ENGLISH 3352: Reading & Writing Nonfiction

Professor: Dr. Polette

Semester: Fall 2023

Day/Time: T/R 10:30 – 11:50 a.m.

Room: Hudspeth Hall, #200

Credits: 3

Office Hrs: T/R 7:15 – 8:45 a.m. & 12:00 – 12:30 p.m., and by appt.

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Required Texts:

**Content Area Reading** by Jim Burke (not available at the UTEP bookstore)

https://www.amazon.com/Teachers-Essential-Guide-Content-Reading-ebook-dp-B00BLR81V6/dp/B00BLR81V6/ref=mt_other?_encoding=UTF8&me=&qid=1627997860


https://books.google.com/books/about/Content_Area_Reading.html?id=CEaNPgAACAJ


**Content Area Literacy Strategies that Work: Do This, not That** by Lori G. Wilfong (download from the UTEP Library)


**Twenty-Five Great Essays, 3rd Edition**, edited by Robert Diyanni

Available for purchase in the UTEP Bookstore or from Amazon


For Twenty-Five Great Essays, please be sure to purchase the 3rd edition.
Purpose:
This course is designed to help you become an independent and critical thinker, writer, & learner; gain a working knowledge of the various manners and modes of nonfiction writing for secondary school readers; understand the importance of preadolescent reading and the reading process; discover ways to connect nonfiction modes of writing and the writing process.

Text:
The Burke text will help you discover some important elements about teaching reading and writing. You should read each chapter (as per assignment) at least twice: once to get a sense of the content, twice to reflect upon the content and to make discoveries, associations, and connections. Bring to class any questions you have about the texts. In addition, we will spend a good deal of time in small groups as group work will enable us to entertain multiple points of view as we construct knowledge and meaning.

It will be beneficial to you if you take clear and concise notes during each class meeting. Your notes should include the date, what was covered during the class, and what you learned in each class (that is, your thoughts and conclusions). These notes will be the foundation of the 3 reflective essays.

Reading
The more active you are as a reader, the more you will derive from the reading experience (often in surprising ways) — e.g., the expansion of cognitive abilities, the widening of schema, the retention of content, the experience of the pleasure of the text (as Roland Barthes says), the development of agency, the amplification of imaginative capacity, and the dilation of long-term memory. With these ideas in mind, and as you the read the texts for this class, I would like you to think about the genre, the reader expectations, and the text connections for each text we read.

Procedures
Classes will generally consist of interactive literacy activities that are designed to demonstrate methods of effective pedagogy, ones that can be replicated and differentiated for use in the secondary English/Language Arts classroom. Since an essential part of learning is dependent on metacognitive reflection, time towards the end of each class will be provided so that you can reflect upon each class: what transpired, what you discovered, and how it opened your schema. Each subsequent class will begin with a sharing of your discoveries. To this end, please make careful and robust reflections.

• Turn off and put away cell phones and other electronic devices.
• If you have children and need a place for their care, avail yourself of the UTEP childcare center; please do not bring your children to class.
• Attend to personal needs before or after class, not during class. Do not bring food to class; water is permissible.
• Arriving late or leaving class early will constitute 1/2 an absence (unless there is a valid reason).

• Come to class. Missing 7 classes = an F for the course.

• Because many discussions will take place during our class meetings, be sure to listen (and refrain from talking) when other people are discussing class-related issues.

• Do not work on assignments or activities for other classes during class.

Grading:
I will be using a variation of “Contract Grading” in this course. The idea here is to place the emphasis on your conscious and deliberate efforts as a reader and a writer rather than on an individual “assessment” of your writing. Which is to say, that I follow C. G. Jung in the notion that individuals make the greatest gains when they carefully and consciously follow the energies of the psyche to achieve ends that are personally meaningful and important. As such, I will not be employing methods of traditional writing assessment, so that you can assume a greater degree of responsibility for your own learning, so that you can take some risks (Jung reminds us that we make the greatest gains through our “inferior function”), and so that you can open and expand your schema as Howard Gardner says. To develop fluency in any area of endeavor (or “expertise” as Malcolm Gladwell writes in The Tipping Point) requires practice, failure, experimentation, and a metacognitive level of reflection.

As such, this is not the kind of class that supports the notion that the least amount of effort results in the highest possible grade. Instead, this is the kind of class where you will find that your full, dedicated efforts will merit the grade of A, B, or C (as you choose) and with the articulated support of myself and your class colleagues — and not with the perception of the quality of your work, because quality, for all of us, necessarily fluctuates (both for the writer and the reader).

Requirements for the Grade of an A, B, or C (which, to some degree, are negotiable):

NB: For an assignment to receive credit, it must meet all the requirements provided by the directions, and it must model the example that is supplied. Also, failure to complete and upload assignments (apart from the required number of reflections) will merit a semester grade of B, C, or lower, depending on how many assignments have not been uploaded to BlackBoard by the due date(s) and time.

♦ To receive the grade of A for this course, the following are necessary:

• Miss no more than 2 classes (arriving late or leaving class early constitutes half an absence).

• Complete 3 written Reflected Responses on time.

• Complete all other written assignments (see the syllabus).

• Engage in all in-class activities.
• Complete all minor writing activities: *those presented in class and those in the syllabus.*
• Complete the Final Reflection Activity

♦ **To receive the grade of B** for the course, the following are necessary:
♦ Miss no more than 4 classes (arriving late or leaving class early constitutes half an absence).
♦ Complete 2 written Reflected Response on time.
♦ Complete all other written assignments (see the syllabus).
♦ Engage in all in-class activities.
♦ Complete all other writing activities (see the syllabus).
♦ Complete the Final Reflection Activity

♦ **To receive the grade of C** for the course, the following are necessary:
♦ Miss no more than 6 classes (arriving late or leaving class early constitutes half an absence).
♦ **NB:** 7 absences = a grade of F for the course.
♦ Complete 1 written Reflected Response on time.
♦ Engage in all in-class activities.
♦ Complete all other writing activities (see the syllabus).
♦ Complete the Final Reflection Activity.

**Note:** Missing 5 or 6 classes precludes the possibility of earning an A or B. Replacement assignments are an option, if there is a solid reason (e.g., not because an assignment was not completed).

**A Note on Grading**
Even though your writing will not receive a traditional grade, it will be read and considered, and it will be given feedback. Which is to say that all assignments will be assessed in terms of *Pass or Fail*: if an assignment meets all the criteria set forth in the directions, adheres to the model that is provided, and has been uploaded to BlackBoard on time, it will *Pass*. If it does not meet the criteria set forth in the direction, does not adhere to the model that is provided, and/or has not been uploaded to BlackBoard by the due date & time, it will *Fail*. As such, for the sake of having a number to use on BlackBoard, assignments that *Pass* will receive a score of 5; assignments that meet most, but not all, of the criteria in the directions and match the example will receive a score of 3 (and will earn a grade of B or C depending upon how much of the criteria the assignment meets); assignments that *fail* will receive a score of 0. To receive an A for the class, all assignments must receive a score of 5.

**A Note on Attendance**
Because most of what you will learn in this course will result from your active involvement in each
activity in each class meeting, it would be in your interest, educationally, to choose to attend every class. Since part of your grade, as outlined in the section on “contract grading” will be based on your attendance, please make the choice to come to every class. If, though, you opt not to attend every class, that is your choice, and it will be respected as a part of the grade you have chosen to receive.

Special Circumstances
If you experience a significant problem during the semester, one that will affect your attendance and/or your ability to complete and upload assignments, please let me know ASAP, and well before the end of the semester, so that you and I can take steps to address the problem, especially if the problem will have a potentially adverse effect on your grade. For these kinds of situations, an official verification (e.g., doctor’s note) will be required.

Communication
- I will communicate with you in person and via UTEP e-mail & BlackBoard Announcements. I will respond to e-mails M-F within 24 hours, if not sooner.
- I recommend that you download and install Outlook Express on your phone and/or computer.
- If you need to speak to me, we can meet during my office hours or by appointment in person or via Zoom.

Technology Requirements
- Some of the course content is delivered via the Internet through the Blackboard learning management system. Be sure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- Download or update the following software: Zoom, Microsoft Office, Adobe Acrobat Reader, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.
- If you do not have a word-processing software, you can download Microsoft Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

NB: If you encounter technical difficulties, please contact the UTEP Help Desk, as the personnel there are trained specifically in handling the technological needs of students.
Assignments & Due Dates

- Assignments (with directions) are posted on BlackBoard.
- You may work on the assignments and upload them any time before they are due.
- Upload all completed assignments to BlackBoard by the due dates & times.

Late Work

Since the class assignments are posted on BlackBoard, and since there is ample time to work on all of them before they are due, and since this class focuses on your efforts to learn, late assignments will not be accepted.

Manuscript Form

All assignments must be uploaded in a Microsoft Word Docx and must have:

- 12 point font, only Times New Roman or Georgia or Century Schoolbook (font)
- black ink
- doublespacing & 1-inch margins
- page numbers at the bottom
- provide total word count at the end of the assignment

Assignments that do not adhere to the criteria for “Manuscript Form” will not receive a score of 5.

NB: Before you post written work, take it to a qualified source for suggestions regarding revising and editing, such as the Tutorial/Writing Center in the UTEP Library:
https://www.utep.edu/uwc/.

Disability Support

If you have a disability and need classroom accommodations, contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit the CASS website at https://www.utep.edu/student-affairs/cass/. If you receive accommodations from CASS, contact me and let me know the nature of those accommodations.

COVID-19

If you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms, please stay home (for face-to-face classes). If you are diagnosed with Covid-19, please let me know as soon as possible, so that we can work out appropriate accommodations, if necessary. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing: Union East, 915-747-5624, studenthealth@utep.edu

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best ways
that UTEP Miners can take care of Miners are to wear a mask indoors and to get the vaccine. If you need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Personal Support
If you find that you are in need of personal support during the semester, contact UTEP Counseling & Psychological Services: 202 Union West, 915-747-5302 or https://www.utep.edu/student-affairs/consel/- or call the 24 hour Emergency Crisis Hotline at 915-779-1800.

Plagiarism
If you obtain work from someone else and submit it as your own; if you use any material from another source in your work and do not give direct credit to your source; or if someone with whom you are working creates/writes any part of the work for you, you are plagiarizing. Acts of plagiarism and other forms of academic dishonesty are absolutely disallowed and will be dealt with swiftly according to UTEP’s established policy (which will most likely result in receiving an F for the class).

Writing Skills
While all languages are incredibly valuable, each one possessing its own essential beauty, power, and grandeur, this is a graduate-level English class; as such, you should possess those writing skills that are necessary for you to express your thoughts in clear and effective language in English (academic prose), which is to say, you:

- should be able to develop your original and insightful thoughts in a written form that is clear and cohesive;
- should have a strong and clear “voice”;
- should be able to support general assertions with facts, examples, illustrations, and explanations;
- should be able to create a sense of logical coherence in your writing;
- should be able to construct clear and effective sentences;
- should be able to use language that is precise, specific, and concrete;
- should be able to connect your paragraphs and sentences by using transitional devices;
- and should be able to use standard punctuation, mechanical constructions, and spelling.

Academic Writing Considerations
- Assignments that are hastily written and/or that are written at the last minute are generally ineffective because they do not communicate what the writer generally intends or desires.
- Writing rendered in one draft is never as effective as it could be.
- Writing that is “stream of consciousness,” that is, writing that “just comes out of the writer’s head” without thought about structure, coherence, or organization is generally
ineffective because it is not configured to communicate what the writer intended — or what the writer had not yet realized.

- Writing that is clearly organized and coherent is effective because it provides the reader with a text that communicates clearly.
- Because effective academic writing is generally very different from the way we normally talk, it requires time, thought, effort (a deliberate attempt to reorganize and order random thoughts), and focused revision(s).

Support for Writing
1. If you do not possess the requisite writing skills to be able to construct effective academic prose, or if you are not sure how to construct academic prose, I strongly advise you to secure assistance from a qualified source and to put together an immediate, proactive plan that will help you become a more effective writer.
2. I will be glad to help you by appointment. I will also be glad to talk with you about an assignment before it is due. If you wish to talk with me about an assignment before it is due, arrange to meet with me in person or via Zoom; bring a draft of your assignment and have specific questions about your draft, that is, have questions that will let me know what concerns you have about your work and what, specifically, you wish to discuss.
3. You can receive help online from the Tutorial/Writing Center in the UTEP Library: https://www.utep.edu/uwc/

Questions & Concerns
- If you have any questions or concerns about anything in the syllabus or anything in the course at any time, please share them with me in person or via e-mail asap.
- If you do not share questions or concerns, then I have no way of knowing what is on your mind or how to be of assistance to you.

Netiquette
When e-mailing me, please begin with an appropriate greeting (e.g., Dear Dr. Polette, or Hello Dr. Polette, or Good Morning Dr. Polette, etc.), and also provide your name and what class you are in (e.g., This is _____ _____, and I am in your class, Engl ________). Since I teach more than one class.

Course Drop Policy
According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” If you find that you are unable to complete this course successfully, then contact the Registrar’s Office to initiate the drop process.
How to Succeed in This Class

1. Come to every class and actively participate in all class activities. Arrive on time and do not leave early.
2. Have the required books by the second day of class.
3. Bring the book(s) that is to be discussed to class.
4. Be proactive in class: ask questions, volunteer ideas, answer questions.
5. Do not miss more than 6 classes (for a grade of C or better).
6. Complete all the readings and be prepared to discuss them.
7. Complete all written assignments on time (see BlackBoard).
8. Follow the directions and examples for each written assignment.
9. Carefully monitor your absences, your late arrivals, and early departures.
10. Turn off and put away your cell phone.
11. Seek regular assistance from the UTEP Writing Center and/or me before assignments are due.
12. Contact me throughout the semester if you any questions, comments, or concerns.

Agreement
If you elect to remain in this class, then you are agreeing to adhere to the polices stated in this document.
Criteria for Standard Academic Writing

A: Development
1. Insightful, original, and general ideas and assertions are supported with facts, examples, illustrations, &/or explanations; facts, examples, illustrations, etc. are developed with explanations.
2. Only one idea per paragraph is asserted and developed.
3. Clear definitions are used where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. All the directions for the assignment have been followed. **NB:** Projects, assignments, and written products that do not correspond to the written directions will not receive a passing grade.

B: Organization
1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed.
3. Each paragraph contains facts, example(s), and/or an illustration that relates to the idea in the topic sentence.
4. Writing displays a clear sense of order among the sentences within each paragraph. There are no “idea or content gaps”; that is, ideas and facts are connected from sentence to sentence; transitional words and phrases are used where needed.
5. A clear and effective discussion relates the facts, examples and/or illustration to the idea in the topic sentence. Eg, each discussion describes the importance or purpose of each fact, example, or illustration.

C: Wording
1. Simple, energetic language is used in sentences that are clear and direct. Figurative language is employed where appropriate.
2. No passive voice (unless there’s a reason).
3. Sentence variety is present (sentences are not constructed in the same way).
4. Important words and concepts are defined and are used consistently and clearly.

D: Cohesion
1. Transitional words and phrases are used in and among paragraphs and sentences.
2. Parallel constructions are used correctly.
3. Pronouns are used correctly: every pronoun has a clear antecedent.
4. No shifts from past to present tense.
5. All quotations and outside material are introduced; page number and source are provided.

E: Sentence Structure, Punctuation, and Spelling
1. No run-on sentences. No sentence fragments.
2. No dangling modifiers or misplaced (or incorrectly used) phrases.
3. No convoluted sentences: sentences that contain too many disparate ideas, or sentences that are so long or uncoordinated that they fail to convey what they attempt to convey.
4. Proper punctuation: comma, semi-colon, apostrophe, etc. Words are spelled correctly.

F: Manuscript Form
1. One inch margins; number the pages at the bottom (center).
2. Use double-spacing.
3. Use twelve point font.
4. Use either Times New Roman, Georgia, or Century Schoolbook font.
5. Use black ink.
6. The pages of the assignment are numbered.
Syllabus

- This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may include additional assignments and/or quizzes.

- The assignments for this course will require time, effort, thought, reflection, and revision. I strongly recommend that you read the directions and scrutinize the examples for each assignment, exam, and project, and that you allot yourself ample time to complete each assignment, exam, and project. In other words, if you wish to hand in work that has a greater potential for exhibiting insightful thoughts and for displaying the clear and cogent expression of those thoughts in well-organized prose, it is a good idea not to wait until a night or two before an assignment, exam, or project is due to begin working on it.

August

29  Presentation of syllabus, introduction, approaches to reading & writing nonfiction

30  Bring Twenty-Five Great Essays (3rd edition) edited by Robert Diyanni to class.

September

5   Bring Twenty-Five Great Essays (3rd edition) edited by Robert Diyanni to class.

7   Bring Twenty-Five Great Essays (3rd edition) edited by Robert Diyanni to class.

12  Bring Twenty-Five Great Essays (3rd edition) edited by Robert Diyanni to class.


14  Read: Content Area Reading, Chapters 1-3

19  Content Area Reading

Assignment Due: Write: Make a bullet-list of the 10 most important ideas each chapter, 1-3, of Content Area Reading. Upload to BlackBoard.

21  Content Area Reading

26  Content Area Reading

28  Content Area Reading
October

3  Content Area Reading

  *9 Connections Assignment Due (Burke Chapters 1-3). Upload to BlackBoard.

5  **Assignment Due: Write:** Make a bullet-list of the 10 most important ideas in Content Area Reading, chapters 4-6. Upload to BlackBoard.

10  Content Area Reading

12  Content Area Reading

17  Content Area Reading

  **Assignment Due: the Perfection List. Upload to Blackboard.**

19  Content Area Reading

24  Content Area Reading

26  Content Area Reading

  **Anticipation Guide due; upload to BlackBoard**

31  Content Area Reading

  9 Connections Assignment Due (Burke Chapters 4-6). Upload to BlackBoard.

November

2  **Read:** Content Area Literacy Strategies that Work: Do This, not That, Chapter 6

  **Assignment Due: Write:** Make a bullet-list of the 10 most important ideas in the chapter. Upload to BlackBoard.

7  Content Area Writing

9  Content Area Writing

14  **Read:** Content Area Literacy Strategies that Work: Do This, not That, Chapter 7
Assignment Due: Write: Make a bullet-list of the 10 most important ideas in the chapter. Upload to BlackBoard.

16 Content Area Writing
21 Content Area Writing
23 Content Area Writing
28 Content Area Writing
30 Thanksgiving (no class meeting)

December

5 *Writing Portfolio and Reflection Essay Due. Upload to BlackBoard.
7 Reflections
14 *Final Writing: 12:45 p.m. Upload to BlackBoard.
9 Connections/Reflections Assignment #1: Content Area Reading - 100 points

Due: Sept. 30th; upload to BlackBoard

Directions: Locate 9 quotations the Burke text (3 per chapter in Chapters 1-3) that connect with ideas/activities about reading and the teaching of reading (nonfiction) that you discovered in class activities. Each quotation from the Burke text should be 1-3 sentences in length.

• Cite the idea in each text. Give the page number.

• Explain the connections in 5-6 sentences. Precision, concision, and clarity are essential. (Sentences that are connected and sentences that show relation and cause/effect should be employed.)

• Begin each connection with a topic sentence that cites specific language from the quotation. Give a specific example from a class activity. Explain the connection between the quotation and class activity; quote the quotation from Burke in the explanatory section.

Examples:

1. Quotation: “Invest in teaching students to self-monitor their learning” (p. 43).

Connections (quote the quotation): In class, we discovered how important it is to “self-monitor” our learning. Before we read about the great “dust bowl,” we predicted content that pertained to the questions that focused on causes and effects; we then read to verify our predictions. As we read, we “self-monitored” our progress, that is, we focused our attention and read to identify the causes and effects of the dust bowl; in this way, we knew what we needed to locate in the text, and we successful in doing so. And because we were successful in doing so, we comprehended the text successfully and easily.
2. **Quotation**: “When you take time to activate background knowledge or otherwise prepare the brain to learn or remember material, you increase the likelihood of comprehension and retention” (p. 13).

**Connections**: During the second day of class, we learned the importance of previewing a text in order to “activate background knowledge.” By first displaying an image of a woman who appeared to be caught in a dust storm, Dr. Polette invited us to speculate as to who the woman was, where the event had taken place, when the event had taken place, the cause of the event, and the results of the event. As we discussed possible answers to the questions that Dr. Polette had ask us to think about, we were activating our “prior knowledge”; because he had not solid facts or clear context to use to accurately answer Dr. Polette’s questions, we had to rely on our preexisting schema, on our ability to use close observation, and on our ability to make inferences. Once we posited a variety of possible answers, we, as a class, became intensely curious about the actual answers to the questions we had been thinking about, and because we were curious, our brains were prepared “to learn” and “remember” the material that we then read.

**9 Connections/Reflections Assignment Assessment Form: Content Area Reading**

_____ 90-100: 9 quotations & connections; connections are precise, concise, and clear. No mechanical errors.

_____ 80-89: 9 quotations & connections; connections are generally precise, concise, and clear. Few minor mechanical errors.

_____ 70-79: 9 quotations & connections; connections are somewhat precise, concise, and clear. Some mechanical errors.

_____ 60-69: 9 (or fewer) quotations & connections; connections are not precise, concise, or clear. Mechanical errors are present to a degree to be disruptive.

_____ 0-59: 9 (or fewer) quotations & connections; connections are not at all precise, concise, or clear. Myriad mechanical errors.
9 Connections/Reflections Assignment #2: Content Area Reading - 100 points

Due: Oct. 28th; upload to BlackBoard

Directions: Locate 9 quotations the Burke text (3 per chapter in Chapters 4-6) that connect with ideas/activities about reading and the teaching of reading (nonfiction) that you discovered in class activities. Each quotation from the Burke text should be 1-3 sentences in length.

• Cite the idea in each text. Give the page number.

• Explain in 5-6 sentences what the connections are. Precision, concision, and clarity are essential. (Sentences that are connected and sentences that show relation and cause/effect should be employed.)

• Begin each connection with a topic sentence that cites specific language from the quotation. Give a specific example from a class activity. Explain the connection between the quotation and class activity; quote the quotation from Burke in the explanatory section.

Examples:

1. Quotation: “Invest in teaching students to self-monitor their learning” (p. 43).

Connections (quote the quotation): In class, we discovered how important it is to “self-monitor” our learning. Before we read about the great “dust bowl,” we predicted content that pertained to the questions that focused on causes and effects; we then read to verify our predictions. As we read, we self-monitored our progress, that is, we focused our attention and read to identify the causes and effects of the dust bowl; in this way, we knew what we needed to locate in the text, and we successful in doing so. And because we were successful in doing so, we comprehended the text successfully and easily.
2. **Quotation:** “When you take time to activate background knowledge or otherwise prepare the brain to learn or remember material, you increase the likelihood of comprehension and retention” (p. 13).

**Connections:** During the second day of class, we learned the importance of previewing a text in order to “activate background knowledge.” By first displaying an image of a woman who appeared to be caught in a dust storm, Dr. Polette invited us to speculate as to who the woman was, where the event had taken place, when the event had taken place, the cause of the event, and the results of the event. As we discussed possible answers to the questions that Dr. Polette had asked us to think about, we were activating our “prior knowledge”; because he had not solid facts or clear context to use to accurately answer Dr. Polette’s questions, we had to rely on our preexisting schema, on our ability to use close observation, and on our ability to make inferences. Once we posited a variety of possible answers, we, as a class, became intensely curious about the actual answers to the questions we had been thinking about, and because we were curious, our brains were prepared “to learn” and “remember” the material that we then read.

### 9 Connections/Reflections Assignment Assessment Form: Content Area Reading

- **90-100:** 9 quotations & connections; connections are precise, concise, and clear. No mechanical errors.

- **80-89:** 9 quotations & connections; connections are generally precise, concise, and clear. Few minor mechanical errors.

- **70-79:** 9 quotations & connections; connections are somewhat precise, concise, and clear. Some mechanical errors.

- **60-69:** 9 (or fewer) quotations & connections; connections are not precise, concise, or clear. Mechanical errors are present to a degree to be disruptive.

- **0-59:** 9 (or fewer) quotations & connections; connections are not at all precise, concise, or clear. Myriad mechanical errors.
3352: Portfolio Reflection Essay

In a 5-6 page essay, describe/articulate what you learned by engaging in the production of writing portfolio. Begin with a brief introductory paragraph which contains a clear thesis statement.

In the body of the essay, discuss such things as what you learned about writing, what you learned about yourself as a writer, what you learned about the steps to scaffold writing, what you learned about writing structures, and/or how you learned to think about writing differently than you had previously.

In the essay, cite examples of the various texts you created for the writing portfolio, and cite supporting quotations from the Burke text, *Content Area Writing* (include the page number of each Burke citation, and be sure to introduce each quotation).

Since this is a reflective essay, you should use the word “I”, and you should use simple, clear language – in other words, say what you really think.
ASSESSMENT FORM FOR 3352 PORTFOLIO REFLECTION ESSAY: 100 points

90-100 — A
- Essay is clear, complete, well-organized, and contains examples/illustrations, are insightful.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused.
- Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- No mechanical errors present; departures from convention appear intentional and are effective.

80-89 — B
- Essay is generally clear, complete, well-organized, and contains examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused.
- Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
- Very few mechanical errors present.

70-79 — C
- Essay is not well-organized, contains a few examples/illustrations.
- Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
- Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
- Some mechanical errors present.

60-69 — D
- Essay is in need of development.
- Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
- Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
- Many mechanical errors present.

0-59 — F
- Essay is not clear and in need of significant development.
- Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph needs substantial revision.
English 3352: Take Home Exam - Worth 200 pts.

1. Make a list of 10 animals that can be found only on or near (in the waters) the Azores.

2. Choose 1 animal.

3. Find 5 different images of the animal (include them in the folder you hand in).

4. List the attributes of the animal and the actions it can perform.

   Example: Leopard Frog (This frog is not found in the Azores; it is being used only as an example for the take-home exam.)

   Attributes: green w/ black spots, four-legged, webbed back feet, eyes on top of its head, long back legs, smooth skin, wide mouth. . . .

   Actions: able to leap 12x in body length, hops, swims like a stealth submarine, able to see above the surface of the water, can sit meditatively for hours, can swallow prey almost as big as itself, croaks to the moon on summer nights, hibernates in a muddy home during the winter. . . .

In a 6 page essay (double spaced, 12 point font), discuss how what you learned in this class this semester is related to the animal you have chosen. Choose actions and attributes that connect animal and learning. (One attribute or action per ¶.)

Example (one paragraph in the body of the essay):

One thing that I learned in ENGL 3352 that cross-connects with the leopard frog is the notion of waiting (the idea in the topic sentence — that controls the rest of the ¶). Just as the spotted amphibian perches on a benighted lily pad for hours without flinching or moving, so to did I discover the value of waiting on the lily pad of my mind for the right idea to come along (one idea you discovered in class that connects with one aspect of the animal). For
example, *(transition words)* when I participated in the earthquake activity and tried to think of what both photographs of demolished cities had in common, I found that I had to literally make my mind slow down and that I had to wait-like the leopard frog-for ideas to come to me. The value, for me, in learning to wait was that I was able to center myself and open myself up to new ideas, new observations, and new discoveries. And because I made the discoveries myself — Dr. Polette did not have to tell me what the photographs had in common — I “owned” them. In other words, the ideas I found through waiting were my ideas, my discoveries; and those ideas and discoveries are ones that I will never forget. Waiting like a leopard frog taught me that one way to learn is to allow time for ideas to come to me; and when the right ideas come along, they are certainly something to croak about.

The folder you turn in should contain the list of animals, five different (clear) images of the animal, the list of attributes and actions for one animal, one copy of your essay, and the grading form. Put the grading form on top.

**Criteria: Take-Home Exam**

Each ¶ in the essay has a clear topic sentence which relates one aspect of the animal to one idea you learned in class.

Each ¶ in the essay relates the animal-aspect. Each ¶ in the essay offers one example of what you learned in class. Each ¶ in the essay discusses, specifically, what is important about what you learned.

Each ¶ in the essay has clear, specific language; has sentences that are logically connected; has appropriate transition words/phrases; has appropriate pronoun usage and antecedents; has sentence variety; and is free from usage, spelling, or punctuation errors.
ASSESSMENT FORM FOR 3352 TAKE-HOME EXAM: 200 points

_____ 180     _____ 190     _____ 200 — A
• Essay is clear, complete, well-organized, and contains examples/illustrations, are insightful.
• Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is clearly focused.
• Wording is clear in sentences that are precise. Abstract terms are defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
• No mechanical errors present; departures from convention appear intentional and are effective.

_____ 160     _____ 170     _____ 178 — B
• Essay is generally clear, complete, well-organized, and contains examples/illustrations.
• Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A cogent discussion and quotation relates the example to the idea in the topic sentence. Each paragraph is focused.
• Wording is clear in sentences that are precise. Abstract terms are generally defined and used effectively. Effective syntax throughout. Cohesion is clear; transitions are effective.
• Very few mechanical errors present.

_____ 140     _____ 150     _____ 158 — C
• Essay is not well-organized, contains a few examples/illustrations.
• Each ¶ has a clear topic sentence that presents one idea to be developed. Topic sentence is followed by a restriction/transition sentence(s). An example/illustration is included. A discussion may not effectively relate the example to the idea in the topic sentence. Each paragraph is somewhat focused.
• Wording is generally okay; sentence variety may not be present. Abstract terms are sometimes defined and used effectively. Syntax may need revision. Cohesion is in need of further work; transitions somewhat effective.
• Some mechanical errors present.

_____ 120     _____ 130     _____ 138 — D
• Essay is in need of development.
• Each ¶ may be in need of a stronger topic sentence. Topic sentence is often not followed by a restriction/transition sentence(s). An example/illustration is generally not included. A discussion may be missing. Each paragraph needs revision.
• Wording is generally okay; sentence variety may not be present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
• Many mechanical errors present.

_____ 0-118 — F
• Essay is not clear and in need of significant development.
• Each ¶ needs topic sentence. Topic sentence is not followed by a restriction/transition sentence(s). An example/illustration is not included. A discussion may be missing. Each paragraph is needs substantial revision.
• Wording is not effective; sentence variety not present. Abstract terms are not defined and are not used effectively. Syntax needs revision. Cohesion is in need of further work; transitions are missing.
• Myriad mechanical errors present.