Laura Dubek ENGLISH 1020-001 Summer Session 3 (2012)![C:\Users\laura\AppData\Local\Microsoft\Windows\Temporary Internet Files\Low\Content.IE5\L58DZXD8\MC900441766[1].PNG]()

**Summary: Is Popular Culture Good for You?**

Length: 1-2 pages (double-spaced with proper header, a descriptive title, and a Works Cited entry)

Source: David Crystal’s “2B or not 2B”

Due: End of class period, Wednesday, June 13th

Percentage of Final Grade: 10%

Objective: Write a summary of Crystal’s essay “2B or not 2B.” Use a template from *They Say, I Say* to begin your summary. Make appropriate rhetorical “moves,” such as integrating quotes, choosing strong verbs, and using effective transitions. Most importantly, demonstrate that you understand the what, how, and why: (1) What is the main argument or “gist” of Crystal’s essay? (2) How does Crystal develop/ support/ illustrate this argument? (3) Why, according to Crystal, does this argument matter?

Criteria for Evaluation:

1. Is the summary **well-organized**? Is there a clear beginning, middle, and end? Do all the parts fit well together, or are there gaps and/or sudden turns that are confusing?
2. Does the summary do justice to the essay by providing **a complete and accurate account of the argument**? In other words, is there evidence of **careful reading**, or is it fair to call the summary a *partial* or even a *misreading*?
3. Does the writer show respect for Crystal by effectively **integrating and properly citing key terms or relevant passages** from the essay? Are these passages chosen at random, or does the writer zero in on the most important concepts?
4. Does the summary provide **specifics** or speak only in general terms about Crystal’s point?
5. Is there a **voice** in this summary? Does the writer use language in a way that demonstrates his/her own style?
6. Did the writer provide a **works cited entry** that lists the author, essay title, source, place of publication, publisher, date, and page numbers?
7. Does the essay need **proofreading**? Does it contain basic **errors** in grammar, punctuation, and/or spelling?

Laura Dubek ENGLISH 1020-001 Summer Session 3 (2012)

**Summary and Response: Is Higher Education Worth the Price?**

Length: 2-3 pages (double-spaced with proper header, a descriptive title, and a Works Cited)

Source(s): Essays from Chapter 14, *They Say I Say With Readings* and (optional) interview

Due: Wednesday, June 27th

Percentage of Final Grade: 15%

Objective: Write a response to any of the essays focused on the value and purpose of higher education. You can focus on just one essay (with the exception of Murray), or you can put two or more essays in conversation with one another. Use a template from *They Say, I Say* to structure your essay, making clear whether you agree, disagree, or are “of two minds.” Make appropriate rhetorical moves, such as integrating quotes, using metacommentary, and repeating key terms.

Criteria for Evaluation:

1. Is the response **well-organized**? Is there a clear beginning, middle, and end? Do all the parts fit well together, or are there gaps and/or sudden turns that are confusing?
2. Does the response do justice to its source(s)? In other words, is there evidence of **careful reading**, or is it fair to say the writer offers a *partial* or even a *misreading*?
3. Does the writer effectively **integrate and properly cite key terms or relevant passages** from his/her sources? Are these passages chosen at random, or does the writer zero in on the most important concepts?
4. Does the response provide an **in-depth analysis** of the topic? Do you get the sense that the writer has thought a lot about this issue, or would you say that the response is clear but lacks substance?
5. Is there a **voice** in this essay? Does the writer use language in a way that demonstrates his/her own style?
6. Did the writer provide a **works cited entry** that lists the author, essay title, source, place of publication, publisher, date, and page numbers?
7. Does the essay need **proofreading**? Does it contain basic **errors** in grammar, punctuation, and/or spelling?

Laura Dubek ENGLISH 1020-001 Summer Session 3 (2012)

**Annotated Bibliography 1: Is Food the New Tobacco?**

Length: 5 entries (2+ pages, typed, double-spaced with proper header, see *RM* 124-127)

Sources: At least 4 different types: books, chapters in books, encyclopedias, pamphlets, scholarly essays, newspaper articles, magazine articles, websites, documentaries, personal interviews, advertisements. You can use up to 2 essays from our textbook, *They Say, I Say*.

Due: Monday July 23rd Percentage of Final Grade: 10%

 

Objective: Research any aspect of the Food Industry—advertising/marketing, fast food, obesity, school lunch programs, eating disorders and body image, organics, food production and distribution, the FDA and food safety, etc.—compiling a list of relevant and reliable source material. Read/view/consult these sources and write concise summaries of each. Present your summaries in the form of an annotated bibliography. See Chapter 10 of *Research Matters* for examples of annotations.

Criteria for Evaluation:

1. Is the bibliography complete (**5 entries**) and in the **proper format**?
2. Does the bibliography identify **a specific focus** within the broad topic of **FOOD**?
3. Did the researcher make **good choices** with regard to source material? Do the sources pass the CRAAP test? Is there enough **variety and depth**?
4. Is each annotation **thorough and yet concise**? Does the writer tell too much, too little, or just enough?
5. Does each annotation make clear **how the source can be used** in a research essay that is argumentative and/or informative?
6. Does each citation include all the necessary information, with **proper formatting and punctuation**?
7. Do the annotations contain **errors** in grammar, punctuation, and/or spelling?

Laura Dubek ENGLISH 1020-001 Summer Session 3 (2012)

**Annotated Bibliography 2: Is the American Dream a Fantasy?**

Length: 5 entries (2+ pages, typed, double-spaced with proper header, see *RM* 124-127)

Sources: At least 4 different types: books, chapters in books, encyclopedias, pamphlets, scholarly essays, newspaper articles, magazine articles, websites, documentaries, personal interviews, advertisements. You can use up to 2 essays from our textbook, *They Say, I Say*.

Due: Monday July 23rd Percentage of Final Grade: 10%

 

Objective: Research any aspect of the American Dream—income inequality, tax fairness, the minimum wage and employee benefits, higher education, student loan debt, etc.—compiling a list of relevant and reliable source material. Read/view/consult these sources and write concise summaries of each. Present your summaries in the form of an annotated bibliography—see Chapter 10 of *Research Matters*.

Criteria for Evaluation:

1. Is the bibliography complete (**5 entries**) and in the **proper format**?
2. Does the bibliography identify **a specific focus** within the broad topic of the **American Dream**?
3. Did the researcher make **good choices** with regard to source material? Do the sources pass the CRAAP test? Is there enough **variety and depth**?
4. Is each annotation **thorough and yet concise**? Does the writer tell too much, too little, or just enough?
5. Does each annotation make clear **how the source can be used** in a research essay that is argumentative and/or informative?
6. Does each citation include all the necessary information, with **proper formatting and punctuation**?

Do the annotations contain **errors** in grammar, punctuation, and/or spelling?

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Due: Monday July 23rd Percentage of Final Grade: 10%

 

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7. Do the annotations contain **errors** in grammar, punctuation, and/or spelling?

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**Annotated Bibliography Workshop** Writer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_

BASICS

How many entries does this bibliography contain? \_\_\_\_\_

How many different types of sources are included? \_\_\_\_\_ List the types:

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

How many entries come from our textbook? \_\_\_\_\_

Does bib 1 reflect some aspect of the Food industry? Yes/No

Does bib 2 reflect some aspect of the American Dream? Yes/No

Does each bib entry have an annotation/summary? Yes/No

CRITERIA

1. Is the bibliography in the proper format? See *RM* 124-127. Yes/No If no, indicate on draft.
2. Does the bibliography identify **a specific focus** within the broad topic assigned? Name this topic:

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

1. Which of the entries do you consider to be the *best* choice? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Which of the entries do you consider to be the *worst* choice? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Calculate the amount of content represented by the sources the researcher chose. Would you say it’s *substantia*l or *slight*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What is the longest source? \_\_\_\_\_\_\_\_\_\_\_ What is the shortest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Do the sources, although coming from different places and focused on the same topic, seem to offer enough *variety*? In other words, do they offer different views on the same topic, or do they seem repetitive? **Identify 2 sources** that seem to represent different views on the same topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Which source strikes you as the **most reliable**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Which source strikes you as the **least reliable**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Which annotation is the strongest? \_\_\_\_\_\_\_\_\_\_\_\_\_ What makes it strong?
7. Which annotation is the weakest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ What makes it weak?
8. Does each annotation make clear **how the source can be used** in a research essay? Yes/No
9. Which annotation has **the most specific statement** of how the source can be used? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Which has the **least specific**? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 **Research Essay**



Length: 6-8 pages (typed, double-spaced with proper header, *not counting the WC page*)

Sources: 4 source minimum

Due Date: End of class period, Wednesday, August 8th

Percentage of Final Grade: 30%

Objective: Contribute to the current body of scholarship on any aspect of Popular Culture, the Food Industry, Higher Education, or the “American Dream”—all topics explored in our textbook, *They Say, I Say.* Use a blend of exposition (report, explain, clarify, assess) and argumentation (take a position, persuade, agree/disagree, plant a naysayer, use metacommentary) to support your thesis. For models of how to structure a long paper, consult the essays in your textbook, especially “Watching TV Makes you Smarter” and “Confronting Inequality.” **Even if your research essay is more informative than argumentative,** **use the templates to situate your research within an existing conversation.**

Criteria for Evaluation:

1. Is the writer’s **purpose** clear?
2. Does the writer position him/herself within an **existing conversation**/debate?
3. Does the writer effectively **manage his/her sources**? Is there more composing that quoting?
4. Does the essay read like a report? An argument? A little of both?
5. Is the essay effectively **organized**?
6. Are the paragraphs adequately **developed**?
7. Is the **tone** appropriate to the essay’s purpose? Is the essay dull/boring or lively/engaging?
8. Is there evidence of **attention to language**, of a conscious attempt to employ rhetorical strategies to achieve a certain effect?
9. Does the writer answer the **“so what” or “who cares”** question?
10. Does the essay contain **errors** in grammar, punctuation, spelling, and/or documentation?
11. Overall, does the essay demonstrate **college-level reading, research, and writing skills**?