

## Teaching Notes for *The Politics of Language Unit*

### Essential Questions:

How is language tied to identity (used to identify and isolate)?

How has language been used both to oppress and discriminate --and to empower?

How should language be used in the classroom? Why?

### Main Course Texts:

1. Kai Davis, "Fuck I Look Like"
2. Gloria Anzaldua, "How to Tame a Wild Tongue"
3. bell hooks, "Language"
4. Michael Tsai, "Pondering Pidgen"

### Optional/Additional Texts:

- Key and Peele, "Code Switching" (comedy sketch *YouTube* video)
- Alia Wong, "De-Stigmatizing Hawaii's Creole Language" or "Fo Teach Pidgin o Not Fo Teach Pidgin"
- Kent Sakoda and Eileen Tamura, "Pidgin Grammar"
- Kealoha, "Dichotomy" (spoken word)
- Jamaica Heolimeleikalani Osorio, "Kaona", "Kumulip," "Letter to a Bi-Lingual Poet" (poems and spoken word)
- Ann Inoshita, "Red Banana in da First Grade" (poem)

### Summary Information:

Last semester, I used this curriculum for the first time in an English 100X (or English 100 + co-requisite course.) We met three days/ week for 1.25 hrs and had a lot of time to discuss individual texts and explore multiple companion texts.

I am currently adapting it to a regular, two-day-per-week English 100 course, a hybrid English 100 course and a fully-online English 100 course. Each course has a variety of teaching strategies that are not necessarily interchangeable.

1. Below is the daily plan for a 2-day/week face-to-face course.
2. It can be converted into a co-req course by including extra time for in-class activities and drafting sessions. Co-req sections will also likely include longer periods of time with instructor working one-on-one with individual students and grammar games/instruction.
3. To convert into a hybrid course, students should be encouraged to complete both readings and comprehension quizzes prior to the face-to-face class period. Class periods should be used for paired or small group Focussed Notes activities, class discussions with live Discussion Journals, and peer editing sessions.
4. A completely online course will need weekly online discussions with peer responses, completely online peer editing sessions, and skills challenges where students must put the skills from *They Say/ I Say* into practice. Significant instructor feedback is necessary.

**Daily Plans (2-day/week, face-to-face class)**

Week	Day	Readings and Assignments Due by Class Time	In Class
1	Mon	<ul style="list-style-type: none"> <li>● Read Gloria Anzaldua’s <u>“How to Tame a Wild Tongue”</u> *(Source: Narrative essay)</li> <li>● Complete Online Comprehension Quiz</li> </ul>	<p>Quick Quiz Review: students challenged to share out evidence from text that supports correct answers.</p> <p>Quick Write: How does it feel to read a text that is written in Spanish and English?</p> <p>Small Group or Pair Share</p> <p>Instructor listens in on small groups, writes some of what they say on board and reviews as a large class.</p> <p>Review of tricks for identifying main ideas: Turn headings into questions. Answer questions to identify main idea.</p> <p>In small groups, begin identifying main ideas; instructor circulates.</p> <p>Exit ticket: which main idea do you feel strongest about?</p>
	Wed	<ul style="list-style-type: none"> <li>● Read: <i>They Say / I Say</i> Chapter 2: “Starting with What Others are Saying”</li> <li>● Read: <i>They Say / I Say</i> Chapter 3: “The Art of Quoting”</li> <li>● Complete Online Comprehension Quiz</li> </ul>	<p>Small groups identify main ideas from <i>They Say / I Say</i> on board. Instructor circles room and reviews main ideas for class.</p> <p>Students examine, evaluate and grade sample summaries and responses based on rubric.</p> <p>Large class share out: which is best and why?</p> <p>Class finishes identifying main ideas.</p> <p>Students are paired by which main idea they wish to respond.</p> <p>In pairs, students choose and explain an appropriate quotation; then, begin drafting Anzaldua summaries in class. (Google docs)</p>

Week	Day	Readings and Assignments Due by Class Time	In Class
2	Mon	<ul style="list-style-type: none"> <li>● Read: <i>They Say / I Say</i> Chapter 4: “Three Ways to Respond”</li> <li>● Complete Online Comprehension Quiz</li> </ul>	<p>Begin by showing Key and Peele <i>YouTube</i> video (Code Switching)</p> <p>In large group, verbally summarize what happened in the video.</p> <p>In large group, verbally summarize the argument that Key and Peele are trying to make.</p> <p>Quick Write: do you agree, disagree or both with their argument (use templates from <i>They Say / I Say</i>)</p> <p>Review SEXI paragraph format</p> <p>Return to Anzaldua quote and paraphrase. Begin drafting response paragraph</p>
	Wed	<ul style="list-style-type: none"> <li>● 1st draft (printed)</li> </ul>	Peer editing & review of CiteFast
3	Mon	<ul style="list-style-type: none"> <li>● Final draft</li> </ul>	<p>Reflection and self-assessment</p> <p>Review upcoming Annotated Bibliography and Politics of Language assignments.</p> <p>Watch and Listen to <u>Kai Davis’s “Fuck I Look Like”</u> *(Source: Slam Poetry)</p> <p>Quick Write: how does her use of curse words affect you as a listener? Do you think if it depends on whether you’re black or white? What if you’re neither?</p> <p>In-class, partner comprehension quiz</p> <p>Quiz review as large group. Aloud, students are asked to find evidence in poem to support their answers.</p> <p>Paraphrase activity: Review how to paraphrase</p> <p>Exit Ticket- students paraphrase most significant sentence from her poem.</p>

Week	Day	Readings and Assignments Due by Class Time	In Class
	Wed	<ul style="list-style-type: none"> <li>• Read bell hooks's "<u>Language</u>" *(Source) Academic Essays</li> <li>• Complete Online Comprehension Quiz</li> </ul>	<p>Quick Quiz Review: students challenged to share out evidence from text that supports correct answers.</p> <p>Quick Write: What is your 1st language? What other languages or vernaculars do you speak? When do you code-switch?</p> <p>Small Group or Pair Share</p> <p>Instructor listens in on small groups, writes some of what they say on board and reviews as a large class.</p> <p>Students begin filling in evidence from class texts into Formal Notes (see attached sheets)</p>
4	Mon	<ul style="list-style-type: none"> <li>• Read <u>Michael Tsai's "Pondering Pidgin"</u> *(Source) Newspaper Editorial</li> <li>• Complete Online Comprehension Quiz</li> </ul>	<p>Quick Quiz Review: students challenged to share out evidence from text that supports correct answers.</p> <p>Discussion Journal (Instructor lead inquiry): How do you think language should be used in school? Consider both written and spoken activities.</p> <p>Consider all of your classes: English, math, speech, anthropology, sociology, chemistry, art, theater, etc.</p> <p>Class discussion</p>
	Wed	<ul style="list-style-type: none"> <li>• Research Challenge: Who else is talking about these issues? Sources and brief summaries uploaded to Lulima (Discussions and Private Messages)</li> </ul>	<p>Class Round Table: Students give brief summary of the source they may consider using for Annotated Bibliography</p> <p>Students are encouraged to consider using their peer's sources in upcoming assignment(s).</p> <p>CRAAP Test Review Game</p>
5	Mon	<ul style="list-style-type: none"> <li>• 1st draft of Annotated Bibliography</li> </ul>	Peer editing

Week	Day	Readings and Assignments Due by Class Time	In Class
	Wed	<ul style="list-style-type: none"> <li>Final draft of Annotated Bibliography</li> </ul>	Reflection and self assessment  Activity: Managing Sources (Sample Essay)
6	Mon	<ul style="list-style-type: none"> <li>Read: <i>They Say / I Say</i> Chapter 6: "Planting a Naysayer in Your Text"</li> <li>Complete Online Comprehension Quiz</li> </ul>	Pair off: Tellbacks (Main ideas from <i>They Say / I Say</i> )  Activity: identify the naysayer in sample essay from prior class  In pairs discuss how you will use your naysayer  Start creating essay outline (Instructor circulates)
	Wed	<ul style="list-style-type: none"> <li>1st draft of Politics of Language essay</li> </ul>	Peer editing
7	Mon		Thesis Statement Workshop Introduction and Conclusion activities/quick writes.
	Wed	<ul style="list-style-type: none"> <li>Final draft of Politics of Language essay</li> </ul>	

### **Scaffolded, High-Stakes Assignments (co-req, stand-alone, hybrid, online)**

- **Part 1: Summary and Response**
  - Source #1
- **Part 2: Annotated Bibliography**
  - Sources #1-4
- **Part 3: Politics of Language Essay**
  - 3 Sources minimum

**Scaffolded, Low-Stakes Assignments:**

	<b>English 100 + co-requisite</b>	<b>English 100 stand-alone</b>	<b>English 100 hybrid</b>	<b>English 100 online</b>
<b>Readings</b>	2-3/week	2-3/week	2-3/week	2-3/week
<b>Homework with Reading</b>	Note-taking assignment	Online Quiz	Online Quiz	Online Quiz
<b>Reading Homework Assessment</b>	Graded by spot-check at the beginning of class.  (Considering <b>supplementing</b> with online quizzes).	Reviewed in class  No time limit No limit on times one can take the quiz (idea from Leigh Dooley)	Online Quizzes designed to encourage students to engage with the text deeply.  No time limit No limit on times one can take the quiz (idea from Leigh Dooley)	Online Quizzes designed to encourage students to engage with the text deeply.  No time limit No limit on times one can take the quiz (idea from Leigh Dooley)
<b>Discussion</b>	Tricider poll used to gather student questions.  Students vote on which question to answer.  Students complete a <u>Discussion Journal (DJ)</u>  (Multiple DJs per unit)	In partners or small groups, students fill out "Focussed Notes" to -Record evidence from the texts -Decide which sources are best suited to helping them answer the prompts  (One tricider poll, all-class discussion and <u>Discussion Journal (DJ)</u> ).	In partners or small groups, students fill out "Focussed Notes" to -Record evidence from the texts -Decide which sources are best suited to helping them answer the prompts  Minimal time for large class discussions. Use every opportunity you can get.	Online Discussion Journals take a different format:  Using Laulima Discussions and Private Messages, students respond to my prompts and comment on two of their peer's responses  My prompts are the guiding questions identified above.

	<b>English 100 + co-requisite</b>	<b>English 100 stand-alone</b>	<b>English 100 hybrid</b>	<b>English 100 online</b>
<b>1st draft and peer review</b>	<p>In-class peer review session.</p> <p>Points awarded for bringing draft</p> <p>Points awarded for participating</p>	<p>In-class peer review session.</p> <p>Points awarded for bringing draft</p> <p>Points awarded for participating</p>	<p>In-class peer review session.</p> <p>Points awarded for bringing draft</p> <p>Points awarded for participating</p>	<p>Online peer review using Laulima Discussions and Private Messages.</p> <p>Points awarded for posting drafts.</p> <p>Points awarded for giving feedback to two peers.</p>
<b>Outside tutoring</b>	<p>Submitting and using feedback from Brainfuse online tutors required</p> <p>Points awarded for submitting a copy of tutor feedback with the final draft.</p>	<p>Submitting and using feedback from Brainfuse online tutors required</p> <p>Points awarded for submitting a copy of tutor feedback with the final draft.</p>	<p>Submitting and using feedback from Brainfuse online tutors required</p> <p>Points awarded for submitting a copy of tutor feedback with the final draft.</p>	<p>Submitting and using feedback from Brainfuse online tutors required</p> <p>Points awarded for submitting a copy of tutor feedback with the final draft.</p>

## Part 1: Summary and Response

**Purpose (Skills):** In this assignment, you should learn how to:

- Identify a writer's main ideas, learning how to distinguish them from an author's details
- Condense another writer's ideas into a summary using your own words, avoiding plagiarism
- Quote an author using appropriate punctuation and citation style, paraphrasing or explain the significance of the quote directly afterwards.
- Respond to another writer in a logical manner, clarifying with what point(s) you wish to agree (add to), disagree (contradict) or both.
- Discuss the work of one writer who is commenting on the work of another writer, using signal verbs and phrases to maintain clarity
- Practice academic documentation standards

**Purpose (Knowledge):**

- This assignment will also help you become familiar with issues surrounding multiple languages, vernaculars and Englishes in America today

**Requirements:**

**Length:** 2 paragraphs: 1 summary and 1 response paragraph, back-to-back (approximately 1 page)

**Format:** MLA (double-spaced, 1-inch margins, Times New Roman or Calibri 12-point font) with in-text citations.

**New Format change:** Rather than make a Works Cited page, begin your summary and response with the complete MLA formatted citation as you would in an Annotated Bibliography. [See Owl Purdue's Annotated Bibliography example](#) for how to organize.

**Tasks: To complete the assignment you should do the following:**

1. Read and take notes on your assigned text.
2. Read chapter 2 of *"They Say/ I Say"* to learn how to write a one-paragraph summary.
3. Use the examples and templates in chapter 2 to create a summary paragraph  
Include the following:
  - Introduce the full name of your writer and the complete title of the text.
  - Begin each sentence with a subject and signal verb. For example
    - i. ( [The author](#) [believes that...](#) )
    - ii. ( [subject](#) ) ( [signal verb](#) )
  - Identify one or more of the author's main points in each sentence avoiding details and examples as much as possible.



4. Read chapter 3 of *"They Say/ I Say": The Moves That Matter in Academic Writing* to learn how to incorporate one (just one) quote into your summary paragraph.
  - Choose one quote that either highlights a complex point that needs explaining or else identifies an idea to which you are wish to respond in your response (2nd) paragraph.
  - Integrate your quote into the summary paragraph using [MLA standards for integrating quotations and creating in-text citations](#). (Click the previous sentence for a link to this resource.)
  - Follow the quote with a paraphrase or explanation of that quote. To begin your paraphrase, use the templates for explaining quotes on pg. 297 or pp. 46-47 in *"They Say/ I Say"*.
5. Read chapter 4 of *"They Say/ I Say": The Moves That Matter in Academic Writing* to learn how to write a solid response paragraph.
6. Write your response paragraph where you explain your own thoughts and opinions in a clear and logical order (SEXI paragraph)
  - Begin by specifying whether you agree, disagree or both with the last main point of the summary. Use the templates from chapter 4 to begin your sentence (pp 297-299 or pp.60-66). Feel free to manipulate the templates for clarity.
  - Support your first sentence with examples from your own experience and/or outside readings.
  - Explain how your experiences inform your belief.
  - Avoid continuing to provide summary information or quotations from the text in your response.
7. Check the order of points in your summary. Make sure that the point you respond to in the second paragraph is the last point you introduce in your summary.
8. Submit your draft to Brainfuse
  - At this point you may also decide to make an appointment with the instructor, with your peer coach, or with a tutor at the WCC Writing Center for further feedback.
9. Submit the first draft of your summary for peer review.
  - Learn what you can from the drafts of others and consider your peers' suggestions.
10. Revise your entire assignment for accuracy, clarity and balance.
11. Proofread your assignment for accuracy in grammar, spelling, punctuation, MLA format and citations.

**Criteria for Success:** please see the rubric below

English 100: Summary and Response Rubric (50 points)

<p><b>Summary Paragraph</b></p>	<p>Writer begins discussion of the text by introducing the author (full name) and title of work</p> <p>Writer begins most sentences with a subject and signal verb (for example: <u>The author believes that...</u>) (subject) (signal verb)</p> <p>Writer uses appropriate transitions between main points in the summary.</p> <p>Writer <u>uses keywords and phrases</u> from the text <b>but</b> <u>uses his or her own words to explain the main ideas</u>. (Writer should avoid simply replacing the author's words with synonyms and instead try to explain the ideas in a way that reveals a deep understanding of the writer's meaning. Trick: close the original text and pretend you're explaining the main points to a close friend. What words would you use?)</p> <p>Writer generally avoids including examples and details.</p> <p>Writer's summary is free of his or her ideas and personal bias. ( Hint: The reader shouldn't know if you agree or disagree until the first sentence of your response.)</p>	<p>/15</p>
<p><b>Quotation in Summary Paragraph</b></p>	<p>Writer includes a quote that emphasizes what he or she focusses on in the response.</p> <p>Quotation is <u>introduced</u> (The author states, "...") and <u>explained</u> (Basically, he is suggesting that..)</p> <p>The in-text citation correctly identifies the source of the quote and the page number, if applicable.</p>	<p>/10</p>
<p><b>Response Paragraph</b></p>	<p>In the first sentence, the writer responds directly to the last idea/sentence of the summary paragraph and clearly identifies whether he or she agrees (wishes to add to), disagrees (wishes to contradict), or both (if appropriate). See below</p> <p>If the summary text is simply informational (as in statistics, factual information, or a newspaper report) the writer should not agree or disagree and must then respond by making a logical inference, or by drawing a logical conclusion from that information that supports his or her overall point of view.</p> <p>Writer completes his or her paragraph using (E) explanations and (X) examples that support his or her (S) statement (1st sentence). These examples and explanations thoroughly support a well thought-out opinion or point of view that might logically follow the summary above.</p>	<p>/10</p>
<p><b>Formatting &amp; Grammar</b></p>	<p>Writer follows MLA formatting guidelines (see above for quotation guidelines)</p> <p>Sentences are largely free of grammar, spelling and punctuation errors.</p> <p>Summary and response begins with a complete MLA citation.</p>	<p>/15</p>
<p><b>Total</b></p>		<p>/50</p>

## Part 2: Annotated Bibliography

### Purpose:

- To learn how to create an annotated bibliography - the building block of good research papers.
- To create a collection of notes and data for your upcoming paper.
- To create a diary or collection of your thoughts and discoveries as you read and wonder about your topic.
- To build the pieces of a rough draft. Once you have an annotated bibliography, you practically have all the writing you need for a 1st draft.

### Instructions:

1. Create an [annotated bibliography](#) of **at least four sources** you will consider for the upcoming paper.
2. Each entry should include 4 parts:
  - i. Complete MLA citation
  - ii. Summary
  - iii. Evaluation of the author and article/essay/text
  - iv. Explanation for how you might use it in your upcoming Politics of Language essay.

**\*\*A breakdown of the elements and a sample entry are provided on the bottom of this document.**

### Requirements:

- Minimum 4 entries; typed; MLA format
- **3** of the sources must be major texts we have discussed as a class (choose from Davis, hooks, Anzaldua, and Tsai).
- You may include work from your Summary and Response assignment.
- **At least 1** of the sources must be from your outside research or the research of your peers. If you choose to use a classmate's source, however, you must write your own summary.
- Sources should be compiled in alphabetical order. (If you use [Citefast](#) it will alphabetize your sources for you and help create the citations.)
- **If you change your mind about a source later while writing your paper, that's okay.** This document should be helpful for planning your upcoming paper, but it is no way binding.

## Each entry should contain the following elements:

1. Complete MLA Citation
2. Three-part Annotation
  - a. Summary
    - Identify the article's main argument. What is the most important thing it wants you to think about, do, or remember?
  - b. Evaluation
    - Include any information you can find that shows that your source passes the CRAAP test. This section should be one brief paragraph.
  - c. Use
    - Explain how you might use this source in your upcoming paper
    - You will have to read the instructions for the Politics of Language paper in order to anticipate how you might use each source. Consider, the following:
      1. What issues does this writer discuss?
      2. What side of the issue is this writer on?
      3. Does this writer disagree with one of your other writers?
      4. Do you disagree or agree with this author?
      5. Will you use this author to introduce an idea, contradict another writer's idea, explain an idea, act as a naysayer or even a "they say," or will you use this author to support your own opinion?

## Assignment should begin like the following sample.

Sample Student

Webster

ENG100

12/8/2017

### Annotated Bibliography

Booth, Marleen, and Kanalu Young. "Hawaii Pidgin the Voice of Hawaii." *YouTube*, 28 Dec. 2009,

[www.youtube.com/watch?v=O7X9AAeDCr4](http://www.youtube.com/watch?v=O7X9AAeDCr4). Accessed 1 Feb. 2017.

In the video "Hawaiian Pidgin the Voice of Hawaii," Marleen Booth and Kanalu Young cite Earl Morihara, pastor of a New Hope Church, who believes that Pidgin is the language of Hawai'i today.

Morihara explains that the Pidgin language consist of multiple languages that were combined by the groups of immigrants who worked in Hawaii on the plantations. Morihara claims that "Who we are, all dat we tink and do on dis island, all dat stuff dat make Hawaiian culture, is kinda captured in da language." Basically, he is arguing that Pidgin is a reflection of the people who live in Hawaii; it is a reflection of the local culture.

This source gets a 23 on the CRAAP test because, while it is a little old (made in 2009) and a little janky looking (I'm not going to lie), the speakers in the video are authorities on local Hawaiian culture and Pidgin. Earl Morihara is a respected local pastor. Also referenced in the video is Kent Sakoda, a linguist, Pidgin scholar, local UH professor, and author of *Pidgin Grammar: An Introduction to the Creole Language of Hawai'i*. Sakoda provides an in-depth explanation of the origin of local Hawaiian Creole.

This source helped me understand how Pidgin developed and evolved and it helped me realize just how important the language is as a unifying and self-identifying element among locals in Hawaii today. It helped me narrow down my topic as well. I've decided to write about how, while it may have its downsides, our local vernacular, HCE or Pidgin, for the most part has a positive effect on the people in the community. It unites us culturally and affects us politically. I'll be using this source specifically in the body of my upcoming paper after I discuss how Hawaiian pidgin has been used to discriminate against locals in schools. I will suggest that it should be embraced by our educators so that students can get their ideas out and not feel ashamed of talking if they don't speak in perfect, standardized English.

Next citations starts here. Be sure to organize your sources in alphabetical order. They do not need to be

numbered; I will be able to tell when the next one starts when I see the next citation.

## Rubric for Annotated Bibliography (100 points): 4 sources : 25 points each

<p><b>Summaries</b></p>	<p>Each entry begins with a <b>complete MLA citation</b> (use Citefast) (2 pts)</p> <p>Writer begins <b>most</b> sentences in all summaries with a <b>subject and a signal verb</b>. (2 pts)</p> <ul style="list-style-type: none"> <li>• For example: <u>The author believes that...</u> (subject) (signal verb)</li> </ul> <p>Writer uses appropriate <b>transitions</b> between main points in the summary. (1 pt)</p> <p>Writer <u>uses keywords and phrases</u> from the text <b>but uses his or her own words to explain the main ideas</b>. (2 pts)</p> <p>Writer generally avoids including examples and details but does include <b>at least one important quotation</b> (perhaps more, since these are kind of like notes).</p> <p>If writer includes quotes, they are relevant; likewise, they are <u>introduced</u> and explained and they have in-text citation that correctly identify the source of the quote. See below:</p> <ul style="list-style-type: none"> <li>• For example: McDonald states, “quotation” (34). Basically, he is arguing that...</li> <li>• For example: The author states, “quotation” (McDonald 34). Essentially, she is suggesting that... (2 pts)</li> </ul> <p>Writer’s summary is <b>free of his or her ideas and personal bias</b>. (2 pts)</p>	/11
<p><b>Assessment of Source</b></p>	<p>Sources are briefly assessed for some of the following CRAAP: (1 pt each)</p> <p><b>Currency</b> - When was this source published?</p> <p><b>Relevance</b> - Which assignment question or prompt does this help you answer? Is it complex enough for a college paper, too complex or too simple?</p> <p><b>Authority</b> - Who is the author and what are their credentials?</p> <p><b>Accuracy</b> - Do any statements seem false? Are there any grammar or spelling errors? Does the source provide references that support his or her claims? Who are their sources and why do you trust them?</p> <p><b>Purpose</b> - Is the author’s purpose to sell, persuade, entertain or inform? How is the author biased (what is his or her opinion)? Does the author present opposite viewpoints fairly? Is the author too emotionally charged to be trustworthy?</p>	/5
<p><b>How Am I going to use this in my paper?</b></p>	<p>Writer reflects on how each source might fit into his or her essay. (1 pt each)</p> <ul style="list-style-type: none"> <li>• Identify which topic the source is addressing? (How language is tied to identity, how it has been used to oppress, how it has been used to empower, or how it should be used in the classroom)</li> <li>• What other source might come before or after your summary of this source?</li> <li>• Is this source identifying a problem, solution, cause or reason?</li> <li>• Do you agree or disagree with this source? Are these ideas something that support your claim (thesis) or are they ideas that you must argue against (a naysayer)?</li> </ul>	/4
<p><b>Grammar</b></p>	<p>Sentences are largely free of grammar, spelling and punctuation errors.</p>	/5
<p><b>Total</b></p>		/25

## Part 3: The Politics of Language Essay

### Synthesis Paper (5-6 pages; 3 sources minimum, MLA format; Works Cited page)

According to the Oxford English Dictionary, the word “**synthesis**” refers to “the combination of components or elements to form a connected whole.” In a synthesis paper, you are asked to consider your opinions and the opinions of multiple sources and connect those ideas and arguments into a logical conversation on paper.

#### **Purpose (Skills):**

- To learn how to manage multiple sources in an academic essay.
- To practice and apply research skills.

#### **Instructions:**

1. Write a synthesis paper answering the prompts below.
2. Present your sources in summary and response format.
  - You may also choose to respond to one summary with the summary of another source if that makes sense.
  - Just be sure your essay is not entirely the opinions of others. You must respond and include your own thoughts and opinions regularly throughout the paper so as to clarify and support your thesis.
3. Be sure to clarify your own opinion in a thesis statement and support your opinion with explanations and examples from your experience and readings.
4. Incorporate **at least 3 sources**; a minimum of 2 must be from our class readings (you can use more):
  - Kai Davis’s “Fuck I Look Like”
  - bell hooks’s “Language”
  - Gloria Anzaldua’s “How to Tame a Wild Tongue”
  - Michael Tsai’s “Pondering Pidgin”
5. **You must include at least one source from outside our class readings.**
6. Feel free to use more than three sources in the essay.
7. Include at least one summary of a source with whom you do not agree
  - when we listen to the voices of those with whom we do not agree, we appear more reasonable and less one-sided.
  - To see templates for introducing a naysayer, see chapter 6 in *They Say/ I Say*.
  - Include a response to your naysayer that is respectful but, nevertheless, supports your thesis.

#### **Prompt:**

- How is language tied to identity?
- How has language been used both to oppress and discriminate --and to empower?
- How should language be used in the classroom? Why?



## Steps:

1. Read and take notes for each source.
  - a. In those notes, identify if and how the writer has addressed any of the prompts
    - i. Explain what the writer believes about how we should use language in the classroom.
    - ii. Explain what the writer claims about language and identify.
    - iii. Explain how the writer addresses whether language has been used to oppress or discriminate or empower people.
2. Spend an hour or two making notes to yourself, free writing, idea mapping, and/or using other idea-generating techniques that will help you come up with a plan for organizing your text.
3. Develop a working thesis, or your answer to the prompt above. Be sure to identify your reasons or main points as you will discuss them in your paper.
4. Once you have a working thesis, identify an opinion that you can argue against and use it as your “They Say,” or hook. Use “return statements” throughout your essay to keep this opinion that you are arguing against in the mind of both yourself and your reader. (Please review chapter 1 of They Say/ I Say to create a logical They Say statement and learn about “return statements”)
5. It is common to spend one hour or more drafting a single page of academic writing. This will likely take six or more hours to write.
6. Give yourself the time to complete an entire first draft, even if it’s messy and confusing. Then share it with your peers and tutors at Brainfuse. You may also wish to make a personal meeting with me or the Writing Center to discuss organization, drafting, or other writing issues.
7. Revise your paper with the help of peers, tutors and your instructor:
  - a. Clarify your thesis statement so that it states what you believe and provides the top reasons or main points you discuss in your paper in the order in which you discuss them.
  - b. Review your transitions between paragraphs so that the essay flows like a conversation between peers.
  - c. Conclude your essay with a logical suggestion or prediction.
    - i. A suggestion might include what instructors should ask for or expect from students today
    - ii. A prediction might include a vision of the future where we do or do not move in the direction that you suggest.
8. Finally, proofread your paper for grammar, spelling and punctuation issues. This is a final but crucial step in composition. (Consider seeking assistance from tutors and your instructor.)

**Student's Name** \_\_\_\_\_

Critical Thinking & Idea Development

Writer presents a clear analysis of the topic or problem and offers logical analysis, explanations or solutions.

Writer uses specific evidence to persuasively support this answer (evidence from research, personal observation, and/or experience).

Writer demonstrates a good understanding of key concepts from his or her sources.

Writer explains all ideas and information fully enough for readers who have not read the resources and don't know a lot about the topic.

Writer avoids oversimplifying complex issues.

	Writer does not yet demonstrate skills 27 or fewer	Writer demonstrates some skills 28-34	Writer demonstrates a mastery of skills 35-40
Instructor's Assessment			

Organization

Writer effectively employs an interesting introduction strategy.

The conclusion effectively closes the essay.

The writer's essay plan or arguable point is effectively summed up in a thesis statement, which is presented in the first paragraph (or first few paragraphs).

Each paragraph is an appropriate length and focused around a central idea.

Ideas are presented in an order that makes sense to a reader.

Writer uses key words from thesis to build transitions between paragraphs.

	Writer does not yet demonstrate skills 27 or fewer	Writer demonstrates some skills 28-34	Writer demonstrates a mastery of skills 35-40
Instructor's Assessment			

Sentences

Sentences are largely free of grammatical problems.

Sentences have smooth rhythm and flow.

Sentences are concise.

Word choices are effective.

	Writer does not yet demonstrate skills 27 or fewer	Writer demonstrates some skills 28-34	Writer demonstrates a mastery of skills 35-40
Instructor's Assessment			

Integrating Sources, Avoiding Plagiarism & Formatting

When using material from a source, the writer doesn't just "stick in a quote." Instead, the writer introduces the material, explains it fully, and links it to the paper's overall argument.

Writer uses quotation marks when including any other author's exact words.

Writer uses appropriate paraphrasing (meaning is the same, but sentences and words are significantly different).

Writer gives credit to a source whenever using any ideas, words, and information from that source.

Writer regularly responds to sources or otherwise synthesizes source information into his or her paper.

Writer formats paper and Works Cited page according to MLA guidelines.

	Writer does not yet demonstrate skills 27 or fewer	Writer demonstrates some skills 28-34	Writer demonstrates a mastery of skills 35-40
Instructor's Assessment			

**Grade & Recommendations:**