.

7. Put a comma between a city and state.

Example: Her house in Bakersfield, California, is air-conditioned.

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**Semi-colon rules**

1. Put a semi-colon between independent clauses.

Example: Jayme is Jack’s brother; they play well together.

2. Put a semi-colon before a conjunctive adverb in a compound sentence.

Example: Jack is blind; consequently, he runs into the furniture if he gets scared.

3. Put a semi-colon between items in a series that has commas.

Example: I have invited my sister, who lives in Tennessee; my aunt, who lives in Maryland; and my friend, who lives in Los Angeles.

**Colon rules**

1. Put a colon after an independent clause and before a list or explanation.

Example: The career has three qualifications: outgoing personality, good with statistics, and impressive research skills.

2. Put a colon after an independent clause and before a quote.

Example: He explained the colon rule clearly: “When a colon is used to introduce a quotation, the part of the sentence that precedes the colon should be grammatically independent.”

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**mechanics**

**Underlining (in handwritten papers) or italics (in typed papers)**

Underline the complete work: newspaper, magazine, Cds, movie, novel, play

**Quotes**

Put quotes around the part: article, song, poem, short story, TV episode

**Apostrophe**

used to make words possessive and in contractions

never used on verbs

never used on possessive pronouns (his, hers, ours, theirs, etc.)

if the word is plural and ends in s, just add an apostrophe

**Capitalization**

Capitalize the first word in a sentence

Capitalize proper nouns

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##### **Citing Sources and documentation**

##### Signal Phrases

* Used to introduce a summary, paraphrase, or quote.
* Puts quote in context.

## Verbs in signal phrases

acknowledges endorses

adds grants

admits illustrates

agrees implies

argues insists

asserts notes

believes observes

claims points out

comments reasons

compares refutes

confirms rejects

contends reports

declares responds

denies suggests

disputes thinks

emphasizes writes

**methods of development that can be used to advance a thesis in a persuasive essay**

Use the method or combination of methods that best suits your purpose. In your in class and out-of-class essays, your purpose will mostly be to argue or convince.

Here is a brief description of each method; in class we will discuss how the assigned readings use and combine each technique as well as how you can do the same in your writing.

**Narrative writing**

Narratives are stories included in an  essay to support a thesis. You will read a few essays in which the story dominates the essay. But, more often you will encounter narratives that are used as short personal examples; these are called anecdotes.

In this class, you can use anecdotes sparingly. Short narratives can be used to establish credibility with the audience as well as in introductions to hook the reader. Sometimes the anecdote, began in the introduction, is finished in the conclusion. They can also be used as examples to explain a point.

* Don't let the story take over the essay.  Anecdotes can be from one sentence to four sentences in length. Only choose those details that relate to your point.
* Make sure a topic sentence is before the anecdote. Don't get so carried away with the story that you don't tell the reader why you are using the anecdote. It won't speak for itself.

**Example writing**

Example writing is the use of illustration to support a thesis. Examples that we read this semester can be extended, brief, personal, or evidence from sources.  An extended example is long and detailed. Several related, brief examples may be used together, or a brief example can be used with a fact. Examples can be personal stories or stories from someone you know. Evidence from a properly cited source can serve as an example.

In this class, you can use brief examples: personal and evidence. While personal examples add color and interest, they are stronger when used with some type of evidence (quote, facts, etc.). This shows that the example is representative.

* In academic writing, evidence as examples is most appropriate. We will discuss how to cite sources in class.
* Your brief examples must be connected with a topic sentence, so it is clear why you are using the example.

**Cause and effect writing**

Cause and effect writing is used to show the reasons for or results of an action or situation. An essay may focus on one or combine the two. Effects could include possible effects, such as making a prediction.

In this class, you can use this type of writing in the context of wanting to prevent something from happening (such as drunk driving deaths) or trying to get something to happen again (an increase in the graduation rate). Thus, a cause or an effect could be part of a paragraph in your argumentative essay that suggests a particular solution.  A cause or effect could also be used as part of an analogy to argue that what happened somewhere else could happen here.  Or you could include an effect/ prediction in your conclusion.

* Make sure you differentiate between what came before and what caused it. Also, what came after is not the same as effect.
* Use the most important causes or effects. Avoid the minor ones.

**Comparison contrast writing**

Comparison and contrast is used to point out how things are alike or different to better understand ourselves and our world as well as to make informed decisions. Two methods of organization you may see are block (also called whole-to-whole) or point-by-point (also called alternating). In block, everything about subject A is covered then everything about subject B. Alternating goes back and forth between part of subject A then part of subject B. For example, if I was writing an essay on two of my cats, I could use block to cover everything about Jayme (looks, personality, health) , then everything about Jack (looks, personality, health). If I was using alternating, I'd write about looks (Jayme, then Jack), personality (Jayme, then Jack), and health (Jayme, then Jack). The method of organization I'd choose would depend on the subject as well as the thesis.

In this class, you may make comparisons to show how something seemingly unacceptable or illegal (such as drug use) is the same as something that is accepted or legal (alcohol use) to argue that both should be legal or illegal.  You may show how two things are so different (regular school vs. cyberschool) in order to argue how much better one is. You could also show a before and after.

* Use transition words to make the relationship between the two ideas easier to follow. Some transition words are conversely, similarly, on the other hand, etc.

**Definition writing**

Definition writing explains a term or concept by establishing a boundary. An essay could be an extended definition on a subject such as truth or beauty and show what it is and isn't. Or the definition could just be two sentences that explain a technical or unfamiliar term. A definition may be used in the introductory paragraph to clarify a word or phrase used throughout the essay.

In this class, you will use shorter definitions to explain a term.

**Persuasive or argumentative writing**

The goal of persuasive writing is to influence a reader's thoughts or actions. The writer may appeal to the reader's mind or emotions or both. A good argument always includes non-biased evidence, such as facts, examples, or expert opinion.

In this class, you will write persuasive essays that use various modes of development to advance your position.

**How to argue persuasively**

We are surrounded by arguments and persuasion every day. They can take the form of anything from television ads to family members. Often the purpose is to get the audience to change his/her thoughts or behaviors through persuasive appeals. During this semester, you will study argument from the standpoint of a reader and as a writer.  The better arguments use a variety of techniques to sway readers. This is a quick summary of ways to approach an argumentative essay; in class we will look at specific examples.

Use evidence.  The evidence must support the thesis. The strongest evidence is relevant, unbiased, accurate, and representative. It can be

* examples
* facts, statistics, study
* expert authority

Use appeals

1. logic. (logos) Logical appeals support a point of view through reason and a presentation of factual evidence. Logic appeals to common sense. The evidence can include statistics, specific instances, documents, test results, expert testimony, fictional examples to illustrate ideas, eyewitness testimony, and surveys. Logic is used in academic, business, and government writing.  It should form the basis of your essays.

2.  ethics. (ethos)  Ethics reflect deeply held convictions, like patriotism, religion, and humanitarianism. Referencing any of those can show the reader that the writer is a well-informed person of good will who is to be believed. Arguers who demonstrate fair mindedness and good character are more convincing than individuals who lack these qualities. It establishes the credibility of the author and seeks to form common ground with the reader. The ethical appeal is the basis of many sermons, editorials, and political speeches that emphasize shared values and beliefs. This can be a powerful motivator, but only works on audiences with common moral philosophies.

3. emotion. (pathos) Emotional appeals touch and arouse the feelings or emotions of the reader. Emotion also taps into his/her needs to be creative, independent, or popular. It uses images, sensations, or shock techniques to lead people to react. It can include emotional language, personal narratives, and vivid description of events. Emotional appeals are used in public relations, marketing, advertising, and political campaigns. For example, sex appeal is used to sell products from shampoo to cars. Images of starving children will provoke pity and empathy. Emotional appeals engage the reader and can be appropriate when the subject is emotional. These appeals can produce strong responses, but can be short lived and distract from the issue. Your argument should not rely solely on this appeal.

Anticipate objections. When you know your audience and their objections to your point of view, you can fairly stating their case and then refute their argument. This technique may help the writer win over a hostile audience. It shows that you are aware that others may disagree with you and that you have an understanding of and an answer to their concerns.

Arrange ideas. Build to your strongest point is usually the best way to organize your essay .  Also, your points should flow seamlessly from beginning to end.

Use humor. Humor can lighten the mood or cast a new light on the subject.

Don't insult your reader. It hurts an argument. No one wants to read, "if you cared about children, you'd agree with me."  Demeaning and negative language alienates the reader.

Argument from induction. Inductive arguments provide a number of examples and draw a conclusion (claim). The examples must be accurate and representative. The examples could be responses to a questionnaire, interviews, car sales, or blood test results, etc. The claim is a generalization made on the basis of the examples. Scientific conclusions are reached inductively.

Argument from deduction. Deductive arguments start with a true statement (major premise), provide a specific example (minor premise), and draw a conclusion about the the example. The true statement could be a contrast, will, insurance policy. The minor premise is tested against the major premise. If both the major premise and minor premise are true, the conclusion should be also.

 Avoid fallacies. Fallacies are errors in reasoning that lead to wrong conclusions. These are the most common.

* non sequitur (from the Latin "it does not follow"): stating a conclusion that doesn't follow from the premise. "He has a new computer, so he must be highly skilled in the use of computers."
* oversimplification: supplying neat and easy explanations for large and complex issues.
* hasty generalizations: leaping to a generalization from inadequate or faulty evidence. They can lead to stereotypes. "Women are too weak to fight in combat"
* either/or reasoning: assuming that a reality can be divided into only two parts or extremes or two solutions to a situation. "This country can have a strong defense program or a strong social welfare program."
* argument ad hominem (from the Latin "to the man"): attacking a person's views by attacking his character. "What does he know about marriage? He's been divorced twice.)
* Begging the question: repeating that what you stated in your premises is true because it's true. The writer should prove that it's true not argue in a circle. "It's true because I know it's true."
* post hoc, ergo propter hoc (from the Latin "After this, therefore because of this"): assuming that because B followed A that B was caused by A. (see modes of development, cause and effect writing). Sometimes no causal relationship exists. "People will be attractive and popular if they drink a certain soda."
* bandwagon appeal: assuming that since everyone is doing it, that it is good.  Polls use this to promote a candidate or fashion trend.