December 18, 2006

Dear Chris,

Well, first of all, let me apologize for getting this document to you late! I'm not sure what happened to my mental calendar, but I was thinking the 16th was sometime this week. This would also explain why I'm terribly behind on my holiday preparations.

Second, and more importantly, thank you for all of the work you did with us this past quarter in 501B. I realize the class was a serious time investment for you and I appreciate your efforts. My first experience of teaching composition on the quarter system was definitely enhanced by the work we did in the class, most notably the back-pocket presentations.

In putting together the materials for the quarter, I faced two distinct challenges that manifested in assigning too much reading. The first, adjusting for the quarter system, meant that I tried to cram in too many assignments. I think I was still trying to assign semester-level reading loads. In addition, I'm going to experiment during winter quarter with eliminating the presentation component. The second challenge was re-calibrating my assignments for a first year audience. After a few years of dealing with 2nd - 4th years, I think I was a little overzealous in assigning lengthy readings. It really bothered me that we didn't discuss many of them in class. As a result of both of these, I will be paring back the amount of reading to focus on quality rather than quantity.

That said, I think my students handled the readings pretty well and they were an all-around group of good kids. I think the most successful assignment for all of us was probably the first (in which they analyzed a cultural object for evidence of biological or technological determinism). For them, the assignment was very concrete. The object anchored their analysis and they admirably rose to the challenge. For me, it was the most pleasurable to grade. Because the students each chose their own object, the papers were written on a variety of subjects – from frozen meals to Disney princesses.

My second paper was a disaster – they were highly confused by my instructions to not argue a thesis. Rather they were merely to present both sides of an issue and speculate on what the implications of the issue might be. Their confusion was evident in their writing. I would perhaps attempt it again since I think there is value in learning how to write something other than argument. It will just take some major re-tooling.

The third unit, memory in the arts and humanities, was a lot of fun and the students got really into it. They responded well to the readings and did a fine job on their papers. The grading of this one was pretty tedious for me as most of them chose to write about the film we screened in class. It reminded me of the value of giving students more choice in their paper topics.

One of the things I would like to continue to work on is developing assignments in which students can bring in their own interests, but that have enough of a common ground that we can discuss readings, etc. together as a group.

I mentioned above that I am going to experiment with eliminating the student presentations. Last quarter, for the first time, I did the sort of “grammar day” presentations that so many instructors use. I knew going in that the subject matter was unlikely to engage the entire class, but my hope was that each group of students would emerge as experts in at least one area. I'm not sure we even achieved that
low level of expectation. For the most part, groups parroted the assigned Hacker section, with no creativity. I am the first to admit that the presentations were painful. I may bring them back in the Spring, but for now, I'm going to see how the class goes without them.

So overall, my mantra for next quarter is “quality, not quantity.” I plan to scale back the amount of reading, eliminate that extraneous assignment, and see how things go.

Thank you again for all of your help – 501B was a lot of fun and the weekly meeting of minds and communal problem solving was of great assistance in making my way through the whirlwind of composition in 11 weeks!

Best Regards,

Kim Knight
Writing 2: Academic Writing  
Fall 2006

Catalog No. 45625  
Meets: MW 12:00 p.m. – 1:50 p.m.  
Location: HSSB 1233

Instructor: Kim Knight (kimberly_knight@umail.ucsb.edu)  
Office Hours: M, W 11:00 a.m. – 12:00 p.m. and by appointment in SH 2509.

Course website: http://kimknight.com  
Course wiki: http://kimknight.com/writ2/fall06/wiki

Course Description

Welcome! Writing 2--Introduction to Academic Writing is designed to help you successfully navigate the challenges of writing for college level courses. We will read a variety of essays that will provide an introduction to topics in the Sciences, Social Sciences, and Humanities, the three major divisions of disciplines in the university system. Although strengthening critical reading and writing skills will be our primary focus, you will also be evaluated on class participation and the contributions you make to group assignments.

Important Information

Last day for undergraduate students to drop Writing 2 without petition is Wednesday, Oct. 4 (by 11:45 p.m. via GOLD).
If you are a student with a documented disability and would like to discuss special accommodations, please see me during the first two weeks of class.
Campus Learning Assistance Services (CLAS) offers help with any phase of the writing process (please note: they are not an editing service). Tutors are available on a walk-in or appointment basis.

Required Texts

(Available at the UCSB bookstore, unless otherwise noted.)


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McLuhan, Marshall and Quentin Fiore. *The Medium is the Massage*. Corte Madera: Gingko Press, 1967. (Available at Borders Goleta or online at Amazon.com [new] or Alibris.com [used])

Course Reader (Available at AS).

**Required Accounts**  
(all required accounts are free-of-charge)

- Email Account, “umail” or otherwise, that you check frequently.
- Username for course wiki.
- Username for Wikipedia.
- Username for Writely.

**Assignments**

In-Class Presentation: 10 points  
Participation (including attendance, quizzes, in-class assignments, conferences, etc.): 15 points  
Paper One: 25 points  
Paper Two: 25 points  
Paper Three: 25 points  
Total: 100 points possible

Late Assignments will not be accepted.

**Course Policies**

**Attendance:**  
This class is structured around workshops and in-class discussions and your participation is necessary for our success. Missing classes hurts your peers and inhibits their learning. Therefore, it is important that you come to every class prepared and on time. To be “prepared” means that you have thoughtfully engaged with the reading, completed any assignments, and that you are equipped with the supplies necessary to participate in class (books, paper, writing instruments, etc.)

Because your presence in class is important, three or more absences will impact your final grade. In most circumstances, six absences will result in failure. Two instances of tardiness will equal one absence.

Cell phones are to be turned off and kept out of my sight. If your phone rings during class, or if I see you text messaging or checking your messages during class, you will be marked absent. No exceptions.

In addition to attendance at scheduled class meetings, you are required to conference with me (during office hours or by appointment) at least once after you have completed the first draft of paper one. We will discuss your progress on the current paper and in the class in general.

**Email Policy:**  
Please be aware that I respond to most email messages within 24 hours Monday - Friday. If you send
me an email and I do not respond during this time frame, chances are that I did not receive it. It is your responsibility to re-send the email or to contact me another way.

**Online Etiquette:**
As we will undoubtedly discover in class, the finer points of online communication can be tricky. Emotions are difficult to express and read. Our many online assignments will require vigilance to ensure that we are always preserving an atmosphere of mutual respect. Disagreements may arise and consensus may not be possible. We can, however, respect each person’s right to an opinion. Name-calling or menacing behavior will not be tolerated.

**Academic Honesty:**
From the UCSB General Catalog: “Materials submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty, such as plagiarism or other forms of cheating, is unacceptable and will be met with disciplinary action.”

Plagiarism will result in a failing grade on the plagiarized assignment and will be reported to the Student Judicial Affairs Office. We will review the proper way to use outside sources in order to avoid plagiarism; however, I encourage you to meet with me if you are at all uncertain about whether your writing could be misconstrued as plagiarism.

**Late Work:**
All late work will be given a failing grade. No exceptions.

**Revision:**
One round of revisions is permitted for Units 1 and 2. Revision applies only to the final draft of each paper and does not include the preparatory work. Those wishing to revise must either conference with me or visit CLAS and must make a substantial effort to engage with my feedback. Revised papers are due two weeks after the date grades are distributed in class. Grades on revised papers may improve as much as one full letter grade and will not decrease. No revision is allowed for Unit 3.

**Schedule**
The weekly schedule is subject to revision – check the course website for the most up-to-date information. Readings and assignments are due on the date listed. Sources for readings are abbreviated as follows: McLeod, et al. = WatW; Hacker = WR; Reader = R. Bring books or a printout of online readings to each class meeting.

Because most of the work for Writing 2 will be turned in electronically, many due dates fall outside of our scheduled Monday and Wednesday meetings.

For units one and two, each week is divided into two parts: Mondays we will workshop important writing skills and Wednesdays we will discuss the content of the week’s reading in relation to writing skills and the current paper assignment. Although we may not discuss the content of readings in-depth until Wednesday, you should still do the readings for each Monday, as we will use this material for our skills workshops. For unit three, we will discuss materials and repeat skills workshops as necessary.

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during each class meeting.
Unit One – Science & Technology: Determinism
In unit one, we will address two types of determinism – biological and technical. We will begin, with an exploration of what constitutes “scientific” writing and will move on to explore how science and technology shape our social reality. The goal of unit one is to produce a critical paper that synthesizes our readings into an analysis of a cultural object.

Monday, October 2\textsuperscript{nd} Introduction and Class Overview
- Syllabus Review
- Class Introductions
- Diagnostic Essay

Wednesday, October 4\textsuperscript{th} – Reading and Writing in College
- Post an introduction in the course wiki
- WatW 2 – 13
- WR v – ix, tutorials 1 – 3 (bring completed tutorials to class)

Monday, October 9\textsuperscript{th} – Science Writing & Writing Summaries
- Presentation – S1 Parallelism
- WatW 568 – 582

Wednesday, October 11\textsuperscript{th} – Gender Determinism
- R – Anne Fausto-Sterling’s “Sexing The Body: How Biology Constructs Gender”
- Reading journal #1 due in class wiki
- (Optional) WatW 582 – 594

Monday, October 16\textsuperscript{th} - Paraphrasing and Quotations
- Presentation – S3 Problems with Modifiers
- WR 37 – 43; 316 – 325; 383 - 395
- R - Plato’s \textit{Phaedrus}
- (Optional) R – Jean Baudrillard’s “Precession of Simulacra”

Wednesday, October 18\textsuperscript{th} – Technological Determinism
- Marshall McLuhan’s \textit{The Medium is the Massage}
- Reading journal #2 due in class wiki
- (Optional) R - Marshall McLuhan's “The Gadget Lover”

Monday, October 23\textsuperscript{rd} - Thesis Statements \textit{Meet in Mesa Lab} – Phelps 1525
- Presentation – S4 Shifts
- Description/Deduction of cultural object due in class wiki
- WR 13 – 17
- R – Indiana University Guide to Thesis Statements

Wednesday, October 25\textsuperscript{th} Peer Review Workshop \textit{Meet in Mesa Lab} – Phelps 1525
- Bring two copies of a full-length draft to class.

Saturday, October 28\textsuperscript{th}: Unit One Final Draft due by 11:59 p.m. in course wiki

Unit Two – Social Sciences: Information Culture

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In unit two, we will explore the nature of “information” in contemporary culture. We will begin with an examination of the role of information in shaping culture. Then we will look at how information is managed or restricted in digital culture. Finally, we will examine the benefits and drawbacks of new models of creating and sharing information. The goal of this unit is to conduct independent research for a paper that summarizes the different viewpoints surrounding a controversial topic.

Monday, October 30th Library Day Meet in Library – Room TBD
    Presentation S5 Mixed Constructions
    WatW 680 – 692

Wednesday, November 1st Information and Society
    O - Davidow, William H. and Michael S. Malone. Excerpt from The Virtual Corporation

Monday, November 6th Evaluating Sources Meet in Computer Lab Phelps 1525
    Presentation S6 Sentence Emphasis
    WR 46 – 54; 295 – 316;
    O – John Perry Barlow’s “The Economy of Ideas”
    O – Eric S. Raymond’s “The Cathedral and the Bazaar”

Wednesday, November 8th Open Source Information
    Find and read two sources (one print, one digital) on Open Source; bring three copies to class.
    Research journal #1 due in class wiki

Monday, November 13th Organization
    Presentation S7 Sentence Variety
    WR 13 – 37
    R – The Wall Street Journal’s “Will Wikipedia Mean the End of Traditional Encyclopedias?”
    R - Danny P. Wallace and Connie VanFleet’s “The democratization of information? Wikipedia as a reference resource” (available through InfoTrac library database)

Wednesday, November 15th Collaborative Knowledge Bases
    Find and read two sources on collaborative knowledge (one print, one digital); bring three copies to class.
    Research journal #2 due in class wiki.

Friday, November 17th – Unit Two Full-length draft due by 11:59 p.m. in course wiki

Saturday, November 18th – Unit Two Peer Review due by 11:59 p.m. in course wiki

Sunday, November 19th – Unit Two Final draft due by 11:59 p.m. in course wiki

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Unit Three – Humanities: Representations of Memory
In Unit Three, we will examine the ways in which the arts represent memories. We will begin with attempts to visualize memory and move on to attempts to convey memory through text. The goal of this unit is to utilize outside research in an analysis of one or more texts that address memory.

Monday, November 20th Film viewing
Presentation W2 Wordy Sentences
Watch Eternal Sunshine of the Spotless Mind

Wednesday, November 22nd Class Canceled

Monday, November 27th – Film Discussion
● Presentation W4 Appropriate Language
  WatW 277 - 286
● O – Freud's “A Note Upon the Mystic Writing Pad”

Wednesday, November 29th – Memory in Digital Art
● R – Flusser “On Memory (Electronic or Otherwise)” (available through Jstor)
● O – Michele Gauler's “Digital Remains”
● O – Zack Denfeld, et al.’s “Blue Puddle”
● O – Giselle Beiguelman's “desmemorias”
● O – William Gibson's “Agrippa: a book of the dead” view via The Agrippa Files

Monday, December 4th Memory in Poetry
Presentation - W5 Exact Language
Topic Proposal Due – post in the wiki and bring two copies to class.
O - Gwendolyn Brooks “The Bean Eaters”
O - ee cummings “up into the silence the green”
O – Siegfried Sassoon “Memorial Tablet”

Wednesday, December 6th Thesis Statements and MLA Format
Annotated bibliography due – post in class wiki

Wednesday, December 13th – Unit Three Final Draft due by 11:59 p.m. in course wiki
Unit One – Science & Technology: Determinism
Synthesis and Analysis Paper

Purpose:
To formulate a thesis based upon critical analysis.
To effectively synthesize outside sources as part of your argument.
To demonstrate your ability to structure a clear and effective essay.

Topic:
For paper one, you will address either technological determinism or gender-based biological determinism. The basic concept of determinism attributes all action and events to causes outside of one's free will. Technological determinism implies that technology influences our reality – either in terms of the way we interact with our social environment, or in terms of our status as “human.” For example, after the invention of the wheel, man became far more mobile and thus, his concept of “space” and “boundaries” was altered. In contrast, gender determinism is the concept that socially constructed gender norms influence our social reality. For example, girls that believe that their gender prevents them from being good at math, or playing video games. The goal of this paper is to synthesize the ideas from our readings on determinism and use them to support your analysis of a cultural object – a film, advertisement, fad, or product. First, decide whether you will address technology or gender. Then, choose an object to analyze. Finally, use the preparatory activities to help you draft a 4 – 6 page paper in response to the following prompt:

Using your cultural object as evidence, argue the extent of technological/gender determinism in today’s culture.

Readings:

**Technology:**
Required:
McLuhan, Marshall. *The Medium is the Massage*
Plato. “Phaedrus.”

Optional:
Baudrillard, Jean. “Precession of Simulacra.”

**Gender:**
Required:
Brannon, Robert. “Why Men Become Men, and Other Theories.”
Fausto-Sterling, Anne. “Sexing the Body: How Biology Constructs Gender.”

Optional:
Weisstein, Naomi. “Psychology Constructs the Female.”

Preparatory Activities (more information on page 2):
Reading journals: #1 due Wed, Oct. 11; #2 due Wed, Oct. 18
Cultural object description & deduction due Mon, Oct. 23
Full-length draft due Wed, Oct. 25 (post in wiki and bring two copies to class)

Final draft due Friday, October 27th. Post in class wiki by 11:59 pm.
Requirements:
- 4 – 6 pages, double spaced; 12-point Times font; 1-inch margins all the way around
- Utilize a minimum of two readings – paraphrased and cited.
- APA-style in text citations and references list
- All work submitted on time in an electronic portfolio. No late work will be accepted.

Grading Breakdown (25 points possible):
Preparatory Activities: 8 points
Final Draft: 17 points (See the grading rubric on the course website).

Reading Journals: For each of the readings listed above, summarize the main points of the article in your electronic portfolio. At this point, you are not making evaluative judgments about the readings – your goal is to objectively and concisely convey the author’s arguments. Summaries should be approximately 150 – 250 words each. Journal #1 will summarize all of the readings on biological determinism, while Journal #2 will contain summaries of all of the readings on technological determinism. Thus both journals will contain two – three summaries of 150 – 250 words each.

Description & Deduction: To assist you with “summarizing” your cultural object, use the model of “Description, Deduction, Speculation” adapted from Barbara Emmel’s Evidence as a Creative Act. See the course website “tools” section for guidelines on Emmel’s technique. You are only required to complete the first two steps: description and deduction.

Full-length Draft: A full-length draft is not a “rough” draft. In other words, you should bring in a properly formatted, typed essay with a title, introduction, body, and conclusion. You may omit the references list for this draft.

Electronic Portfolio: As you complete preparatory activities and drafts, you will be building an electronic portfolio in the course wiki. Before posting your first journal, you should create a wiki article entitled “Your Name Unit One Portfolio.” The article should be sub-divided into sections: Journal #1, Journal #2, Cultural Object, Draft, Final Paper. Additionally, the article should be placed into the categories “Your Name,” “All Pages,” and “Unit One.” By the time the final draft is posted, your portfolio will show the genesis and evolution of your paper, from start to finish. For information on how to create an article, add sections, or add categories, see the course website.

Potential Organizational Strategy: Once you have a thesis, you might consider using the following organizational strategy:
- Overview of the topic and your thesis
- One or more paragraphs summarizing your position
  - includes synthesis of the readings to support your position
- may include a counter-argument
- Description of cultural object
- Analysis of the cultural object based upon your position
  - use the object as “cultural evidence” to support your position / refute the counter-argument
- Conclusion that speculates on the “so what” of technological or biological determinism.

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<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>2-3</th>
<th>1</th>
<th>0</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic / Subject</strong></td>
<td>Topic/subject is clear and insightful. The paper exhibits one or more of the following: - a thought-provoking controlling idea (hypothesis or thesis statement). - controlling idea is sustained consistently. - awareness of the larger context (the “so what”). - the student takes risks in his/her analysis.</td>
<td>Topic/subject is clear and plausible. The paper exhibits one or more of the following: - a clear controlling idea. - controlling idea is sustained consistently. - analysis sometimes gestures toward the larger context.</td>
<td>Topic/subject is unclear or does not exhibit original thinking: - the controlling idea is not made explicit in the course of the paper. - the controlling idea is not sustained consistently. - the ideas contained in the paper repeat class discussions without elaborating / expanding.</td>
<td>The paper is entirely illegible or otherwise unscorable: restatements of the prompt, responses that are off-topic or incoherent.</td>
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<td><strong>Support</strong></td>
<td>Support information is related to and supportive of the topic/subject: - paraphrases are adeptly connected to the student's ideas. - quotes are used sparingly. - source material fully &amp; convincingly supports the ideas. - support material is seamlessly integrated with student's writing</td>
<td>Support information may have minor weaknesses: - some attempt is made to connect source material to the student's ideas. - overuse of quotes. - source material adequately supports the ideas. - support material is integrated with student's writing.</td>
<td>An attempt has been made to add support information, but it was unrelated or confusing: - connection between student's ideas and source material is unclear. - source materials are misused or irrelevant - source material is not integrated with student's writing.</td>
<td>No attempt was made to support the informaton.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>The paper is well-structured: - the paper's form contributes to its purpose. - paragraphs are well organized. - paragraphs are carefully linked to the topic/subject. - the paper transitions seamlessly between ideas.</td>
<td>Minor lapses in organization may be present: -paragraphs are adequately organized. -paragraphs are generally linked to the topic/subject. - the paper transitions between ideas.</td>
<td>The paper is poorly structured: -organizational flaws undermine its effectiveness. -paragraphs are not well organized, nor are they linked to the topic/subject. - the paper lacks transitions between ideas.</td>
<td>The organizational structure impedes the student's argument or prevents understanding.</td>
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<tr>
<td><strong>Style</strong></td>
<td>The style enhances the paper's effectiveness and supports its</td>
<td>The style contributes to the paper's</td>
<td>The style detracts from the paper's effectiveness or is</td>
<td>The style of the paper</td>
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context are expected to be stylistically effective. That is, to contain well structured sentences, well chosen words, and an appropriate tone, as a means of achieving its purpose.

<table>
<thead>
<tr>
<th>purpose:</th>
<th>effectiveness and adequately supports its purpose:</th>
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<tbody>
<tr>
<td>- fluid sentence structures and creative word choices.</td>
<td>- correct sentence structures and appropriate word choices.</td>
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<tr>
<td>- tone appropriate to an academic audience.</td>
<td>- tone appropriate to an academic audience.</td>
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<tr>
<td>- the student's voice is present.</td>
<td>- title reflects the topic.</td>
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<tr>
<td>- an interesting title that reflects the topic.</td>
<td>- engaging introduction and conclusion.</td>
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<tr>
<td>- engaging introduction and conclusion.</td>
<td>- engaging introduction or conclusion.</td>
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inappropriate to its purpose:  
- poor sentence structure and/or word choice.  
- tone is inappropriate to an academic audience.  
- the title does not reflect the topic.  
- weak introduction and/or conclusion.

impedes understanding or is completely inappropriate for the academic context.

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<thead>
<tr>
<th>APA Format</th>
<th>Paper Total</th>
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<tbody>
<tr>
<td>Essays written in an academic context are generally expected to follow one of three major formatting conventions: APA, MLA, or CMS.</td>
<td>2</td>
</tr>
<tr>
<td>The paper is written according to the American Psychological Association's guidelines and includes a references list.</td>
<td>1</td>
</tr>
<tr>
<td>The paper has minor lapses in APA format: - formatting. - in-text citations. - references list.</td>
<td>0</td>
</tr>
<tr>
<td>The paper does not follow APA conventions.</td>
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Paper Total 17 pts possible

Preparatory Activities Total 8 pts possible

Total Unit One

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Unit Two – Social Sciences: Collaborative Information
Research and Summary Paper

Purpose:
To summarize the complex debates surrounding an issue, including the background and context.
To find and evaluate outside sources.
To effectively synthesize sources into your paper.
To demonstrate your ability to structure a clear and effective essay.

Topic:
In the “digital age,” the way that we view information is changing. Information has become a product, a commodity, and thus, the issues of information management and information production have become increasingly important. Some of the most controversial topics today center on who has the authority to produce “legitimate” information and who has access to it. For this paper, you will research the viewpoints surrounding collaborative knowledge bases and create a report that summarizes the controversy. Rather than summarize each individual article, you should synthesize readings into a broad summary of the debate. Please note: summarizing an issue should include its background and social context, as well as an awareness of the complexity of the issue.

Collaborative knowledge is by no means a concept exclusive to the digital age. People have been collaborating to produce information for centuries. However, the recent proliferation of web 2.0 technologies has brought the debates surrounding collaboration to the forefront of social consciousness. The paradigmatic example of collaborative knowledge and its controversial nature is Wikipedia. Other examples of collaborative knowledge bases or tools include other wikis (including our course wiki!); Code 2.0 by Lawrence Lessig and GAM3R 7H3ORY by Mackenzie Wark; Flickr; del.icio.us; Writely; Linux; Blogs; Open Source software such as Firefox, Wordpress, etc.

Readings:

Background:
Barlow, J. “Economy of Ideas.”
Confucius. The Analects.
Davidow, W, and M. Malone. Excerpt from The Virtual Corporation.
Plato. The Allegory of the Cave.
Raymond, E. “The Cathedral and the Bazaar.”

Collaborative Knowledge Bases:
Wales, J. and D. Hoiberg. “Will Wikipedia be the End of Traditional Encyclopedias?”
Wallace, D. and C. VanFleet’s “The Democratization of Information?”

Minimum of four additional sources found during your research.

Preparatory Activities (more information on page 2):
Research journals: #1 due Wed, Nov. 8; #2 due Wed, Nov. 15
Full-length draft due Fri, Nov. 17 (post in wiki)
Peer review due Sat, Nov 18 (post in your partner’s electronic portfolio)

Final draft due Sunday, Nov. 19. Post in class wiki by 11:59 p.m.

Requirements:
4 – 6 pages, double spaced; 12-point Times font; 1-inch margins all the way around

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utilize multiple outside sources – paraphrase or quote, and cite.
APA-style in text citations and references list
All work submitted on time in an electronic portfolio. No late work will be accepted.

**Grading Breakdown (25 points possible):**
Preparatory Activities: 8 points
Final Draft: 17 points (See the grading rubric on the course website).

**Research Journals:** For this paper, you will use your electronic portfolio to document your research process. Each research journal should include summaries and evaluations of assigned readings and sources found during independent research. In addition, the journals should each include one or more “search diaries” in which you note search terms, databases / search engines used, and anything else interesting about the research process (for instance, did you find sources in unexpected ways? Were there any keywords or areas that proved particularly frustrating? etc)

**Full-length Draft:** A full-length draft is not a “rough” draft. In other words, you should bring in a properly formatted, typed essay with a title, introduction, body, and conclusion. You may omit the references list for this draft.

**Peer Review:** Peer review for Unit II will be completed online. Sign in to the course wiki and locate the electronic portfolio of your partner. Complete peer review according to the guidelines developed in class for Unit I peer review. Post your peer review responses in your partner’s electronic portfolio. Important Note: Do not directly edit your partner’s paper. Your comments / suggestions should all appear in the “Peer Review” section of his or her portfolio.

**Electronic Portfolio:** As you complete preparatory activities and drafts, you will be building an electronic portfolio in the course wiki. Before posting your first journal, you should create a wiki article entitled “Your Name Unit Two Portfolio.” The article should be sub-divided into sections: Journal #1, Journal #2, Draft, Peer Review, Final Paper. Additionally, the article should be placed into the categories “Your Name,” “All Pages,” and “Unit Two.” By the time the final draft is posted, your portfolio will show the genesis and evolution of your paper, from start to finish. For information on how to create an article, add sections, or add categories, see the course website.
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<tbody>
<tr>
<td><strong>Research</strong></td>
<td>3</td>
<td>Research materials - are fully related to the essay topic - add a new dimension or perspective to the topic - enhance the student's credibility</td>
</tr>
<tr>
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<td>2</td>
<td>Research materials - relate to the essay topic - reinforce other perspectives or dimensions of the topic - do not detract from the student's credibility</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Research materials - are unrelated to the essay topic - are repetitive of other perspectives - may detract from the student's credibility</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td></td>
<td>Support information is supportive of the topic/subject: - paraphrases are adeptly connected to the main points. - quotes are used sparingly. - support material is seamlessly integrated with student's writing - the main points are fully and convincingly supported</td>
</tr>
<tr>
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<td></td>
<td>Support information may have minor weaknesses : - some attempt is made to connect source material to the main points. - overuse of quotes. - support material is integrated with student's writing. - main points are adequately supported</td>
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<td>An attempt has been made to add support information, but it was unrelated or confusing: - connection between student's ideas and support material is unclear. - source materials are misused or irrelevant - source material is not integrated with student's writing.</td>
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<tr>
<td><strong>Organization</strong></td>
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<td>The paper is well-structured: - the paper's form contributes to its purpose. - paragraphs are well organized. - paragraphs are carefully linked to the topic/subject. - the paper transitions seamlessly between ideas.</td>
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<td><strong>Topic / Subject</strong></td>
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<td>Topic/subject is clear and insightful. The paper exhibits one or more of the following: - controlling idea is sustained consistently. - awareness of the larger context (the “so what”). - the student takes risks in his/her analysis.</td>
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<td>Topic/subject is unclear or does not exhibit original thinking: - the controlling idea is not made explicit in the course of the paper. - the controlling idea is not sustained consistently. - the ideas contained in the paper repeat class discussions without elaborating / expanding.</td>
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<td><strong>Style</strong></td>
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<td>The style contributes to the paper's effectiveness</td>
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<td>The style detracts from the paper's effectiveness or is</td>
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K. Knight, Writing 501B  
18 December 2006
an academic context are expected to be stylistically effective. That is, to contain well structured sentences, well chosen words, and an appropriate tone, as a means of achieving its purpose.

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<td><strong>APA Format</strong></td>
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<td>Paper Total</td>
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<td>Preparatory Activities Total</td>
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<td><strong>Total Unit One</strong></td>
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0

K. Knight, Writing 501B

18 December 2006
Unit Three – Humanities: Representations of Memory
Research and Analysis Paper

**Purpose:**
To formulate a thesis based upon close reading of one or more texts.
To find and evaluate outside sources.
To effectively synthesize sources into your paper.
To demonstrate your ability to structure a clear and effective essay.

**Topic:**
As life becomes increasingly digital, our cameras, our televisions, even our coffee makers have memory. As computerized memory becomes ubiquitous, the status of human memory becomes increasingly subject to scrutiny. Questions arise about the verity of memory or about where one draws the line between one’s digitized and one’s “real” memories. Your challenge for paper three is to analyze the artistic representation of memory in one or more texts or artworks. Your goal, as a cultural critic, is to understand what the film/story/poem/art installation/object says about memory and to speculate on why it matters.

Option 1: Write a 4 – 6 page analysis of one or more texts based upon close reading and outside research.

Option 2: Write a 3 – 4 page short story and 3 – 4 page analysis of your story. The story should address the subject of memory and should incorporate the themes that have surfaced during readings and in-class discussion. The accompanying analysis should explain how the story connects to the themes and readings and should also reflect on the medium of the short story as a means of communication.

**Readings:** See the online course schedule

**Requirements:**
For the essay: 4 – 6 pages; For the story/analysis: 6 – 8 pages; Both options should be double spaced; 12-point Times font; 1-inch margins all the way around
Use a minimum of two outside sources to support your analysis.
MLA-style in-text citations and works cited list
All work submitted on time in an electronic portfolio. No late work will be accepted.

**Grading Breakdown (25 points possible):**
Preparatory Activities: 5 points
Final Draft: 20 points (See the grading rubric on the course website).
**Topic Proposal, due Mon 12/4:** The proposal should indicate which text(s) you plan to analyze, which outside sources you intend to utilize, etc. The proposal may or may not include a tentative thesis but at the very minimum it should give the reader a robust understanding of what your paper will be about. Why have you chosen a certain text(s)? If you are using more than one text, what is the relationship between them? Which aspects of a text will receive your focus – characters, themes, etc? Topic proposals should be written in well-organized paragraphs and should fall somewhere between 300 – 500 words.

**Annotated Bibliography, due Wed 12/6:** This paper requires that you complete outside research. As a means of helping you organize and assess your research, an annotated bibliography of a minimum of 5 secondary sources is required. Secondary sources may be on the subject of memory or may critically address a text. It is unlikely that you will use all of these sources in your paper; in fact, you may not end up using any, but the bibliography is a means for you to start the research process. In order to be effective, annotations should be a minimum of 75 words. Bibliographic material should be in MLA format.

**Peer Review:** Peer review for Unit Three is optional. If you wish to receive feedback on your paper before turning it in, make arrangements with your peer review partner. Although it is optional, any completed peer review should be submitted as part of your electronic portfolio.

**Electronic Portfolio:** As you complete preparatory activities and drafts, you will be building an electronic portfolio in the course wiki. Before posting your first journal, you should create a wiki article entitled “*Your Name* Unit Three Portfolio.” The article should be sub-divided into sections: Topic Proposal, Annotated Bibliography, Peer Review (optional), and Final Paper. Additionally, the article should be placed into the categories “*Your Name,” “All Pages,” and “Unit Three.” By the time the final draft is posted, your portfolio will show the genesis and evolution of your paper, from start to finish. For information on how to create an article, add sections, or add categories, see the course website.

**Final draft due Wednesday, Dec. 13. Post in class wiki by 11:59 p.m.**
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
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<tr>
<td><strong>Topic / Subject</strong></td>
<td>Essays written in an academic context are expected to contain a thoughtful and insightful controlling idea that is sustained throughout the paper.</td>
<td>Topic/subject is clear and insightful. The paper exhibits one or more of the following: - a thought-provoking thesis - thesis is sustained consistently. - awareness of the larger context (the “so what”). - the student takes risks in his/her analysis.</td>
<td>Topic/subject is clear and plausible. The paper exhibits one or more of the following: - a clear thesis - thesis is sustained consistently. - analysis sometimes gestures toward the larger context.</td>
<td>Topic/subject is unclear, implausible, or does not exhibit original thinking: - the thesis is not made explicit in the course of the paper. - the thesis is not sustained consistently. - the ideas contained in the paper repeat class discussions without elaborating / expanding.</td>
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<td><strong>Support</strong></td>
<td>Support information is supportive of the topic/subject: - paraphrases are adeptly connected to the main points. - quotes are used sparingly. - support material is seamlessly integrated with student's writing - the main points are fully and convincingly supported</td>
<td>Support information may have minor weaknesses: - some attempt is made to connect source material to the main points. - overuse of quotes. - support material is integrated with student's writing. - main points are adequately supported</td>
<td>An attempt has been made to add support information, but it was unrelated or confusing: - connection between student's ideas and support material is unclear. - source materials are misused or irrelevant - source material is not integrated with student's writing.</td>
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<td><strong>Research</strong></td>
<td>Research materials - are fully related to the essay topic - add a new dimension or perspective to the topic - enhance the student's credibility</td>
<td>Research materials - relate to the essay topic - reinforce other perspectives or dimensions of the topic - do not detract from the student's credibility</td>
<td>Research materials - are unrelated to the essay topic - are repetitious of other perspectives - may detract from the student's credibility</td>
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## Style
Essays written in an academic context are expected to be stylistically effective. That is, to contain well structured sentences, well chosen words, and an appropriate tone, as a means of achieving its purpose.

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<tr>
<td>The style enhances the paper’s effectiveness and supports its purpose:</td>
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<td>- fluid sentence structures and creative word choices.</td>
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<td>- tone appropriate to an academic audience.</td>
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<td>- the student's voice is present.</td>
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<td>- an interesting title that reflects the topic.</td>
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<td>- engaging introduction and conclusion.</td>
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<td>- weak introduction and/or conclusion.</td>
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## MLA Format
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<td>The paper is written according to the Modern Language Association's guidelines and includes a works cited list.</td>
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<td>The paper has minor lapses in MLA format:</td>
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<td>- formatting.</td>
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## Paper Total
20 points possible

## Preparatory Activities Total
5 points possible

## Total Unit One
25 points possible

## Comments:

K. Knight, Writing 501B 18 December 2006
Purpose:
To demonstrate expertise in one area of sentence style or word choice.
To practice speaking in front of the class.
To learn to effectively collaborate with one’s peers.

Collaboration and speaking in front of your peers are important skills that you’ll need all through college and beyond. Therefore, one group will teach a lesson each Monday on a subject from Diane Hacker’s *A Writer’s Reference*.

Requirements:
Minimum length: 20 minutes

Required Content: Lessons should give an overview of the subject, explaining its importance to the writing process, and should include some sort of class participation - either discussion or activities. It is your responsibility to get the class involved, so feel free to be creative.

Wiki Entry: Your group should compose a wiki article on the same topic as your presentation. Rather than simply mimicking the presentation, the wiki article should take advantage of the medium. In other words, include written examples, links, etc. The article should be in the categories “Style Presentations,” “All Pages,” and each group member’s name. The wiki entry is due at the beginning of class on your group’s presentation date.

Grading (10 points possible):
Wiki Entry: 3 points
Group Presentation: 4 points
Peer Grade: 3 points

Subjects (subject to change):
October 9: S1 Parallelism
October 16: S3 Problems with Modifiers
October 23: S4 Shifts
October 30: S5 Mixed Constructions
November 6: S6 Sentence Emphasis
November 13: S7 Sentence Variety
November 20: W2 Wordy Sentences
November 27: W4 Appropriate Language
December 5: W5 Exact Language

A Word About Group Work: All group members are responsible for participating in all three stages of this project: planning, composing the wiki entry, and presenting. Groups may divide up tasks in order to efficiently complete the project, but the finished product should be polished and cohesive.

A Word About Presenting: Many of the most accomplished public speakers experience anxiety or “stage fright” before giving an oral presentation. However, presentations are generally more engaging when a speaker is not reading straight from the page. Thus, the most effective way to alleviate anxiety and be engaging is to work from bullet points or short notes and practice a few times before the actual presentation. For more tips on effective presentations, see Big Dog’s Leadership page.
**Peer Grade**: Although I can judge the presentation based on the final product, you will know best how each member of the group performed during the preparation phase. Each student will complete a peer grade worksheet for all members of the group, including themselves. The peer grade will be assigned based upon the average of these worksheets. If I get the sense that you are not taking the grading seriously, I will throw out the peer grades and assign the remaining three points based upon individual performance during the presentation.
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<td><strong>Presentation</strong></td>
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<td>The presentation was clear and effective. The material was adequately covered and the group made good use of class participation in order to demonstrate the material. The presentation was professional and polished and the length was neither too long, nor too short.</td>
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| The presentation met most criteria but may have been lacking in one or more areas: *coverage of material*  
*class participation*  
*polished presentation*  
*time management* |    |    |    |    |    |       |
| Certain aspects of the presentation were done well, but two or more areas were neglected: *coverage*  
*participation*  
*polished*  
*time management* |    |    |    |    |    |       |
| The presentation was professional and polished and the length was neither too long, nor too short. |    |    |    |    |    |       |
| The presentation was severely disorganized or made little attempt to meet the requirements of the assignment. |    |    |    |    |    |       |
| **Wiki Entry**   | 3  | 2  | 1  | 0  |    | Score |
| The wiki entry excellently covers the topic, presents the information in a well-organized manner, and makes effective use of the wiki medium. |    |    |    |    |    |       |
| The wiki entry is excellent in some aspects but may be weaker in one or more areas: *coverage of topic*  
*organization*  
*use of wiki medium* |    |    |    |    |    |       |
| The wiki entry is effective in some aspects but may be weaker in one or more areas: *coverage of topic*  
*organization*  
*use of wiki medium* |    |    |    |    |    |       |
| The wiki entry does not meet the requirements of the assignment. |    |    |    |    |    |       |
| **Peer Grade**   |    |    |    |    |    |       |
| This group member was actively involved in all stages of the presentation. He or she completed all tasks on time and according to excellent standards. |    |    |    |    |    |       |
| This group member was actively involved in all stages of the presentation. He or she completed all tasks on time and according to high standards. |    |    |    |    |    |       |
| This group member was actively involved in all stages of the presentation. He or she may not have completed tasks on time or according to high standards. |    |    |    |    |    |       |
| This group member failed to participate in a majority of the planning and/or did not complete assigned tasks. |    |    |    |    |    |       |
| **Total**        |    |    |    |    |    |       |
| **Comments:**    |    |    |    |    |    |       |