

**Assignments
English 099-1
Spring 2011
Laurie Marks, Lecturer**

These assignments are provided in full for your convenience, but please keep in mind that everything is subject to change. In class, when we discuss the next assignment, be sure to note any changes. Also, class discussion notes and other materials developed during class time will only be available on the course website, and therefore a printout of these assignments does not excuse you from also visiting the website.

English 099-1 Course Calendar

Fall 2011: 40 class meetings, three holidays (10/10; 11/11; 11/25) NO FINAL EXAM

Date Due	Due	Activity in class
W 9/7/11		First-day writing sample
F 9/9/11		
M 9/12/11 TUESDAY IS ADD-DROP deadline	Read CNN article on Haiti	photos
W 9/14/11	Video clips, photo essay	
F 9/16/11	Read Graff	Small groups
M 9/19/11	Read James	Discuss reading
W 9/21/11	Read James	Discuss reading
F 9/23/11	Read James, Graff	Discuss reading
M 9/26/11	Read Graff	Discuss reading
W 9/28/11	Re-read James	Discuss reading
F 9/30/11	Pre-draft	Small groups
M 10/3/11		
W 10/5/11	Essay 1 draft	Small groups
F 10/7/11	Draft letters, targeted revision	Small groups
M 10/10/11 COLUMBUS DAY – NO CLASSES SPRING 2011 PREREGISTRATION STARTS TUESDAY		
W 10/12/11	Graff, Individualized revision assignments	Groupwork
F 10/14/11	Targeted revision assignments	Groupwork
M 10/17/11 MID-SEMESTER SPRING 2011 REGISTRATION BEGINS	Revised essay 1, portfolio	Music
W 10/19/11	“ I should be proud”	discussion
F 10/21/11	Read Rosenthal	Music, discussion

M 10/24/11	Read Rosenthal	Music, discussion
W 10/26/11	Re-read Rosenthal	Music, discussion
F 10/28/11	exercise	Music, discussion
M 10/31/11	Partial draft	Small groups
W 11/2/11	Essay 2 draft	Small groups
F 11/4/11	Graff, Targeted revision	Sample paper
M 11/7/11	Graff, Targeted revision	Sample paper
W 11/9/11	Sentence revision	Sample paper
F 11/11/11 VETERAN'S DAY		
M 11/14/11	Essay 2 revision	Intro to Unit 3, film note-taking
W 11/16/11	Read Halkin	Watch Bashir, discuss
F 11/18/11	Bashir notes	Watch Bashir, discuss
M 11/21/11	Read Halkin, Bashir notes	Watch Bashir, discuss
W 11/23/11	Read Halkin, Bashir notes	Discuss reading
F 11/25/11 Thanksgiving recess		
M 11/28/11	Re-read Halkin, Pre-draft	Small groups
W 11/30/11	Re-watch Bashir, Partial draft	Small groups
F 12/2/11	Full-length draft	Draft workshops
M 12/5/11	Draft letters, read Graff, post-draft	Sample paper
W 12/7/11	Read Graff, post-draft	Sample paper
F 12/9/11	Read Hacker, post-draft	Pairs, course evaluation
M 12/12/11	Graff review, post-draft	Sample paper
W 12/12/11	Essay 3 revision	Look to the future!

First Day Handout

If you have any difficulties, contact me at laurie.marks@umb.edu. My office is W-6-107, my office phone is 617-287-6742, and I will be in my office Monday, Wednesday and Friday 10-10:50, 12:12:50, and before 9 or after 2 by appointment. You can sign up for an appointment at the bottom of the Home page.

By Friday 9/9, please do the following:

1. Visit the website. Go to <http://www.freshman.umb.edu>, select English 099 OR English 101, and then click on the link to go to the course sites and follow the link path to the appropriate course site. (The site URL is either <http://engl099-marks.wikispaces.umb.edu>, OR <http://engl101-marks.wikispaces.umb.edu>.) Review the course website, read the syllabus, and write down any questions to discuss in class.
2. If you can't sign in, make sure that you're typing your entire email address (up to the @) including the dot and the number. If it still doesn't work, go to the Help desk on the 2nd floor of the library. Also, inform Laurie by email or in a handwritten note.
3. Do the homework assignment that's on the Assignments page!

4. If you don't have Internet at home, inform Laurie by email or in a handwritten note.
 5. Purchase textbooks: They Say/I Say by Graff and Birkenstein (it is possible this book isn't yet in stock), and Rules for Writers by Diana Hacker (this book is at the end of an aisle in the textbooks department; it is required for all freshman English courses and most first-year seminars).
 6. Sign in to your UMB email to make sure it's working. If you don't want to actively use it, set up a redirect (mail forwarding) from your UMB email address to your usual email address: In the UMass Boston Live system, choose menu Option -> Forward Your Mails Using IN Box rule.
 7. Purchase a USB flash memory drive. Save back-up copies of all your schoolwork and readings, and carry it with you just like a textbook or notebook. ASSUME THAT YOUR COMPUTER WILL BREAK OR GET STOLEN AND YOUR WORK WILL GET LOST OR DESTROYED.
 8. Stock up on toner and paper for your printer. Printing at the computer lab is rationed, and you MUST be able to print your work, even when you're broke.
 9. Get a library bar code for your student I.D. card at Healey Library, 2nd floor circulation desk. Without the bar code you cannot access Healey's huge electronic library.
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UNIT 1

What are the positive moral values of having a military? Can a military force be helpful and altruistic? Can having a military force be good for a country?

Class plan Weds 9/7

1. Placement.

Friday 9/9

Due: Assignments in First-Day Handout

1. Q and A about syllabus.
2. Status of course calendar.
3. Signed contracts.
4. Handout Haiti article.
5. "Watson, you idiot." The tent joke as a model for academic inquiry--many tested and accepted routes (theories/disciplines) by which to answer a question.
6. Unit 1: Can a country's military be good? WAR-MONGERING and ALTRUISM are opposing terms. We'll look into what are their shared fundamental traits, in an attempt to get at answers to these questions: Is war-mongering a kind of altruism? And is altruism a kind of war-mongering?
7. Role of theme in this writing course.
8. Make friends, take photos.

UNIT ONE**Monday 9/12**

Add-drop ends at midnight tomorrow. After that point you are committed to taking the courses you are registered for. Bring the reading and your written work to class with you.



Reading
assignment

A. Print, read and annotate the CNN news article, item 1A on the Unit 1 Library page. Annotate the reading: As you read, mark up the reading with a pen or pencil. (Use a highlighter for a later reading if you want to.) In the margin, write notes and symbols, which create for you a “road map” through the reading. Also, identify places that you find interesting, confusing, or important.



Writing
assignment

B. Based on your notes, select portions of the article that are relevant to the following themes: War; and Altruism.. Write these out as quotations, paraphrases, or summaries, and then respond to them with a) your own thinking; b) fresh examples and counter-examples; c) ideas about the relationship between war and altruism. If you're having trouble, the notes below may help.

Monday 9/12 In class

Roll, technology issues, Wednesday's assignment.

Updates on Haiti:

Earthquake survivor returns home: <http://www.haitiearthquakedonations.com/?p=7>

U.S. military relief effort ends: <http://blogs.abcnews.com/politicalpunch/2010/06/us-military-relief-mission-in-haiti-ends.html>

Small groups:

- a. photos
- b. Take turns reading your notes out loud to the group. In relationship to each paper in turn, discuss the disaster of the earthquake and the military response. Does it seem odd that the American military was among the first to arrive? Why or why not? How might a soldier's skills be useful in such a situation? If the U.S. didn't have a military, how might we be able to intervene in a crisis like this one?
- c. class discussion: How do altruism and war-making overlap? How are they each other's opposites?
- opposite meanings - opposing terms || Altruism || War-Making ||

This word means...A selfless duty, a responsibility to help. You might be against war. Willing to sacrifice time, money, own self-interests for other people. Life.

This word means...Selfish, greedy, empowering through gaining land, money, a feeling of control, violence. Death.

In class 9/12

The Haiti earthquake. Possible approaches to explain why individuals help each other, and why nations help nations.

- Psychological: What is it about human psychology that makes us help each others?
- Geological: What caused the earthquake? Why was it so strong and destructive? Is this the worst natural disaster ever?
- Moral/values. Why is it right and good for us to take responsibility for each other?
- Genetic. How is altruism beneficial to individual survival? Is it a learned behavior, or is it genetic?
- Emotional: Why do we feel other people's pain?
- Historical: Why are we helping Haiti now and not before?
- Political: How is it politically advantageous for our leaders to advocate helping Haitians? Within Haiti, could this earthquake cause their government to collapse?

Assignments due Weds 9/14

1. View these four video clips, also at the Associated Press website (sorry about the advertisements): "World Rushing to Aid Haiti after Quake," "Struggle to get Aid to needy in Haiti," "At some aid Distribution Points, Women go First," and "Navy's Floating Hospital Takes on Quake Victims." You'll find that as one two-minute clip finishes, the next one starts. However, if you end up watching the wrong clip, you can click on the one you want--it will show up in the right-hand margin.<http://video.ap.org/?t=By%20Section/World&p=&f=AP&g=ISL-WOR-Hait-20100113>
2. Review the photos in this photo essay of the Haiti Earthquake:<http://www.katu.com/news/81498907.html>

3. Exercise 1: Write 250+ words (have your word processor count the words) on the following, and bring a printed copy to turn in. I prefer that you type this assignment, but you may submit a handwritten paper if necessary. This is an ungraded exercise--I will return it to you with comments. Please don't just mechanically answer these questions--this is a short paper, not a quiz. What do you think and feel as you review the photographs and read about the earthquake in Haiti? What impresses or surprises you about the International response to the Haiti earthquake? Why are other countries, NGOs (non-governmental organizations, like Red Cross), and individuals stepping in to help Haiti deal with the disaster? What qualities or characteristics of an individual, a culture, or a country compel us to step in and help complete strangers from a small island country 1,700 miles away (from Massachusetts)?

New reading: Time Magazine article "Should the Military be called in for natural disasters?"
<http://www.time.com/time/nation/article/0,8599,1869089,00.html>



Small Groups 9/16

1. Who are you? How do you like being a college student so far? What do you wish you could change?
2. One person at a time: read your paper out loud. Listeners: take notes, what do you want to talk about? What's notable about this paper? What ideas strike you as having a lot of energy and innovation? What could the writer do with these ideas to make them more developed?
3. After everyone has read and discussed their paper, as a group discuss what you found most effective in each other's essay. What engaged you, what strategies do you want to emulate? Make a list.

Effective writing strategies (notes):

1. Comparing 9/11 and the Haitian earthquake, wake-up calls.
 2. Signs of peace that everyone stayed and helped.
 3. Used the presidential palace as a sign of crumbling economy
 4. Transition sentences that make it flow rather than jumping from subject to subject. "Even though the Haitian society had so much to endure, they are not alone." Moves from "hardships" to "assistance".
 5. Personal, emotional words like "jaw-dropping."
 6. Quotations from the video (should have done it).
 7. More specifics. "Astonishingly, the ways people contributed to the earthquake was very positive." Should explain "how."
 8. Take more out of the videos and pictures, explain them more.
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Due Friday 9/16

	<p>A. Read the "Introduction" to your textbook, <u>They Say/I Say</u> (pages 1-14). We will be doing a lot of work with this little book, which has short chapters that are each devoted to doing a particular kind of thing with writing. This introduction, like any introduction, is intended to give you an understanding of what this book is for.</p>
	<p>B. Please annotate the chapter (take notes on it). You are doing this for your benefit, not for mine, so underline things that make a lot of sense to you, and write notes in the margins that will help you to find that thing again, and remember why it seemed useful. Also, doing this will help you to visualize that in fact when you read their "they say," you have an "I say" with which to answer them. Here's an example:</p>
<p>They Say/I Say</p>	<p>Comments</p>
<p>"Less experienced writers...are often unfamiliar with these basic moves and unsure of how to make them in their own writing."</p>	<p>I wonder if we can learn these moves by reading a lot.</p>

In class:

PHOTOS!!!

Discuss They Say/I Say and its relevance to a sample paper (handout):

- a. summarize widely held belief. "We all believe, as any person who takes a pick at those pictures will experience, that we understand and know that someone has to take action, someone has to give some hope to these destroyed souls."
- b. show how the topic is part of a larger conversation-"While countries disagree about how much nations should interfere with each other's problems, I think humanity is universal and recognizes the meaning of life and it's hurt by the meaning of death..."
- c. make the "phantom they say" visible - We humans hold a universal belief that when others are in trouble, it's our responsibility to help.
- d. agree with a difference "I think that James is right that we wouldn't change wars that happened in the past, but we contradict ourselves because we are currently opposed to war. For example..."
- e. disagree with a reason "I disagree because...."
- f. agree and disagree simultaneously "I agree that wars are regrettable but I don't think that means all wars should be avoided."
- g. introduce a quotation
- h. map multiple voices Make clear what are your ideas, what are the ideas of the sources, what are the ideas of "other people".
- i. state and qualify your position
- j. "plant a naysayer"

k. move between general and specific (General: "altruism" and "war-making"; specific: intervention in Haiti by soldiers).

C. Pre-draft paper: In the introduction to They Say/I Say, Graff and Birkenstein state that "the best academic writing...is deeply engaged in some way with other people's views" (3). James begins his essay by implying that he is a participant in the "war against war," but soon he makes it apparent that this particular war involves more than two views. Go through the first 5-1/4 pages of James' s essay one more time, and this time identify the various "views" that James is engaging with. Write 250+ words on what these views are ("they say"), and whether or not you agree with these views ("I say").. Based on what you have read so far, what do you anticipate will be James's view, and why? Bring your paper to class with you! || ||

In class	Further work with sample papers: integrating James and Haiti, using "altruism" and "war-making" as unifying concepts.
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Due Friday 9/16

1. Read the "Introduction" to your textbook, They Say/I Say (pages 1-14).

We will be doing a lot of work with this little book, which has short chapters that are each devoted to doing a particular kind of thing with writing. This introduction, like any introduction, is intended to give you an understanding of what this book is for. Please annotate the chapter (take notes on it). You are doing this for your benefit, not for mine, so underline things that make a lot of sense to you, and write notes in the margins that will help you to find that thing again, and remember why it seemed useful. Also, doing this will help you to visualize that in fact when you read their "they say," you have an "I say" with which to answer them. Here's an example:

They say (in their book)	I say (written in the margin)
Less experienced writers...are often unfamiliar with these basic moves and unsure of how to make them in their own writing.	Do we learn these moves by reading a lot?

2. Send your photo to Laurie by email, or post it on your individual page, or both.

5. If you don't know how to get into your Wikispaces account, send a note to Laurie (laurie.marks@umb.edu).

Note: I often will post notes about a class session on this page. If you scroll down, you'll see that I have copied the notes from the chalkboard and added to them, based on what I overheard of your conversations with each other.

Due Monday, 9/19

Bring your copy of the James essay, your notes, and your paper to class with you.



A. In the Unit 1 Library (see the navigation menu on the top left side of this page) you'll find a document titled "The Moral Equivalent of War," both in text form and in audio-recording. Print a copy, download the audio-recording, and read and annotate it while also listening to it, to the end of the paragraph at the top of page 6. I'm giving you a fairly short reading assignment so you won't hurry through it. Underline, write comments on the text, make yourself a "road map" through the essay, and read the footnotes. Since this essay dates from 1906, you should expect to have some trouble understanding it. We'll discuss what to do about the problems you encounter in class, so mark everything you have trouble with, and note what the problem is. Why read and listen? It will enhance your ability to make sense of a difficult text.



B. Write up your notes into a paragraph.

In Class Monday 9/19 1. Technology check, review of the future. 2. Discussion of James, a) his ideas b) his strategic approach c) his they say/I say moves 3. Sample exercise: To route war completely would be too difficult. Driven by power and greed man will seek to take what they can not have. As William James emphasizes in the "moral equivalent of war", "I do not believe that peace either ought to be or will be permanent of this globe." Basically James is saying that no matter what is done, war can not be avoided. [Ways this writer could continue: Some wars are necessary and should not be avoided. However, what can be done to minimize wars? I **say** that James is right in proposing another alternative. The military character should be turned to peace-keeping, as with Hurricane Katrina and the earthquake in Haiti. (demonstrates how agreement with a source can lead you into having more to write.)]

Due Weds 9/21

Bring to class your copy of the essay and your typed or written paragraph of notes.



A. Read and annotate "The Moral Equivalent of War" through the end of the paragraph at the top of page 17 ("Where is anything that one feels honored to belong to?") Note that this is not the page number I said in class.



B. Based on your notes, select portions of the essay that intrigue you or engage your curiosity about the relationship between war and altruism. Write these out as quotations, paraphrases, or summaries, include the page number in parentheses, and then respond to those passages with a) your own thinking; b) fresh examples and counter-examples; and/or c) ideas about the relationship between war and altruism. You should have at least 250 words, which is an entire handwritten, or typed double-spaced page. Bring these notes to class and be prepared to discuss the passages from James and your thoughts in response to his.

**IN
CLASS**

1. Intriguing, engaging, and puzzling passages from the James essay.
2. What we think about them.

3. How to use reading notes as a way to start writing about your own ideas.
4. How to use reading notes as a way to make sense of a difficult passage

Discussion Notes:

How to use your reading notes as a way to make sense of a difficult passage:



[Difficult passage.pdf](#)

Due Fri 9/23

Bring your copy of James and your writing to class. You don't need to bring They Say/I Say.



A. Finish reading and annotating the James essay.



B. Write up your notes in a paragraph.



C. Read They Say/I Say chapter 3



D. Compile all the notes you have written on the James essay, and work them into a focused 1-paragraph summary of his essay. You should not try to cover everything in his essay, and instead, just explain what he is proposing, what problem his proposal is supposed to resolve, and why he thinks it will work.

E. Now add text to this summary in which you practice the strategies and moves Graff and Birkenstein discuss in chapter 3. Select three sentences or passages in "The Moral Equivalent of War" to which you have a strong response (such as interest, curiosity, confusion, disagreement). Use each passage in a "quotation sandwich" (Graff 46) that consists of 2-3 sentences. Use templates to introduce and explain quotations (pages 46 and 47) and use action verbs like those on page 39-40. You'll end up with three sets or groups of sentences, 6-9 sentences total. After you've employed the strategies, spend some time working with your sentence groups, adding material so it's not a "hit-and-run," (page 44), making sure that the quotation is relevant to what you're saying about it (page 43) and blending it with your words (page 49)

In Class Working in pairs, exchange papers and read each other's paper.

On the paper you read, make suggestions for how the author could make these moves in a way that seems more natural and connected,.

Write some notes on how these "quotation sandwiches" could become complete paragraphs. What more could be added, and where, in these blocks of sentences.

Discuss these suggestions and then spend a couple of minutes writing some notes on your partner's suggestions. Also add any new strategies to your effective writing

strategies list.
Change partners and do it again

Due Fri 9/23A. **Read They Say/I Say** chapter 3, pages 42-5

Practice the strategies and moves Graff and Birkenstein discuss in chapter 3. Select three sentences or passages in "The Moral Equivalent of War" to which you have a strong response (such as interest, curiosity, confusion, disagreement). Use each passage in a "quotation sandwich" (Graff 46) that consists of 2-3 sentences. Use templates to introduce and explain quotations (pages 46 and 47) and use action verbs like those on page 39-40. You'll end up with three sets or groups of sentences, 6-9 sentences total. After you've employed the strategies, spend some time working with your sentence groups, adding material so it's not a "hit-and-run," (page 44), making sure that the quotation is relevant to what you're saying about it (page 43) and blending it with your words (page 49). =

Due Monday 9/26



A. **Read They Say/I Say** chapter 4



B. Find three ideas in the James essay that are central to his argument. Doing this won't be as easy as it seems, because you should not use places that Graff is telling us what other people think, and only use his positions (which may be in response to others writing, but still is his). Using templates from this chapter of They Say/I say, write as follows:

one that you strongly agree with: write about it, employing a template from They Say/I Say, page 62 or 64, AND



one that you strongly disagree with: write about it, employing a template from They Say/I Say, page 60, AND

one to which you respond in a complicated or contradictory way: write about it while employing a template from They Say/I Say, page 65-66.





I am leaving it up to you to select the template that best suits your ideas. And feel free to adjust templates so they work for you. These are just sentence forms--not commandments from on high!



C. To each of these three sentences or groups of sentences, add more material, employing strategies from They Say/I Say, chapter 3. Quote James, and put each passage in a "quotation sandwich" (Graff 46) that consists of 2-3 sentences. Use templates to introduce and explain quotations (pages 46 and 47) and use action verbs like those on page 39-40. You'll end up with three sets or groups of sentences,
D. After you've employed the strategies, spend some time working with your sentence groups, adding material so it's not a "hit-and-run," (page 44), making sure that the

	quotation is relevant to what you're saying about it (page 43) and blending it with your words (page 49)
In Class	Here is the version of James that has our discussion notes. I'm posting it in rtf format (for people who have Word) and in pdf format (for people who don't have Word).  James Moral 9-27 commentary.rtf  James Moral with 9-27 commentary.pdf

Weds 9/28

	Re-read "The Moral Equivalent of War" in its entirety. As you read it, be alert for passages you don't understand; important passages that you agree with; and important passages that you don't agree with. Note the places that James is asserting an important idea or conclusion. NOTE: THE JAMES ESSAY WITH THE DISCUSSION NOTES FROM 9/27 is posted in the 9/27 assignment, below.
	Write 250+ words about the following: Is James correct that some virtues can only be gained through life-risking experiences? Is he correct that some virtues are so important to the success of the country that a national program designed to inculcate those virtues might be justified? What are these "military virtues," according to James? According to you, what kinds of virtues might be acquired (and needed) by "first responders" to a disaster such as the Haiti earthquake? What might be the benefit to us of having among our fellow citizens people who have these kinds of virtues?
In class	Continue paragraph-by-paragraph discussion of James; start making connections to Haiti. Here is the James essay with our discussion notes so far. (Even though it is dated 9/27, the 9-29 discussion notes are included in the document.)  James Moral 9-27 commentary.pdf  James Moral 9-27 commentary.rtf

Due Friday 9/30

A pre-draft of the formal essay due Monday. Write 3 paragraphs on the following:
 "The martial type of character can be bred without war," writes William James, and "strenuous honor and disinterestedness abound everywhere" (19). His "own utopia" is a world in which "war becomes absurd and impossible from its own monstrosity" (15). As his speech was

delivered over a hundred years ago, history has certainly proven since then that the advancement of civilization will NOT eliminate war--at least, not inevitably, and not easily. Yet, can his proposal to nurture the personal "virtues" of soldiers in a non-military corps be usefully adapted to our time? Are the "virtues" he values the same virtues necessary to make a difference in a natural disaster like the earthquake in Haiti? As described in the news stories, 48 hours passed before medical aid began to arrive. What if a small, well-trained army of "first responders" were on call to rush anywhere in the world and provide humanitarian aid in situations such as Haiti? What kind of "virtues" must such people have, and would it really be necessary that they be soldier-like?

To complete this essay, you need to

- Explain James's proposal
- Identify the "virtues" James values
- Discuss whether these virtues would be useful for intervention in a disaster like the earthquake in Haiti (using details of what the disaster was, and what kinds of things were and are needed there).
- Discuss whether having an "army" of "soldiers" who are not supposed to engage in war would be a good idea.

Discuss whether, even though we can't eliminate the military right now, it might be a good idea to gradually change over to only have a pacifist military, as James suggests, some time in the future.

Monday 10/3

Due Wednesday 10/5

Since class was canceled on Monday, **bring the draft due on.** It needs to be 750 words, or three pages, but it can be as long as you like. You have to bring four printed copies to class. If you can't print them for some reason, send them to Laurie before 6 AM and I'll try to print them for you.

Due Friday 10/7

- A. Read and comment in writing on the two drafts you brought home.
- B. Then, write a one-paragraph letter to the author of the paper, in which you sum up your comments on the strengths and weaknesses of the draft,

tell him/her what kind of revision you recommend, and
tell him/her what you have learned about writing from reading this paper.

C. Collect all the ungraded pre-draft exercises that you have written so far this semester, except for the notes you wrote directly on the James essay, and bring them to class to turn them in. (A list of all these assignments will be here shortly.)

Remember that completion of these exercises is graded, and can help or hurt your course grade. See the syllabus for details.

1. Notes on Haiti news article and Notes on images/videos of Haiti (paragraph)

2. Write up of James notes

3. Write up of James notes

4. Compilation of James notes and pre-draft paper

5. Review James' views (paragraph)

6. James virtues (predraft paper)

7. Three paragraphs of formal essay.

D. In your own draft, do a "targeted revision", in which you employ strategies from They Say/I Say chapters 3, which you read about a week ago. You can do this written exercise by hand on a copy of your draft, or on your computer. If you do it on computer, be sure to print a copy to submit later. You need to review those chapters and select templates to use and strategies to follow. Here is a specific list of the things you need to do in this "targeted revision:"

Chapter 3:

First of all, if you haven't used any direct quotations or paraphrases from the James essay and from the material on the Haiti earthquake, you need to do it. Try to incorporate a quotation into every paragraph.

- Go through your own draft and, wherever you quote, employ the strategies and moves Graff and Birkenstein discuss in chapter 3.
- Use each passage in a "quotation sandwich" (Graff 46) that consists of 2-3 sentences.
- Use templates to introduce and explain quotations (pages 46 and 47) and
- use action verbs like those on page 39-40.
- Add text so your quotations aren't "hit-and-run," (page 44),
- make sure that the quotation is relevant to what you're saying about it (page 43) and
- blend it with your words (page 49).

Mon 10/10 is Columbus Day

Due Weds 10/12

A. If you haven't submitted a draft yet, you need to bring four printed copies of the full-length draft to class today (see the assignment for Monday 10/4). In addition, bring to class and submit the 7 pre-draft writing assignments (see the list in the assignment for Friday 10/8). OR

B. If you were in a working group on Friday, each group has an assignment due today.

Due Weds 10/12:

In your own draft, do a "targeted revision", in which you employ strategies from They Say/I Say chapter 4, which you read about a week ago. You can do this written exercise by hand on a copy of your draft, or on your computer. If you do it on computer, print a copy to submit later. You need to review those chapters and select templates to use and strategies to follow. Here is a specific list of the things you need to do in this "targeted revision:"

Chapter 4:

Review your own draft and identify all the places that you are indirectly or directly engaging with the ideas of your sources. Please do the following, but don't just do it mechanically, and instead use it as an opportunity to develop your thinking and open doors to new possibilities.

- where you agree with your source, employ a template from They Say/I Say, page 62 or 64, and continue with additional thoughts and explanation. This is an essay about your ideas, so spend plenty of time on why you agree.
- where you strongly disagree with your source, employ a template from They Say/I Say, page 60, and continue with additional argument supporting your disagreement and explaining what is true instead.
- where you respond in a complicated or contradictory way, write about it while employing a template from They Say/I Say, page 65-66, and add more, explaining both where you are thinking in parallel to your source, and where your thinking diverges from it, and why.

Due Friday 10/14

A. If you didn't submit a draft on time, you need to complete the assignments due 10/8, 10/10, and 10/13.

B. If you did submit a draft on time, complete a targeted revision of your draft in which you employ the strategies your group discussed and developed.

Due Monday 10/17

This assignment has two parts, so be sure to scroll down to part B.



A One printed copy of your revised essay, to be graded. If you don't have separate printouts of the assignments due 10/8, 10/10, and 10/13, submit two printed copies, and in one of them

highlight and identify the places that are relevant to those three assignments. NOTE: General advice about things to pay attention to as you revise your essay can be found here: [First Essay Notes](#). Here is the complete essay assignment:

"The martial type of character can be bred without war," writes William James, and "strenuous honor and disinterestedness abound everywhere" (19). His "own utopia" is a world in which "war becomes absurd and impossible from its own monstrosity" (15). As his speech was delivered over a hundred years ago, history has certainly proven since then that the advancement of civilization will NOT eliminate war--at least, not inevitably, and not easily. Yet, can his proposal to nurture the personal "virtues" of soldiers in a non-military corps be usefully adapted to our time? Are the "virtues" he values the same virtues necessary to make a difference in a natural disaster like the earthquake in Haiti? As described in the news stories, 48 hours passed before medical aid began to arrive. What if a small, well-trained army of "first responders" were on call to rush anywhere in the world and provide humanitarian aid in situations such as Haiti? What kind of "virtues" must such people have, and would it really be necessary that they be soldier-like?

To complete this essay, you need to

- Explain James's proposal
- Identify the "virtues" James values
- Discuss whether these virtues would be useful for intervention in a disaster like the earthquake in Haiti (using details of what the disaster was, and what kinds of things were and are needed there).
- Discuss whether having an "army" of "soldiers" who are not supposed to engage in war would be a good idea.
- Discuss whether, even though we can't eliminate the military right now, it might be a good idea to gradually change over to only have a pacifist military, as James suggests, some time in the future?



B. Submit all your written work, including the materials you previously submitted (I lost the record due to a technical problem), as well as the assignments since then. Here is a list:

- 1. Notes on Haiti news article and Notes on images/videos of Haiti (paragraph)**
- 2. Write up of James notes**
- 3. Write up of James notes**
- 4. Compilation of James notes and pre-draft paper**
- 5. Review James' views (paragraph)**
- 6. James virtues (predraft paper)**

7. Three paragraphs of formal essay.
 8. Draft letters you received from your classmates.
 9. Targeted revision in response to *They Say/I Say* chapter 3.
 10. Targeted revision in response to *They Say/I Say* chapter 4.
 11. Targeted revision displaying the strategies you discussed in your small group.
-

UNIT II: The effects of anti-war music

Weds 10/19

Martha and the Vandellas - "I Should Be Proud" (1970)



Write:

1. *Why did some radio stations ban the song?*

Because it was anti-war and the gov'n't was pro-war. The gov'n't regulates licenses, censorship of language. Content? The community standard: You don't air anti-war music because it's expressing an idea that goes against the norm.

2. *What is the effect of the song on you? (Emotional and intellectually)*

Intellectually, thinking that it's ironic and wrong that America is trying to better the world and make peace, while at home the situation is just as bad as in the other countries.

3. *Would the song make you consider joining an anti-war protest?*

No, because at the time Johnny's death would be considered a heroic and meaningful death.
Yes, because the implied race of the people involved would raise issues about the injustice/inequality of military service (it was mostly African-Americans who were drafted into the military).

Due Friday 10/21



A. Read and annotate the first half of the Rosenthal essay, through page 17.

B. Also, look at and listen to the musical pieces he discusses (see the [Rosenthal page](#)).



C. Write up your notes in a paragraph.

In class: Discuss a sample paper, relate Rosenthal essay to it.

The sample paper is here:  [Sample Vandellas paper.docx](#)

Write: Anti-war movements have been active since long before William James spoke about pacifism in 1910. What is your experience with anti-war movements? While I don't expect you to support an anti-war position, what do you think would inspire you to get involved in one? Based on your understanding of yourself, how accurate or complete are Rosenthal's ideas?

Due Monday 10/24



A. Finish reading and annotating the Rosenthal essay.



B. Write up your notes in a paragraph.



B. Write a 250-word pre-draft paper and bring a copy to class: Rosenthal says his essay is about: "Exactly what functions does music provide for social movements and how does it accomplish these tasks?" (Rosenthal 11). What does Rosenthal say about the functions music provides? How does he say it accomplishes these tasks?

In class: What are the functions that anti-war songs provide for the anti-war movement? How do anti-war songs accomplish these functions?

Weds 10/26

(sent by email)

A. Re-read and re-annotate the Rosenthal essay, which is on the "Course Library" page.

B. 250+ words, SENT TO LAURIE BY EMAIL

Listen to one of the anti-war songs that you particularly like, while trying to imagine that you're living in the song's original time and context. What effect would it have on your attitudes towards the war? What might you feel inspired to do? Now, consider Rosenthal's question: "Exactly what functions does music provide for social movements and how does it accomplish these tasks?" How would you answer this question in relation to your chosen song? How does your answer relate to his answers (pages 16-20)?

Useful Notes on the Rosenfeld Essay

Categories: These are the "functions" of movement music that Rosenfeld lists on pages 16-20. These categories combined are his working theory, or his tentative answer to the question, "What functions does music provide...and how does it accomplish [them]?"

- "spirit maintenance" (16)
- "alteration of ideas and behavior" (16)
- "immediate tool of their education" (17)
- "inducement to imagine all possibilities" (17)
- "defining the world and...defining oneself" ((18)
- "recruitment to...political groups" (19)
- "laying the foundation" (19)
- "mobilizing them" (19)

Argument Outline (What is Rosenthal DOING? What is he showing/proving/demonstrating?): These are Rosenfeld's major conclusions and how he is logically supporting them. Whenever you work with another person's theory, you need to be certain what he is arguing and why he thinks his theory is correct (or at least worth paying attention to). Otherwise, you'll end up using his ideas out of context, which means you could misrepresent or completely misunderstand them.

Main idea: Movement music has functions that do serve social movements.

I. It serves the committed by "stat[ing] in ritual fashion what we all share"

How/what? It attracts resources; expresses common ideas of people who are involved; expresses self-criticism of the movement.

II. It educates the Uneducated (12) (education specific to the concerns of the movement, educates possible supporters about the cause) This education can change the behavior of individuals

How/What? By linking together ideas that may not have been linked before; presenting new 'facts'; presenting a different way of looking at old facts. (Note that the folk singers (just voice and guitar) tend to have many more words in the lyrics, and therefore are more educational.)

III. It recruits new members (13)

Music can motivate people to choose a side and influence them to be part of an organization and a movement.

how/why? By enabling people to say these things out loud that they otherwise are afraid to voice.

IV. It mobilizes supporters (14)

Music can make people take action. Also can be dysfunctional.

How/why? creates a culture of action; or dysfunctionally could substitute for activity.

V. Research results on the Activist/Audience perspective (15)

For the audience, music goes beyond raising spirits and cash.

How/why? spirit maintenance, satori experience, education, inducement to 'imagine all possibilities', re-defining the self, recruitment, mobilization

VI. Conclusion: Emerging Themes and the Work Ahead (20)

Rosenfeld's essay is just a beginning of a long process of figuring out the effect of movement music upon its listeners.

How to do an analysis:

Start with a theory. As undergraduates you almost always will work with someone else's theory, and in this case you're working with Rosenfeld's theory. Academics like Rosenfeld make up their own theories, although always in dialogue with their fellow academics.

Get some new evidence. You have access to most the of the songs Rosenfeld does write about (on the Rosenfeld page). You also have numerous anti-war songs he doesn't write about. Your essay assignment will be to analyze two of the anti-war songs, of your choice. (You also may analyze a song I haven't provided to you--you just have to get permission first.)


Categorize. This is a process of determining which parts of your source theory you will relate to which parts of the new evidence. You're not putting the new evidence into simple categories (like sweet vs. salty) but instead are determining which of your source theory's ideas are most relevant to your evidence. In Rosenfeld's essay, the major aspects of his theory are made visible by his subheadings. You can treat each of these as a category (see the list above). Any one song will be relevant to several of these categories, so just choose those that seem most relevant or useful to helping you to analyze the song.

Apply the theory to the evidence: This is a process of turning aspects of your theory's logic into questions and then figuring out the answers. In the Rosenfeld essay, you might take his idea that movement music expresses common ideas of people who are involved, and apply it to the "I Should Be Proud Song" (Martha and the Vandellas).

Logic: Why are your conclusions right, or at least worth listening to? Give a logical argument that would convince an intelligent reader.

Fri 10/28

Bring to class a one-paragraph argument summary of Rosenthal's essay, as well as your 500-word working draft. Here are the notes from our class discussion on Monday, which includes

information on the components of an argument summary:  [Notes from 11.29.pdf](#)

In class:

1. Strategies for employing a source's ideas within context.
2. Sample paragraph; Graff strategies
2. Pairs: exchange and brainstorm papers; generate a completion plan/rough argument outline.

Due Mon 10/31

Bring to class a printed copy of a partial/practice draft of essay: 250-500 words.

Apply Rosenthal's process and theories to just one anti-war song. Use the notes of our class discussion and your own experience as a listener to these songs to briefly categorize and analyze the "function" of the song for the anti-war movement (Rosenthal 11). You can add more to the paper you submitted on 11/24 if you want to, in which case your paper should be 500 words long.

1. Add two more paragraphs to your working draft, either by adding a new song analysis, or by extending your existing analyses.
2. Do a targeted revision of the working draft that does all these things:

- Make sure source's ideas are used in context
- Sandwich quotations
- They Say/I Say moves (Agree/add value, disagree/what's true instead)
- Big idea: A direct answer to the essay question that defines your position on the role of anti-war music within the anti-war movement.

Due Weds 11/2

Full-length draft

Fri 11/4

Graff, targeted revision

Mon 11/7

Graff, targeted revision

11/9 sentences


11/11 Veteran's Day

Mon 11/14

a final PRINTED revision of this essay is due.

It must be 4+ pages, 1000+ words.

The essay draft assignment due Monday 12/5 will ask you to Apply Rosenthal's process and theories to two or more anti-war songs (such as those on the "course library" page), in order to show "what functions [anti-war] music provide[s] for [the anti-war] movement... and how does it accomplish these tasks" (11)?

How to organize an essay by ideas? Here are the notes on a sample paper:  [sample 11.24.pdf](#)

Assignment: Apply Rosenthal's process and theories to three or more anti-war songs (such as those on the "course library" page), in order to show "what functions [anti-war] music provide[s] for [the anti-war] movement... and how does it accomplish these tasks" (11)? Please note that you may make a negative argument (explaining how the music doesn't function, or mal-functions) as well as a positive one. Please don't merely discuss one song at a time, and instead organize your essay by ideas, and select portions of various songs to illustrate and explain those ideas. This essay will necessarily involve some speculation, as you don't have time to conduct your own research, so when it's necessary, make a conditional argument (may, might, could) and support it with logic and common sense.

B. Also, submit all the written assignments since 11/17: Most of these have been assigned paragraphs that you are to use to create a working draft. If you like, instead of separately submitting assignments 4-8, you may choose to submit one copy of your working draft and identify the separate assignments by number, with annotations in the margins.

1. In class 11/17: Anti-war movements have been active since long before William James spoke about pacifism in 1910. What is your experience with anti-war movements? While I don't expect you to support an anti-war position, what do you think would inspire you to get involved in one? Based on your understanding of yourself, how accurate or complete are Rosenthal's ideas?

2. Rosenthal notes write-up 11/17

3. Rosenthal notes write-up 11/22

4. Pre-draft paper on the functions of movement music 11/22. (Identify as #4)

5. Pre-draft paper applying Rosenfeld's thinking to one song 11/24 (previously submitted by email, identify as #5)

6. Pre-draft paper applying Rosenfeld's thinking to another song, or writing more about the first song 11/29 (identify as #6)

7. Argument summary of Rosenfeld's essay 12/1. (identify as #7)

8. Two more paragraphs of working draft, with targeted revision 12/3. (identify as #8 AND underline They Say/I Say moves)

In class: Intro to Unit III, supplementary materials, how to take notes on a film.

Unit III The Dogs of War

For this unit, you will be watching the animated documentary film “Waltz with Bashir.” You’ll read “The ‘Waltz With Bashir’ Two-Step” by Hillel Halkin, and you’ll employ a collection of facts, definitions, and maps, titled “Halkin Words and Facts.”

Due Weds 11/16

Bring all these written materials to class.

- A. Read Halkin to the top of the right-hand column on page 47.
- B. Review “Halkin Words and Facts” page 1-2, and the map “Israel and Neighboring States” on page 6.
- C. Write a one-paragraph explanation of what led up to the massacre in Sabra and Shatila. Be sure to cover the following information: Why did Israel go to war with Lebanon in 1982? Why was Bashir Gemayel an important figure? Who were the Felange/Felangists, and why did they want to take revenge on the Palestinians? Why was Israel considered to be responsible for the massacre? This informational paragraph will be a necessary component of your next essay.

In class: Watch and take notes on “Waltz With Bashir” through scene 11. Take notes as we practiced in class on Monday.

Discuss: What are some of the problems with “tracking” the film? Which scenes are particularly striking, and why? What does this film express about war and being a soldier? What do you make of the surreal scenes (the dream dogs, the giant naked woman)?

AS SOON AS POSSIBLE AFTER THE CLASS MEETING, WHILE YOUR MEMORY IS STILL FRESH, DO THE WRITING ASSIGNMENT DUE FRIDAY.

Due Friday, 11/18



A. Write up your notes on “Waltz With Bashir” in a paragraph that includes details from the scenes of the film. Write about the scenes that are most striking to you, and focus on what the film seems to be expressing about war and being a soldier.

In class: Watch Waltz with Bashir through scene 19, taking notes.

Discuss: Contrasts of war and “ordinary,” war and “visionary.” What do these contrasts seem to convey? Why do the soldiers have these hallucinations and perception problems?

AS SOON AS POSSIBLE AFTER THE CLASS MEETING, WHILE YOUR MEMORY IS STILL FRESH, DO THE WRITING ASSIGNMENT DUE Monday.

Due Monday, 11/21

A. Again, while the memory is fresh, write your notes about the film in a paragraph, using the scene list and synopsis to prompt your memory. Write about the surreal and hallucinatory aspects of the film, and the roles they play.

B. Read and annotate Halkin to the bottom of the left-hand column on page 48. Write a paragraph, employing your notes, responding to specific places in the Halkin essay. Which of Halkin's observations of the film do you find useful, and why? Which do you disagree with, or find confusing, and why?

In class: Watch *Waltz with Bashir* to the end of the film, taking notes.

Discuss: Ben-Yishai's role as reporter seems important in the closing scenes of the film. What gives his observations their importance? How does this scene relate to Solomon's account of the photographer (scene 15)? What is the impact of the documentary footage? How does it contrast to the "documentary" nature of the animation?

AS SOON AS POSSIBLE AFTER THE CLASS MEETING, WHILE YOUR MEMORY IS STILL FRESH, DO THE WRITING ASSIGNMENT DUE Wednesday.

Due Wednesday, 11/23

A. Write your film notes in a paragraph. Ari is finally able to remember what happened. What is the impact of "reality" (Ben-Yishai, the documentary footage) on you, the person watching the film? In what ways is Ari getting you to share, or feel with him, the impact of this experience?

B. Finish reading and annotating the Halkin essay. Write up your notes in a paragraph: What does Halkin seem to be saying about the "shadow" of the Holocaust and how it affects the Israeli soldiers in this war? What is his point about the way the film addresses Israel's responsibility for the massacre? What is he criticizing Folman for? Do you agree with him?

In class: General discussion of the Halkin essay. Re-watch and discuss scenes from the film.

FRIDAY 11/25 IS
THANKSGIVING RECESS

Due Monday 11/28

A. Re-read and re-annotate Halkin.

B. Pre-draft paper, 250+ words. Choose three scenes in the film to write about, and in relationship to each of them, discuss Halkin's statement that "Waltz with Bashir," as an anti-war film, is emotionally powerful but intellectually shallow (51). Based on Halkin's explanation, do these three scenes "have no patience for history" (51)? Do you agree or disagree with Halkin's critique of the film, and why?

Due Weds 11/30

A. Review the paper assignment due Friday. Note any questions about the assignment, and be ready to discuss them in class today.

B. Make some decisions about your approach to the essay assignment. Which scenes in the film will you focus on? Which criticisms in Halkin's essay will you address?

C. Based on these decisions, re-watch "Waltz with Bashir," paying particular attention to the scenes you have selected. Make certain you know what happens in the scenes, and write out some quotations from the film that you will use in your essay. "Waltz with Bashir" can be watched on YouTube (it is posted in nine parts—see the unit 3 library). Or, you can watch it online for a fee at various outlets, such as Amazon.com and Blockbuster.com.

D. Partial draft: Write three paragraphs, one paragraph about each of your selected scenes. Briefly relate Halkin's criticism of the film to that scene, quoting from Halkin, and describing and quoting from the scene of the film.

Friday 12/2

FOUR COPIES OF A FULL-LENGTH DRAFT

Is "Waltz with Bashir" successful as a documentary film, or does its reliance on animation, its depiction of surreal images, and its lack of context and commentary mean that it is instead, as Halkin implies, a film that ignores the facts in order to be anti-war (50)? Do you agree with Halkin's argument that the film's lack of context and commentary shows that "we have no patience for history"?

What are the positive and negative benefits of the use of animation in "Waltz with Bashir"? What does the animated approach make possible, that would not have been possible if Folman had simply composed the film out of the interviews he conducted with real people? Write about any three scenes in the film. Why would Halkin consider these scenes to be "intellectually shallow" or to show "no patience for history"? In your opinion, do these scenes successfully depict what actually happened, even though they present an altered view of reality? Does the use of animation and surreal imagery compromise its accuracy, or add to it?

How much does it matter that the “context” is not adequately provided, which, according to Halkin, leaves out the historical facts, and therefore presents “visual bites” which he negatively compares to TV news.

Your essay should include the following:

The historical facts that the film is depicting.

Briefly describe and contextualize the scenes you’re writing about.

Explore what aspects of the scenes are “documentary” (accurately depicting actual events)

Explore what aspects of the scenes are somehow altered by the use of animation.

Review several of Halkin’s criticisms of the film’s treatment of historical events.

Take a position in response to his ideas.

Mon 12/5

Draft comments:

Re-read and comment in writing on the drafts you took home.

Then, write a one-paragraph letter to the author of each paper, in which you

sum up your comments on the strengths and weaknesses of the draft,

tell him/her what kind of revision you recommend, and

tell him/her what you have learned about writing from reading this paper.

Targeted revision:

A. Choose two paragraphs in your draft that you think are close to complete (the ideas, arguments, conclusions, connections, quotations, and so on, are all there). If you don't have two that are close to complete, then work on two paragraphs until they are close to complete.

B. If these paragraphs have no clear focus or purpose, add a new sentence or two that states the “point.” (And don’t be coy or subtle.)

C. Rethink the order of ideas, and shift sentences around so the flow feels right. It may be a good idea to cut apart a copy of your paper, separating each sentence so you can easily move it around and try out new positions.

D. Read *They Say/I Say* chapter 8.

E. If you do this assignment on the computer, be sure to print a copy to submit later. The purpose of this exercise is to help you to understand and get comfortable with these new strategies. I expect to see you use them in your entire essay. In both paragraphs, employ a variety of strategies of all four of the types discussed in the chapter. Use these strategies to give every single sentence a clear relationship both to the sentences before and after it, and to the focus or purpose of the paragraph.

In class:

Instructions: Exchange drafts, read and comment as follows:

1. Read one paper, and write your first impressions of what works and what doesn't work.

2. Read a second paper:

- Write next to each paragraph what you think is the purpose. (What is it showing or proving?)
- Note places that the discussion or analysis is unclear. (Where does it need more explanation? What needs to be explained? Write your questions.)
- Where is it choppy or disconnected? (Are the ideas out of order or in the wrong place? Do the sentences need to be combined?)
- Are the examples from *Waltz With Bashir* clear and relevant? (Do you understand exactly how the example relates to the ideas of the student writer?)

Due Fri 12/9

Hacker reading; post-draft.

Due Mon 12/12

Review all of Graff, post-draft

Due Weds 12/14

A. One copy of a finished essay to be graded. It needs to be 1,000 words (approx 4 pages); and it needs to employ the writing strategies you've learned so far from They Say/I Say. Give it a title and number the pages. Where you do direct quotation, put the page number in parentheses. Where you refer to a scene in the film, give the scene number in parentheses (refer to the scene list and synopsis on the unit 2 library page).

B. Submit the following assignments for the completion grade.

(list to be provided)
