

## ENG 120-10, Fall 2014 Critical Reading and Writing I

**Instructor:** Whitney Lew James

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**Class Time and Location:** MWF 11:40 a.m.-12:50 p.m., Classroom Building, Room 104

**Office Hours:** M, 2:00-3:00 p.m. and by appt.

**Office Location:** Library, Lower Level

**Mailbox:** Library, Lower Level

### Language Across Cultures

This course will explore the connection between language, culture, and identity. How does (or doesn't!) language shape our identity and sense of self? How does language create groups and keep others out? What is the connection between language and culture? Can language shape our thoughts? And ultimately, how can language connect us between and among cultures?

To begin exploring the questions listed above, we will look at Maxine Hong Kingston's self-proclaimed memoir, *The Woman Warrior*. The class will consider how the storytelling of our community and culture shapes (and complicates) our identity by writing the story of a mythical ancestor and translating it for a new audience. Then, we will examine the proposition that *language shapes thought and worldviews* by reading linguist John McWhorter's *The Language Hoax* and various texts in opposition. You will enter the conversation by writing an essay in response to one or more of these readings. The course will culminate with a self-guided and determined experiment to arrive at a new way of thinking about language and culture.

As a writing course, language and what we can do with it will always be central. While the subjects of language and culture will unite much of the work we do in all three units, this is not a class on sociolinguistics. This is a composition class whose primary goal is to help you improve as a writer and a thinker—we will be interested in using writing to generate new insights about language and culture. In the process, the class will help you develop and refine your academic voice by focusing your attention on the ways in which, regardless of content, we make and convey meaning with our words.

### Wheelock College Requirements and the WLCE

The WLCE (Wheelock Literacy and Communication Exam) measures the literacy skills necessary for entering into professional and civic discussion both inside and outside of the classroom. At the end of the semester, you will take both sections of the WLCE: (1) Copyediting, which assesses grammar and mechanics, and (2) Critical Response, which assesses your ability to summarize another's argument about a particular social issue and answer with a persuasive reply of your own to the issue. The WLCE serves two purposes:

1. It is a diagnostic that allows instructors to assess your strengths and weaknesses as a writer and then tailor their instruction to help you improve.
2. It is an assessment of the literacy skills taught in ENG 120/121, which reinforces the college's commitment to producing students who are prepared for academic, professional, and civic life at and beyond Wheelock.

Your performance on the WLCE **does not** affect your grade in ENG 120/121. However, you must have passed the WLCE to enter into many required practica and to receive your degree. You will have multiple opportunities in this course to prepare for the WLCE mass administration at the end of the semester. If you do not pass the WLCE by the end of ENG 121, there are support systems available to help you pass.

## Learning Outcomes Statements

**ENG 120** By the end of the semester, successful students will begin to achieve the following goals:

1. Embrace writing as a process that involves pre-writing, drafting, revising, editing, and sharing
2. Use writing both to engage in critical thinking and to illustrate the product of that critical inquiry for an audience
3. Generate productive questions and seek insightful answers both through formal research and thoughtful reflection
4. Recognize genre conventions as a way to anticipate the needs and expectations of a given audience
5. Craft rhetorically effective, logically cogent, and structurally sound essays that utilize the conventions of different genres
6. Use library resources (including FLO catalog and online databases) to conduct productive research
7. Demonstrate the literacy skills necessary to pass all portions of the WLCE

**General Education** English 120: Critical Reading and Writing I is a foundational part of your general education at Wheelock College. At Wheelock we believe that understanding written texts and communicating in written, visual, oral, and electronic form is critical to every academic discipline and profession and to success in private and public life. In order to ensure your success, we hope that by the end of your first year in college you will

1. Demonstrate rhetorically effective, accurate academic writing and communication across a variety of contexts, purposes, audiences and media;
2. Effectively generate, revise, edit, and proof-read written texts;
3. Develop abilities in critical reading across a variety of genres and media;
4. Develop skills in generating a logical argument and supporting it with evidence.
5. Develop and deliver effective oral presentations for a variety of audiences or settings;
6. Demonstrate research and information literacy skills by locating, evaluating, and synthesizing information.

## General Course Requirements

Unit 1: Introduction to Critical Analysis	The Mythical Ancestor: This is a 3-4 paragraph creative non-fiction story using <i>The Woman Warrior</i> as a frame and a 2 paragraph reflection on your own work.
Unit 2: Complex Critical Analysis	Demystifying the Language Hoax: This is a 3-page, argumentative essay in which you enter the conversation about how and if language shapes thought and language’s relationship to culture.
Unit 3: Think Differently Project	Think Differently: This is a 4-page essay and 7-minute presentation that serves as the culmination of this semester. You will develop a process to arrive at a new way of thinking about language, culture, or both.
Participation	Participation in classroom activities, such as discussions, group work, exploratory writing, peer review, etc., is crucial to your success. Participation also includes completing readings and discussion questions prior to class—you can’t participate in class if you haven’t completed outside work.

## Required Texts

- *The Woman Warrior: Memoirs of a Girlhood Among Ghosts* by Maxine Hong Kingston
- *The Language Hoax: Why the World Looks the Same in Every Language* by John R. McWhorter

Additional readings will be made available online through Moodle.

**A Note on Grading** This course will use a grading contract, rather than the traditional grading system. While this doesn't make the coursework easier or more difficult, it does give you a wider latitude to produce pieces of writing that are exciting to you and to experiment with ideas or techniques you might not typically consider. For more details, refer to the course grading contract.

**Office Hours and Conferences** I am available Mondays and Wednesdays (10:00-11:30 a.m.) in the lower level of the Library or by appointment. Please do not hesitate to come by during office hours or set up an appointment. Office hours are an excellent opportunity for you to work with me before, during, and after your writing projects. I encourage you to take advantage of this opportunity, especially prior to completing assignments. Talking through ideas is often integral to the writing process and is often likely to generate more complex and developed analysis.

During the semester, I will require conferences outside of class-time. I will always work with you to set up these appointments so they will not conflict with your other academic responsibilities.

## Classroom Policies

**Attendance** Regular attendance and participation are crucial to success in this course. Classes will be held MWF at 11:40 a.m. (seriously, 11:40 a.m.—you are late if you are walking in *at* the stroke of the clock) and attendance is mandatory. If you arrive more than 15 minutes late, you will be marked absent and it will be unexcused. **As per department policy, every absence lowers your final grade by one third of a letter grade; however, this penalty is not triggered until your third absence. For example, if you have a B average at the end of the semester but you have missed three classes, then your final grade will be a C. If you missed four classes, your grade would be a C-. Since arriving on time is just as important as being in class, two late appearances count as one absence.**

It is your responsibility to be familiar with college policies regarding what is and isn't counted as an excused absence (as explained in your handbook). If you know you will miss an upcoming meeting, it is your responsibility to notify me in advance (though notification does not necessarily mean the absence is excused).

**Participation** Writing workshops, peer review, in-class writing and discussion are the main components for your success in this course, and you will benefit from regular and enthusiastic participation in and out of the classroom. I will alert you if I feel as though you are not adequately participating. Inadequate participation could include failure to bring appropriate texts to class, insufficient or incomplete preparation for participation in peer review, failure to participate in in-class writing exercise, or inappropriate behavior during class discussion. As affirmed by department policy, failure to participate actively in these activities could lead to a significant reduction of the final course grade.

**Late Work** Don't be late! Turning in late work hinders my and your peers' abilities to give you feedback and it compromises your ability to complete the next assignment. A late working draft will exclude you from participating in workshops or peer review. For this reason, both late working and final drafts will negatively affect the final grade you receive in this course. Students should not expect teacher comments on late work. Any variance in this policy will be at my discretion.

**Cell Phones and Computers** Cell phones must be turned to silent prior to coming into the room and remain in backpacks/purses until the conclusion of class. In general, this also applies to laptop computers and tablets. This policy insures that we are all present for the duration of the class—it's disrespectful to you, your peers, and me if someone is distracted with a computer.

During peer review days, computers will be used, but I'll let you know ahead of time. If you would like a laptop provided for you, please let me know ahead of time and we can make arrangements.

**Comfortable with Being Uncomfortable** There will be subjects and themes in our course materials that are so at the nerve of particular issues we are likely to feel uncomfortable talking about them, let alone writing about them. One way to think about this and help build a classroom space where we can critically and sensitively discuss such subjects is to recognize that we are uncomfortable with certain issues (such as racism for example), and then accept that it makes sense we would be uncomfortable talking about it. We might start with developing the ability, as individuals and as a class, to be comfortable with being uncomfortable.

**Diversity and Inclusion** Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Issues of diversity may be a part of class discussion, assigned material, and projects. The instructor will make every effort to ensure that an inclusive environment exists for all students.

**Academic Misconduct** Academic misconduct will not be tolerated, and includes traditional textual plagiarism and its manifestations, including self-plagiarism, falsifying work or academic records, cheating, substitution of work or the work of another, actively participating in or condoning these activities with others, appropriating creative works of art in whole or part (images, sounds, lighting designs, audio tracks, scripts, etc).

It is important to understand how plagiarism takes different forms:

1. **Fraud.** Borrowing, purchasing, downloading or otherwise obtaining work composed by someone else and submitting it under one's own name.
2. **Insufficient citation.** Writing one's own paper but including passages copied from the work of another (regardless of whether that work is published or unpublished or whether it comes from a printed or electronic source) without providing (a) footnotes, endnotes, or parenthetical notes that cite the source *and* (b) quotation marks or block indentation to indicate precisely what has been copied from the source.
3. **Patchwriting.** Writing passages that are not copied exactly but that have nevertheless been borrowed from another source, with some changes, by paraphrasing another writer too closely, whether or not the source is cited properly.

Fraud is academic misconduct and will be dealt with according to the procedures established at Emerson. Insufficient citation and patchwriting may be an intentional attempt to deceive but they may also be unintentional—and will be dealt with according to the circumstances.

### **Student Success Resources**

**COMPASS Referral System** COMPASS (Community Partnership for Student Success) is a comprehensive approach to student success designed to respond effectively to the needs of students by connecting them to the appropriate supports in our Wheelock community. This referral system provides an opportunity for instructors and staff members to alert advisors and the Student Outreach Task Force to concerns they have about students. The COMPASS referral system is an important tool that creates opportunities for you to discuss your progress and utilize appropriate resources such as faculty, academic advisors, academic support, Student Life, Athletics, and

the Counseling Center. You will know if a COMPASS has been submitted for you if you receive an email from [compass@wheelock.edu](mailto:compass@wheelock.edu).

**Mid-semester Evaluations** This assessment system provides faculty the opportunity to report the progress of each student in their class at mid-semester (applies to full semester classes only). Each faculty member will enter a “grade” of “satisfactory” or “unsatisfactory” on My Wheelock at mid-term in order to indicate your progress in meeting the goals and objectives of the class. This will allow you to assess your progress in each class and seek out appropriate support if necessary. These assessments will not appear on your transcript or be part of your official record.

**Academic Support Services** Wheelock College provides free academic support services to all students.

- ❖ *Peer Tutors* provide academic support with understanding course content or with general academic skills, such as time management, note-taking, or reading strategies. Peer tutors are available on a drop-in basis most afternoons and evenings until 10:00 p.m. in Library 205. For question regarding the Peer Tutoring Program, or to request a study group, please contact Julia Mears at (617) 879-2179 or at [jmears@wheelock.edu](mailto:jmears@wheelock.edu)
- ❖ *Writing Consultants* work with students on all types of writing assignments at any stage of the writing process on a drop-in basis most afternoons and evenings until 10:00 p.m. on the lower level of the library. Drop in, or if you have specific questions, contact Jenne Powers at (617) 879-2122 or at [jpowers@wheelock.edu](mailto:jpowers@wheelock.edu)
- ❖ *Faculty and Peer Coaches in Oral Presentation* are available to all students. Faculty coaches offer in-class coaching for oral presentations and increased class participation. Peer coaches offer students individual and small group preparation for oral presentations, outside of class time. Students can contact the peer coaches with questions or to set up a coaching time at [thespeakingcenter@wheelock.edu](mailto:thespeakingcenter@wheelock.edu). Faculty and students can contact Marianne Adams at [madams@wheelock.edu](mailto:madams@wheelock.edu) for in-class coaching or for specific questions.

**Disability Services** It is the policy of Wheelock College to provide appropriate, reasonable accommodations to students who have documented learning, physical, cognitive, or psychiatric disabilities. Students with disabilities are encouraged to meet with the course instructor. To receive appropriate accommodations students **must** request services. To make an appointment with Rachel Buday, Coordinator of Disability Services, please go to <http://mycompass.wheelock.edu>. If you have questions regarding disability services, please contact Rachel at [rbuday@wheelock.edu](mailto:rbuday@wheelock.edu) or at (617) 879-2030.

## Course Calendar and Major Dates

### Unit 1: Introduction to Critical Analysis

WA 1.1: Summary and Rhetorical Analysis	Friday, September 26
WA 1.2: Freewrite of Mythical Ancestor	Wednesday, October 1
WA 1.3: Rough Draft	Wednesday, October 8
WA 1.4: Revised with Rhetorical Analysis	Wednesday, October 15

### Unit 2: Complex Critical Analysis

WA 2.1: Summary of Introduction	Wednesday, October 15
WA 2.2: Group Presentations	Various Dates: October 28-November 5
WA 2.3: Rough Draft with DO	Friday, November 14
WA 2.4: Revised Draft	Wednesday, November 19

### Unit 3: Think Differently Project

WA 3.1: Proposal and Experiment Outline	Monday, November 24
WA 3.2: Rough Draft	Wednesday, December 10
WA 3.3: Revised and Presentation	Monday, December 15

### WLCE Administration

Copyediting	Wednesday, October 6
Critical Reading and Copyediting	Wednesday, December 17

### A Note on Formatting Your Work

We will follow standard practice for academic writing; therefore, all papers should be submitted utilizing the following guidelines (unless otherwise stated):

- Typed, using 12pt font, double-spaced with 1" margins. Font must be legible to instructor & peer critics.
- Submitted to Moodle.
- Work-in-progress and final papers should use citation format appropriate to the assignment. Most assignments will be formatted according to MLA guidelines.
- Instructions for some citation formats can be found here:
  - owl.english.purdue.edu
  - Noodlebib at [www.noodletools.com](http://www.noodletools.com)
  - Wheelocks' knowledgeable and friendly tutoring staff and librarians
- Work-in-progress and final papers must meet the minimum page requirement. Those that do not will be marked down or returned for completion.
- Final revision of Writing Assignments should be proofread carefully.

## Unit 1 Sequence: The Mythical Ancestor

### Overview

For this first unit, we will consider how the language and storytelling of our ancestors shape and complicate our sense of self and how we can translate these stories to other communities. In *The Woman Warrior*, Kingston weaves together a rich and complex meeting of cultures—first-generation Chinese immigrants and their second-generation Chinese American children—through storytelling. Following her example, you will write the story of a “mythical ancestor” for a new discourse community.

**Writing Assignment 1.1** For this first assignment, you will summarize and write an analysis of *one* chapter in Kingston’s *The Woman Warrior*.

1. Summary: Your summary should be accurate and as objective as possible (that means suspend judgement about the text!). Most importantly, the summary should fairly represent the author’s ideas. Being able to summarize and internalize a text is the first step in responding to it. Include
  - a. Title
  - b. Author
  - c. Main point(s) or argument(s)
  - d. Reasons or evidence supporting an argument.

While Kingston isn’t writing an argumentative essay or a traditional fiction or non-fiction piece, she is certainly presenting clear points of view about various topics. Try to flesh these views out.

1. Analysis: This is where you present your own ideas about Kingston’s writing. Now that you have an understanding of what Kingston says and how, write about
  - a. how she is addressing the issue,
  - b. how she supports her main ideas or arguments,
  - c. how she uses her voice and the voices of others,
  - d. what is effective in her prose,
  - e. what is ineffective, and
  - f. how you respond to her writing.

**\*\*Post to Moodle discussion page “WA 1.1” by class time on Friday, September 26\*\***

**Writing Assignment 1.2** Write about a relative or member of your community that you know about mainly through stories. This person should be important to your family, community, or culture for their deeds or what their story can teach people. (If you wish to write about someone who is living and you are in direct contact with, you should write about that person’s youth.) Try to include as many variations and perspectives on this person as available to you. Remember, Kingston doesn’t necessarily resolve all the variations of her mother’s talk-stories, instead she uses these inconsistencies for further exploration. Note: This should be a freewrite that you use for yourself. No need to consider your audience at this point!

**\*\*Bring in a hard copy of your freewrite and additional materials to class on Wednesday, October 1\*\***

**Writing Assignment 1.3** Using peer groups, you will tell your story to an uninitiated audience—someone from outside your immediate discourse community. Your task is to consider how you can translate this very personal, cultural myth to a new audience. How can you change the language or storytelling conventions to cross

the cultural divide? What don't you want to change in order to keep the essence of the original? How do you conceive of this new audience and how does that change your writing?

**\*\*Post to the Moodle discussion page "WA 1.3" by class time on Wednesday, October 8\*\***

**Writing Assignment 1.4** Your revised version will include two parts.

1. Translated Story: This should be a 3-4 paragraph version of your mythical ancestor story. Unlike your freewrite, you should write this with a specific audience in mind and, more importantly, one from a different lingual or cultural community.
2. Reflection: Although the story is the main feature of your assignment, this reflection might be the most important. In this section, you will describe the process you went through to arrive at your revised draft. Make sure to answer the following questions:
  - a. What is your target audience? How are they different from the community of you and/or your mythical ancestor?
  - b. How did you think about your new audience when revising your piece?
  - c. What changes did you make to bridge the gap between discourse communities? Be very explicit and detailed about this. Pull specific passages from your story and talk about how they changed between versions.
  - d. How do you think the new audience would interpret your work? How do you want them to react?

**\*\*Submit your revised version and reflection to Moodle by class time on Wednesday, October 15\*\***



## Unit 2 Sequence: Demystifying the Language Hoax

### Overview

Maxine Hong Kingston allowed us to reflect on the connections among storytelling, culture, and identities. Now, we will turn our focus to an ongoing debate about how language and culture shape our very understandings of the world. In *The Language Hoax*, linguist and professor John McWhorter presents the argument that language does not shape our thoughts or worldview, but is a reflection of culture. Over the course of the book, he systematically refutes claims by opposing linguists, whose work we will also read.

The end result of this unit will be a three-page, academic, argumentative paper in which you stake out a position in the debate about how and if language shapes thought and worldviews. As with most academic papers, you will be asked to present a clear, arguable thesis, which you explore, explain, and/or defend over several paragraphs. The goal of this paper is to enter the existing conversation and intellectually engage with the questions at hand.

### Assignment 2.1: Summary of “Introduction”

The first task of this assignment sequence is to write a summary of the introduction to John McWhorter’s *The Language Hoax*. In this chapter, McWhorter presents the argument and then lays out the structure of his book as per convention in academic writing. Write an accurate, unbiased summary of this introduction in order to understand what is at stake in McWhorter’s argument and how he will present it. As always, a summary should fairly represent the ideas of an author and include the following information:

- Title
- Author
- Main point(s) or argument(s)
- Reasons and evidence supporting the author’s claim(s)
- Counter-arguments addressed in the text

Feel free to consult the examples we looked at in class and the notes about genre conventions we created.

**\*\*Turn in a typed, double-spaced copy at the start of class on Wednesday, October 15\*\***

### Assignment 2.2: Group Presentations

Over the course of reading the text, groups will present each of the six chapters of the book. This is an opportunity to work collaboratively to create a presentation, help classmates make sense of a complex and detailed text, and to hear different perspectives on McWhorter’s work. On your group’s given presentation day, you will be responsible for giving an overview and teaching one chapter of the text. Take this task seriously and have some fun with it! Each presentation will include

- Freewrite prompt: This should be an open-ended question or series of questions that prompt the class to start thinking critically about the chapter. At the beginning of class, you will present the prompt, give the class 5 minutes to respond, and then everyone will read their answers aloud. Consider how you want to open the discussion and how you want to channel that energy into your presentation and activity. Consult the discussion questions we did for *The Woman Warrior* as models of what these prompts should look like.
- Presentation with accompanying handout: Following the freewrite, you will present the chapter to the class. Make sure to hit on all the main points, discuss McWhorter’s examples and draw on your own, present additional information about the topic, and give your classmates a comprehensive view of the chapter. This presentation could take multiple formats: a slideshow presentation, lecture, skit, etc.

Likewise, the handout should highlight main points of the your group's presentation of the chapter, but can be creative. Think about effective presentations in other classes and this course for inspiration.

- Interactive classroom activity: Finally, you'll lead a class activity to help everyone internalize the chapter's content. This could be group work with guided questions, a board game, a mock debate or improvisation, or an additional reading and discussion to name a few. Again, draw on your experiences as a student and/or instructor to think about ways to engage with a text.

Please provide me with hardcopies for all the material presented in class. This should include the freewrite, presentation notes, slides, and handout; and a lesson plan for the classroom activity.

**\*\*Presentations will be given on your assigned date from Monday, October 20 to Wednesday, November 5\*\***

### **Assignment 2.3: Rough Draft with Descriptive Outline**

Compose a rough draft of your essay in which you introduce the issue, present your take on the discussion, and explore, explain, or defend this position over several paragraphs. The introduction should fairly present the debate and conclude with a thesis or proposition. Each body paragraph should address one point in your argument, build on the previous paragraphs, and begin with a transition sentence that clearly links your reasoning. In the conclusion, rather than simply summarizing your argument, try to bring the debate into a larger context.

For class, bring your rough draft and a descriptive outline of it either in hardcopy or on your computer. We will then conduct peer reviews.

**\*\*Post the rough draft to the WA 2.3 discussion page on Moodle by class on Friday, November 14.\*\***

### **Assignment 2.4: Revised Version with Peer Review Packet**

The revised version of your five-page, academic, argumentative essay should include *substantial* revision based on the comments from your peer reviewer. It is not enough to simply fix grammatical errors—revision is about rethinking your line of reasoning and paper structure. When you submit WA 2.4 you will also include all the contents of your peer review. The final product will be a comprehensive packet of the work you performed on this paper. The packet should be submitted as a single document with each section clearly marked and appearing on a new page.

Final packet checklist and order:

- Revised version of your paper
- Rough draft with your descriptive outline
- Peer review descriptive outline
- Peer review letter/commentary
- Writer's response

**\*\*Submission details to be decided. Due by class time on Wednesday, November 19\*\***

## Unit 3 Sequence: Think Differently Project

### Overview

Throughout the semester, you have had opportunities to refine your thinking through writing. You have read critical and theoretical texts that explain complex phenomena by envisioning new ways of thinking about various subjects. How did these authors arrive at their theories? Through careful thinking, observation, analysis, and process writing.

For the final unit of the fall semester, each student in ENG 120 will be working through a unit we call the Think Differently Project. For this project, we would like you to develop a process to arrive at a new way of thinking about language, culture, or both using writing as both part of that process and as a way to communicate your new ideas.

A successful project will clearly document a transition in thinking in a completed and polished manner that will make you proud.

### Steps in the Project

1. Engage in freewriting, brainstorming, conversation with peers, or another means of generating ideas to collect common thoughts you have about concepts, objects, ideas, or issues related to course content.
2. Choose one concept, object, idea, or issue of particular interest to you. Make sure that you are choosing something that you have clear thoughts on, yet something that you are truly capable of thinking differently about. You will have an opportunity to consult with your peers and instructor about this choice.
3. Reflect in writing on your current thinking about your topic, clearly establishing your current way of thinking.
4. Design a plan to expose yourself to new impressions and experiences that will lead you to think differently. You will have an opportunity to consult with your peers and your instructor about your plan. *Create a clear timeframe for this experiment that will allow you several days to write and reflect before the project is due.*
5. Carry out your plan, making sure to document your transition through writing.
6. Present your progress to your peers and gain feedback about how you can push your thinking further.
7. Revise your experiment based on these comments and produce a final document that reflects on how your thinking has developed.

### Components to be Submitted

- Proposal: At the start of your project, you will submit a proposal detailing your objectives in completing the experiment, how you plan to accomplish this, and a schedule for you to follow. Further details will be provided before the proposals are due. \*Hardcopy do in class on Monday, November 24\*
- Conference: The week of December 1 will be devoted to individual conferences and working on your experiment. When you come to conferences, be prepared to discuss your progress. \*Due at conference on December 1, 3, or 5\*
- Journal Entries: Over the course of your plan, you will document your progress. By the end of the experiment, you should have at least six (6) journal entries of at least 300 words each that track your thinking. The first entry should be about your current thinking on the issue/point of interest. The others

should be completed over the course of your experiment—make sure to spread them out evenly. \*Due to Moodle on Monday, December 15\*

- Progress Presentation: As your experiments come to a close, you will present your Think Differently Project to small groups in class. This is an opportunity to tell your peers about the new ideas you have developed and to get feedback about how you can push your thinking even further. The presentation can take any format you like, but should last about 10 minutes. You will receive additional instructions as the date comes closer. Please factor this presentation date into your experiment timeline. \*Due in class on Wednesday, December 10\*
- Reflection: Upon completion of your experiment, you will write a reflection on how your thinking has changed about your chosen topic. How are you thinking differently now? Did you complete the goals you set at the start of the experiment? Where the results different than you expected and how? What happened that you did not think would? Ultimately, was your Think Differently Project a success? This reflection should be at least 800 words and answer all the questions posed above as well as those implicit in your own Think Differently Project. \*Due to Moodle on Monday, December 15\*
- Why I Write Response: This will be a response to George Orwell’s essay “Why I Write.” The essay has prompted many great writers to reflect on their own reasons for writing; now it is your turn. Your response should discuss why you write and how you’ve developed as a writer over the course of the semester. The final day of class will be devoted to looking at your responses and reflecting on writing as a class. \*Due to Moodle on Saturday, December 13 by midnight\*