Committee members: Robin King, Erica Halk, Lindsay Knisely, Annalisa Rava, Susan Gorsky (chair)

Purpose: To assess teaching C1 Goal #2:

“Learn strategies for reading challenging texts – that is, to understand a text’s purpose or purposes and to follow its train of thought, to begin to be aware of nuance and emphasis, and to be able to relate specific examples and statements to larger topics or claims.”

Because students in 80A, 80C/D, Writing 20, and even Writing 2 lack skills in reading and using text, we studied the following:

1) Strategies for helping students develop skills in reading and understanding challenging texts.
2) Strategies for helping students understand the purpose of using texts in their writing.
3) Creating assignments that guide students in incorporating texts in their writing.
4) Assessing the success of 1, 2, and 3.

Plan:

a) Fall 2011: We examined our assignments and prompts to discover how we currently guide students (#1-3) and began to assess students’ progress in these areas.
b) Winter 2012: We will continue to assess results in 80D and W2, add to and complete our report, which we hope will provide material for interested instructors to continue to explore the issues.

Report:

I. Strategies for helping students develop skills in reading and understanding challenging texts:

Most students are not prepared to read, understand, and analyze the kinds of texts assigned in Core, so we all structure a series of assignments that guide students to these goals. Scaffolding is key, especially for the 80C students. Students need guidance to figure out the author’s main idea (thesis, claim, purpose) and separate the main points from the supporting evidence before they can begin to engage with the argument of the text or draw connections among texts. The progression might include:

- Annotation
- Nutshell paraphrasing (See Appendix 1)
- Analytical outlines for articles (Appendix 2)
- TIPS+ (Appendix 3)
- Summary and response (present the text accurately and fairly before agreeing, disagreeing, etc.).
- Summary and analysis (Appendix 4)
- Dialectical journals.
- Connecting texts (explore how texts “speak” to each other).
- Reading quizzes (which also serve as assessment) can occur at any time

II. Strategies for helping students understand the purpose of using texts in their writing.

As students see how successful texts use evidence to develop and support their ideas, we also guide them to use texts in their writing. Many of the strategies in “I” are designed to help students develop material for their own papers, especially:

- Summary and response
- Summary and analysis
- Dialectical journals
- Connecting texts

See also “Assignments” below.

III. Assignments that guide students in incorporating texts in their writing. (Samples follow report).

Appendix 5 (Susan’s Paper Prompts 1-3): These are designed to move from personal experience through basic comprehension of a text to a focused essay using textual support.
Appendix 6 (Halk Paper 2): This is a simple paper in the sense that students need to use the texts to support agreement/disagreement with what others have said. Along these lines, students are mainly summarizing, paraphrasing, and offering direct quotes.

Appendix 7 (Halk Paper 3): This is a much more challenging assignment in that students must use a concept from one text to make sense of/analyze another text. The goal here is for students to take what they have learned a step further and play around with what it means to bring texts in conversation with one another.

Appendix 8 (Rava Essay 2): This is an early assignment that helps students solidify their understanding of textual explanations of ethical terms and concepts that will be foundational for the rest of the course; later, other more difficult texts will refer to these ethical ideas, explicitly or implicitly, in discussing key issues, and students will be asked to apply these terms to their own views about these issues. The assignment sets up a vocabulary that they will encounter as well as use for the rest of the quarter. In this assignment, students are asked to do some personal narrative, but to apply the terms and the authors’ explanations of them to their own experience. Paraphrasing and quoting from texts is required.

Appendix 9 (Rava Essay 3): In this assignment students begin to apply the ethical concepts from the previous assignment to broader issues. They also look at claims made by authors and begin to determine what makes a claim convincing.

Appendix 10 (Rava Essay 4): This is probably the most challenging essay of the quarter – the texts are difficult, and the task requires explanation and refutation of an author’s viewpoint. The texts offer opposing views on a number of aspects of the issue, so students have a way of supporting their refutation with textual references. This task demands that students differentiate between when an author is explaining an opposing viewpoint and when an author is voicing his own.
IV. **Assessing** the success of I, II, and III.

We assess student success in many ways: class discussion, written homework, quizzes or reading checks, use of texts in papers. Here are some preliminary notes on our findings:

a) Reading checks / quizzes: (Susan’s 80C). A ‘mock’ quiz given in the first full week showed students that they needed to read more carefully and annotate more thoughtfully. A quiz on 11/22 showed that most students could understand the text far better: one student failed but the rest averaged 5+ out of 6 possible points.

b) Rubrics: Using rubrics for formal papers like the one excerpted below allows us to guide the students to understand the expectations of academic writing and to assess their progress.

<table>
<thead>
<tr>
<th>Content (critical thinking, logic, accuracy, depth, engagement with texts)</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates not only strong comprehension but also fresh and insightful engagement with text(s) and ideas, characterized by analysis and synthesis that is creative, ambitious, risk-taking, and memorable.</td>
<td>Demonstrates clear comprehension and thoughtful engagement with text(s) and ideas, characterized by detailed and thought-provoking analysis.</td>
<td>Demonstrates basic understanding and engagement with text(s) and ideas, characterized by analysis which takes the reader beyond summary.</td>
<td>Demonstrates a lack of understanding of text(s) and ideas, and/or the absence of adequate analysis.</td>
<td></td>
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</table>

c) Collating results from our comments on papers or portfolios:

Example 1: Susan’s portfolio comments in fall demonstrate the range of students’ current abilities in this area:

**WEAK:** There are still problems either with your comprehension of the texts or your use of them in your papers.

You need to read more thoughtfully and annotate more thoroughly . . . and write papers with greater depth and use of textual analysis.

**MIDDLING:** You are beginning to synthesize material, using more textual evidence and integrating it purposefully . . .

**STRONG:** You clearly understand the texts and have begun to make meaningful connections among readings and ideas. You are ready to challenge yourself to dig more deeply into the texts and ideas and to take risks in thinking about the material...
**APPENDIX 1: NUTSHELL PARAPHRASING**

**Definition**
To paraphrase means to put another’s writing in your own words and in your own sentence style and structure. When paraphrasing, you are representing the gist (main idea, main purpose, main point) of a small selection of text, usually no longer than a couple paragraphs, in a clear, succinct way. In doing so, you remain objective, sticking to the author’s intended meaning.

**NOTE:** You may hear others refer to paraphrasing as a form of summarizing.

**Purpose**
We often paraphrase text while reading for the following reasons:
- To keep track of the author’s main points
- To use our own wording to better understand and remember what the author says
- To check our comprehension while reading (i.e. if we are unable to put a passage into our own words, this may be a signal that we need to rethink it in order to understand it)

We often use paraphrases in our writing for the following reasons:
- To offer our reader an overview of a paragraph
- To offer our reader the gist of an example which is exceptionally long
- To articulate main ideas in a succinct and clear way
- To re-word an author’s claim or definition which is exceptionally confusing, and which we suspect our reader will need some help with
- To set our reader up for a quote and/or establish background/context

**Steps/Guidelines**
To paraphrase a passage, do the following:
- Read the original passage as many times as is needed to understand its full meaning.
- As you read, take notes, using your own words. Use phrases if re-writing the passage in full sentences is cumbersome.
- A useful trick is to put the original aside (turn upside down) so that you are not influenced by the exact wording of the author.
- Check your version against the original source by rereading the original to be sure you’ve included all the main ideas from the source.
- If you find a phrase worth quoting in your own writing, use quotation marks in the paraphrase to identify the words you’ve borrowed, and note the page number.
- **NOTE:** When you use a paraphrase in your writing, you do not need to use quotation marks, but you do need to cite where the information is coming from using the appropriate citation format – MLA, APA, Chicago.

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APPENDIX 2: Outline Format for Analysis of Articles (in APA format)

Use this format when preparing an analysis of, and response to, an article. Type up your outline and response.

Title ________________________________
Author & Year __________________________

(Always paraphrase from the text)

I. Topic/Subject (What is the focus of the piece? This can be written as a phrase.)
II. Audience (Who is the author(s) writing to? Who would be interested in this text?)
III. Purpose (What seems to have inspired the author to write the piece? What is s/he writing in response to? What is his or her main goal(s): to inform, entertain, persuade, reflect, question, challenge, critique, compare and contrast, examine, etc.?)
IV. Author's Thesis/Controlling Idea/Main Message (Write this as a complete sentence, using a verb which accurately reflects the purpose of the piece: has argued, asserted, shown, contended, maintained, claimed, made a case for, reported, reasoned, found, realized discovered, determined, noticed, ascertained, discerned, disputed, challenged, examined, defined, defended, etc.)

V. Supporting Points
   a. Supporting point
   b. Supporting point
   c. Supporting point
   d. Supporting point
   e. Supporting point
   f. Etc.....

Critical Response: Write a paragraph in which you reflect on how you reacted to the author’s controlling idea, supporting points, and even writing style and tone. In the response, answer any of the following questions (pick a couple; don’t answer all of them), offering direct textual support when appropriate:

- What do you think of the author’s perspective or argument? Do you agree, disagree, or possibly agree and disagree? Why?
- Do you think the author did an effective job supporting his or her controlling idea? Why or why not?
- What do you think of the author’s main ideas? Which do you agree with? Which do you disagree with? And, which do you have mixed feelings about? Why?
- What do you think about the author’s writing style and tone? Why?
- What was most interesting or surprising about this article? Why?
- What was most troubling or upsetting about this article? Why?
- What was most confusing or frustrating about this article? Why?
- What is the larger social significance of this piece? Does it relate to any other cultural or political events and debates? If so, which ones and how does it relate?
- What connections can you make between this article and any others which we have read? Explain the connection.
- What did this article remind you of in your own life? Could you relate to it in any way? Be specific.
- Are you left with any questions after reading this article? What are they?
TITLE: “Still Separate, Still Unequal: America’s Educational Apartheid”

AUTHOR: Jonathan Kozol (2007)

TOPIC: Inequality in American schools

AUDIENCE: People involved in academia -- students, faculty, and those who make important decisions about pedagogy and policy -- and people unaware of the state of our public schools

PURPOSE: Kozol (2007) has written in response to the idea that our schools allow for all students to receive the same quality of education. He critiques this assumption, aiming to inform and persuade his readers so as to catalyze social change.

THESIS (CONTROLLING IDEA/MAIN MESSAGE): Kozol (2007) has argued that American public schools are no less segregated by race and class than they used to be; the unjust inequalities of our educational system are in fact still a problem. He has posited that educations offered by poorly-funded schools (usually inner-city schools predominantly populated by students of color) are so inadequate that they further intensify social divisions between middle and upper-class whites and lower-class minorities.

SUPPORTING POINTS

a. Educational inequality begins at a very young age (pre-school years). Poor kids are behind educationally from the outset, which is problematic because they are held to the same standards as those who attend private schools (pp. 645-646).

b. Schools attended predominately by poor students of color are expected to reform their practices so as to even out educational inequalities. Teachers in these schools are expected to use militaristic methods to instruct and control students (pp. 649-650).

c. The utilitarian, drill-based “Skinnerian curriculum” implemented in inner-city schools turns students and teachers into robots. Students are not expected to be critical thinkers, but rather, well-behaved workers. Teachers are expected to enforce rules and offer feedback based on pre-determined “categories of proficiency” (pp. 650-651).

d. While many teachers who are required to teach in a Skinnerian style do not approve of such methods, they do not have any other options if they wish to continue working with these students (p. 652).

e. Not only are many inner-city schools poorly staffed, they are also poorly maintained (e.g. functioning bathrooms) (pp. 653-654).

f. Many high school students in these schools seem to be aware of their plight and are frustrated and angered by the fact that they have limited resources and are at times steered away from their dreams because classes aren’t available (pp. 654-655).

g. Those not involved with inner-city public schools have little to no awareness of what is happening in these institutions (p. 655).

h. Many inner-city schools are run like businesses with principals referred to as CEOs and teachers referred to as classroom managers (p. 656).

i. While attempts at reform in inner-city schools (e.g. No Child Left Behind) seem to work towards helping inner-city students achieve academic success, they in fact actually make them fall farther behind. They are being taught to take tests, not think critically or autonomously (pp. 656-657).

CRITICAL RESPONSE
After reading “Still Separate, Still Unequal: America’s Educational Apartheid,” I am extremely disturbed by how little we seem to value education in our society. Why is it that race and class determine one’s educational resources? Shouldn't receiving a decent education be a basic human right? What I was most struck by was how teachers in inner-city schools are expected to teach. For example, Kozol (2007) has observed that students in one school were “graded…on the way they march[ed] along the corridors” (p. 651). While I agree that there is value to encouraging students to be well-behaved and orderly, I cannot find any value to making “marching” such a high stakes activity. One could describe this type of practice as militaristic, but I find it much more disturbing than that. It seems as if these students are not just being turned into workers, but rather, zombies: they are not encouraged to think for themselves or engage in any sort of original and individual reflection. I think that Kozol’s (2007) use of “apartheid” in the title is especially powerful, for these students truly are being discriminated against based on who society thinks they should become and what role they should play in society. I think I am so appalled by the mistreatment of inner-city school kids because I have come from a fairly privileged background and have been given better opportunities simply based on my economic standing rather than any natural qualities which make me more deserving of such resources. I not only agree with Kozol (2007) that something needs to be done to affect change, but I also think something needs to be done to change the mindset of our society which makes such social divisions “normal.”
APPENDIX 3: TIPS+

<table>
<thead>
<tr>
<th>TIPS+: ESSAY ORGANIZATION &amp; COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:________________________________________________________</td>
</tr>
<tr>
<td>Author:_______________________________________________________</td>
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</table>

T:  What is the topic of this article? What is the author writing about?

I:  What is the main idea (controlling idea) of this piece? What is the author telling us about the topic?

P:  What points does the author make to support his/her main idea? Be sure to list the main points, not the examples or evidence. In addition, you may choose to cite some of the examples, quotes, or facts the author presents to make the main idea and the individual points seem reasonable.

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S:  Write a brief summary of this piece. What are the most important parts of this piece? What is the author's controlling idea, and what supporting points does he or she include to develop that idea?

+:  Respond to whichever of these questions seems most relevant to you: What is your reaction to this piece? Why do you think you had this reaction? What was most interesting or surprising to you about this article?
APPENDIX 4: SUMMARY AND ANALYSIS

The “Guidelines” below are from:


GUIDELINES FOR WRITING A SUMMARY:

In the first sentence, mention the title of the text, the name of the author, and the author’s thesis.

Maintain a neutral tone; be objective

Use the third person point of view and the present tense: Taylor argues...

Keep your focus on the text. Don’t state the author’s ideas as if they were your own.

Put all or most of your summary in your own words: if you borrow a phrase or a sentence from the text, put it in quotation marks and give the page number in parentheses.

Limit yourself to presenting the text’s key points.

Be concise; make every word count.

GUIDELINES FOR ANALYZING A (WRITTEN) TEXT:

What is the author’s thesis or central idea? Who is the audience?

What questions does the author address (implicitly or explicitly)?

How does the author structure the text? What are the key parts and how do they relate to one another and to the thesis?

What strategies has the author used to generate interest in the argument and to persuade readers of its merit?

What evidence does the author use to support the thesis? How persuasive is the evidence?

Does the author anticipate objections and counter opposing views?

Does the author fall prey to any faulty reasoning?
Appendix 5: Essays 1-3 (80C, Gorsky)

Essay 1: Education ~ A Personal Journey

The Assignment: Write a 2-3 page essay exploring your educational experiences, focusing on what made it possible for you to attend UCSC and discussing how typical your experiences might be. Your paper needs to have a clear central purpose which is developed and supported through specific evidence. Due: September 27.

Process:
1. To start, think about these questions, then answer them informally (free-write):
   • Why are you at UCSC?
   • How did you get here?
   • What factors helped you?
   • What obstacles did you have to overcome?
   • What are your goals while at UCSC?
   • Based on your knowledge and observations and on the video First to Worst, were your educational experiences typical of students in America and/or in California?
2. Find a purpose for your essay: what do your answers have in common? Define that purpose in a few sentences. This statement belongs in your introduction.
3. Take notes about specific evidence to develop and support your purpose, then prepare a rough draft. When possible, use evidence from First to Worst as well as your own experience.
4. Reread, revise, and edit the draft before you submit it.
5. Guidelines for written work: See SR, “Writing” (4-5) for guidelines, including formatting, submitting, sharing, and saving assignments. This essay can help you prepare your first major paper, Essay 3.

Essay 2: Critical Reading ~ Summary and Response

The Assignment: Write a brief (2-3 page) essay that demonstrates your comprehension of and response to the reading by one of these authors: Kozol, Sacks, Walker, or Wilson. You may structure the essay as you choose, so long as you respond to the entire prompt.

Due: October 6.

Process:
1. Choose your favorite text and review any written homework and class notes about it.
2. If you haven’t already completed TIPS+ for the text, do so (SR 13). If you have, revise the “S” (Summary) to be sure it is complete, accurate, and well-written.
3. Brainstorm or cluster to determine your response, addressing all of the following: the main (controlling) idea, supporting points, evidence (examples, quotes, facts…), conclusions.
4. Return to your TIPS+ and expand the “+” by describing and analyzing your reaction to the piece. Brainstorm about specific evidence you can use to develop and support your response.
5. Find and define a purpose for your essay. That statement belongs in your introduction.
6. Reread, revise, and edit the draft before you submit it.
7. Review the written work (SR, p. 12, “Writing”). This short essay can help you with Essay 3.
ESSAY 3: Education and Social Justice

The Assignment: Write a 3-4 page essay that addresses one of the issues of education and social justice that we have been studying by looking closely at selected texts. In the drafts, you must include and analyze material from Kozol or Sacks to develop and support your claims. You may also use any of our other readings, First to Worst, and/or your own experiences. In the final revision (due 11/1), you must discuss at least two readings from weeks 1-3.

Due Dates:
- Draft for writing assistant meeting: Week 3, depending on tutoring schedule.
- Draft for Peer Review: October 18.
- Revised draft to instructor: October 20.
- Final revision to instructor: November 1 (be sure to discuss at least two texts).

Option 1: In “Still Separate, Still Unequal,” Jonathan Kozol claimed that “As racial isolation deepens and the inequalities of education finance remain unabated and take on new and more innovative forms, the principals of many inner-city schools are making choices that few principals in public schools that serve white children in the mainstream of the nation ever need to contemplate” (para 10). Do you agree or disagree with this claim? Why or why not?

Option 2: In “Public Schools, Private Privilege,” Peter Sacks asserted that “our public school system” is not the “great equalizer, able to overcome social and economic disparities.” Instead, he said that the school system “may in fact reproduce and justify existing inequalities” (para 1). Do you agree or disagree with this claim? Why or why not?

Option 3: In ‘The Great Divergence,” Part 9, Timothy Noah argued that a “failure by elementary and secondary schools to provide education relevant to the economy’s growing demands” has contributed to America’s increasing “income inequality.” Thus, our educational system seems to be failing those who most need a good public education. Discuss the challenges facing public education, exploring who is most impacted by these challenges, and consider the justice of the current situation.

Process:
- Review the texts, your written work, and class activities to find ideas. You may wish to free-write about the options until you find one you wish to explore. Review Anne Lamott on “a shitty first draft” since that is your first goal (SR 19).
- Reread Essays 1 and 2, your TIPS+ and DJs: you may find ideas, examples, even a thesis or whole paragraphs that you can revise for this essay.
- Define your purpose in a few sentences, including in your introduction.
- Gather your evidence. Think of your audience as your classmates: your readers know the texts but they haven’t thought about your topic. You need to help them understand your response to the text and persuade them through appropriate analysis and evidence.
- Follow the usual guidelines for written work and watch the deadlines carefully.
- October 20 essay: Coversheet. When you submit the paper to the instructor, attach the completed “Coversheet for Essays” (SR 22).
- November 1 Revision: After you receive the essay with comments, you will need to revise it. Remember that you must make significant use of at least two written texts in the final version. Review “Revision” and “The Revision Process” (SR 26-27) and submit a complete “Revision Packet” (SR 27). Save all your written work.
Task
Using at least two texts read or viewed for class, write a 3-5 page paper in which you examine the following:
   a) Why is our educational system seen by many as failing and unjust? That is, why is educational equality a social justice issue?
   b) Given what you have read, viewed, and/or experienced and witnessed in your own life, do you agree that our system is in need of change? Why or why not?

Criteria for Success
   ▪ Assert an arguable assertion (thesis) early on in your paper. Your thesis should be a well-focused, direct response to the task. Because this is a short paper, you will not be able to address all points covered in class. Instead, choose one reason as to why many see our system as unjust and then respond to this one reason. We will discuss what constitutes a well-focused thesis in class.
   ▪ Each body paragraph should have a clear purpose, focusing on just one supporting point.
   ▪ Each body paragraph should include specific and detailed support. That is, ground your claims in concrete evidence. In doing so, utilize direct quotes, paraphrases, and summaries. You may also offer descriptions of lived experiences and observations – these should be detailed.
   ▪ As mentioned in the task, you must utilize at least two texts (articles read and the films viewed). However, the two texts should not be two films – use at least one essay/article.
   ▪ While you may indeed use personal experiences and observations to support your claims, the majority of the paper must include text-based analysis. In using text, you must do so in a significant manner: including just one or two quotes in passing in the entire paper is not enough.
   ▪ Cite all information taken from another source. Use APA formatting to do so.
   ▪ Offer an engaging title which prepares your reader for the specific focus and purpose of your essay. Feel free to be creative! Remember, the title is what your reader encounters first.
   ▪ Revise and proofread carefully!
   ▪ Your paper should be written in a standard 12 pt. font and be double-spaced.
   ▪ In the top left-hand corner of your paper include your name, my name, the course title, and the date.
   ▪ Staple all pages together in the upper-left-hand corner. Staple your cover letter to the front of your paper. See “Cover Letter Guidelines” on eCommons.

Suggestions
   ▪ In thinking about why many view our educational system as unjust and whether or not you agree with this perspective, look back at Paper 1 in which you defined “injustice” and “social justice.” You many find it useful to explore how your definitions parallel and/or challenge what we have examined in class thus far.
   ▪ Additionally, you may find it generative to consider the following questions:
      a) Is education a privilege or a right? Is it a basic human right? Why or why not?
      b) What is the purpose of public education in America? Does our current system fulfill this purpose? Why or why not?
      c) Who is benefitted/hurt by our educational system? How and why?
      d) What causes the inequalities in our school system? Can they realistically be changed? Why or why not?
   ▪ Clearly, this is a complex issue, so do not feel restricted to either fully agreeing or disagreeing with the idea that our system needs to be changed (question “b”). If you are conflicted (you both agree and disagree), assert this perspective in your thesis and then explore it in your body paragraphs.

Steps & Due Dates
Shitty First Draft:
Rough Draft:
Final Portfolio:
Task
In a 3-6 page paper, analyze one of the texts from List A. To do so, complete the following:
1. Assert and support an argument about how your chosen text demonstrates the cause(s) and/or effect(s) of injustice and why it is illustrative of a social justice issue. That is, what is the injustice highlighted in the text and why does it matter?
2. Frame the analysis of your chosen text with at least one of the concepts we have discussed in class (concepts defined in the List B Texts). Use the term (or a set of closely-related terms) to help you articulate why/how the experiences highlighted in your chosen text are issues of social justice. In other words, you’ll use a text from List B to help you explain and make sense of a text in List A (e.g. use “cultural imperialism” to help you explain what the men in “Paper Tigers” experience).

List A Texts: To be analyzed (choose one)
- Taking Back the Schools
- Freedom Riders
- “My Life as an Undocumented Immigrant”
- Papers
- “No Evictions! We Won’t Move!: The Struggle to save the I-Hotel”
- “And This Will Conclude our Transmission from the I-Hotel”
- “Omar”
- “American Girl”
- “C.P. Ellis”
- “Asian Americans: Myth of the Model Minority”
- “Paper Tigers”

List B Texts & Concepts: To be used as analytical frameworks
- “The Social Construction of Difference” (social construction, the Other, privilege, oppression)
- “Five Faces of Oppression” (oppression as structural, social group, exploitation, marginalization, powerlessness, cultural imperialism, to be marked and invisible, double consciousness, systemic violence)
- “The Cycle of Socialization”
- “Prejudice and Discrimination” (prejudice, discrimination, institutionalized discrimination, segregation, stereotypes, scapegoating, the –isms, the utilitarian function, the protective function, the value-expressive function, the cognitive function, “authoritarian personality” v. “democratic personality,” projection, competition and exploitation)

Criteria for Success
- In the introduction, prepare your reader for the purpose of the essay. To do so, address both elements of the task, establishing an overview of your List A Text (i.e. its focus and the author’s thesis/main idea/purpose) AND a link between the concept(s) from your List B Text(s). For example, if you write on “Paper Tigers” and you have chosen to analyze it using the concept of “cultural imperialism,” use the introduction to establish how “cultural imperialism” relates to the narratives of the men in “Paper Tigers.”
- Your thesis should be a well-focused, direct response to the task. Your thesis for this paper will be more complex than your thesis for Paper 2. Instead of summing up what others have said and agreeing/disagreeing with them, you will be offering an interpretation of your chosen text,
which will be your understanding of how what you have read is reflective of social justice theory.

- Because the concept(s) you utilize from your List B Text will function as a framework for analyzing your List A Text, you will need to do the following:
  a) Define the concept(s) BEFORE applying it/them to your List A Text.
  b) Go beyond discussing it/them in general, vague ways. That is, you'll need to apply the concept(s) DIRECTLY to SPECIFIC examples from your List A Text.
  c) Do not assume that your reader will automatically understand your application. You need to THOROUGHLY explain how your concept(s) fit with these specific examples.

- Each body paragraph should include the PIE elements. That is, each body paragraph should have a clear POINT, specific and detailed INFORMATION, and thorough EXPLANATION.

- Cite all information taken from another source. Use APA formatting to do so.

- Offer an engaging title which prepares your reader for the specific focus and purpose of your essay. Feel free to be creative! Remember, the title is what your reader encounters first: it is part of your introduction.

- Revise and proofread carefully!

- Your paper should be written in a standard 12 pt. font and be double-spaced.

- In the top left-hand corner of your paper include your name, my name, the course title, and the date.

- Staple all pages together in the upper-left-hand corner. Staple your cover letter to the front of your paper. See “Cover Letter Guidelines” on eCommons.

**Suggestions**

- To determine which text you’d like to analyze, review your class notes and your analytical outlines. Based on what you have written in these outlines, which of these texts were you most interested in? Which of these texts did you feel comfortable picking apart and which left the greatest impression on you?

- Use the feedback you received from me on Paper 2 to help you construct this paper. For instance, if I asked you to be much more specific and detailed in your support, this is a clue that you will want to focus on offering specific, detailed support in this paper.

- Make an appointment to meet with me to discuss drafting this paper if you’d like help. Do so ASAP instead of waiting until the last minute.

**Steps & Due Dates**

Skeletal Outline:
Rough Draft:
Final:
Appendix 8: Annalisa Rava, Essay #2, Making an Ethical Choice

In the words of the Markkula Center's document, "We all have an image of our better selves – of how we are when we act ethically or are 'at our best'" (p. 13). We make choices all the time, in a variety of situations, that affect ourselves and others. If you are acting ethically, you should be able to justify your decisions using one or more of the ethical standards. Think about a time when you have been called upon to make an ethical choice, when there was something wrong personally, interpersonally, or socially. Consider the facts, as well as who was affected by the decision, and reflect on the choice you made and whether it led to an ethical course of action.

**Assignment:**
Write an essay that explores this ethical situation carefully and thoughtfully, and explain why you chose the course of action that you did, and why you believe it was the right thing to do (or, in retrospect, was not).

Before you begin, use the “Framework for Ethical Decision Making” on p. 15-16 to do some pre-writing and help you organize your thoughts. Evaluate possible courses of action, and use the vocabulary and the concepts from our readings to think through your ethical approach in this situation. In your essay, make specific reference to some of the sources of ethical standards on p. 14. If different ethical standards would lead to different courses of action in your case, explain why you think yours was the right--or the wrong--choice.

While part of your essay will be narrative, describing the ethical dilemma, you also need several pages of thoughtful analysis that will lead you to a meaningful conclusion about ethics. Go beyond just naming the ethical standard(s) that would lead to a right action in this particular case, and think about how they could or should apply to decision making in general. Rather than just applying the different ethical standards to your situation, use your discussion of various ethical approaches to say something purposeful about ethical decision making. For example, you might end up rejecting the utilitarian approach because it conflicts with the compassion approach. Or, your concern about justice for all may supersede the value you place on the rights of the individual. You may conclude that you are an ethical egoist, or a moral absolutist. You might discover that you prefer character-oriented ethics to act-oriented ethics. There are many possible points you can make about ethics, either yours specifically, or ethics in general, as a result of analyzing your particular dilemma.

You may not have thought formally about your ethical perspective before; even so, the purpose of this assignment is to get you started thinking about your own ethical views. Often, we realize what we believe by examining what we have done. Thinking through your notion of right and wrong and how you formulated your decision in this situation will help you begin to apply the language from the readings to your ethical views in a more specific way, and prepare you to consider the broader ethical issues in emerging technologies.

**Requirements:**
- Make sure to refer to define specific ethical standards as they relate to your decision. Explain clearly how they apply to the decision that you made.
- Quote directly from Lawrence Hinman’s “Introduction: A Pluralistic Approach to Moral Theory” at least once, meaningfully.
  - When quoting directly from texts: refer to the name of the article, the author’s full name, and then place the exact words from the texts in quotation marks, followed by the page number in parenthesis.
  - If you are borrowing information or ideas specific to an author, but not quoting verbatim (indirect rather than direct quoting), document the reference by placing the author’s last name and the page number in parentheses after it.
  - Provide a works cited page, listing any text you cited in your essay.
- Give your essay a title that makes me want to read it, and that is relevant to your essay’s content.
- Your essay should be about 4 pages, double-spaced, using a 12-point academic font (such as *Times* or *Times New Roman*).
- Put your name, my name, the course and section, and the due date, all double-spaced in the upper left-hand corner of the page. Place your last name and the page number on the right hand corner of each page.
- Include a brief cover letter in which you 1) explain to your reader your purpose in writing about your decision: what point about ethics and ethical standards are you trying to make? 2) what did you struggle with in writing this essay?
- **Due: Thursday, 10/6 (in a folder)**
APPENDIX 9: Annalisa Rava, Essay #3
Implications of Knowing Your Genome: Benefits and Drawbacks

In her article “Your Genes Aren’t Covered for That,” Susannah Baruch points out that “Millions of us could benefit from the information genetic testing reveals” (75), but she also acknowledges that people have legitimate concerns about having this information and how it will be used. The medical benefits may be outweighed by psychological anxiety as well as privacy and discrimination concerns.

Imagine that you have been offered the opportunity to have your whole genome sequenced and interpreted at no cost to you (current costs for sequencing and interpretation start at $10,000). The analysis of your genome would give you comprehensive information (to the extent that current knowledge allows) about your vulnerabilities to inherited diseases and behaviors, as well as about the risks of passing these onto your offspring. It could provide a diagnosis for a disease you are already experiencing symptoms of. You’d also have information that pertained to your family members, both ancestral and current.

Would you accept or decline this opportunity and why? What factors contribute to your decision and what kinds of adversity are you concerned you might face after receiving the information? Write a 4-5 page essay explaining your position. Discuss the issues that you considered in weighing the benefits and drawbacks of having your genome sequenced and analyzed and where relevant, apply the ethical concepts we have been discussing to your decision.

In order to defend you decision, you will have to consider the compelling reasons for making the alternative decision as well, so the reader knows what your decision is being weighed against.

You must quote meaningfully from both James Watson’s “Genome Ethics” and from Susannah Baruch’s “Your Genes Aren’t Covered for That.” You may quote from other class texts in addition, if relevant.

Requirements:
- Your essay should be 4-5 pages long, double-spaced, using 12-point academic font.
- You must quote accurately, appropriately, and meaningfully at least twice from the above texts. We will have talked about integrating and citing sources, so you’ll be expected to be developing your quoting skills and mechanics.
- Include a Works Cited page, on which you list alphabetically by authors’ last names the sources that you cited in your essay.
- Give your essay an engaging title.
- Put your name, my name, the course and section, and the due date in the upper left-hand corner of the first page (double-spaced, just like your essay is). Place your last name and the page number on the right hand corner of each page after the first.
- Bring 3 copies of your well-thought out drafts to class on Thursday 10/13 for peer workshop.
- Your revised essay will be due on 10/18.

Suggested Process:
- Consider all the pros and cons of the decisions. Look specifically at Watson’s claims and think about how convincing you find them. Also consider Baruch’s objections and explanations of risks to see if you think they outweigh some of Watson’s advocacy. The viewpoints of authors should be addressed in your essay.
- Check our readings for information, details, ethical principles, and case studies that might help you make your decision.
- Map your ideas on paper.
- Decide what position you’d take and why.
- Think about if you need to qualify your decision (if this, then that – under these conditions, I would).
- Consider your decision in the broader view – should everyone make the same decision you do?
- State your decision early and then explain your reasons.
- Explain what you didn’t choose and why as well as what you did choose An argument is more convincing if you can weigh alternatives.
- Provide concrete examples and details to illustrate your point (from your own experiences as well as from the texts).
- Write as if your audience is not familiar with our readings and you have to explain issues and terms.
Cover Letter Instructions for Essay #3
All Essays MUST be turned in with a Cover Letter

Type your answers to the following questions in a well-written, self-reflective, and proofread cover letter that you turn in with your essay. Your essay should come to me in a folder with the cover letter on top, the draft you are turning in to me next, and then the drafts that you brought to peer review. Please place your name and email address on your folder, along with any other personal identifying designs that you wish. Make sure that you have proofread your essay carefully before turning it in, or I will not read it. Please don’t include anything else in your folder.

1) What is the main idea of your essay?

2) What do you think you did well in this essay?

3) What are you still dissatisfied with in this essay? What would you change if you had more time to continue to revise?

4) What new strategies, advice, or suggestions that you’ve gotten (from this class, from Writing and Revising, from essay feedback, from your writing tutor, or from peers) did use to help you draft, write, and revise this essay?

5) How is this draft different from the draft that you brought to your writing group? Be specific!

6) Do you have any particular concerns that you want me to address when I read and respond to your essay?
APPENDIX 10: Annalisa Rava, ESSAY #4
Human Embryonic Stem Cell Research
and the Ethical Issues of Therapeutic and Reproductive Cloning

Write an essay in which you answer the following question: Under what conditions, if any, is human embryonic stem cell research ethically acceptable?

Think about the questions you will need to consider in developing your position. What is the value of regenerative medicine? What is the moral value of a blastocyst in relation to the potential utilitarian good of regenerative medicine? Which embryos, if any, should be used for research? Are you concerned that therapeutic cloning will open the door to reproductive cloning? If you approve of SCNT, do you have any ethical concerns about getting eggs for the process? You won’t have to discuss every single issue related to human ESCR – use your well-qualified thesis to limit your discussion so that you only develop points relevant to it. Brainstorm, freewrite, and diagram your ideas to figure out your position and narrow down the scope of your argument.

Depending on what your thesis is, you will have to address and refute different authors’ arguments. You might have to defend yourself against Sandel’s accusations of hypocrisy, or you may have to find away around Kass’s moral blunder concern. You might want to use or criticize McGee/Caplan’s argument that the embryo’s potential is preserved rather than destroyed by hESCR. Make a list of the points that you would have to make and the authors you would have to contend with to support your thesis. Use other authors to help you formulate your refutation.

Your essay should incorporate the ethical approaches we’ve been discussing this quarter.

You must quote from meaningfully from three of the following five authors’ texts: Sandel, Kass, Wilmut/Highfield, McGee/Caplan, Hayry. You can quote from other class texts in addition if you choose.

Your essay should be 4-5 pages long, with a title, a works cited, academic font, appropriate formatting, page numbers, etc. Use the cover letter questions from essay #3 for this essay as well (including the question about Writing and Revising).

Your essay should have a clear position, well-supported with examples, analysis, and textual evidence. You should be able to address and refute views that differ from yours. Your quotes should be led into appropriately, fitted into your prose grammatically, documented and punctuated correctly. Quotes MUST be used accurately: use of quotes should demonstrate an understanding of “what it does” in the text, not just “what it says.” Show that you understand authors’ views, and represent them faithfully.

Make sure to explain and refute at least one viewpoint that disagrees with yours. Consider mapping texts, as we’ve done class, to diagram which authors agree/disagree on which points. This will help you see who you need to argue against as well as which author you can use to help you do so.

Arrange to meet with your peer group and conduct a peer review session, to which you must bring 3 copies of a well-conceived draft as well as several questions for your readers. The peer review session should be completed by the night of Tuesday, 11/1, so that writers have enough time to use suggestions for revision.

Your revised essay will be due in class on Thursday, 11/3, in a folder, with a cover letter, and the drafts and peer-review sheets. Note: I read your early draft as well as your peer-review sheets. I will notice if you have not addressed your readers concerns and macro-revised accordingly. I will also notice if you told the writer that aspects of the essay were well-done when there were obvious problems that you should have noticed. Take peer review seriously, as your feedback on peer writing is part of your performance for the class.