Dear Reader,

Teaching Writing 2 for the first time this Fall Quarter was both a challenging and rewarding experience. I found putting together the overall syllabus a fairly easy task as its format was familiar to me somewhat from previously constructing syllabi for my individual sections. What I found the most challenging was putting together the Unit Schedules. I think this aspect of planning was the most difficult because of the three-week structure pattern. Essentially you are required to design three “mini-classes” in one. Yet, at the same time that this required skill, negotiation and creative effort it was also very rewarding in the sense that as a teacher you get to start over again and fine tune your approach. I felt the students often appreciated it as well as it kept the quarter fresh and interesting.

In terms of my assignments it is a bit hard to discern which one was the most successful as student response to them varied in regards to performance. Yet, the second assignment I gave to them, which required synthesis and the use of critical reading skills, challenged them in a way that produced sophisticated results. As I read through their final papers for Unit Three, which is a 10-page research paper and literary analysis, I find that the assignment from Unit Two really benefited the last assignment in terms of the quality of work I am getting.

Writing 501B was helpful not only for the support it provided through conversation with my colleagues but it also provided tips on how to transition from unit to unit and how to approach the different academic agendas that the units require. In
terms of the things I learned in 501B, I thought that the back pocket presentations were really useful in regards to planning and classroom ideas. They also provided insight on the different ways in which one can approach and present the material.

One thing I will definitely do again is screen the movie *Tupac Resurrection* in connection with certain readings I assigned for Unit Two, which was the Sociology unit. In this unit we discussed identity and power in relation to social institutions. The movie really illuminated the points of the readings that had to do with social injustice, inequality and the artificial nature of hierarchies. I found the students were able to connect to the material in relation to Tupac Shakur as he is an iconic figure in popular culture. The papers I received that connected the movie with the readings were very poignant. One thing I will not do again is Dictionary Day. Throughout the quarter I had the students keep a log of different words they came across in their readings that they didn’t know and had to look up. I scheduled these days to be on the day the portfolios were due when all the reading for the unit had been completed. I tried this once and it really did not work as most students in the wake of getting everything together for their portfolios forgot to bring their writing journals which contained these logs. I still might have them keep a record of words looked up, as I collect the journals and they are five percent of their grade, but not necessarily make it into an in-class activity.

In closing there are two things that I want to improve on as I head into my second quarter of teaching writing. The first is I want to do a better job of introducing and teaching grammar in terms of the trouble spots I identify in their first official papers and second I want to rework my Science Unit so that it is more scientific. As of now I am thinking I want the class to work with environmental issues such as global warming.
WRITING 2: Introduction to Academic Writing  
Fall 2006  

Instructor: Sarah Hirsch  
Enroll Code: 45500  
Location: Girvetz 2129  
Class Time: T/R 2-3:50 pm  
E-Mail: sarah_hirsch@umail.ucsb.edu; shirsch15@hotmail.com  
Office: 2432-P South Hall*  
Office Hours: Monday 1-3 pm and by appointment  
*Note the main Writing Office 2613 South Hall is for messages only  

Course Description  
This course introduces you to academic writing at the university level and is intended to prepare you for writing across the disciplines. We will read various articles and write essays in the Sciences, Social Sciences, and Humanities, the three major divisions of disciplines at this university. Our readings explore diverse cultures from across the world. We discuss topics in and essays from religion and philosophy, government and politics, art and literature, and science and technology. Emphasis will be on summary, argumentation, and research papers, including a review of grammar. Some formats we'll work on will include journals, essay writing, freewrites, close readings and analysis, and research methodologies. We will explore the relationships between reading, writing, and critical thinking, using collaboration and revision as ways to improve your writing  

Required Texts (available at the UCSB bookstore)  
McLeod, Jarvis and Spear: Writing About the World. 3rd Edition.  
Other materials as required by instructor  

Course Expectations  
Purchase the required texts immediately and always bring them to class with you. Do the weekly readings before coming to class.  

Attendance: Be on time. Attendance and in-class writings occur at the beginning of the hour, and lateness is disruptive and disrespectful. You may miss two classes without penalty or excuse (Two tardies will count as one absence). Your overall participation grade will be lowered substantially with each additional absence. Five missed classes will result in the failure of the course.  

Participation: Active participation in class is expected. Discussion is only helpful and effective if everyone shares his/her insights and questions about the texts. There is no “right answer” or “stupid question”; everyone’s opinions and ideas are important, and each of you has a valuable contribution to make to this course. Please keep in mind: you will be unable to participate fully if you have not finished the readings on time (which means reading all assigned materials before class). In addition, you are expected to bring materials for in-class writings and notes. You will be keeping a reading journal so please
bring a designated notebook for that everyday to class. Note: please turn off all cell phones (or keep them on silent).

Essays: A large portion of the class will be spent working on and revising papers. We will be doing substantial amounts of writing and editing in class, so you must come to class with complete written assignments that are worthy of your peers’ time. Papers must conform to MLA or APA guidelines: double-spaced, one-inch margins, 12-point font, Times New Roman preferred. Please consult a writing handbook, or ask me, if you are unsure about proper formatting. Essays that fail to conform to proper formatting will be returned for revision.

Writing Portfolios: Each essay will be turned in with a Writing Portfolio that will contain all of your class exercises, journal entries, homework, peer review responses, and drafts of the paper. Each of the three Portfolios represents your overall grade for that Unit. If you’re absent for any of the in-class writing assignments or the homework, you are still responsible for that work. If you fail to submit any assignment in accordance with the deadline, points will be deducted from your overall Portfolio score (grades will go down ½ a grade each day an assignment is late. You must submit all assignments when you submit your Portfolio. Portfolios are due in class on the assigned due date, and only completed Portfolios will be accepted. Late Portfolios will not be accepted.

Late Papers: Late papers will not be considered. Late papers include drafts. If you need more time to complete any assignment, please contact me in advance to discuss your options. Submission of all three portfolios is required in order to pass this course.

Revisions: Over the course of the quarter, one of the first two papers may be revised for an improved grade. If you choose to revise, you will not be penalized if your grade on the revised paper is lower than your first grade. Only the higher grade will be recorded.

Class assignments: Various weekly reading and writing assignments will be required. There will also be in-class writing assignments, activities and/or group assignments. Please save all class work; you will submit all relevant materials in your Portfolio. As such, class-work will comprise a portion of your Portfolio grade. Failure to include these assignments will result in a substantially lower grade.

Student Conferences: You are required to meet with me twice during the quarter. The first is an introductory getting-to-know-you meeting to discuss your goals for the course (no longer than 5-10 minutes). You must also schedule an individual conference with me to discuss my feedback on the first paper assignment.

Grade Breakdown:
Participation (includes class discussion, attendance, and student conferences): 20%
Journals: 5%
Unit 1 Portfolio: 20%
Unit 2 Portfolio: 25%
Unit 3 Portfolio: 30%
UNIT ONE: War and Technology

The following is a tentative reading and writing schedule for Unit One. I reserve the right to make changes to this schedule and the syllabus. Any changes will be announced in class.

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<thead>
<tr>
<th>Week 1</th>
<th>Day</th>
<th>In Class</th>
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<tr>
<td></td>
<td>Thursday 9/28</td>
<td>Course Overview&lt;br&gt;Intro to Unit One&lt;br&gt;Diagnostic Writing Exercise: 9/11 Then and Now</td>
<td>Buy: WATW and Hacker&lt;br&gt;Read: WATW Chp.1 p. 3-6&lt;br&gt;“Defining Rhetoric, Logos, Pathos &amp; Ethos”&lt;br&gt;WATW: Connor 534-536 &amp; Alperovitz 536-538</td>
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<tr>
<td>Week 2</td>
<td>Day 10/3</td>
<td>Reading Journal Response&lt;br&gt;Thesis Statements/Summaries&lt;br&gt;In-class Writing Exercise&lt;br&gt;Discussion of exercise &amp; articles</td>
<td>Read: WATW Shallett 538-543&lt;br&gt;WATW Ibuse 543-553&lt;br&gt;Hacker “Drafting Thesis Statements” 13-17&lt;br&gt;Write: Summary of both readings</td>
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<td>Thursday 10/5</td>
<td>Discussion of Readings and summaries&lt;br&gt;Essay #1 Assignment&lt;br&gt;What is a Discovery Draft?&lt;br&gt;Skim the article handed out (read intro, sentences of body paragraphs, conclusion)&lt;br&gt;15 minute free-write to get initial thoughts</td>
<td>Read: hand-out with pen marking points of significance and thesis&lt;br&gt;Hacker: “ Paragraphs” 23-26&lt;br&gt;Write: Discovery Draft Due 10/10 for Portfolio #1</td>
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<td>Week 3</td>
<td>Day 10/10</td>
<td>Discovery Draft Due&lt;br&gt;Discuss Paragraphs&lt;br&gt;Citing Sources MLA intro/review&lt;br&gt;Group-work on thesis and organization&lt;br&gt;Discuss peer workshops</td>
<td>Read: Hacker MLA-3 “Integrating Sources” 334-338&lt;br&gt;Write: Peer Draft Due 10/12 for Portfolio #1</td>
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<td>Thursday 10/12</td>
<td>Peer Draft Due&lt;br&gt;Peer Workshops</td>
<td>Read: Hacker “Revising” 17-22&lt;br&gt;Write: Revise Draft and Polish&lt;br&gt;Essay #1 Final Draft Due with Portfolio #1 10/17</td>
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### Week 4

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<th>Day</th>
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<tr>
<td>Tuesday 10/17</td>
<td>Portfolio and Essay #1 Due</td>
<td>Read: WATW: Simpson 524-527</td>
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<td>Student Self-Assessment</td>
<td>WATW: Machiavelli 43-51</td>
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<td>Intro to Unit Two</td>
<td>Hand-out: Omi and Winant “Racial Formation in the United States”</td>
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<td>Movie: “Tupac Resurrection”</td>
<td>Write: 1-page list of issues that are raised by the writers and in the movie regarding race and power?</td>
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<td>Critical Reading, critique, persuasion and evaluation</td>
<td>Hand-out Malcolm X “The Ballot or the Bullet”</td>
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<td>Write a movie review (a critique)</td>
<td>Write: Do a critical reading of the two texts. How do they comment or critique one another in terms of their purpose? Do they persuade you either way? Why or How?</td>
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<td>What is the purpose of the movie and does it succeed? How does speak to the issues you listed?</td>
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### Week 5

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<th>Day</th>
<th>In Class</th>
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<tr>
<td>Tuesday 10/24</td>
<td>Reading Journal Response</td>
<td>Read: Something on analysis</td>
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<td>Citing Sources APA</td>
<td>Hacker APA-3, APA-4 386-404</td>
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<td>Annotated Bibliography</td>
<td>Write: Annotated Bibliography of The works we have read for this Unit</td>
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<td>Thursday 10/26</td>
<td>Analysis</td>
<td>Read: Review your reading and margin notes</td>
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<td>Planning</td>
<td>Write: Discovery Draft Due 10/31 for Portfolio #2</td>
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<td>In-class writing exercise</td>
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<td>regarding planning</td>
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### Week 6

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<tr>
<td>Tuesday 10/31</td>
<td>Discovery Draft Due</td>
<td>Write Peer Draft Due 11/2 for Portfolio #2</td>
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<td>Group-work on analytical thesis statements and breaking down issues and parts of your analysis</td>
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<td>Thursday 11/2</td>
<td>Peer Draft Due</td>
<td>Write: revise Draft and Polish</td>
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<td>Peer Workshops</td>
<td>Essay #2 Final Draft Due with</td>
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<td>Dictionary Day</td>
<td>Portfolio #2 11/7</td>
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### Unit Three: History as Literature

#### Week 7

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<th>Day</th>
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<tr>
<td>Tuesday 11/7</td>
<td>Portfolio and Essay #2 Due, Student Self-Assessment, Intro to Unit Three, Movie: “Amistad”</td>
<td>Read: article on Emmett Till “Film Description” &amp; “In Till’s Shadow” Gwendolyn Brooks poem: “A Bronzeville Mother Loiters in Mississippi, Meanwhile a Mississippi Mother Burns Bacon” Amistad historical article: intro and Mutiny on the Amistad: ‘All We Want is Make Us Free”</td>
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<td>Thursday 11/9</td>
<td>Reading Journal Response, Discussion on narrative and history, Movie: “Amistad”, In-class writing activity</td>
<td>Read: Robert Hayden poem: “Middle Passage” Toni Morrison: Beloved 1-19, 28-42 &amp; 210-213 Write: from a reputable magazine or newspaper (i.e. The New Yorker, New York Times, Los Angeles Times) pick and read an article that has historical significance. Make a copy of the article and then write a fictional narrative that encompasses, deals with or interprets that event. 3-5 pages typed.</td>
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#### Week 8

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<th>Day</th>
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<tr>
<td>Tuesday 11/14</td>
<td>Annotated Bibliography, Group Work with historical narratives</td>
<td>Read: WATW Maxine Hong Kingston “No Name Woman” 337-346 and Alice Walker “In Search of Our Mother’s Gardens” 356-363 Write: Annotated Bibliography of the works we have read and seen in this Unit (MLA format)</td>
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<td>Thursday 11/16</td>
<td>Reading Journal Response, How does narrative help the past reflect on the present and vice versa? Essay # 3 prompt handed out</td>
<td>Read: Hacker “Researching” R-1 through R-4 295-325 Write: formulate a research topic and thesis picking one of the texts? What historical background and context will you need to help analyze and interpret this work?</td>
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### Week 9

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<th>For Next Time</th>
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<tr>
<td>Tuesday 11/21</td>
<td>Researching</td>
<td>Read: Researching hand-out</td>
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<td>Group work: strategizing a research plan</td>
<td>Write: Discovery Draft and Abstract Due 11/28 for Portfolio #3</td>
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<td>Draft an abstract</td>
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<td>Turn in Reading Journals</td>
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<td>Thursday 11/23</td>
<td>NO CLASS HOLIDAY</td>
<td>Write: work on your Discovery Draft and Abstract Due 11/28</td>
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<td>HOORAY! 😊</td>
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### Week 10

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<th>In Class</th>
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<tr>
<td>Tuesday 11/28</td>
<td>Getting back in a groove</td>
<td>Read: tba</td>
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<td>Discovery Draft and Abstract Due</td>
<td>Write: work on your peer draft</td>
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<td>Thursday 11/30</td>
<td>Library Day</td>
<td>Read: Locate and read research materials</td>
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<td>Write: Annotated Bibliography</td>
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### Week 11

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<th>Day</th>
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<tr>
<td>Tuesday 12/5</td>
<td>Day for researching and writing</td>
<td>Write: Peer Draft for Portfolio #3</td>
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<td>In-class meetings to discuss paper</td>
<td>Due 12/7</td>
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<td>Thursday 12/7</td>
<td>Peer Review</td>
<td>Write: revise draft and polish</td>
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<td>Pass out Student Self-Assessments</td>
<td>Essay #3 Final Draft Due with Portfolio #3</td>
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<td>Class Evaluations</td>
<td>Due Monday 12/11 by Noon</td>
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<td>In my office 2432-P</td>
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### Unit One: War and Technology Assignment

This assignment is designed to combine the work you have been doing regarding summary and thesis statements. This paper consists of two parts. For the first part of the paper you are to write a summary of the article by Daniel Mendelsohn, “September 11 at the Movies,” handed out in class. The second part of the paper is to write a response to the article. Your response should contain a clear argumentative thesis as to whether or not you agree with Mendelsohn’s view point. It is not enough just to say you agree or disagree but you must qualify your assessment with a specific argument as to why. You must also use examples as evidence to back up your thesis. I expect you to refer to examples taken from Mendelsohn’s article but you may also use any of the texts we have read so far in this unit to further your argument. Note: the movie itself is a text that can be incorporated into your analysis. When you do a close reading of a film keep in mind the construction, production and marketing that goes along with the film as well as the dialogue. For instance, pay attention to lighting, sound and music. The length of this paper should be 3-5 pages. The response portion should be significantly longer than the summary portion.
This assignment asks you to:

- Write a summary of the article following the guidelines in the summary handout
- Write a response to the article that consists of a clear argumentative thesis statement
- Prove your argument using examples
- Write a clear and cohesive paper that is 3-5 pages

What I am looking for:

- Typed 12-point font in Times New Roman
- Citations in MLA format
- Good organization
- Smooth paragraph transitions
- Significant revision
- A polished final product

This final paper will be the last part of your first portfolio. Your portfolio will be graded as follows. The final paper will be 85%, peer draft 5%, discovery draft 5% and 5% for peer review. In addition to these drafts you will turn in your other previous summary work done both inside and out of class with your portfolio.

**First draft (discovery draft) due: Tuesday 10/10**
**Final draft and Portfolio due: Tuesday 10/17**

Unit Two: Human Nature, Power and Ideology Assignment

Pick two or three issues from your list that are the most interesting and compelling to you. Then pick two of the works we have read or seen for this unit (Machiavelli, Malcolm X, Martin Luther King Jr., Tupac Resurrection etc.). You will analyze and discuss your chosen issues through an argumentative synthesis of the two texts. A synthesis utilizes your summary and critical reading skills. The writing of a good synthesis depends upon your ability to infer relationships (make connections) between sources. This is what your chosen issues will help you do. Formulate a thesis that takes into account how the two texts approach, speak to or deal with these issues. You can discuss how the texts are similar or different in their approach or you can do a compare and contrast. Note that if you do decide to do a compare and contrast paper you must do one that is organized by criteria rather than by source (see pg. 160). I am looking for a creative and multifaceted analysis that points to obvious but also subtitle comparisons. For instance, a potential argument might be that oral expression such as rap and speech is more effective in articulating the connections between racism and poverty. Remember you need to qualify your argument. I don’t just need to know that Martin Luther King Jr. and Malcolm X took a different approach towards combating racism and oppression or that both Tupac Shakur and Malcolm X re-appropriated American revolutionary discourse in promoting their agendas for equality and justice. I need to know why and how this is significant and what the results are. You may also use Omi and Winant as a theoretical base in supporting your argument. All the readings are available to you as tools you can use for this assignment.
What I am looking for:

- A 7-page paper typed using APA format with a Reference page attached
- A clear argumentative thesis that is original in scope and specific
- An argumentative synthesis that incorporates a critical reading and evaluation of the two texts in regards to the issues you have chosen to analyze
- Evidence from the two texts to support your claims and your overall argument

The Discovery Draft is due: **Tuesday 10/31**
The Peer Draft is due: **Thursday 11/2**
The Final Draft is due: **Tuesday 11/7**

**Unit Three: History as Literature Assignment**

Pick one or two (no more than two) of the readings we have worked with this quarter: Gwendolyn Brooks’ or Robert Hayden’s poems, the excerpts from Toni Morrison’s *Beloved*, Maxine Hong Kingston or Alice Walker. Your assignment is to do a literary interpretation of the text, thus you will need to employ your close reading and critical writing skills. This literary interpretation must take the historical context of the material into consideration and requires you to research your chosen text and topic. Thus, your thesis statement should require cultural criticism and historical investigation. You must have at least four sources: one primary text and three secondary accredited sources (i.e. journal articles, books, chapters from books, critical reviews, theoretical texts etc.). Of course you may choose to use more than three secondary sources. You may choose to comment on form and/or on content of the primary text(s) but make sure your thesis statement is clear and specific. Your research should be incorporated into your analysis of the text and used as evidence to support your reading of the text. Your thesis statement should be original and creative. You are not reporting on what you found in your research but employing that research into your own literary analysis. Along with your research paper you will turn in an annotated bibliography and an abstract, which is a summary of your paper topic, your thesis statement and how you will go about discussing and proving your thesis. A rough draft of the abstract will be due prior to the paper. The final draft of the abstract will be due with the final draft of the essay on Monday December 11th at my office 2432-P South Hall by Noon.

**Paper Requirements:**

- 10-page research paper, 12 point font, MLA format, that engages critically and historically with the text
- A literary analysis and close reading of the text that incorporates your research
- At least four sources: 1 or 2 primary texts and 3 secondary texts. *Note: even if you use two primary texts you still need at least three secondary sources.
- An annotated bibliography
- An abstract
- Note: Please number your pages. Your annotated bibliography and your abstract do not count as part of the 10-pages but are in addition to them. I am looking for 10 pages of critical writing.
*Note: I decided to keep my rubric the same for each unit as it provided continuity and the students were accustomed to it.

Unit One: War and Technology
Unit Two: Human Nature, Power and Ideology
Unit Three: History as Literature
Portfolio Checklist and Grading Rubric

_____ Thesis (10 points)
  • Clear, interesting, and compelling
  • Provides a point that needs to be proven/shown
  • Successfully addresses the prompt
  • Appropriately placed (last sentence of your introduction)

_____ Organization/Structure (15 points)
  • Related ideas are grouped together
  • Paragraphs have a clear and logical relationship to each other
  • Ideas develop in a logical and orderly fashion
  • The overall sequence of the essay represents an effective attempt to meet the essay’s goals

_____ Paragraph Development (10 points)
  • Uses topic sentences
  • Paragraphs are of appropriate length and limited to one idea only
  • Paragraphs are internally consistent and coherent (maintain the same point throughout)
  • Paragraphs directly relate to thesis

_____ Use of Evidence (15 points)
  • Claims are backed up with evidence from the text/s
  • Quotations are well-integrated into sentences
  • Quotations are adequately explained
  • Paraphrased and summarized material accurately reflects the author’s claims

_____ Introduction and Conclusion (10 points)
  • Introduction is interesting, original and relevant (not overly general)
  • The conclusion adds something to the paper, addresses relevance/significance of the topic
  • Conclusion does not merely restate or summarize earlier paragraphs

_____ Transitions (5 points)
  • The relationship between adjacent paragraphs and/or ideas is clear and explicit

_____ Effective Sentences (10 points)
• Clear and concise
• Strong use of concrete nouns and active verbs
• Proper word choice and usage
• Sentences are of alternating lengths (not comprised of short, choppy sentences or excessively lengthy one)

_____ Proofreading/Rhetoric and Tone (5 points)
• Correct format
• Standard spelling and usage
• The tone of essay is appropriate for the audience and topic
• Avoids contractions and slang/colloquialisms

_____ Works Cited page (5 points)
• Properly cites and formats all texts/articles used in essay

_____ Portfolio 1 Check List (15 points. Note points=%) **Please submit in the following order:
• Final draft (with works cited page attached to that draft)
• First draft (Peer Draft)
• Peer review sheet(s) (should demonstrate that you have incorporated the appropriate suggestions from your reviewers. Should also demonstrate that you have read other students’ work carefully and offered substantial suggestions for revision. I will find your review work in other portfolios)
• Discovery Draft
• Shallett and Ibuse summaries
• Group summaries of Conner and Alperovitz (your transcriber will turn it in with their portfolio and you will be credited for it since all your names are on each respectively)

_____ Portfolio 2 Check List (15 points. Note points=%) **Please submit in the following order:
• Final draft (with reference page attached)
• First draft (Peer Draft)
• Peer review sheet(s) (Should demonstrate that you have incorporated the appropriate suggestions from your reviewers. Should also demonstrate that you have read other students’ work carefully and offered substantial suggestions for revision. I will find your review work in other portfolios)
• Peer Draft Plan
• Discovery Draft
• Martin Luther King Jr. or Malcolm X Critical Reading
• Movie Critique of Tupac Resurrection
• List of issues

_____ Portfolio 3 Checklist (15 points. Note points=%) **Please submit in the following order:
• Final draft (with annotated bibliography and polished abstract attached)
• First draft (Peer Draft)
• Peer review sheet(s) (Should demonstrate that you have incorporated the appropriate suggestions from your reviewers. Should also demonstrate that you have read other students’ work carefully and offered substantial suggestions for revision. I will find your review work in other portfolios)
• Discovery Draft
• First Draft of your Abstract
• Practice Annotated Bibliography of Texts Read in Unit Three
• Group Work on Gwendolyn Brooks’s poem
• Creative Writing Piece

Note: Please staple together assignments with more than one page. I should be able to look at each individual assignment separately, without worrying about losing pages. You do not need to submit your portfolio in a fancy folder. I do expect, however, that you securely submit all materials with a binder clip. If you don’t have a binder clip, then you may use 4 paper clips (one for each side of your portfolio).

Points: ______/ 100                     Letter grade: _________