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**English 53**

**Dr. Parks fall 2018**

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

Fill in the blanks about students in the class

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

.......who can cite an African proverb .....who were part of their high school BSU

1. 1.

2. 2.

3. 3.

.......who have read a good book

by an African-American writer ...who were not born in Bakersfield

1. 1.

2. 2.

3. 3.

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

1. 1.

2. 2.

3. 3.

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

1. 1.

2. 2.

3. 3.

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

**Schedule Assignment**

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

------Louise May Alcott

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

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

C. Follow your schedule for a week or two.

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

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

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

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

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

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

6. a. What on campus resources will you use to help you meet your goals? b. Explain your goals (short- and long-term) and specifically how that resource will help you. (Short term goals are this semester and long-term are until you graduate/transfer)

**Time Tips**

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

2.Find something to enjoy in whatever you do.

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

4.Find ways to build on your successes.

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

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

time to do it.

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

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

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

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

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

daily basis.

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

13.Always keep those long term goals in mind.

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

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

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

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

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

18.Do first things first.

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

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

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

other small tasks.

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

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

24.Concentrate on one thing at a time.

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

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

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

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

29.Delegate responsibilities whenever possible.

30.Ask for advice when needed.

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| 7 a.m. | |  |  | |  | |  |  |  | |  |
| 8 a.m. | |  |  | |  | |  |  |  | |  |
| 9 a.m. | |  |  | |  | |  |  |  | |  |
| 10 a.m. | | English |  | | English | |  |  |  | |  |
| 11 a.m. | | 53 |  | | 53 | |  |  |  | |  |
| Noon | | \_\_\_\_\_\_\_ |  | | \_\_\_\_\_\_\_ | |  |  |  | |  |
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| 11 p.m. | |  |  | |  | |  |  |  | |  |
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| 2 a.m. | |  |  | |  | |  |  |  | |  |
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| 4 a.m. | |  |  | |  | |  |  |  | |  |
| 5 a.m. | |  |  | |  | |  |  |  | |  |
| **Criteria for time management** | | | **Keep it up!**  (Met expectations) | | **Opportunities** (Inconsistently met expectations) | | | | **Want to talk?**  (Didn't meet expectations) | |
| **Content**  **(60%)** | | | Responds to assigned topic.  Is insightful and interesting.  Shows critical thinking about scheduling and time management. Analyzes schedule and includes appropriate suggestions to improve. Includes appropriate details, examples, details, and evidence. | | Responds to the assigned topic.  Answers could include more critical thinking or analysis of scheduling in general or own schedule in particular.  The responses could include more details, examples, or evidence.  Evidence could connect to point better. | | | | Does not respond to assigned topic.  No details or evidence. Examples may not fit the topic. Repetitive or confusing content. | |
| **Organization**  **(10%)** | | | Follows numbering given in the instructions. Types question. | | Skips a question or answers them in a different order. Does not type or number questions. | | | | Doesn't follow numbering. Confusing as to which question is being answered. | |
| **Grammar**  **(30%)** | | | virtually free of sentence errors: awk sentences, punctuation errors or sp errors. Has sentence variety and appropriate vocabulary. | | Noticeable errors in awk sentences, punct, sp, frag, run-ons, verbs, vocab, pronouns, sentence variety. | | | | Many distracting errors in awk sentences, punctuation, sp, frags, run-ons, or verbs. | |

**20 points**

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**reading response instructions and topics**

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

Length: 1 1/2 pages typed

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

Use the following format for the header and paper:

Your name

Dr. Parks

English 53

date, such as 24 August 2018

Summary for chapter 1(Glaude): Eddie Glaude who wrote *Democracy in Black* explains ......

(3-27)

Response: type question first before answering it.

***Virtures and Values* by Peter Paris**

**1. Preface:** Write a summary; the response question is Do you think that Africans and African-Americans have anything in common with each other in terms of their values? Provide an example.

**2. Chapter 1 "The African Factor in African American Experience":** Write a summary that includes the four spheres as well as the rest of the chapter; the response question is How are the four spheres evident in African-American life? Has anything been lost from how Africans saw the four spheres?

**3. Chapter 2 "Virtue Theory" :** Write a summary that includes the three realms as well as the rest of the chapter; the response question is How would you define each realm? How do you see them as interdependent?

**4. Chapter 3 "Some African and African American Moral Virtues":** Write a summary that includes each of the seven virtures; the response question is Which is the most important? Why?

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***The Teachings of Ptahhotep***

**5. Introduction:** Write a summary; the response question is How do the editors make it clear that this is the oldest book and that this civilization is African? Why does this matter?

**6. Text written by Ptahhotep:** Write a summary; the response question is Which of the proverbs (or ideas behind them) are new to you? Why do you think they are included? (Choose two).

**7. Postscript written by editors:** Write a summary; the response question is what do you learn about African culture from the teachings? What do they say about African people?

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***Defining Moments in Black History* by Dick Gregory**

**8. "Introduction: Dick\*o\*lo\*gy":** Write a summary; the response question is What is his strongest evidence that Black people are great and powerful?

**9. Chapter 1 "Searching for Freedom":** Write a summary; the response question is What struck you most about efforts to escape from and rebel against slavery.

**10. Chapter 2 "Solidarity":** Write a summary; the response question is Comment on the need for and founding of NAACP, Urban League, or CORE.

**11. Chapter 3 "The More Things Change, the More They Stay the Same":** Write a summary; the response question is What did you find most discouraging?

**12. Chapter 4 "Making Something Out of Nothing":** Write a summary; the response question is Which of the musician's stories most resonated with you and why?

**13. Chapter 5 "Running in Place, Embarrassing the Race":** Write a summary; the response question is Which of the athlete's stories most resonated with you and why?

**14. "Epilogue: Last Thoughts":** Write a summary; the response question is People have called Gregory a conspiracy theorist. Do think there is any merit to that charge from reading the epilogue? Why or why not?

***Post Traumatic Slave Syndrome* by Joy DeGruy**

Summary and response questions. Remember summaries start with author's first and last name and book title and end with page numbers in a parenthetical.

length: 1 1/2 pages typed

**15. Introduction:** write a summary, and the response question is Which resonates with you and why: how we talk about our children, how we discipline our children, or how we operate in organizations/groups?

**16. Chapter 1 '"I Don't Even Notice Race"'**: Write a summary focusing on the three philosophical concepts that form the African-American culture which come from the African value system, and the response question is Give your own specific example of at least one of the three concepts/behaviors.

**17. Chapter 2 "Whole to Three-Fifths: Dehumanization"**: Write a summary, and the response question is What are your thoughts on how Caucasians resolved their cognitive dissonance? (Make sure you know what cognitive dissonance is before your answer the question.)

**18. Chapter 3 "Crimes Against Humanity":** Write a summary, and the response question is Which of the "crimes against humanity" bothered you the most and why?

**19. Chapter 4 "Post Traumatic Slave Syndrome":** Write a summary focusing on each of the three effects of PTSS, and the response question is Which do you relate to and how?

**20. Chapter 5 "Slavery's Children":** Write a summary focusing on the behavioral effects of PTSS, and the response question is Which manifestations, if any, do you identify with? How?

**21. Chapter 6 "Healing":** Write a summary focusing on the new patterns of behavior, and the response question is which is your favorite (or most effective) idea for healing? Why?

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***Democracy in Black* by Eddie Glaude**

Summary and response questions. Remember summaries start with author's first and last name and book title and end with page numbers in a parenthetical.

length: 1 1/2 pages typed

**22. Chapter 2 "Value Gap"** Write a summary; the response question is when were you first aware that white people were/are valued more? Or What is the strongest current evidence?

**23. Chapter 3 "Racial Habits"** Write a summary; the response question is Comment on the "racial empathy gap." How is different from prejudice or discimination?

**24. Chapter 4 "White Fear"**  Write a summary; the response question is what has been your experience with white fear? (Make sure you understand what "white fear" is before you answer the question.)

**25. Chapter 6 "Between Two Worlds"**  Write a summary, and the response question is which black institutions are you involved with? Are there any you intend to be involved with? Which ones?

**26. Chapter 8 "A Revolution of Value"** Write a summary; the response question is which one of the three components of change is the most important? Or which one is the most do-able? Or which one would you be likely to participate?

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

***The Teachings of Ptahhotep***

**Introduction written by the editors:**

1. What do we know about Ptahhotep, the author of the text?

2. What do we know about the writing system (Mdw Netcher)?

3. What do we know about this pre-Kemetic civilization in the Hapi (Nile) Valley?

4. Trace the history of Mdw Netcher writings.

**Text written by Ptahhotep:**

1. What is the purpose of what proceeds the instructions?

2. Choose two instructions and summerize it briefly. An example of a brief summary would be "don't gossip."

3. What categories might you put these instructions in? An example might be situations: personal, family, work, community. Another is spheres: God, community, family, person.

4. Which are familiar? Which seem biblical? Which are most important?

5. What is the purpose of the part after the 37 instructions that Ptahhotep wrote?

**Postscript written by editors:**

1. What do you infer about general African culture from these instructions? How is this different from other civilizations/cultures?

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**Virtures and Values: The African and African American Experience by Peter Paris**

**Preface**

1. What is the author's ethnic background and how does it affect his scholarship?

2. What makes Paris think that there is a moral/spiritual commonality within African Americans? What do you think?

**Chapter 1 - "The African Factor in the African American Experience"**

1. What are the four spheres?

2. How were they interdependent?

3. How did African culture survive slavery in America?

**Chapter 2 - "Virtue Theory"**

1. What are the realms of life?

2. What is a responsibility of humans in regard to the spiritual realm?

3. What do Africans value as the "highest good" or "ultimate goal"?

4. Why would a person want to be his/her best self?

5. What are some practical examples or implications?

6. What is the connection of values to habits?

7. What does Paris mean when he writes that "the whole of life is sacred" (17)?

**Chapter 3 - "Some African and African American Moral Virtues"**

1. How are personal development and community development related?

2. Define beneficence, provide a practical example, and an example from your life.

3. Define forbearance, provide a practical example, and an example from your life.

4. Define practice wisdom, provide a practical example, and an example from your life.

5. Define improvisation, provide a practical example, and an example from your life.

6. Define forgiveness, provide a practical example, and an example from your life.

7. Define justice, provide a practical example, and an example from your life.

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***Defining Moments in Black History* by Dick Gregory**

**Introduction**

1. What is the point of his stories on his early work years?

2. Comment on his statement that "Slavery has messed up our minds in countless ways" (7). What evidence does he give?

3. What comments do you have on the hurricane pattern and Black women?

4. What are your thoughts on his statement about how we survived slavery: "strengths, smarts, and spirt"?

**Chapter 1 "Searching for Freedom"**

1. What does Gregory mean by "continuing inequality" (27)?

2. Why is it important that we know about slave revolts and escapes? Why wouldn't that information be more widely know in history or Black history?

3. Connect Lincoln's and Kennedy's assassination with slavery.

**Chapter 2 "Solidarity"**

1. Who do you side with - W.E.B. DuBois or Booker T. Washington? Why? What points do you support?

2. What are your thoughts on the five national organizations founded - NAACP, CORE, UL, SCLC, and NCNW - and the causes they took up? How do these organizations stay relevant today?

3. What's the significant about the murder of Emmett Till?

4. How does Gregory give well-known stories, like Rosa Parks and the Montgumery Bus Boycott, a new twist or interest?

5. What story most surprised you?

**Chapter 3 "The More Things Change, the More They Stay the Same"**

1. How does this change what you knew about the Buffalo soldiers?

**Chapter 4 "Making Something Out of Nothing"**

1. What new appreciation do you have about George Washingon Carver?

2. What new insights do you have about musicians, such as Louis Armstrong, Duke Ellington, Marian Anderson, and Charlie Parker? What is the point of these stories?

3. Do you criticize Hattie McDaniel for that statement?

4. Take one story and dissect what information you might find in a history book and what Gregory included. What difference does Gregory's voice make in the telling of the story?

**Chapter 5 "Running in Place, Embarrassing the Race"**

1. What do you think about Gregory's criticism of the sports industry?

2. What do you think the chapter title means?

3. What do you get out of these stories of firsts?

4. Do you think that is what King Kong was about? Why or why not?

5. Comment on the following statement: "He [Jackie Robinson] held all that in so that other blacks could come through behind him. What a hell of a price to pay" (216). Connect that to other firsts and to today.

**"Epilogue: Last Thoughts"**

1. What do you think about his comments on malt liquor and pollution? Or his scientific evidence of white supremacy?

2. What do you think about his question that ends the book? Has he offered any suggestions throughout the book?

1.  **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

***Post Traumatic Slave Syndrome* by Dr. Joy DeGruy**

**Introduction**

1. What does Sankofa mean to you?

2. DeGruy writes about how parents talk about their children, discipline their children, and how Blacks work in groups/organizations. Do her comments resonate with you? Can you confirm or disagree with her observations and theories?

3. Any comments on her comparisons of Africans to African Americans?

**Chapter one: '"I Don't Even Notice Race"'**

1. Do you think that there are African-American cultural behaviors?

2. Explain each and supply your own example of a)relationship, b) time, and c) intuition.

**Chapter two: "Whole to Three-Fifths: Dehumanization"**

1. What is cognitive dissonance?

2. Do you think there was a calculated effort by Caucasians to solve cognitive dissonance?

3. Were their systematic efforts successful?

**Chapter three: "Crimes against humanity"**

1. List them.

2. Which is the most pressing issue from the past?

3. Which is the most pressing issue from the present?

**Chapter four: "Post Traumatic Slave Syndrome"**

1. Define and explain each.

2. Do you agree with the categories and her theory?

3. Which resonates the most with you?

**Chapter five: "Slavery's Children"**

1. Define and summarize the effects of each.

2. Do you agree with the behaviors that come from each category?

3. Would you change the categories?

4. Why do you think that vacant self esteem has the most number of behavioral effects?

**Chapter six: "Healing"**

1. What is your assessment of the new behaviors and the building on strengths?

2. Compare the individual ones versus the community ones.

3. Which are realistic? Which are helpful?

**"Epilogue"**

1. Any comments on Thomas Jefferson's writings?

2. Why do you think DeGruy ended the book that way?

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**Discussion Questions for *Democracy In Black* By Eddie Glaude**

**Chapter 2: "Value Gap"**

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

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

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

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

5. Do you see evidence of disremembering?

6. Do Black people disremember too?

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

**Chapter 3: "Racial Habits"**

1. How are racial habits related to the belief that white people are valued more than Black people?

2. How are racial habits manifested? How can it be compared to discrimination?

3. How is "masking" (61) or shifting a problem?

4. What is Glaude's solution for changing "racial habits"? How realistic is his solution?

**Chapter 4 : "White Fear"**

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

2. What are the effects of white fear?

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

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

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

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

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

**Chapter 6: "Between Two Worlds"**

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

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

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

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

5. Which ones are most needed by Black America?

6. What "two worlds" does Glaude reference?

**Chapter 8: "A Revolution of Value"**

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

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

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

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

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

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

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

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

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***13th***

1. What are the five main "systems" discussed in the movie *13th*?

2. What are some of the solutions mentioned?

3. What are some solutions to the economic incentive inherent in each "system?"

**Study guide for *Virtures and Values*  by Peter Parish**

|  |  |  |
| --- | --- | --- |
| **Value** | **Definition** | **examples** |
| **1. Beneficence** |  |  |
| **2. Forebearance** |  |  |
| **3. Practical wisdom** |  |  |
| **4. Improvisation** |  |  |
| **5. Foregiveness** |  |  |
| **6. Justice** |  |  |
| **7.** |  |  |
| **8.** |  |  |
| **9.** |  |  |
| **10.** |  |  |
| **11.** |  |  |
| **12.** |  |  |
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**Study guide/notetaking guide for *Defining Moments in Black History***

**Intro**

|  |  |  |
| --- | --- | --- |
| Cowboy movies |  |  |
| Job experience |  |  |
| we don't appreciate ourselves |  |  |
| Slavery |  |  |
| The Black woman |  |  |
| We survive |  |  |
| Gregory's perspective |  |  |

**chapter 1: "Searching for Freedom"**

|  |  |  |
| --- | --- | --- |
| **Sub title** | **Notes** | **thoughts** |
| The Middle Passage |  |  |
| Money and Slavery |  |  |
| \* Nat Turner's Revolt |  |  |
| \* Frederick Douglass |  |  |
| \* Harriet Tubman |  |  |
| Eli Whitney and the Cotton Gin |  |  |
| John Brown and the Outbreak of the Civil War |  |  |
| The Fifty-Fourth Massachusetts Infantry Regiment |  |  |
| Jocko |  |  |
| The Assassination of Abraham Lincoln |  |  |

**Chapter 2: "Solidarity"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **Notes** | **thoughts** |
| \* W.E.B. DuBois, Booker T. Washington, and the Atlanta Compromise |  |  |
| \* The Founding of the NAACP |  |  |
| \* The Great Migration and the Urban League |  |  |
| \* Congress of Racial Equality (CORE) |  |  |
| \* Adam Clayton Powell, Jr. |  |  |
| The Murder of Emmitt Till |  |  |
| \* Rosa Parks |  |  |
| The Montgomery Bus Boycott |  |  |
| Pullman Porters and the Montgomery Improvement Association |  |  |
| The Little Rock Nine |  |  |
| \* Desegating Lunch Counters  (Greensboro Four) |  |  |
| \* Dorothy Height and the National Council of Negro Women |  |  |
| Selma |  |  |
| \* Shirley Chisholm Runs for President |  |  |
| \* Jesse Jackson Runs for President |  |  |
| \* The Million Man March  (Farrakhan) |  |  |
| The Black Lives Matter Movement and Michael Brown |  |  |
| Obama and his presidency |  |  |

**Chapter 3: "The More Things Change, the More They Stay the Same"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **Notes** | **Thoughts** |
| Plessy v. Ferguson |  |  |
| The Tuskegee Airmen |  |  |
| Medgar Evers's Murder |  |  |
| Four Little Girls Killed in the Burmingham Church Bombing of 1963 |  |  |
| Passage of the Civil Rights Act, 1964 |  |  |
| Passage of the Voting Rights Act, 1965 |  |  |
| The Assassination of Malcolm X |  |  |
| Martin Luther King, Jr's Assassination |  |  |
| The Killing of Black Leaders |  |  |
| Frank Wills and the Watergate Scandal |  |  |
| Buffalo Soldiers |  |  |
| Bill Clinton |  |  |
| Al Sharpton, the Pople, and White Supremacy |  |  |
| Donald Trump |  |  |
| Ben Carson and the Operation to Separate the Binder Twins |  |  |
| Ralph Ellison, author of *Invisible Man* |  |  |
| Black American "Ambassadors" |  |  |
| The Deaths of Otis Reading and Sam Cooke |  |  |
| Jesus |  |  |
| Condoleezza Rice |  |  |
| Evolution and Revolution |  |  |

**Chapter 4 "Making Something Out of Nothing"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **Thoughts** |
| The Blues |  |  |
| \* The Harlem Renaissance |  |  |
| \* George Washington Carver |  |  |
| \* Louis Armstrong |  |  |
| \* Duke Ellington |  |  |
| Hattie McDaniel's Oscar |  |  |
| \* Marian Anderson Sings on the Steps of the Lincoln Memorial |  |  |
| \* Charlie Parker |  |  |
| \* Miles Davis, Billie Holiday, Nina Simone, and Real Defiance |  |  |
| \* Jackie Wilson |  |  |
| \* Lorraine Hansberry and *A Raisin in the Sun* |  |  |
| \* Sidney Poitier |  |  |
| \* Motown, Diana Ross, and the Supremes |  |  |
| \* Jimi Hendrix |  |  |
| \* Ray Charles |  |  |
| \*Richard Pryor |  |  |
| \*Stevie Wonder |  |  |
| \* Marvin Gaye |  |  |
| The Cosby Show |  |  |
| \* Toni Morrison |  |  |
| \* Mae Jemison |  |  |
| \*Maya Angelou |  |  |
| The Death of Michael Jackson |  |  |
| \* John H. Johnson |  |  |
| \* Earl Graves |  |  |
| \*Essence Magazine |  |  |
|  |  |  |

**chapter 5 "Running in Place, Embarrassing the Race"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **Thoughts** |
|  |  |  |
| \* Satchel Paige |  |  |
| \* Jack Johnson, Joe Louis, Max Schmeling, and King Kong |  |  |
| \* Jesse Owens and the Real Gold |  |  |
| \*Jackie Robinson |  |  |
| \*Muhammad Ali Beats Sonny Liston |  |  |
| \*Harry Edwards  (Tommie Smith and John Carlos) |  |  |
| Tiger Woods |  |  |

**Epilogue: Last Thoughts**

|  |  |  |
| --- | --- | --- |
| On White Supremacy |  |  |
|  |  |  |

\* - approved for use in assignment 2

**Study guide/notetaking guide for *Post Traumatic Slave Syndrome***

**Chapter 2 "Whole to Three-Fifths: Dehumanization"**

|  |  |  |
| --- | --- | --- |
| **Subtitle** | **Notes** | **Thoughts** |
| Difference between slavery and American version |  |  |
| The three-fifths compromise |  |  |
| Cognitive dissonance |  |  |
| The power of definition (science, theory, and opinion) |  |  |
| 18th century rationale  (how were we viewed? what was the purpose of each view?) |  |  |
| Phrenology (how were we viewed? what was the purpose?) |  |  |
| IQ testing |  |  |

**Chapter 3 "Crimes Against Humanity"**

|  |  |  |
| --- | --- | --- |
| **Subtitle** | **Notes** | **Thoughts** |
| Story about her prison visit |  |  |
| Un-sanitizing American history |  |  |
| The Maafa |  |  |
| Life in bondage |  |  |
| Rape |  |  |
| Barbarism in the name of science |  |  |
| Institutionalizing oppresssion: Black codes and exclusionary acts |  |  |
| Peonage of sharecropping |  |  |
| Jim Crow |  |  |
| Lynching |  |  |
| Greenwood (Black Wall Street) |  |  |
| Tuskegee (syphilis study) |  |  |
| In search of civil rights: the crimes continue |  |  |
| Civil rights and gaining equality |  |  |
| Leveling the playing field in education |  |  |
| Equality in the workplace? |  |  |
| The Viet Nam War |  |  |
| Prison |  |  |
| Trauma from civil rights to the present |  |  |
| Progress? |  |  |

**Chapter 4 "Post Traumatic Slave Syndrome"**

|  |  |  |
| --- | --- | --- |
| **Subtitle** | **notes** | **Thoughts** |
| Trauma's effects |  |  |
| Passing down the effects of trauma |  |  |
| Belief |  |  |
| **Vacant Esteem** |  |  |
| **Ever present anger** |  |  |
| **Racist socialization** |  |  |

**Chapter 5: "Slavery's Children"**

|  |  |  |
| --- | --- | --- |
| **Subtitle** | **notes** | **Thoughts** |
| Story about her dad |  |  |
| Life and death |  |  |
| **Vacant self esteem (what this looks like today)** |  |  |
| Media's contribution to our self image |  |  |
| Fulfilling the stereotype |  |  |
| Black male/female relationships |  |  |
| Planning to fail |  |  |
| Never let them see you sweat: escaping the shame |  |  |
| Crabs in the barrel |  |  |
| **Ever present anger (what that looks like today)** |  |  |
| A matter of respect |  |  |
| Disrespect |  |  |
| Dealing with disrespect: manhood under attack |  |  |
| **Racist socialization** |  |  |
| Brought up to be brought down |  |  |

**Chapter 6: "Healing"**

|  |  |  |
| --- | --- | --- |
| **Subtitle** | **notes** | **Thoughts** |
| Story about trip to Africa |  |  |
| **Vacant esteem** |  |  |
| Knowing ourselves |  |  |
| Healing from injuries past |  |  |
| Building self-esteem |  |  |
| **Ever present anger** |  |  |
| Taking control of our inner world |  |  |
| **Racial socialization** |  |  |
| Racial socialization |  |  |
| Telling the truth about the world |  |  |
| Modeling |  |  |
| Telling our story |  |  |
| Moving ahead: building on our strenghts (more tips) |  |  |
| Faith and religion |  |  |
| The spirit of community |  |  |
| Looking in the mirror |  |  |

**Study guide/notetaking guide for *Democracy in Black* by Eddie S. Glaude, Jr.**

**chapter two "The Value Gap"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **thoughts** |
| Micheal Brown story |  |  |
| Value gap defined |  |  |
| The American Idea |  |  |
| "We continue to keep separate the American idea and white supremacy" |  |  |
| The "Problem with Black People" |  |  |
| Disremembering |  |  |
| **Any connections to DeGruy or Gregory?** |  |  |

**chapter 3: "Racial Habits"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **thoughts** |
| Story about his family's move across town |  |  |
| Racial Habits (defined) |  |  |
| How we internalize assumptions |  |  |
| Black v. white networks |  |  |
| Discomfort discussing race |  |  |
| Racial empathy gap |  |  |
| how do change our racial habits? |  |  |
| How do we discuss race on a national level?  What is the responsibility of a Black president in discussing race? |  |  |

**Chapter 4: "White Fear"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **thoughts** |
| Story about Richard Cohen and George Zimmerman |  |  |
| Story about Glaude walking to his car |  |  |
| How a specific fear becomes generalized |  |  |
| Racial moral panics |  |  |
| 1970s and 1980s and the increase in the prison |  |  |
| Racial profiling |  |  |
| History of white fear: revenge from Blacks |  |  |
| White resentment and paranoia |  |  |
| How do we address this?  What have we been doing?  What does Glaude suggest? |  |  |

**Chapter 8: "A Revolution of Value"**

|  |  |  |
| --- | --- | --- |
| **subtitle** | **notes** | **thoughts** |
| Story about Al Sharpton and generational leadership |  |  |
| A revolution of value defined.  Three components. |  |  |
| **Change how we view government**  And what we want from government |  |  |
| His trip to North Carolina and Forward Together Campaign |  |  |
| **Change how we view Black people** |  |  |
| Change how we see white people |  |  |
| **Change what matters to us as Americans**  Interdependence |  |  |

**Assignment 1, who are you?**

Topic: Write an essay about you.

Sources: *Honoring Our Ancestral Obligations* by Chike Akua. Use paraphases. No quotes.

Length: 2 1/2 typed pages.

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

your name

Dr. Parks

English 53

Date, such as 5 Aug. 2018

Paragraph 1: introduction

thesis:

Paragraph 2: How did you grow up? Where were you raised? Who raised you? What cities did you live in? Do you have siblings, etc.

Paragraph 3: What do you know about your culture? You can refer to movies you've seen, books you've read, or events you've attended. What do you want to know? Refer to Akua in this paragraph.

Paragraph 4: What have been your experiences with African-American people? You can refer to family, friends, neighbors, classmates, church members, etc.

Paragraph 5: What are your plans, dreams, goals for yourself? You can include plans for your education, career, spouse, children, where you want to live, etc.

paragraph 6: conclusion

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

**General guidelines**

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

A sample thesis might be Growing up in a middle class Black neighborhood in Los Angeles with positive experiences with my culture and people, I wanted a career that allowed me to give back and pour into others what my parents poured into me.

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

See sample outline in class pack.

**peer edit outline on assignment 1, who are you?**

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

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

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? Do they cover what is asked for in the assignment? See sample outline. How well do they support the thesis?

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

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

6. What suggestions do you have on the details?

7. What do you like best about this outline?

**peer edit outline on assignment 1, who are you?**

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

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

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? Do they cover what is asked for in the assignment? See sample outline. How well do they support the thesis?

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

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

6. What suggestions do you have on the details?

7. What do you like best about this outline?

**peer edit of first draft for assignment 1, who are you?**

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

1. Is the thesis about who the author is stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. How completely does the writer answer the questions in the assignment?

3. What more would you like to see?

4. How well does the author connect something from Akua's book? Is it cited correctly? How well is it connected to the author's point? No quotes allowed.

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

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

7. What do you like best about this paper?

**peer edit of first draft for assignment 1, who are you?**

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

1. Is the thesis about who the author is stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. How completely does the writer answer the questions in the assignment?

3. What more would you like to see?

4. How well does the author connect something from Akua's book? Is it cited correctly? How well is it connected to the author's point? No quotes allowed.

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

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

7. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on who are you?**

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

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

2. What changes did you make?

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

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

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

Get it?

**Assignment 1, who are you?**

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

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

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

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

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

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

**Assignment 2, Who are we?**

Topic: Who are we as African-American people and what do we value?

Length: project using Power Point or Google Slides or Prezi (turn in one per group with all group members' names on it). A minimum of 6 slides is required. Feel free to turn in a copy with speaker's notes. The presentation is 5 minutes long.

Format: essay is in MLA, 12 pt, double spaced, Times New Roman 250-350 words (turn in one per group with all group members' names on it)

Group project includes individual analysis (turn in one individual analysis per person)

Sources: *Honoring Our Ancestral Obligations* , handouts on values, and *Defining Moments in Black History,* as well as another research source that you find.

Your group project/presentation will include the following in this order:

1. Title slide with all group members' names

2. State a value from *Virtures and Values* or from *Honoring Our Ancestral Obligations.*  Give credit to your source.

3. Explain the value in your words. Give credit to your source.

4. Provide an African proverb that shows the value. Use *Honoring Our Ancestral Obligations* or *Words of Power*  or a handoutto find the proverb. Give credit to your source. Explain how this proverb explains the value.

5. Find an African-American person that exemplifies that value. Use two sources. One source is from *Defining Moments in Black History.* For the presentation, provide bullet points, but also turn in an essay.

6. Works Cited

Provide a 250-350 word essay on his/her life and include how the person's life shows the value. Maximum quote length is one sentence. Credit your sources. Ms. Faith will help direct the research for your source for this part of the project. A works cited page is required.

Follow this outline for your essay:

I. thesis

II. The growing up years of the person. Include where he/she was born and raised and his/her education.

III. Adult years. Include work experience and family life (spouse and children).

IV. Accomplishments. Include what this person is known for and major accomplishments, such as political offices held, books published. What is this person's legacy?

V. How does this person exemplify the value and tie into the proverb.

Your group will present your project in the Student Development 6 class.

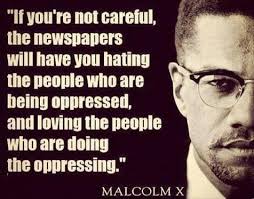
\*\* The individual analysis is answering the folllowing questions using complete sentences. (Each person in the group turns in the typed answers to these questions.)

1. How did your group work together? How did you decide who would do what?

2. Provide a list of bullet points that you will cover in the presentation.

3. What did you learn about group work and communication?

4. What percentage of the work did each person do? (This should add up to 100%) Include an explanation.



Each group turns in two things: one Power Point and one essay.

Each person turns in the individual analysis and grade sheet.

**peer edit of first draft for assignment 2, Who are we?**

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

1. Is the thesis/opinion stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. How completely do the writers cover the life of their person?

3. How clear is it what material comes from which source?

4. How completely do the writers include how the person's life connects to the value?

5. What more information do you want to see?

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

7. What do you like best about this paper?

**peer edit of first draft for assignment 2, who are we?**

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

1. Is the thesis/opinion stated in one clear sentence in the first paragraph? Restate the thesis in your own words.

2. How completely do the writers cover the life of their person?

3. How clear is it what material comes from which source?

4. How completely do the writers include how the person's life connects to the value?

5. What more information do you want to see?

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

7. What do you like best about this paper?

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

Essay \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/65

* content
* two sources cited
* organization
* grammar

Individual analysis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/5

* insightful, thoughtful
* complete

Written finished product \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/20

* unified
* appropriate connections
* creative

Presentation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/10

* clear
* complete
* stays to 5 minutes

total \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100

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

Get it?

**Assignment 2, who are we?**

How much time and effort did your group put into this paper?

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

What comments did you get on content? (visuals, essay, proverb selection, etc.)

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

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

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

**schedule assessment part 2 (completed AFTER part 1)**

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

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

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

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

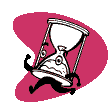
4. Have you turned in assignments late or not at all or not given them the time they deserve? Give examples. What was the reason? How did it end up?

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

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

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

****

**Assignment 3, Who did they try to change us into?**

Topic: Who did the majority culture try to change us into through enslavement and what are some repercussions?

Sources: Required sources are Glaude's chapter "Value Gap," *13th*, *Defining Moments in Black* History, and assigned chapters from *Post Traumatic Slave Syndrome*.

Length: three full typed pages

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

Paragraph 1: introduction

thesis:

Paragraph 2: How did slave owners treat the enslaved during slavery? Focus on physical abuse. Use *Post Traumatic Slave Syndrome*. What were the results?

Paragraph 3: How did slave owners treat the enslaved during slavery? Focus on psychological abuse. How did this affect the enslaved? What has been the legacy? Use *Post Traumatic Slave Syndrome* and *Defining Moments in Black History*.

Paragraph 4: What was the justification for such treatment? What mindset directed their behavior during and after slavery? Use "Value Gap." Define the value gap. Also include *Post Traumatic Slave Syndrome.*  *13th* is optional. Why does this still matter?

Paragraph 5: What have been the repercussions? You can focus on us as individuals, or on black America as a whole, or on socieity as a whole. Use two of the following: "Value Gap," *Post Traumatic Slave Syndrome, Defining Moments in Black History*, and *13th.* Why does this matter?

Paragraph 6: conclusion

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

**General guidelines**

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

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

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

**peer edit outline on assignment 3, Who did they try to change us into?**

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

1. Is the thesis/opinion stated in one clear sentence that tells who they tried to change us into? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis and follow the assignment? (The topic sentences do not include evidence from the book.)

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

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

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

7. What do you like best about this outline?

**peer edit outline on assignment 3, Who did they try to change us into?**

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

1. Is the thesis/opinion stated in one clear sentence that tells who they tried to change us into? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis and follow the assignment? (The topic sentences do not include evidence from the book.)

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

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

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

7. What do you like best about this outline?

**peer edit first draft on assignment 3, Who did they try to change us into?**

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

1. Is the thesis/opinion stated in one clear sentence that tells who they tried to change us into? Restate your understanding of the thesis.

2. How completely does the writer follow the assignment topics for each paragraph?

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

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

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

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

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

8. What do you like best about this paper?

**peer edit first draft on assignment 3, Who did they try to change us into?**

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

1. Is the thesis/opinion stated in one clear sentence that tells who they tried to change us into? Restate your understanding of the thesis.

2. How completely does the writer follow the assignment topics for each paragraph?

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

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

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

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

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

8. What do you like best about this paper?

**Conference sheet on SECOND DRAFT on assignment 3, Who did they try to change us into?**

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

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

2. What changes did you make?

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

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

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

Get it?

**Assignment 3, Who did they try to change us into?**

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

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

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

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

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

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

**Assignment 4, What habits and behaviors perpetuate the damage? What are the repercussions?**

Topic: What habits and behaviors continue the damage from slavery and what have been the results?

Sources: "Racial Habits," "White Fear," and an article

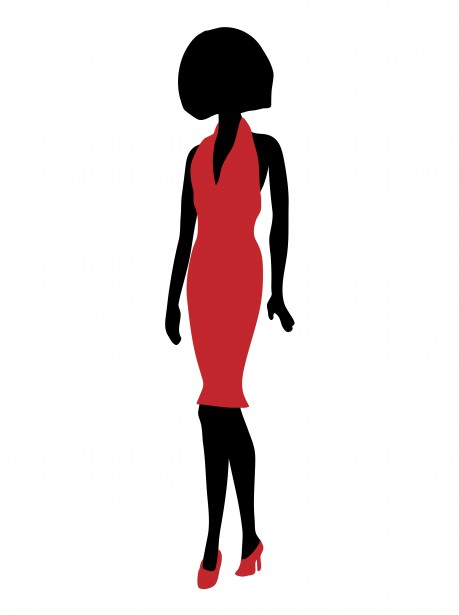
Length: short answer in class

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

**General guidelines**

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

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



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

Get it?

**Assignment 4 on Habits and Repercussions**

How much time and effort did you put into preparing for this in class writing?

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

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

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

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

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

**Assignment 5, How do we recover?**

Topic: How do African Americans recover from this trauma and its legacy?

Required sources: "Revolution of Value," "Healing," and *Honoring Our Ancestral Obligations*

Length: 3 1/2 to 4 pages

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

The format of each paragraph would be to cite a problem, such as vacant esteem, anger, racial socialization, mass incarceration, police brutality, fear of Black people, our minds and bodies being undervalued, stereotypes, lack of connection to our culture and history, not supporting our businesses, media portrayal, etc. This should be 2-3 sentences. Sources include *13th,* *Democracy In Black,* and *Honoring Our Ancestral Obligations.*

The next part of the paragraph should focus on how we can recover. The "we" can be from an individual level, family level, from a local community level, from a national level, or from an American societal level. Your sources have many ideas on recovery and healing, but remember other strengths in our culture and history. Slavery is not what defines us. Use the required sources for this part of the paragraph.

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

**General guidelines**

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

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

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

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

**peer edit outline on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells where we are now? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis and follow the assigned topics? (The topic sentences do not include evidence from the book.)

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

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

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

7. What do you like best about this outline?

**peer edit outline on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells where we are now? Restate your understanding of the thesis.

2. What suggestions do you have on the thesis?

3. How appropriate are the topic sentences for each paragraph? How well do they support the thesis and follow the assigned topics? (The topic sentences do not include evidence from the book.)

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

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

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

7. What do you like best about this outline?

**peer edit of first draft on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells how we can recover? Restate your understanding of the thesis.

2. How completely does the writer back up his/her ideas on connecting a problem with how we can recover? How clear is it whether the focus is personal, family, local, or national? What more information would help you understand the author's argument?

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

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

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

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

7. What do you like best about this paper?

**peer edit of first draft on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells how we can recover? Restate your understanding of the thesis.

2. How completely does the writer back up his/her ideas on connecting a problem with how we can recover? How clear is it whether the focus is personal, family, local, or national? What more information would help you understand the author's argument?

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

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

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

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

7. What do you like best about this paper?

**peer edit of second draft on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells how we can recover? Restate your understanding of the thesis.

2. How completely does the writer back up his/her ideas on connecting a problem with how we can recover? How clear is it whether the focus is personal, family, local, or national? What more information would help you understand the author's argument?

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

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

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

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

7. What do you like best about this paper?

**peer edit of second draft on assignment 5, How do we recover?**

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

1. Is the thesis/opinion stated in one clear sentence that tells how we can recover? Restate your understanding of the thesis.

2. How completely does the writer back up his/her ideas on connecting a problem with how we can recover? How clear is it whether the focus is personal, family, local, or national? What more information would help you understand the author's argument?

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

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

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

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

7. What do you like best about this paper?

**Conference sheet on THIRD DRAFT on How do we recover?**

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

1. What comments did you receive on your first and second drafts?

2. What changes did you make?

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

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

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

Get it?

**Assignment 5, How do we recover?**

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

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

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

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

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

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

**Final exam: oral presentation**

**Group project**

Include some type of visual, such as power point, poster, brochure, etc. Do not read from your visual, but you may use note cards. You can present the material or have the class play a game. It's up to you.

**Topic**: What did you learn this semester?

In groups, present what you learned this semester. Don't try to cover everything. Focus on one or two areas, such as time management, reading strategies, sentence types, commas, punctuation, paraphrase or summary writing, essay structure, citing sources, theme of African-American identity, etc.

Time for groups of two is 5-6 minutes, and groups of three have 8 minutes.

\*\* The individual analysis is answering the folllowing questions. (Each person in the group turns in the typed answers to these questions.)

1. How did your group work together? How did you decide who would do what?

2. Provide a list of bullet points that you will cover in the presentation.

3. What did you learn about group work and communication?

4. What percentage of the work did each person do? Include an explanation.

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

**name of group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**grade sheet on oral report**

|  |  |  |  |
| --- | --- | --- | --- |
| Oral report | **Keep it up!**  Used visuals,  organized,  answered questions,  smooth delivery,  both/all members participate  5 minutes | **Opportunities**  Visuals could be more effective  Some questions were addressed or answered  Read presentation | **Didn't meet expectations.**  No visuals,  unorganized, only one member participates,  Couldn't answer questions,  Too long or too short  Delivery is not smooth |

**C:\Users\Paula\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ESM8OVAM\MC900299123[1].wmfC:\Users\Paula\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ESM8OVAM\MC900299123[1].wmf**

Jayme Jackson

Dr. Parks

English 53 1:00

21 August 2018

Outline: Title of Paper

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

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

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

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

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

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

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

IV. This is the topic sentence for your third body paragraph, etc..

Jayme Jackson

Dr. Parks

English 53 1:00

21 August 2018

Outline: Overcoming the Past

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

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

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

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

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

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

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

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

A. Bain - define mindfulness chapter 5

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

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

A. Smiley - his passion was public service and speaking

B. Baca - his passion was writing

VI. conclusion

Jayme Jackson

Dr. Parks

English 53 3:15

21 January 2018

Original Title

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

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

The third paragraph.....

Works Cited

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

**Word Parts and Prefix List**

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

A, an not, without amoral, atypical

Arch chief architect

Am, amat love amateur, amiable

Ante before anteroom, antecedent

Anti opposite, against antipathy, antibody

Aqu water aquarium, aqueduct

Aud, audit hear audible, auditorium

Auto self autograph, autobiography

Bene good benefit, benediction

Bi teo bicycle, bifocal

Bio life biology, biopsy

Chron time chronic, chronology

Circum around circumscribe,circumference

Co together coagulate, coeducational

Crypt secret cryptic, cryptonym

De from, down deport, descend

Dem people democracy, epidemic

Derm skin dermatologist, pachyderm

Dic, dict say contradict, dictate

Dis opposite of disagree, disappear

Dyn power dynamic, dynamite

Eu good, well euphoria, eulogy

Fac make, do factor, factory

Hyper excessive hyper

Im, in not incorrect, immovable

In in inland, inhaling

Inter between intercultural

Log word, study monologue, embryology

Luc light translucent, lucid

Mal bad malice, malodorous

Man hand manufacture, demand

Mis wrong misquote

Mot, mov move motive, commotion

Mor, mort death mortician, mortal

Neur nerve neurologist, neuron

Non not nonsense

Orth right, true orthodontists, orthodox

Pan all panacea, panhellenic

Path feelings empathy

Ped foot pedestrian, centipede

Pend spend, think, hang pending, expend

Phil loving bibliophile, philanthropist

Psych mind, spirit psychic, psychotherapy

Port, portal carry portable, transport

Post after postgraduate

Pre before prehistoric

Pro to move ahead,for promotion, propose

Re again recycle

Scrib, script write conscription, prescribe

Soph wisdom philosophy, sophomore

Sol alone isolate, solitaire

Spec, spect look introspection, circumspect

Sub under subtitle, submarine

Super more than supermarket

Tele far telephone

Terra earth territory, terra cotta

Therm heat thermostat, hydrothermal

Trans across transversal, transport

Tri three trio, tricycle

Un not unquestionable

Uni one unicorn

Urb city urban, suburb

Ver true verify

Voc, vocat call revoke, vocation

****

**Sentence types**

**Simple – one independent clause**

**Compound – two or more independent clauses**

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

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

**Coordinating Conjunctions (cc)**

**(FANBOYS)**

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

**CA- conjunctive adverb**

**I – independent clause**

**D – dependent clause**

**SC- subordinating conjunction**

**Common subordinating conjunctions (SC)**

**used in complex sentences**

**Cause or effect Condition**

as even if

because if

in order that if only

since provided

so that since

unless

**Concession** when

although whenever

as if whether

even if how

even though

though

**Comparison or contrast Purpose**

as

as if so that

as though that

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

than **Relative connectors**

whereas(pronouns, adj., adv.)

whether which

while that

whatever

**Space or time** whose

after since whichever

as long as whom

before when what

now that who

once where whomever

whenever whoever

wherever why

until while where

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

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

**Used in compound sentences**

**Addition Comparison or contrast**

also however

besides in comparison

further in contrast

furthermore instead conversely

in addition likewise on the other hand

incidentally nevertheless

moreover otherwise

similarly

nonetheless

**Emphasis**

certainly

indeed **Cause or effect**

in fact accordingly

still as a result

undoubtedly consequently

specifically hence

therefore

**Time** thus

finally

meanwhile

next

now **Misc.**

then for example

thereafter for instance

subsequently after all

even so

anyway

incidentally

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

*I; ca, i*

**Common prepositions**

about into

above like

according near

according to of

across off

after on

against onto

along out

along with outside

among over

around past

as regarding

at round

because of since

before through

behind throughout

below to

beneath toward

beside under

between underneath

beyond unlike

by until

concerning up

despite upon

down up to

during till

except with

except for within

excepting without

for next to

from

in

in addition to

inside

in spite of

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

**Transition words**

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

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

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

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

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

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

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

an idea surely, most importantly, naturally, equally important

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

point true

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

a point apparently, seemingly

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

**Parts of speech**

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

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

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

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

Action - shows action

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

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

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

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

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

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

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

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

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

**Infinitive** - to + a verb

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

**Sentence parts**

**Subject** -

a noun, pronoun, gerund, or infinitive

is never in the prepositional phrase

is never here or there

can be understood or implied

part of the sentence about which something is being said

**Verb** - see previous page

**Clauses**

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

**Dependent clauses** -

can not stand on their own

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

have a subject and a verb

need an independent clause

are needed to create complex sentences

Example: When I get up

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**Comma rules**

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

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

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

2. Put commas around interrupters.

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

3. Put a comma after a dependent clause.

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

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

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

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

Example: Jayme meowed, ate his food, and took a nap.

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

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

7. Put a comma between a city and state.

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

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**Semi-colon rules**

1. Put a semi-colon between independent clauses.

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

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

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

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

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

**Colon rules**

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

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

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

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

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**Mechanics**

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

Underline the complete work: newspaper, magazine, movie, novel, play, TV show, book

**Quotes**

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

**Apostrophe**

used to make words possessive and in contractions

never used on verbs

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

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

**Capitalization**

Capitalize the first word in a sentence

Capitalize proper nouns

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

##### Signal Phrases

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

## Verbs in signal phrases

acknowledges endorses

adds grants

admits illustrates

agrees implies

argues insists

asserts notes

believes observes

claims points out

comments reasons

compares refutes

confirms rejects

contends reports

declares responds

denies suggests

disputes thinks

emphasizes writes

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

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

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

**Narrative writing**

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

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

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

**Example writing**

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

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

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

**Cause and effect writing**

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

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

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

**Comparison contrast writing**

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

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

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

**Definition writing**

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

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

**Persuasive or argumentative writing**

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

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

**How to argue persuasively**

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

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

* examples
* facts, statistics, study
* expert authority

Use appeals

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

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

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

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

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

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

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

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

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

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

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