Teaching in the

*Dialogues of Learning*
Overview and Introduction

The Dialogues of Learning curriculum develops the necessary skills and attitudes for student success. This guide lists required assignments for each course, and identifies supplemental assignments available to the instructor. The designated criteria of classroom dialogue, written communication assignments, and oral communication assignments assure that student learning outcomes for each core skill and proficiency area will be met. Throughout this guide, you will find ideas, examples, and evaluation rubrics to assist you in course development and assessment.

This document was created by the Dialogue Faculty Taskforce. Major contributors also include the Dialogues of Learning faculty under the guidance of Judith Adelson, Daniel Bass, Joseph Hall and Gary Villa. This guide will assist instructors in conceptualizing, comprehending, and teaching Dialogues of Learning courses. Members represented all Core Skills and Thematic areas including: Critical Thinking and Reasoning; Written Communication; Oral Communication; Information Literacy; and Technological Literacy. As an evolving work-in-progress, this document is expected to change and grow as we learn over time.

Co-Chairs

Cynthia Patterson, Ph.D.
*Vice President of Academic Affairs*

Katrina Carter-Tellison, Ph.D.
*Chair, Dialogues of Learning*

Taskforce Members

Rebecca André, Ph.D.
*Director of Instructional Technology, Center for Instructional Innovation*

Leece Barnett, M.L.S.
*Librarian*

Valerie Fabj, Ph.D.
*Program Chair and Professor, Communication, Media and Politics*

Stephanie Jackson, M.A.
*Assistant Professor, Communication, Media and Politics*

Lizbeth Keiley, Ph.D.
*Associate Professor, English*

Susan Montgomery, M. L. S.
*Librarian*

Cover Design

Andy Hirst, M.S.
*Production Coordinator, College of International Communication*

Part 2: Abbreviated Assignment Guide

Part 3: Assignment & Rubric Guide
DIALOGUES OF LEARNING
THEMATIC NARRATIVES
JUNE 2010

DIALOGUES OF BELIEF & REASON
The four unifying themes in the Dialogues of Belief and Reason are: crisis and renewal; ethics; theories of knowledge; and search for origins. Each of the themes is presented below in narrative form.

Crisis and Renewal

One of the only constants of culture is change. No matter how venerable some systems of belief and reason seem, they change over time. At critical moments, concepts of belief and reason are redefined, often due to social, historical, political and economic changes. In many ways, every reading in the Dialogues of Belief and Reason reflects crisis and renewal, as they are all pivotal readings that changed how we think about and act in the world. The Dialogues of Belief and Reason examines crises that deal with atrophying institutions, when previously radical or revolutionary beliefs become part of the system. Bureaucratization and corruption are inevitable processes within any system of belief and reason. At moments of crisis, these beliefs are reshaped and renewed.

Religious, philosophical and scientific ideas are neither created nor circulated in a vacuum, but are intricately related to changes in other aspects of life. In critical eras, such as the Axial Age (800-400 BCE), Renaissance and Reformation (1200-1650 CE), and Modern era (1850-present), ideas changed with society, and they also changed society. From Axial Age thinkers, like the Buddha and Aristotle, writing during an era of political consolidation, economic inequality and massive urbanization, to Renaissance thinkers, like Thomas Aquinas and Leonardo da Vinci, bringing in new knowledge to transform hegemonic ideas, to religious critics and reformers, such as Wovoka, Desiderius Erasmus, Martin Luther, Galileo Galilei and John Calvin, all of these writers have dealt with issues of crisis and renewal. Thomas Kuhn provides a theoretical and conceptual framework to address such changes in modern systems of knowledge in his analysis of the structures of scientific revolutions.

St. Augustine professes the zeal of a convert to Christianity, but also transformed Christianity, from a rebellious religion to the official religion of the Roman Empire. In contrast, John Neihardt describes the work of Wovoka to transform complacent and beaten-down Native Americans into a revitalization movement to protest expanding American federal power. Geoffrey Chaucer, Desiderius Erasmus, Martin Luther, John Calvin and Galileo Galilei all criticized the Catholic Church in different ways, provoking a crisis that renewed European society through the Protestant Reformation. Whether solidifying the authority of certain beliefs or proposing new ones to protest dominant ideas, crisis provides a catalyst for the formulation and reformulation of beliefs and reason.

The growth of science and the rationalism of the Enlightenment led to the crisis of modernity, to which Thomas Malthus, Friedrich Nietzsche and Jean-Paul Sartre offered varying responses to the alterity and alienation distinctive of the modern condition. In the twentieth century, Kwasi Wiredu discusses the impact of colonialism on African philosophy and Margaret Nydell explores how Arab society has responded to democracy, development and other aspects of modernization. Conversely, Gilbert Sewall analyzes how the American educational system has responded to the crisis of 9/11. Similarly, Mary Daly offers a radical feminist analysis of Genesis, and how this core narrative has affected gender relations.
The Dialogues of Belief and Reason do not engage with philosophical and religious works purely in the realm of ideas, but examine the social and political factors behind them. Such an interdisciplinary approach places views of belief and reason in their historical contexts to show how and why they are seminal writings worthy of examination in the twenty-first century.

**Ethics**

Is a given action moral or not? Are some actions always moral or immoral? Does my motivation in taking the action matter, or is the result more important? Do the terms "good" and "bad" even apply to our actions? Does the morality of an action change under different conditions? What is the basis for morality? These and other similar questions are the subjects of the field of ethics, the philosophical study of questions of morality. The Dialogues of Belief and Reason address the foundations of ethical systems in ancient religious texts and various historical and cultural perspectives on ethics.

Ethics concerns the proper mode of behavior for people in society. Numerous systems of belief and reason have provided moral guidance, whether through rules, myths or models of human behavior. Not everyone does as they are told in society; or else we would not need to be constantly reminded of the rules of proper behavior. Ethical dilemmas concern not just the right course of action, but also how to decide amidst seemingly contradictory ethical systems.

In religious texts from the ancient world, such as Exodus 20, Deuteronomy 5 and Koran 4, we see morality as an absolute, handed down from supernatural authority, and as a set of actions and prohibitions disconnected from intent. Simply obeying the rules, regardless of intent or result, is the definition of "good." But morality certainly can be seen very differently. Leonardo da Vinci argues that understanding of truth ("good") is not derived from authority, but from one's own observations of reality. In Matthew 5, Jesus builds on the Ten Commandments by stating that the intentions behind our actions are as important as the actions themselves and that thinking of doing evil is just as bad as actually doing it.

Augustine expanded this perspective through the concept of original sin, as Martin Luther did centuries later in his critique of indulgences, both of which have become fundamental concepts in Christian ethical systems. The Buddha also stresses intentionality in actions and their consequences, not just in this life but also in future lives. From this perspective, it is not enough to do good things, but one must also do them for good reasons. Aristotle goes further, saying that "good" is more a function of the outcome than it is of intent. In contrast, Kwasi Wiredu explains that African concepts of morality are not as individualistic as these European and Asian examples and are an emergent property of the community.

Medieval and modern approaches to ethics often present models of moral and immoral behavior. Geoffrey Chaucer and Dante Alighieri both offered many examples of how someone should not behave through their fictional narratives. In modern times, Friedrich Nietzsche and Jean-Paul Sartre provide existentialist tales that similarly teach ethical lessons through examples, both positive and negative. However, religious debates over ethics, and questions over whether religion is a necessary part of moral calculations, did not end in modern times, as C. S. Lewis and Bertrand Russell show.

How we judge ourselves, our own actions, and the actions of others depends on how we answer these central ethical questions. Do we see morality as derived from within or from without? Do we believe that our intentions matter when we do harm? Do we think the end ever justifies the means? These questions connect with the Search for Origins, since understanding our place in the world is linked to determining the proper actions to take. These are universal questions that every culture, in every time, asks, and that we're still asking today.
Theories of Knowledge

What is knowledge? How is knowledge acquired? What do people know? How do we know what we know? Epistemology is the branch of philosophy concerned with theories of the nature and scope of knowledge. More broadly speaking, epistemology deals with the nature of proof and evidence. How do we justify our beliefs and knowledge? What is acceptable evidence? Do we desire detailed proofs or are we able to take a leap of faith? The Dialogues of Belief and Reason address all of these questions, and the various answers that scholars have developed from medieval to modern times. These questions point to the fundamental tension inherent in this Dialogue, between belief and reason, between religion and science, and between faith and knowledge.

Thomas Aquinas most famously attempted to reconcile belief and reason in his *Summa Theologica*. Aquinas has had enormous influence on subsequent Christian theology, especially that of the Roman Catholic Church, and European philosophy in general, through his fusion of Aristotle’s rationalism and Augustine’s religion. Aquinas felt that he could maintain a balance of belief and reason, as Abu’l-Hasan Al-Mawardi had done in Islam centuries before, yet scientific developments, such as the remarkable work of Galileo Galilei, over the centuries tipped the scales. Arguably the central figure of the Renaissance, Leonardo Da Vinci illuminates his thought processes, interests, and deepest beliefs in his *Notebooks*, where he finds alternate ways to bring together rationalism and religion.

In the shift from the Renaissance to the Enlightenment, Rene Descartes’ method, which involved questioning assumptions, taking no assertion on faith, and building our understanding of the world on provable observations rather than traditions, became the basis for the scientific method. John Locke was similarly concerned with the foundation of human knowledge and understanding, describing the mind at birth as a blank slate (*tabula rasa*, although he did not use those actual words) filled later through experience. David Hume built on Locke’s empiricism by emphasizing the role of experience based on perceptual observations by the five senses. In this way, Hume had no room for faith, religion or miracles, a position furthered by John Stuart Mill’s work on logic and utilitarianism.

Immanuel Kant synthesized these various theories of knowledge, setting the stage for modern philosophy, which is almost totally divorced from theological questions of faith and belief. Kant distinguished *a priori* knowledge, which is known independently of and prior to experience, and *a posteriori* knowledge, which is dependent on and arrived at after experience. Unlike previous scholars who stressed either rationalism and *a priori* knowledge or empiricism and *a posteriori* knowledge, Kant argued that both theories of knowledge are necessary and are rooted in the structures of the human mind.

Despite these developments, debates over the nature of knowledge continue into the twentieth and twenty-first centuries. C. S. Lewis found a way to defend his Christian faith within a context of modern beliefs in science. While Lewis argued for the power of faith and religion, Bertrand Russell provided a scientific counterpoint based in the primacy of reason and logic. While both of these authors debate European Christianity, such concerns with belief and reason in the modern age are global, as Kwasi Wiredu shows is the case with African philosophy.

The Search for Origins

How was the universe created? What is the origin of human existence? What is our place in the universe? What is human nature? Is there a God? If there is, what role does God play? In short, what is the meaning of life? These are some of the most fundamental questions that every society throughout history and across the globe has tried to answer in its search for explanations. The Dialogues of Belief and Reason frames these key questions and presents a variety of profound religious and philosophical narratives that exemplify and embody this quest for answers.
The Dialogues of Belief and Reason begins with the beginning, examining narratives of the world’s creation from ancient religious texts. The opening verses of the Bible from the book of Genesis, present the orderly creation of heaven, earth, nature, time, humanity, and suggest specific relationships between men, women and an omnipotent deity. This shows that origins not only are about the creation of the universe but also about the ordering of the world and the implications of this configuration for contemporary society. Other selections from ancient Jewish, Christian and Muslim scriptures, such as the Ten Commandments, Beatitudes and the Qur’an, reveal the meaning of life, in part through a series of deistic expectations involving human choice and the idea of free will. In The Epic of Gilgamesh, the Sumerian search for meaning takes the form of a desire for immortality, signified through the journey of the protagonist whose will is ultimately frustrated by the Gods. In his first sermon, the Buddha examines human nature and the nature of suffering, without reference to any divine figure.

In medieval times, Thomas Aquinas synthesizes Aristotelian instruments of reason to unite theology and philosophy in an attempt to prove the existence of a deity. Dante Alighieri discusses the afterlife and the possibilities of worlds beyond, yet dependent on, our own. From the Renaissance, Leonardo da Vinci recasts the human desire to understand the universe through a series of philosophical maxims and Thomas Wilson finds a foundation for religious belief in rhetoric. As part of the Enlightenment, Rene Descartes examines human nature and his struggles reconciling his religious beliefs and his rationalist approach to existence. David Hume’s strict empiricism rejects the notion of a deity or worlds beyond our sense.

Friedrich Nietzsche took this refutation of religious worldviews to an extreme through his nihilistic assertion that “God is dead.” This modern scientific orientation led Thomas Malthus and Sigmund Freud to search for origins in humanity itself, in our societies and psyches, rendering senses of the deity practically irrelevant. Jean-Paul Sartre revisits Dante and the afterlife in his existentialist stress on human actions, rather than divine power, as the origin of existence. The Search for Origins returned to religion as a response to the modern condition, whether in John Neihardt’s description of Native American revivals or Mary Daly’s feminist analysis of Genesis. Finally, in the modern era, C.S. Lewis and Bertrand Russell argue for and against the existence of a deity, illuminating the ongoing pursuit to comprehend the nature of our existence and our search for origins.
DIALOGUES OF JUSTICE AND CIVIC LIFE
The four unifying themes in the Dialogues of Justice and Civic Life are: freedom; power; equality; and justice. Each of the themes is presented below in narrative form.

Freedom

Before agriculture and civilization, and before the “invention” of chiefs, tyrants, and kings, from what we know of surviving egalitarian band societies, all people participated in decision making. Virtually all of human prehistory, in other words, was full of freedoms that were subsequently lost. Our timeframe in the Justice and Civic Life Reader runs from 3700 years ago to the present. The perception of freedom has changed dramatically over this time span, and the socio-cultural impact of those changes is what we need to impress upon our students. It will do them no good to examine the freedoms of Hammurabi solely in terms of our concept of freedom today.

The ancient Assyrians saw Hammurabi, or any of their Kings for that matter, as chosen and directed by the Sun God Shamash. An Assyrian peasant or slave born into this social framework had no freedom of religion. Everyone had freedom to carry weapons at that time with no argument. There was freedom of assembly to discuss grievances, but if the government felt that this was becoming threatening, the army could intervene. Some of Assyrian law was absorbed by the Israelites. In fact, the ‘Eye For An Eye’ or the Lex Taliones of Mosaic law, comes directly from Hammurabi. Nonetheless, civilization in the ancient Near East remained extremely patriarchal socially, which meant that such freedoms as there were, were enjoyed only by free men. Slaves and women both had only diluted versions of freedom available to them.

In ancient Asia, there was a different tradition of freedom available. The mystic philosophers of Taoism spoke of both freedom and power coming from nothingness. Less is more, and in emptiness is ultimate freedom and strength. Lao Tsu said that it is the empty space in the bowl that makes it useful; it is the hollow in the hub of a wheel that gives it strength.

The freedom to vote, or to have a say in the governing of our own polity, is usually seen as originating in the Greek Polis, or city states around the time of Pericles in the 5th century BC. We know that this freedom was only being regained, and then primarily in Periclean Athens. The other city states, Sparta in particular, lagged far behind Athens.

In the Medieval period, it is clear that freedom had almost its original, prehistoric sweep in the great horseborne empire of the Central Asian Steppes administered by first Genghis and then Kublai Kahn. Covering thousands of square miles, and constantly at the gates of China, the cavalry of the Kahns could travel at will faster than any opposition in the 12 century. On the other hand, women had essentially no freedom under heavily patriarchal rule, and even the Kahns’ own horsemen owed them absolute allegiance, tribute and taxes. The closest thing to a democracy anywhere in the “civilized” world in this period was in the Norwegian settlements in Iceland. There, freedom of speech for all was not only allowed, but encouraged, in the parliamentary assembly known as the Althing, established in 930 CE. Elsewhere, Europe had its monarchies, dynasties and aristocracies, and Asia had its “oriental despotism.”

The one small form of increase in freedom among these monarchies might be seen in the Magna Carta, signed by King John of England in June, 1215 CE. However, this is clearly an instrument codifying a few freedoms to benefit the knights and lords exclusively, at the expense of the monarch. Serfs, pages, and women had no change in status as a result of this agreement. Ironically, nothing changed regarding human freedoms during the Renaissance, the great era of “rebirth.” It was not until the Enlightenment, essentially the 17th and 18th centuries, that some interest in freedoms such as speech, press and personal liberty began to be discussed as real possibilities. These possibilities become genuine plans of action in the eighteenth century in the British colonies in America.
Steeped in the then-current Enlightenment philosophies of Locke, Hume, Voltaire and Rousseau, the committee to write the Declaration of Independence included Benjamin Franklin, Thomas Jefferson and Roger Sherman. Finally, the Enlightenment philosophies of the well-named Philosophes would have an empirical test. For the first time, in the Declaration of Independence and the Constitution, every man was recognized as having certain inalienable rights derived from their Creator. As Jefferson wrote: “We hold these truths to be self-evident that all men are created equal.” Women, slaves and Native Americans would have to wait, but, as of July, 1776, it was “self-evident” that there was no aristocracy, that all were equal, and with a right to liberty, which we take to mean freedom. It had been lost long ago, 6,000-7,000 years for the “civilized” world, although it never has left those in the Kalahari or the circumpolar regions.

The next and clear change comes to the U.S. in the 19th century’s abolitionist movement, leading to the Civil War in 1860. This war was fought to restore the union, not to emancipate the slaves, but as the war dragged on, Lincoln capitulated and signed the Emancipation Proclamation. Nonetheless, the former slaves in the South were still forbidden to vote and, of course, so were the women. Women accelerated their move towards freedom to vote in the twentieth century, and were finally enfranchised in 1920. After World War II, the movement to fully enfranchise Black Americans took hold. The 1950’s and 1960’s embodied the Civil Rights Era, when the struggle was to allow Blacks to sit where they wished on a public bus, to attend the university of their choice, and to have lunch at a public lunch counter. It is interesting that, at the same time as these battles were being fought, one of the big questions in the 1960 presidential race was whether a Catholic could or even should be President of the United States. Finally, as it turned out, John Fitzgerald Kennedy had the freedom to run for the position, and win it. Forty eight years later, a Black candidate, Barack Hussein Obama, ran for the position, and was himself elected President of the United States.

We humans will probably never get back to such open expression and freedom as we had when we were organized into egalitarian hunting and gathering bands. However, in the heavily industrialized, modern West, we may well enjoy the most freedom that people in literate cultures have had in their entire 7,000 years of history. Freedom is not perfect in its application or distribution today, but we can appreciate it and try to always improve it as a work in progress for the future.

**Power**

Power can be (and should be) studied and presented in a number of ways, one of them being an individual’s ability to control his or her environment and the behavior of others. Power relationships occur between people, organizations, and governments, and these entities exercise power in their interactions with others to both order and control them. For instance, Hobbes saw power as one’s ability to obtain things, while Machiavelli viewed it in terms of controlling strategic situations, both in terms of constraining and enabling human behavior. Additionally, Marx viewed power in terms of labor and controlling capital. Various other schools of thought examined power as deriving from such sources as formal authority, the ability to persuade, the possession of charisma, having expertise or knowledge, and so on. Power from these various sources can be used by force and coercion, or through influence.

America’s Founding Fathers were concerned about unchecked power and looked to “check,” “divide, and limit the power of the executive, and of government itself. They did so by developing institutional “checks and balances” (from Montesquieu) among the branches of government such as the legislature passing laws, the executive veto, Senate confirmation of executive appointments, Senate ratification of treaties, etc. They also held government power in check by designing the Constitution as “an invitation to struggle” and thereby pitting, by design, the executive against the legislative, relying on bicameralism, pitting the states against the federal government, and providing judicial review.
Ultimately, of course, the Framers preferred popular sovereignty over any divine or absolute power of a monarch, thus giving to the people the power to elect their government and viewing the power relationship between the government and the governed as a “social contract” (from Rousseau). Even here, there were compromises and balances. On one hand, Thomas Jefferson (and later the anti-Federalists) favored decentralized and limited power. As such, he preferred government that governed the least, a decentralized system of power, and the House of Representatives. He liked the House because he felt that it was closest to the people, representing as it did fewer people and elected more frequently every two years. On the other hand, Alexander Hamilton (and later the Federalists) favored a centralized system with a powerful executive.

When considering the various manifestations of power as a relational dynamic, it is imperative to address gender, class, race, ethnicity, culture, and age as cross-cutting sub-themes. In addition, power ought to be understood in both institutionalized/formal as well as interpersonal/informal contexts. Yet another cluster of contexts in which to examine power relationships encompasses the local, national, regional, and global settings – in essence the intra- and inter-polity milieu – and their nexus. Any historical “ordering” of the conceptual emergence of these sub-themes would have to account for the differences in western and non-western theorizing about power itself, as well as the intersection of each sub-theme with it.

Finally, nearly every reading in the level I and II Dialogues of Justice and Civic Life touches on the theme of power and can be used to discuss power, for example: Nelson Mandela, Stokely Carmichael, Malcolm X, Gandhi, Che Guevara and Frederick Douglass to name a few.

Equality

Equality is a concept embodied in the foundational documents of democracies around the world. It signifies that all human beings are to be treated with equal dignity and respect without regard to race, class, gender, economic circumstances, religious beliefs, ethnic background, citizenship status, or any other classification. Because it applies to all, equality of rights is closely tied into the concept of universality of human rights.

Issues of racial, ethnic and gender inequality are explored at length in the Dialogues. Students explore how and why inequality is sustained in society and how the legal system can effect change. Sojourner Truth asks the question “Ain’t I a Woman” in her famous speech at Seneca Falls. Students read the Supreme Court’s cases of Plessy vs. Ferguson and Brown vs. the Board of Education, which address our history of the “Separate But Equal Doctrine,” and the development of our legal response to race inequality. The plight of Native Americans is examined in Bury my Heart at Wounded Knee by Dee Brown.

The Civil Rights movement is the backdrop for Timothy Tyson’s’ biographical historical account of growing up in a small southern town in his book Blood Done Sign My Name. He presents his version of the murder of a young black man at the hands of three white men and places the murder in the context of the legacy of slavery and racism in the South. Racism and its manifestations are confronted through the writings of W.E.B Dubois, Martin Luther King, Malcolm X and Stokely Carmichael.

The Dialogues also explore issues of inequality across the globe with the readings “The Universal Declaration of Human Rights” and the “African Charter on Human and People’s Rights.” The internment of Japanese Americans during World War II is also examined. President Clinton uses a commencement address to highlight the fact that discrimination and prejudice are two of the oldest and most perplexing problems still facing our nation. Elie Wiesel suggests that our indifference to others is more dangerous than hatred and anger.
Justice

Justice encompasses the concept of what is morally correct based on ethics, law and fairness. The highest goals can be depicted in the scales of justice. The scales symbolize the struggle to make each side balanced: the sword symbolizes the power of justice and the blindfold symbolizes that justice should be administered fairly and objectively. The balance to be achieved is to have a just and orderly society in which people are free to pursue personal interests while remaining safe and secure.

The Founding Fathers of the United States of America sought to find that balance in a governmental structure that maximized individual liberty and opportunity, and minimized governmental interference in the lives of its citizens. The people were thus made responsible for working out their own destinies, with the central government taking responsibility for the large things that individuals could not effectively address. These large areas of responsibility are: defense, relations with other nations, the smooth flow of commerce, protecting the fairness of the marketplace, maintenance of a court system where disputes can be settled and justice administered according to the needs of society, and the like.

The principal objective of the Founders was to allow the people to exercise the maximum amount of freedom to make of their lives whatever they could within the context of a governmental structure that worked for them. Government was responsible to provide the necessities of protection, equity and justice, without the subjugation of the people that was found in the other nations of the world. The people were to be allowed to work for their own betterment, not the aggrandizement of some ruler or ruling class.

Students will travel back to the origins of human societies and get a first-hand glimpse of how government, both democratic and non-democratic, was formed. Starting from the Ancient World with the Code of Hammurabi, students will explore the concepts of interactions within society, crime and punishment as they were first codified. Students will continue their journey through the Middle Ages, Renaissance and Enlightenment periods and examine the nature and development of society through the making and unmaking of the Magna Carta and the Constitution of the United States. The concept of justice will be explored further through 19th and 20th century readings to illustrate the continued struggle for individual liberty. The readings focus on the ideas, values, institutions and practices that have defined civic life within human societies and within our own American system of justice.

All of the 100 level Justice and Civic Life readings have an underlying theme of justice. The overarching story of America is the process of working out liberty and justice for all. In this context, the Tyson book does an excellent job of portraying the American struggle for racial equality in the 1970s, even following the aftermath of the Civil War and the resulting Constitutional Amendments, the landmark case of Brown v. Board of Education (1954) prohibiting segregation in schools, and Civil Rights legislation granting equality towards all races.

Justice is a process that requires individual vigilance and civic engagement. Citizens must have values that they are willing to demonstrate and practice on a daily basis. There is often a price to be paid, if nothing else, at least in time and effort, to keep and extend justice.
DIALOGUE OF SELF AND SOCIETY

The three unifying themes in the Dialogues of Self and Society are: Historical Understanding of Self, Theories of Self and Concepts of Identity, and Social Construction of Self. Each of the themes is further divided into categories, which are presented below in narrative form.

Historical Understanding of Self

To develop an understanding of how the self is historically situated, it is important to trace the theories of self from ancient times to the present, remaining cognizant of how perceptions and interpretations are influenced by context: social, economic, political, religious, and cultural. The ancient period marked the beginning of philosophical reflections related to the individual and self-knowledge. Philosophical inquiries regarding the self were directed toward self awareness and ethical decision making. Blatt contends that, “Although one’s individuality in ancient Greece was derived from and determined by external factors such as fate and the gods, man was viewed as having an independent capacity for thought, reflection, and action” (17). In Plato’s Allegory of the Cave, allegory is used as a tool for the philosophical examination of the self through challenging interpretations of the symbolic images of the world. Through dialogue and metaphor it is suggested that sensory experiences are illusory and unreliable, leading to the ultimate question: “What is truth?” The style of Plato’s writing provides a model for dialogue and self-understanding.

The Middle Ages revealed a reversal of philosophical positions, and regarded the landscape of an individual’s inner life as valuable only if it was congruent with theological philosophy. Blatt describes the individual and social views of the self during this historical period:

The initial emphasis on individuality and dignity of man that emerged in ancient Greece and Rome was lost in the medieval times when the individual was considered of little consequence with respect to God’s plans and schemes. Life was preordained, determined by inheritance and social station and one had few options or alternative. (17)

Social values and attitudes were hierarchal, and reflected polarized positions between good and evil and perfection and imperfection, as represented by writings such as Morte D’Arthur. Social norms and values guiding behavior were influenced by religious and moralistic perspectives represented in morality plays (Everyman), poems (The Wanderer) and stories (General Prologue).

With the emergence of the Renaissance, moralistic attitudes continued to play a role in shaping social norms and values (see Doctor Faustus); however, they began to lose some of their earlier momentum and previous ideas about the importance of the self: self awareness and self knowledge gained dominance in philosophical discourses. There was a subtle shift in moralistic and non-secular explanations for individual behavior, attitudes, and attributes. Autonomy and success were attributed to individual ability; achievement was recognized for its contribution regardless of social class (Blatt 2008). According to Blatt, “A public and private self were differentiated” (19). The arts also gained prominence, revealing eclectic and provocative styles of originality with an emphasis on individuality, self expression, and self awareness.

The Scientific period and period of Enlightenment continued to challenge the rigid assumptions held by theological belief systems. Through empiricism and the development of the scientific method there was an epistemological shift in biological and psychological concepts and explanations of the individual and self knowledge, although the formal discipline of psychology had not yet been founded. The British philosopher John Locke (from An Essay Concerning Human Understanding) introduced the idea of context and experience forming and shaping human development, referred to as “nurture,” as opposed to more evolutionary perspectives of development, “nature,” as described by French philosopher Jean-Jacques Rousseau and others. Taylor describes Rousseau’s historical influence during this period:
…the origin point of a great deal of contemporary culture, of the philosophies of self-exploration, as well as of the creeds which make self-determining freedom the key to virtue. He is the starting point of a transformation in modern culture toward a deeper inwardness and a radical autonomy. (363)

In addition to the scientific debates during this period, the period of Enlightenment ushered in a literary style, the autobiography, which overtly acknowledged and valued the significance of individual self awareness, introspection, reflection, and social development (see *Confessions*) (Blatt). Personal expression of emotions and self awareness were also acknowledged through literary works such as “The Poison Tree” (Blake).

**Theories of Self and Concepts of Identity**

**A.) Sociological and Psychological Theories of Self**

The late 19th century marked the beginning of a variety of psychological and sociological inquiries into the study of the self and society. It was during this period that society was also faced with the industrial revolution. Oppressive social forces and political and cultural conflicts compromised individual autonomy and freedom, leading to the development of alternative explanations demonstrated in essays and poems regarding self-reflection and confession (see *Self-Reliance & Song of Myself*). The individual as a source of interest and study regained significance and a point of scientific, psychological, sociological and philosophical inquiry.

Psychoanalytic theories originally developed by Sigmund Freud examined the role of the unconscious in individual personality development and motivation, childhood developmental phases (including primitive drives of aggression and sexuality), parental relationships, and the subjective nature of the self. Freud introduced psychoanalytic techniques such as dream interpretation and “talk therapy.” In addition, Freud speculated that psychological conflicts and unconscious drives in childhood were apparent in earlier literary works, leading to questions such as: “If one does not know oneself, what are the consequences?” (see *The Oedipus Complex and Hamlet*). The view of the self at this time was deterministic and Freud believed the personality was circumscribed by the early ages of five to six (Lefton & Brannon). Carl Jung also believed in the power of the unconscious, dreams, and subjective nature of the self. A former student and collaborator with Freud, they separated when they reached an impasse regarding their orientations toward the development of the personality. Jung’s understanding of the self addressed unique personal unconscious and conscious states, and a “collective unconscious” that was composed of the universal experiences to all living beings, inherited through biological transmission presented in the form of symbolic representations or “archetypes” (*The Personal and Collective Unconscious*). (experiences of?)

From a sociological perspective the discipline of sociology emerged in the U.S. (originally from Europe) as an attempt to explain the social responses to the changing social climate. Sociologists studied social factors and complex social patterns of behaviors in the context of the fragmenting social structures (see *Anomic Suicide*). The study of social phenomena shifted from theological and linear perspectives to scientific theoretical models; incorporating multiple social and cultural contexts and perspectives that reflected an attempt to understand “the situated self” (Thompson & Hickey 87).

From a literary perspective, the writings challenged traditional concepts of the self, in relation to society, by debating the dominant discourse among oppressive social norms, which were reflected in various poems (see “I’m Nobody! Who are You?” *Song of Myself, A Doll’s House*).

The 20th century continued to present many challenges to understanding the self in the face
of social change and turbulence. Psychological theories emerged as an attempt to explain human behavior (see *Evolution of a Culture* by B.F. Skinner). Sociological theories attempted to explain the impact of social phenomena on the understanding of oneself and social patterns of behavior in the context of society.

**B.) Concepts of Identity as a Reflection of Values and Ethics**

The early Greek civilization flowered into a robust cultural center roughly 2,500 years ago, and at its heart was a code of laws and ethics. It was a time of intellectual searching when values were important to the society. Philosophy, art, drama, and democracy all flourished. Out of this period came a great number of important works that are still relevant today. The fact that they still exist is a testament to their intellectual integrity.

In Aristotle’s *Concept of Tragedy*, readers look at the tragedy in its written form from the perspective of drama. If the reader looks at this from a value/ethics point of view, then one must assume that to value self above all else is ethically wrong. This theme resonates in *Hamlet, Faust, Morte D’Arthur*, and *A Doll’s House*. It can also tie it in with Cooley, Skinner, and hooks as social behavior among dominant personalities. Jim Croce put it nicely when he said, “you don’t tug on Superman’s cape.”

In Plato’s *Apology*, the reader looks at ethics from social and political viewpoints. Socrates feels ethically bound to teach the youth of Athens to become intellectually independent of social dogma. This goes against the concerns of the ruling class and puts Socrates on trial for his life. Socrates values the search for true enlightenment above all else and is willing to die for his ethical principles. Simply put, “know thyself” above all else. This theme can be used in many of the readings, including the works of Sartre and Camus, as well as Douglass and Mandela.

After the fall of the Roman Empire, civilization stopped dead in its tracks and the European continent lost its cable reception. It took 700 years to crawl from the abyss and there is very little to relish about that period. The works that came out of that period exist because of an ethical obligation by the Catholic Church to preserve the remnants of civilization.

*Everyman* is an allegory that pits the human condition against the tenets of the Catholic Church. The values and ethics the Bible has required of all mankind are viewed through the life of one man. Moral values are examined and the reader looks at life through a secular set of standards.

The ethical dilemma that confronts the reader in Malory’s *Morte D’Arthur*, divine law over the law of the land, is also one of a social and cultural question. King Arthur must put his wife and best friend to death according to law, but his personal feelings cause an insurmountable problem. The social and cultural value we put on life is often in direct opposition to the laws of man. This is described specifically in Hegel’s *Phenomenology* in his discussion of the plight of Antigone.

*The Thousand and One Nights* is a valuable lesson in ethics and values as well as being an example of social and cultural injustices. The Sultan’s wife is unfaithful and he has her killed. He then proceeds to kill every virgin he marries the morning after the wedding. The stories themselves have become globally popular and express many values and ethical problems still encountered today.

During the Renaissance there was a rebirth of culture and social innovation, as countries emerged and cities were populated with great men and ideas. Art, literature, and philosophy emerged once again with a classical vengeance. The styles and ethics were reanimated and social values were once again in place.

*Hamlet* asks, “Whether ’tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles and by opposing end them.” Hamlet’s father is murdered by his uncle, who then
marries his mother and assumes the throne. Hamlet must find justice in this web of moral chaos. The ethics involved are obvious; the moral values and solutions more complicated. The question of suicide is present as well as the question of ethical and moral obligation to one’s primary group. It translates into many of the readings with the ever-present question, “To be or not to be.”

*Faust* is simply the story of a man who sells his soul to the devil. From an ethical standpoint, it is not the strongest of choices and when it comes to choosing the lifestyle, the value judgment seems a bit skewed. Marlowe borrowed the story from German legend and penned it as a play. The strong theme of not making ethical judgments and the consequences that ensue is readily found in many modern works. It is useful when discussing many of the readings and is a perfect example of Aristotle’s *Concept of Tragedy*.

In *Utopia*, Thomas More explores the ethics and value system enjoyed in a mythical perfect society. His perfect society, ostensibly framed from the travels of a second person, is based on the ideas espoused in Plato’s *Republic*. It makes fun of many social and cultural flaws that inhabited More’s own society.

During the Reformation ethics and values were wrestled (wrested?) away from the Catholic Church by the Protestant revolution led by men such as John Calvin and Martin Luther. Ethics and values were modified more toward a growing middle class and Heaven became a little less expensive.

Martin Luther took on the ethically challenged Catholic Church in *Concerning Christian Liberty*, thus creating a centerpiece for the Reformation. It changed the entire secular value system of the period and led to the Protestant revolt we are all so fond of. It is easy to reference *Everyman*, but it is a good segue into Sartre and Camus because the ethical and value dilemmas of existentialism are diverse, yet comparable. It is important to note that this work was published and widely disseminated, which made its effect all the more powerful. It was really one of the first times an ethical question was raised publicly, by a media source, in such volume. (reference *Everyman*, “but”?)

The 19th century was a time of scientific exploration. Cities became the centers of commerce and trade was commonplace among nations. Drama became modern with the likes of Chekhov, Ibsen, and Strindberg, and people became more aware of the world around them. Ethics and values were sometimes lost in the influx of a more permissive society. The Victorian age was one of world expansion, empire building, and industrialization.

Russon takes Hegel’s *Phenomenology* and discusses the ethics of divine law vs. man’s law. Antigone buries her brother’s body in direct disobedience of the existing law. In so doing she is sentenced to death by her uncle who just happens to be King; it’s a *Morte D’Arthur* moment. This makes for the ethical discussion of who is right, and the wonderful discovery that they are both equally justified in their actions. This applies to many of the readings, but can be used effectively by referencing Plato’s *Apology*.

**Social Construction of Self**

It is imperative to understand the social and cultural construction of gender communication in an historical context and how it influences the self. To comprehend the role that marginalized groups play in the development of gender, it is crucial to trace the theories and metamorphosis of gender from ancient times to the present. When studying gender it is also important to review a multitude of themes including power, class, race, ethnicity, nationality, sexuality, and transnationalism and how these have progressed through time.
A.) Understanding Gender As It Relates To Self and Society

In Ancient times the perception of appropriate roles of men, women, and society was integral to gaining status. Furthermore, the concept of gender identity did not only focus on how people viewed themselves and their relationship to society, but also how they viewed the roles that others should play.

The Middle Ages showcased the beginning of a plethora of topics concerning the self in society with equal focus on gender, social status, sexuality, and religion. Throughout a variety of essays, gendered hierarchy was evident as an influential force in western civilization.

Visual representation of gender was glorified and immortalized during the Renaissance. While the inequalities of the social construction of gender remained the same as previous decades, a unique aspect of this era was the augmentation of the biological aspect of what was considered the “perfection and romanticism of sex.” This idea is seen strongly in the reading by Castiglione.

The biological realities of sex and the social construction of gender were delineated during both the Scientific and Enlightenment periods. Perceptions of identity engendered by theological belief systems were contested by quantitative methods and empirical data enumerated by the scientists of the time. During this era the distinct meaning behind gender and sex were examined as well as their relationship to one another.

The inequalities and social construction of gender were challenged during the 19th century with the insurgence of the feminist movement, a movement and philosophy based on the necessity of equality in regard to sex and gender. It is important to note that during this time, the social construction of gender was in its infancy. Gender performances were realized and communicated in the private, public and technical spheres of society. The experiences, perspectives, and circumstances of all marginalized groups came to the forefront of theoretical communication studies. Exaltation versus denigration of sex, along with other cultural variables, was enthusiastically debated during this time. Emerson’s essay, Self Reliance, focused on the importance of forming opinions and standing up for one’s self. The work highlights the significance of being an individual and not conforming to social norms. Moreover, it is better to be inconsistent than consistent in order to be true. A Doll’s House, by Henrik Ibsen, is referred to as a proto-feminist tale of a housewife walking out on an outwardly perfect marriage because she feels it is destroying her.

The 20th century ushered in the maturation period of the feminist movement. Varying opinions on the issue emerged that lead to the polarization of ideologies; preservation of gender norms versus a revolution. This battle was fought not only in the public sphere, but also perhaps more importantly within one’s own individual sense of identity. Rigid and limited conditions faced by genders were fought with man’s sense of an inherent right to freedom. The question of “could a woman become a completely free person and escape the role of the inferior ‘other’ that men had constructed for her gender” as stated by philosopher Simone de Beauvoir, became a challenge that both sexes chose to confront.

The 21st century guided in a new era of the study of gender and society. Prior to this century the focus of gender studies was that of its performance through actions. Now theorists began to implement an interdisciplinary approach by focusing on communication texts and the central role communication plays in the construction of meaning and, consequently, the construction, maintenance, and change of social identities such as gender. Three facets of studying gender emerged: the self, interpersonal, and societal. Power, class, race, ethnicity, nationality, sexuality, and transnationalism (and many others) are necessary themes to analyze in critical gender studies. It should be noted that the themes of homogeneity (hegemony?) and power are also of imperative relevance in the study of gender. Developing a critical gender lens during this time allowed groups that were historically silenced in both the public and private sphere to gain a voice, which is seen in queer theory and intersex, among numerous others. The foundations that came to the forefront include alternative
approaches to understanding gender, gendered voices and bodies, and gendered language. The power of language is emphasized in theories that discuss terministic screens, framing, and linguistic relativity. Now society begins to highlight and destroy the engendered hierarchy of language and its barriers. A new language has emerged that neutralizes the terminology. For example, terms such as “police man” are now referred to as “police officer.” Instead of “mail man” the term becomes “mail carrier,” and “fireman” yields “firefighter.”

It is important to understand and study the changes of gender through time, including the inherent injustices in the current battle theorists are fighting in order to create a more civil and equal society. It is necessary to comprehend one’s own self in relation to gender in order to understand one’s role in the world. A key goal in studying gender is to develop a greater personal understanding and effectiveness of the self and others.


To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge, and multiple perspectives expressed in the learning outcomes for the 21st century. Individual identity is a social as well as a personal phenomenon. One of the ways to focus on the development of identity and the “situated self” historically and in the contemporary environment is to consider the self through various points of view, and one of those “lenses” is race and racism. The core and outside readings use various genres to help students examine how societal customs in different ethnic groups coalesce to shape one’s individual identity. To develop an historical perspective on race and an understanding of racism, it is useful to explore race as it was perceived in previous times and how its perception within changing contexts developed and continues evolving to the present day.

One of the core readings used to illustrate how a determined person is able to rise above society’s constraints and pursue a better life is “How I Learned to Read and Write,” by Frederick Douglass from the 19th century. Douglass, who was born in slavery, writes about his relentless pursuit to educate himself, even though black people at that time were not allowed to learn to read and write. Other core readings in the Dialogues of Justice and Civic Life, such as “The Souls of Black Folk,” by W.E.B. DuBois, and “Ain’t I A Woman,” by Sojourner Truth show how several black people, even in the face of stark racism, used their courage and indefatigable energy to achieve remarkable personal and social goals.

Two works from the 20th century that help to develop an understanding for students of the deeply harmful effects of racism on the development of the self include two of the core readings. In the poem, “Harlem,” (“A Dream Deferred”), by Langston Hughes, race is explored through compelling imagery. The theme of self and society is looked at within the context of having to postpone one’s own deepest desires because of the inability to function as a full member of society, with the rights and privileges granted to members of that society, and how that can lead to destruction of the self. In the short story, “Vengeful Creditor,” by Chinua Achebe, a young girl’s race and class in Africa are an integral part of her heartrending quest for an education. The negative effects suggested in Hughes’ poem, “Harlem,” come to fruition in this story when a young girl finally feels compelled to harm the child she is taking care of (because she sees the child as an obstacle to her goal) when she realizes that the couple’s promise to her of an education will not be kept.

Works outside the core readings that can help situate the damaging effects of racism on the self and on society in an historical context, include Lorraine Hansberry’s play, A Raisin in the Sun, and the essay, “The Fourth of July,” by Audre Lorde.

As part of a plan to celebrate the millennium in 2000, President William J. Clinton, in his speech, “One America in the 21st Century,” called for a great national initiative to end racial discrimination. Certainly, with the election of America’s first African-American president, there will be new readings to incorporate that will
help students further expand their understanding of racial issues and their impact on the self and society in the United States.

C.) Class as a Construct for Understanding the Self and Society

Throughout time, self identity has been inextricably linked to social forces and stratification. In this reader, classic works from various genres illustrate the roles society plays in molding and shaping the individual. To be sure, *Self and Society* chronologically surveys social status, roles and group membership.

The earliest examples of class structure from the Ancient times were simple: the strongest were the dominant force and the strongest of the strong ruled; the societies that flourished did so through force and physical domination. Civilization brought about change in the Western Hemisphere and oligarchies replaced monarchs in some city-states of Greece and later Rome, but the class structure remained divided between rich and poor. The class division of patrician and plebian figure into Roman society and a stratum of class distinction can be found in each, but it is not measurably significant. During this ancient period it is important to consider the philosopher, writer, poet, and artisan as a separate entity. With the fall of Rome around 450 AD any appearance of class structure throughout Western Europe became even less defined.

During the Middle Ages a few strong and powerful Lords again ruled the remaining settlements, while the majority lived in squalor and ignorance. It is possible to discern some class structure within the Church and ruling class, but populations were so economically divided that a social class structure was not evident until the latter part of the 12th century. The disparity between the nobility and the peasants began to diminish somewhat with the expansion away from feudalism and the development of urban townships that were built along important trade routes.

As the economy grew, so did a substantial merchant class, capable of demanding certain rights and privileges heretofore denied. With the signing of the Magna Carta in 1215, one begins to see a growing section of the population demanding a say in government. Still, the greater population consisted of a peasant class, kept down by taxation and ignorance. This stratum developed slowly and those living in it found very little upward mobility. A dominant Church presence was built upon wealth and doctrine, and even the monarchy would bend its will to the Church during this period.

During the Renaissance, there was a significant change in the class structure throughout Europe. With the Age of Enlightenment came a small but growing middle class structure. With the invention of the printing press in 1440, upward mobility between classes became possible through education. Information was available to the masses, and literature, art, and drama were at the forefront of an intellectual rebirth. Commerce and the economy begat a growing middle class and this, coupled with a more aware and informed populace, began to change the power structure throughout Europe. In England, France, and Germany, this slowly developing class was now recognized as a political force, and would continue to grow in influence. The Protestant revolution saw the beheading of Charles I in 1649 when the English Parliament, led by Oliver Cromwell, seized control. The Bourgeoisie, or the French Middle Class, developed out of the feudal system within the merchant classes and became the stimulus of the French revolution in 1779. After the fall of Napoleon the German Confederation was established in the early 1800’s, and in other nations all over Europe the class structure was being redefined. The development of a middle class structure with social and cultural significance was present all over Europe and in the Americas.

As this middle class developed, moral and ethical standards changed. Individual freedom was of primary concern to the general populace. Movement among classes was an economic byproduct, and class distinction became a more subtle perception; the aristocracy begrudgingly gave way to a new class of influence. Power was bought and sold to anyone with the means to purchase it.
From the late 19th century social class and class structure became influenced by race, gender, and economic mobility. There are no definitive class lines since the perception of class is subjective (bigissue.com pg 1) and socially constructed. As Charles Cooley has stated, we tend to follow the class distinctions taught to us in our primary groups. A discussion of the development of class structure, and the multiple individual and social interpretations regarding self and society, provide an effective way of entering into a thoughtful and provocative dialogue that can be traced to the essays found in the core reader.

Works Cited


Middle Ages: http://www.mnsu.edu/emuseum/history/middleages/

Modern Class structure: http://www.bigissuenground.com/politics/blair-classuseful.shtml


Roman Class Structure: http://www.vroma.org/~bmcmanus/socialclass.html
Part 2: Abbreviated Assignment Guide
# Table of Contents

*Dialogues of Learning Assignment Guide Table*

100 Level Descriptions and Assignments

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive Writing: description and example assignment</td>
<td>4</td>
</tr>
<tr>
<td>Expository/Analytical Writing: description and example assignment</td>
<td>4</td>
</tr>
<tr>
<td>Compare and Contrast Writing: description and example assignments</td>
<td>4</td>
</tr>
<tr>
<td>Persuasive Writing: description and example assignments</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Speaking: description and assignments</td>
<td>6</td>
</tr>
<tr>
<td>Commemorative Speaking: description and assignments</td>
<td>7</td>
</tr>
<tr>
<td>Persuasive Speaking: description and assignments</td>
<td>7</td>
</tr>
</tbody>
</table>

| Critical Thinking and Reasoning, Information Literacy, Technological Literacy Integration | 8 |

200 Level Descriptions and Assignments

<table>
<thead>
<tr>
<th>Written Communication: The Research Process</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Synthesis Writing: description and example assignments</td>
<td>9</td>
</tr>
<tr>
<td>Step 2: Position Writing: description and example assignments</td>
<td>10</td>
</tr>
<tr>
<td>Step 3: Annotated Bibliography: description and example assignments</td>
<td>10</td>
</tr>
<tr>
<td>Step 4: Research Essay: description and example assignments</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive Speaking: description and example assignments</td>
<td>12</td>
</tr>
<tr>
<td>Symposium: description and example assignments</td>
<td>12</td>
</tr>
<tr>
<td>Congressional Debate: description and example assignments</td>
<td>12</td>
</tr>
<tr>
<td>Panel Presentation: description and example assignments</td>
<td>13</td>
</tr>
</tbody>
</table>

| Critical Thinking and Reasoning, Information Literacy, Technological Literacy Integration | 14 |

300/400 Level Skill Guidelines

<table>
<thead>
<tr>
<th>Critical Thinking and Reasoning</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>16</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>16</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>17</td>
</tr>
<tr>
<td>Technological Literacy</td>
<td>17</td>
</tr>
</tbody>
</table>
## DIALOGUES OF LEARNING

**ASSIGNMENT GUIDE**

### SELF AND SOCIETY 100

<table>
<thead>
<tr>
<th>Written Communication Requirements</th>
<th>Oral Communication Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>2 Expository/Analytical Essays</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>Compare and Contrast Essay</td>
<td>Commemorative Presentation</td>
</tr>
</tbody>
</table>

### JUSTICE AND CIVIC LIFE 100

**BELIEF AND REASON 100**

<table>
<thead>
<tr>
<th>Written Communication Requirements</th>
<th>Oral Communication Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>1 or 2 Compare and Contrast Essay</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>1 or 2 Persuasive Essay</td>
<td>2 Persuasive Presentations</td>
</tr>
</tbody>
</table>

### SELF AND SOCIETY 200

**JUSTICE AND CIVIC LIFE 200**

**BELIEF AND REASON 200**

<table>
<thead>
<tr>
<th>Written Communication Requirements</th>
<th>Oral Communication Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>Persuasive Presentation</td>
</tr>
<tr>
<td>Position Essay</td>
<td>Choice of Congressional Debate or Symposium</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Panel Presentation</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
</tbody>
</table>

### SELF AND SOCIETY 300/400

**JUSTICE AND CIVIC LIFE 300/400**

**BELIEF AND REASON 300/400**

<table>
<thead>
<tr>
<th>Written Communication Requirements</th>
<th>Oral Communication Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple writing assignments</td>
<td>20 minutes of individual presentation</td>
</tr>
<tr>
<td>Builds on 100/200 level writing criteria</td>
<td>Follows oral communication criteria for 100/200 level</td>
</tr>
<tr>
<td>Integration of field specific techniques</td>
<td>Integration of field specific techniques</td>
</tr>
</tbody>
</table>

At all levels, **critical thinking and reasoning, information literacy, and technological literacy** student learning outcomes should be integrated into the written and oral communication assignments which will minimize the need for additional assignments.
Written Communication

At the 100 level there are two pedagogical imperatives, teaching students the rhetorical strategies and basic structure of a composition (i.e. the thesis statement, the purpose of the introduction, the elements of each body paragraph, characteristics of a satisfying conclusion, audience awareness, etc.) and teaching students proper MLA documentation style to use in their writing assignments.

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn University Freshman</td>
<td>Lynn University Freshman</td>
</tr>
<tr>
<td><strong>Self and Society 100</strong> (4 assignments)</td>
<td><strong>Justice and Civic Life 100</strong> (3 assignments)</td>
</tr>
<tr>
<td>1 Descriptive Essay</td>
<td>1 or 2 Compare and Contrast Essays</td>
</tr>
<tr>
<td>2 Expository/Analytical Essays</td>
<td>1 or 2 Persuasive Essays</td>
</tr>
<tr>
<td>1 Compare and Contrast Essay</td>
<td></td>
</tr>
</tbody>
</table>

**Descriptive writing** portrays people, places, things, or moments with enough vivid detail to help the reader create a precise mental picture. It empowers students to act as descriptors as they begin to write, and therefore, discover their own impressions of the world. Descriptive writing relies on concrete, sensory detail to communicate a dominant impression.

Example for *Self and Society*
Using Jean-Jacques Rousseau’s *Confessions* and Nelson Mandela’s “The Struggle is My Life” as professional models, write an autobiographical essay which tells the story of a specific, real-life obstacle you have faced. Consider, as Rousseau and Mandela have, how this challenge may have helped shape you into the self that you are today. Remember to use sensory details to create a vivid mental picture for your audience. Write to an audience of your peers; a professional magazine for college students with the purpose to describe, narrate, reflect on your experience. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your descriptions with examples and stories, using MLA format (for both format and citations).

**Expository/Analytical writing** serves as a transition for students to develop more formal elements of academic writing: the thesis statement, topic sentences, organization, specific examples to support one’s thesis, etc. These formal elements may be expressed in one or more of the following rhetorical modes: cause and effect, process analysis, definition, position or evaluation.

Example for *Self and Society*
Define the term, *Self-Reliance* in Ralph Waldo Emerson’s essay “Self-Reliance.” According to Emerson, what does it mean to be self-reliant and what are some of the challenges, if any, in being so? Also, what are some of the reasons Emerson suggests for the purpose of being self-reliant? Finally, what is your opinion of his ideas? Do you consider yourself to possess some of the qualities he discusses? Your audience is your peers, your instructor and the Lynn Symposium with the purpose of explaining and informing the audience. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

**Comparison and contrast writing** analyzes similarities and differences. Students are exposed to a wider variety of writing structures as they learn the classical organizational patterns of block arrangement vs. point by point.

Example for *Belief and Reason*
You will choose two authors that we have read from our core readings and compare and contrast their approaches to belief and reason. In this essay you will analyze the two authors’ similarities and differences. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of comparing and contrasting the authors. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).
pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

Example for *Justice and Civic Life*
You will choose two American leaders to compare and contrast, doing so on the basis of leadership style, equality, justice and freedom. Discuss each leader’s view on these areas using the compare and contrast strategy, using the in class readings, discussions, and basic research to discuss each leader. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your descriptions with quotes from the in class readings and outside research, using MLA format (for both format and citations).

Example for *Self and Society*
Compare and contrast Sir Thomas Malory’s *Le Morte D’Arthur* and Miguel de Cervantes *Don Quixote*. What notions of the self does each of these writers suggest? What are values in each of these societies and how might they overlap? Also, what makes these works different? Here, you might consider such elements as historical period, as well as important literary elements: characterization, plot, point of view, tone, and style. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of comparing and contrasting the authors. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

**Persuasive writing** utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade the reader to adopt a point of view or take a particular action. The persuasive writing assignment solidifies the skill set developed in the previous three essays while serving as a bridge to the research paper.

Example Persuasive Writing Assignments

Example for *Belief and Reason*
You will utilize logic and reason to show that one idea is more legitimate than another to persuade the reader to adopt a point of view or take a particular action. You will clearly state your thesis, presenting two to three arguments in support of your position. Be sure to anticipate your opponents’ views and make sure that you bring in support from outside authorities. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of persuading the reader of your claim. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

Example for *Justice and Civic Life*
Choose one characteristic of effective leadership, that is also evident in our readings, and persuade your reader that it is the most important. Use the in class readings, discussions, outside research and the elements of who you are to share, explain or prove the claim you are making with this topic. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of persuading the reader of your claim. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).
Oral Communication

When preparing students for oral communication, it is important to distinguish between oral presentations and speeches. Oral presentations are less formal than speeches, include the same speaking elements (practice, preparation, structure, verbal/ nonverbal behaviors, etc…) but allow for some latitude on the part of the speaker. However, the designated assignments are individual, prepared presentations unless otherwise designated within the assignment. Each must be prepared using the basic speech format, a formal outline, a speaking outline, and be presented in front of the class.

Before speaking for the first time, all students should understand oral communication anxiety and the effects of practice, preparation and relaxation techniques.

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self and Society 100</td>
<td>Justice and Civic Life 100</td>
</tr>
<tr>
<td>(3 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>Informative Presentation I</td>
<td>Informative Presentation I</td>
</tr>
<tr>
<td>Informative Presentation II</td>
<td>Persuasive Presentation I</td>
</tr>
<tr>
<td>Commemorative Presentation</td>
<td>Persuasive Presentation II</td>
</tr>
</tbody>
</table>

**Informative speaking** is that which communicates factual information; the presenter is not persuading or making any claims. Students may inform the audience on a person, place, thing, event, etc…

**Informative Presentation I**

*Self and Society 100*

This assignment can be either a speech or an oral presentation. Assign this as a very basic presentation. Think of it as a place from which the student will build their skill set. The general purpose of this speech/oral presentation is to inform the audience. Informative speaking as that which communicates factual information; the presenter is not persuading or making any claims.

*Belief and Reason 100, Justice and Civic Life 100*

This assignment is an informative speech. Students will use this assignment to review the speech structure and process. The general purpose of this speech is to inform the audience.

Speech Topic Options:

- Informal presentation of written assignment #1
- Informal interview and presentation of partner
- Informal presentation of self through object

**Informative Presentation II**

*Self and Society 100*

For this assignment, the student uses the basic knowledge from the first assignment and increases depth in the speaking skill set. This assignment is an informative speech. The general purpose of this speech is to inform the audience.

Speech Topic Options:

- Use this assignment in conjunction with the 2nd or 3rd essay assignment. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.
Commemorative Speaking pays tribute to a person, group, place/ institution, idea, monument, or event. Students use their knowledge of informative speaking and progress to commemorative speaking.

Commemorative Presentation

Self and Society 100
This assignment is a commemorative speech. The general purpose of this speech is to commemorate a significant individual.

Speech Topic Choices:
- Choose an author from your dialogue course and commemorate him/ her.
- Choose a personal mentor or hero and commemorate him/ her using support and examples from your dialogue course readings.
- Formal speech presenting an award to an author or figure from the course
- Formal biographical speech addressing the life and accomplishments of an author or figure from the course

Persuasive speaking requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement).

Persuasive Presentation I

Belief and Reason 100, Justice and Civic Life 100
For this assignment, the student begins to explore persuasion. This assignment is a persuasive speech. The general purpose of this speech is to persuade the audience to change a belief or attitude. Use this assignment in conjunction with the persuasive essay. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

Persuasive Presentation II

Belief and Reason 100, Justice and Civic Life 100
For this assignment, the student uses persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech that may be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. Students take the stage together, in a team format, but give their respective speeches as individuals and are evaluated as individuals. The general purpose of this speech is to persuade the audience to change a behavior. Use this assignment in conjunction with the 3rd essay assignment, (chose between the compare and contrast or the persuasive). The speech should reflect the content of essay, but be adjusted to reflect the speech format and process. If the team speech is elected, topics can be selected from one of the team’s topics, or relevant topics may be assigned.
Critical Thinking and Reasoning Integration, 100 Level
Critical thinking at the 100 level constructs the basis for critical thought throughout the student’s collegiate career. The student develops the skills set required to examine issues, ideas, problems and arguments before drawing conclusions. Written communication, oral communication and in class dialogue/discussion require critical thinking and reasoning skills. Emphasis should be placed on identification and evaluation of topic, theme and evidence. The student begins questioning assumptions and information provided from the source and acknowledges different sides of the issues.

Information Literacy Integration, 100 Level
In order for students to complete writing and oral communication assignments, specifically the persuasive essay and speeches, a small amount of outside research is needed. The following suggestions provide a structure for assignments to fulfill the information literacy outcomes (see Appendix C):

- Tell your students about the library resources; require students to use different types of sources
- Show them how to get to the Library Links from Blackboard
- Direct them to the Ask a Librarian chat
- Invite a librarian to do a LibGuide for your class and/or research instruction session
- Have students look at an encyclopedia article on the subject before determining their topic, compare information from multiple sources.
- Have students search topic in books, journals, and the internet (using more than one search engine) to better understand what sources are available.
- Suggest to the students they might use the thesaurus feature of Microsoft Word (found in the Review tab) to find words related to their topic
- Review the Lynn Academic Honesty policy with the students before doing this assignment
- Give the Library’s MLA Formatting Guide to students or tell them to get it online or at the library
- Use the PowerPoint A Practical Guide to MLA Style to explain MLA standard to your students (available on the Blackboard Faculty Development and Resources under the Library tab).
- Students should review the bibliographic info, i.e. author, date, publication, of potential resources to determine relevancy to topic.

Technological Literacy Integration, 100 Level
In all written and oral communication assignments, various elements may be added to ensure the technological literacy outcomes are met at all levels. The following suggestions provide a structure for assignments to fulfill the technological literacy outcomes (see Appendix B):

- Use a web browser when preparing assignments and doing research in the following ways:
  - Enter and navigate to URL, navigate forward and backward, print web page, add a website to favorites/bookmarks, use functions: home, stop, and refresh, perform searches within the browser
- Complete assignments using a computer operating system and perform the following:
  - Log In/logout/shutdown, start and run programs, file/folder management, copy, save, retrieve, move , rename, delete
- Cite references accurately using APA or MLA
- Upload papers via Turnitin assignment and interpret originality report
- Utilize a word processor and spreadsheet employing basic skills:
  - Create a new document, format a document, lay out a document, insert an illustration, format an illustration, format text and paragraphs, insert a hyperlink
- Create and send an email message, view email messages, open, receive, and send email message attachments, save an email message, organize mail folders, send email via Learning Management System (LMS) – currently Blackboard
- Create slide presentations that require the student to format presentation, apply themes, create and change presentation elements (transitions, slideshow setup, etc.), arrange slides, create and format slide content, insert and format text boxes, manipulate text
- Integrate social networking into course assignments as a tool for sharing information and working in groups
- Require students to login and navigate the Learning Management System (currently Blackboard)
- Require digital documents and slide shows to include embedded digital content, hyperlinked content and downloaded content.
200 Level Condensed Assignment Guide

Written Communication

During 100 level dialogue courses, students have demonstrated an understanding of the basic structure and organization of the essay as well MLA documentation. At the 200 level students begin to do research in its contemporary form of academic inquiry. Ideally, the first three essays serve as “layers” for the final Research Essay; therefore, they will be discussed as steps in the research process. Each step serves to broaden and strengthen the student’s understanding of the topic. It is suggested that topics for the research paper are both intellectually curious and provide a strong connection for the student.

<table>
<thead>
<tr>
<th>Self and Society 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief and Reason 200</td>
</tr>
<tr>
<td>Justice and Civic Life 200</td>
</tr>
<tr>
<td>(4 assignments)</td>
</tr>
</tbody>
</table>

**Step 1: Synthesis Essay**

**Step 2: Position Essay**

**Step 3: Annotated Bibliography**

**Step 4: Research Essay**

**Step 1: Synthesis writing** is a written discussion that draws on one or more sources. In an academic synthesis, you make explicit the relationships that you have inferred among separate sources, make judgments, draw conclusions and the critique of individual sources to determine the relationship among them.

Example for *Self and Society*
According to Mead and Miner, what role(s) do ritual and social structure play in adolescent development? How might you relate their ideas to your own social development as an adolescent? For this assignment, you will be required to use specific textual evidence from Mead and Miner to clearly illustrate your argument. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing. The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes from your reader, using MLA format (for both format and citations).

Example for *Belief and Reason*
What is dharma? How do notions of dharma shape characters’ choices and actions in the *Ramayana*? How do these views of dharma affect how one should act within society? How does the *Ramayana*’s understanding of dharma compare and contrast to similar issues from earlier class readings? You do not need to answer these questions in exact order or to an equal extent, but they should all be addressed in your essay. You should refer to supporting material and examples from class readings, discussions, and films, with proper citations. The essay should not be a summary of the readings but examinations of their meanings in systems of belief and reason. You should analyze the claims of authors and their implications. You should also develop an argument, or thesis, based on the synthesis of class readings. No outside research, including online, is allowed for this essay. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing. The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

Example for *Justice and Civic Life*
This essay requires you to synthesize the ideas of *The Autobiography of Benjamin Franklin*, *What is a Slave on Fourth of July*? and your field notes from your service learning experiences. This essay begins the development of your research project/essay. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.
The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

**Step 2: Position writing** presents an arguable opinion about an issue. The goal of a position paper is to convince the audience that your opinion is valid and worth listening to.

Example for **Self and Society**
Mills, Cooley, Skinner, Durkheim and Kesey contend that the social self and its values are "imposed by society and social structure" and necessary for survival. What is your position regarding the dynamics of self and society? Upon reflecting on this question, consider, do you believe that there is an identity separate from a social identity? For this assignment, you will need to clearly take a position, use textual evidence to support your position, and present opposing viewpoints as well. In addition, you are required to use 2-3 outside sources to further illustrate your argument. Write for an academic audience (including the authors of the readings and other interested in the issue upon which you are focusing). You must have a bibliography and have those sources cited throughout your writing (4 readings and field notes). The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

Example for **Belief and Reason**
What does samskara mean? How do Praneshacharya’s actions reflect these different definitions of samskara? How do his choices compare and contrast to those of characters in the Ramayana? Do you think that he made the correct choices? Why or why not? What do you think he should have and/or could have done differently? In this essay, students will take a position on an issue raised in Samskara, argue in its favor, and show how this stance relates to other positions. You do not need to answer these questions in exact order or to an equal extent, but they should all be addressed in your essay. You should refer to supporting material and examples from class readings, discussions, and films, with proper citations. No outside research, including online materials, is allowed for this essay.

Example for **Justice and Civic Life**
After choosing the topic of your research project, the first step in the research project is the position paper. In the position paper, you will take a position on an issue specifically related to your topic and the position of the authors. For example, if my topic is “Leadership requires civic engagement,” my position may be “without civic engagement, leaders do not understand those who they are leading.” You must support your position with 4 globally based essays from the dialogue reader and your field experience notes from the Wayne Barton Study Center. Show how your position relates to the authors and the center. Write for an academic audience (including the authors of the readings and other interested in the issue upon which you are focusing). You must have a bibliography and have those sources cited throughout your writing (4 readings and field notes). The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations).

**Step 3: The annotated bibliography** is a list of sources with annotations, listed in alphabetical order. An annotation is a one or two paragraph summary and/or analysis of a source.

Example for **Self and Society**
The annotated bibliography is based Hamlet, Death of Ivan Ilych, Old Man & the Sea or The Plague. Students chose six critical, scholarly sources, and two of those sources, at least, must be used in the research paper, which is on one of those four books. The annotated bibliography is a list of sources with each annotation including a short summary, an evaluation of the text, and a reflection on its applicability to your research.

Example for **Belief and Reason**
As an introduction to the research project, you will write a six-to-eight page annotated bibliography on the topic you have chosen for your research paper. Like any bibliography, an annotated bibliography is a list of sources, but each annotation should include three sections: a short summary, an evaluation of the text, and a reflection on its applicability to your research. Annotated bibliographies are instruments to help you formulate a thesis.

Example for **Justice and Civic Life**
Using your research topic for guidance, you will begin your research regarding leadership and the impact of equality, justice, freedom and power. All sources will be scholarly, academic sources listed in MLA format. Under each source
citation will be an annotation, one paragraph in length, that includes a summary, an evaluation of the text, and a reflection on its applicability to his/her own research. You must use 6 sources outside of our readings and texts in this course. Your annotations are written to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.

**Step 4:** The *research essay* is an original essay where the student poses a research question, gathers materials (designing interview questions, observing and taking notes, designing questionnaires, critical analysis of readings and sources) focuses the research, shapes the argument, and frames the materials in relation to the larger themes developed in the course.

Example for *Self and Society*

Your research topic must be preapproved by the instructor. Ideas include: Mental health care in the U.S. and other countries; What is the experience of the mental health patient?; How does society impose control and what are the individual and collective sacrifices & potential benefits?; How does society exert pressure and stress on individuals that facilitates the emergence of mental health/substance abuse issues?; Describe how this becomes a social problem?; How does society enforce individuals to “conform”?; How does society develop constructs for “normal” versus ‘abnormal” behavior?; How does society regard and define deviance?; Issues related to compliance and authority; Ethical and legal issues regarding suicide. This essay requires the use of the dialogue reader and 3 – 5 scholarly articles to support your research. The final research paper will be in MLA format, 8 – 10 pages with proper grammar and style for an academic audience that includes the authors of the readings and others interested in the issue.

Example for *Belief and Reason*

For this eight-to-ten page essay, students will pursue their own research interests that build on the issues discussed in the course, as detailed in their Annotated Bibliography. Students should choose a topic in which they have some personal stake, that they can do some first-hand research on, and that they can frame with readings in the text. You should cite sources from a variety of types of texts (books, journals, websites, etc.) with a full works cited page, including any class readings that you use. You must include a minimum of one source published in the twentieth century. Your essay should have a clear thesis statement in the introduction, and a clearly flowing argument with sufficient supporting examples, quotes, discussion and analysis.

Example for *Justice and Civic Life*

The final research essay will defend the topic you have chosen earlier in the semester with well reasoned and supported arguments. To support these arguments, draw from theoretical arguments delineated in the JCL reader, your field notes from the Wayne Barton Center and the sources collected from your annotated bibliography. You may integrate pieces of your position paper and your annotated bibliography into your final research paper. You must have a bibliography and have those sources cited throughout your writing (6 outside sources from the annotated bibliography, 4 sources from the position paper and *Three Cups of Tea*).

The final research paper will be in MLA format, 6 – 8 pages with proper grammar and style for an academic audience that includes the authors of the readings and others interested in the issue.
Oral Communication

When preparing students for oral communication at the 200 level, the instructor must review the basic speech structure and persuasive methods from the 100 level. The 200 level builds on the persuasive speaking methods with special attention to the concepts of logos, pathos and ethos. At this level the student begins to distinguish between more subtle differences in the types of oral communication, specifically between persuasive speech, political speech, in-character speech and academic speech. The instructor and student must pay special attention to the devices necessary for a successful presentation (passion, preparation, conversational speaking, and confidence) now the mechanics of oral communication have been established. See Appendix A for the formal and speaking outline format and examples.

| Self and Society 200  
| Belief and Reason 200  
| Justice and Civic Life 200  
| (3 assignments)  
| Persuasive Presentation  
| Choice of Congressional Debate or Symposium  
| Panel Presentation  

**Persuasive speaking** requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement).

**Persuasive Presentation**

For this assignment, the student uses persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech that may be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. Students take the stage together, in a team format, but give their respective speeches as individuals and are evaluated as individuals. The general purpose of this speech is to persuade the audience to change a behavior. Use this assignment in conjunction with the Position Essay. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

A **symposium** requires students choose one of the authors from class and discuss an issue as though they were those authors. For example, one student may choose to be Plato, while another chooses to be Marx and a third chooses to be Freud. In groups of four to six, students choose a topic to discuss and argue it as though they were the author they have chosen.

**Symposium Presentation**

Each student gives a 3 minute opening statement arguing the issue from their author’s point of view. Once all students have spoken once, they should begin to interact with each other in character. The symposium can be run with or without a student moderator (the faculty member can run it if he/she prefers). The general purpose of this assignment is for students to argue one side of a position. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the persuasive speech.

A **congressional debate** requires students to work in 2 opposing teams, each arguing for one side of an issue. The issue may be determined by the students or by the instructor. The basic speech structure and preparation methods apply, with room for improvisation when responding to the opposing team’s arguments.

**Congressional Debate Presentation**

This assignment can be done in groups of eight to twelve students. Divide the group in half and assign each half to one side of an issue. Designate a student form each side as the opening speaker and one as the closing speaker. After each side has given an opening statement allow two or three students from each side to respond and then go to the other side. Once everyone has spoken, students can continue to respond in a less formal way but always using solid evidence. Finish the debate by having each side close with a summary statement. The general purpose of this assignment is for students to argue one side of a position. The basic speech structure, proper outlining, verbal and nonverbal devices and visual
guidelines remain the same as the persuasive speech. The topic is at the discretion of the instructor (may be in conjunction with any written assignment or stand alone).

The **panel presentation** is an academic presentation of the student’s research, presented to their classmates and answering questions concerning the research.

**Panel Presentation**
For this assignment, conduct a series of panel presentations in your class. Students are grouped into panels of four – five per panel (preferably by common theme) at instructor’s discretion. Each student will prepare individually with consideration of the overall panel topic. The instructor may assign the topic or the students may determine the topic on their own. However, the topic of the panel should be a common thread between all of the panel participant’s research topics.

Both the presenter and the audience should be knowledgeable enough to ask and answer intelligently on the subject. If you choose, you may have a panel moderator and respondent(s) for each panel. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the persuasive speech. The research project serves as the basis for this assignment. Themes for each panel can be pre-determined for the semester in conjunction with the research project topics, determined by the students or determined by the instructor.
Critical Thinking and Reasoning Integration, 200 Level
Critical thinking at the 200 level furthers the student’s basic critical thinking and reasoning skills. The student begins to critically analyze issues and problems, providing cohesive description and clarification. The student’s basic identification skills are enhanced through logical articulation of multiple contexts and opposing viewpoints.

Information Literacy Integration, 200 Level
In order for students to complete most writing and oral communication assignments, specifically the annotated bibliography, the research essay and speeches, research is needed. The following suggestions provide a structure for assignments to fulfill the Information Literacy outcomes (see Appendix C):

- Have the students include both popular and scholarly sources in their bibliography. Include an evaluation of the value of the different source types in the annotation.
- Have the students use at least one historical source for their bibliography. For example, comparing articles written on race relations in 1958 and 2008 could reveal the change in attitudes over that period of time.
- Explain that if the students are writing about an author, their writings (such as the selections in the readers) would be primary sources. Other writers’ comments on that author would be secondary sources.
- By assigning the due date for the annotated bibliography several weeks before the research paper is due, students will know ahead of time if they can find sufficient information for their topic and change topics if necessary.
- Discuss concepts of deception, manipulation and prejudice with the students and have them include any instances they find in their annotation analysis.
- Review MLA style, especially the different information needed for books, journals, information from databases and websites.
- Encourage students to do the citations as soon as they find the source.
- Suggest the use of RefWorks or Microsoft Word to format their bibliographies. Librarians are available to demonstrate these to your class or work with students individually.

Technological Literacy Integration, 200 Level
In all written and oral communication assignments, various elements may be added to ensure the Technological Literacy outcomes are met at all levels. The following suggestions provide a structure for assignments to fulfill the Technological Literacy outcomes (see Appendix B):

- Considering the writing assignments in this class as steps in a process, use the following methods to guide the students in the process:
  - Create folders in a structured layout suited for organizing essays and research, identify advantages of using advanced folder structures and recognize similarities to outlines and the different types of storage media (disk, hard drive, flash/jump drives, network drives, web servers).
  - Identify the location of a file from both the application, from the explorer, based on drive letter path and uniform naming convention (UNC) path structures.
  - Create shortcuts and hyperlinks to files from drive letter and UNC paths.
- When beginning the research process:
  - Use “Contact” information at websites to verify authors and cross-reference websites for verification of information.
  - Tell students to use the “About” link on the website to give information about web administrator, date of website, name and address of contact, detailed information about copyright and use of information from the website, authenticity of the website.
  - Use search engines to do follow-up searches on authors.
  - Build a collection of authenticated websites.
  - Visit the librarian for a session on how to find reliable websites.
  - Save authenticated websites to "Favorites".
  - Assign a website for students to access information, where you ask students to report on the authorship and relevant information about the website.
  - Use tables to organize documents.
  - Create a bibliographic list of course related articles, sites, and/or objects.
Technological Literacy Integration, 200 Level continued…

• When beginning the writing process:
  o Instruct students to layout documents, control pagination, create content pages for documents, insert content pages in documents, include publication format insert footnotes, create appropriate heading styles to match content information, embed hyperlink within a document, save documents in different file formats, add header and footer to documents, add comments and track changes to documents and protect documents.

• When students begin to gather sources, have them organize their source list and information in a spreadsheet program.
  o Format the document by inserting text, numbers, and dates; change font colors and fill colors; merge a range into a single cell; apply built-in table style; hide worksheet rows; insert print titles, set print areas, and insert page breaks; enter headers and footers.
  o Review function syntax; insert a function with the Insert Function Dialog Box; search for a function; type a function directly into a cell; use Auto fill to fill in a formula and complete a series; enter the IF logical function
  o Create an embedded chart; manipulate chart titles and legends; create and format a column chart; create and format a line chart; insert and format a graphic shape; work with tic marks and scale values; use custom formatting with chart axes; create and format a combined chart; create chart sheet.

• Use webcam to record 2 minute narrative on course-related subject
• Create a group Wiki on a course related subject adding text, video and pictures to the wiki and include links or references for sources; understand different formats of video, audio, and still images
• Create a Blog for individual student use, possibly upload a narrative or video with a critique component.
• Demonstrate comprehension by including audio (music and/or voice narration), still images/graphics and/or video in presentation
• Embed media projects into presentation software
• Create a user account at two or more social networking sites; edit preferences and profile at social networking site; post a news link or other web link to site
At the 300/400 level, *Dialogues of Learning* courses build on the skills acquired at the 100/200 levels. The following guidelines serve as a minimum criteria in fulfilling the 300/400 level learning outcomes in each core skill area. Rubrics and specific assignments are developed by the instructor with regard to discipline specific expectations.

### Critical Thinking and Reasoning

Critical thinking at the 100/200 level provides the student basic critical thinking and reasoning skills. The student develops the skills set required to examine issues, ideas, problems and arguments before drawing conclusions. The student begins to critically analyze issues and problems, providing cohesive description and clarification. The student’s basic identification skills are enhanced through logical articulation of multiple contexts and opposing viewpoints. At all levels, written communication, oral communication and in class dialogue/discussion require critical thinking and reasoning skills.

At the 300/400 level, critical thinking skills are advanced and applied thoroughly. Building on the 100/200 level, students question and describe the issue in question, provide and analyze the significant information, contexts and view points surrounding the issue, and draw significant, informed conclusions that are both imaginative and account for the complexities of the issues.

### Written Communication

Written communication at the upper levels of the Dialogue sequence will emphasize more sophisticated kinds of writing assignments in which students build on previous instruction at the 100/200 levels. For example, at the 100 level, the emphasis of writing instruction is primarily to teach rhetorical strategies and basic structures of composition, i.e. the thesis statement, the purpose of the introduction, the elements of body paragraphs, the characteristics of a satisfying conclusion, etc., as well as proper MLA documentation style. At the 200 level, these skills are applied directly as writing instruction unfolds through a layering of multiple writing assignments, synthesis, position, annotated bibliography, all of which lead to one final research essay.

A similar structure, that is, multiple writing assignments used as building blocks toward a final project/research essay may be applied at the 300/400 levels. Students should learn to manage the planning, documenting, completing and assessing work on time and within the constraints of such a project. As well, opportunities for revision, peer feedback, and instructor feedback should be a natural component of these courses as students continue to explore and discover their voices within discipline-specific fields of inquiry.

Example Written Communication Assignments:

- Multiple essays culminating in a research essay building from the 100/200 level
- Discipline specific writing (annotated bibliography, research essay, content analysis, etc.)
- Analytical essays that build on the course content

### Oral Communication

Oral communication at the upper levels of the Dialogue sequence will emphasize more sophisticated oral presentations and speeches in which students build on skills at the 100/200 levels. For example, at the 100 level, the emphasis in oral communication technique is primarily to teach basic speech structures, methods and techniques, i.e. proper introductions and conclusions, well developed and supported main points, effective verbal and nonverbal devices, speech development through outlining, and the proper visual aid preparation and integration. Students began with the most basic form of speaking, informative, and developed through the persuasion and debate.

At the 300/400 level, students will advance these basic speaking skills. Oral communication assignments should build upon the 100/200 level skill set (proper speech format, outlining and delivery methods) with increasing complexity and depth that is specific to the field of study. At a minimum, students prepare each presentation using the basic speech format, submit a formal outline as documentation of preparation, speak from a speaking outline, and utilize engaging delivery techniques. For the semester, the student’s total presentation time should be a minimum of 20 minutes.

Example Oral Communication Assignments:
• Presentation assignments of the same purpose as the 100/200 level with greater breathe and depth
• Formal debate
• Position speech
• Mock conference paper/poster presentation
• Teaching presentation
• Business presentation
• Sales presentation
• Mock interviews

**Information Literacy**

Information literacy in the upper levels of the Dialogue sequence will emphasize more thoughtful, well planned, organized and thoroughly documented research, building on previous instruction at the 100/200 levels. For example, at the 100 level, the emphasis of information literacy instruction is primarily to teach the need for reliable information sources, and how to use the library resources, as well as proper MLA documentation style. At the 200 level, these skills are applied directly as the students find scholarly and primary sources for their annotated bibliography, research essay and oral presentations.

At the 300/400 levels, students should learn to plan, document, and complete research on time. In addition, they should be familiar with the literature and terminology in their primary field of study. They should understand the intellectual property issues behind the use of citation formats.

Example Information Literacy Assignments:  
• Qualitative Research Study  
• SWOT Analysis  
• Require interlibrary loan, using resources at other locations  
• Assignment that necessitate obtaining images, videos, text, or sound

**Technological Literacy**

Technological literacy in the upper levels of the Dialogue sequence will foster application of technological proficiencies in the field of study, building on previous instruction at the 100/200 levels. At the 300/400 levels, student projects and assignments include the creation, protection, evaluation and presentation of digital materials. A portion of the course is facilitated through collaborative learning and emerging technologies.

Example Technological Literacy Assignments:  
• Produce audio or video documentary, slideshow or blog  
• Design, develop, produce television advertisement  
• Create a website to disseminate research or project findings  
• Develop a digital timeline with digital images for a history or current events project  
• Create wiki and blogs to encourage discussion and feedback  
• Students in groups collaborate online to create a video essay. They each record a webcam introduction and then add existing web video content. The videos can then be posted to a class group on YouTube, Facebook, or other social networking platform.  
• Create YouTube channel or Kaltura video account; edit and share video with LiveStream or UStream  
• Interact with a facilitator and other participants via Videoconferencing  
• Use an “instant messaging” type of service to engage in a multi-user conversation  
• Use SPSS to organize, analyze, and evaluate research data  
• Create a database of project-oriented activities showing progression results
Part 3: Assignment & Rubric Guide
Overview and Introduction

The *Dialogues of Learning* curriculum develops the necessary skills and attitudes for student success. This guide lists required assignments for each course, and identifies supplemental assignments available to the instructor. The designated criteria of classroom dialogue, written communication assignments, and oral communication assignments assure that student learning outcomes for each core skill and proficiency area will be met. Throughout this guide, you will find ideas, examples, and evaluation rubrics to assist you in course development and assessment.

This document was created by the Dialogue Faculty Work Group, a collection of faculty and staff convened by Dr. Cynthia Patterson. This guide will assist instructors in conceptualizing, comprehending, and teaching *Dialogues of Learning* courses. Members represented all Core Skills and Proficiency areas including: Critical Thinking and Reasoning; Written Communication; Oral Communication; Information Literacy; and Technological Literacy. As an evolving work-in-progress, this document is expected to change and grow as we learn over time.

**Co-Chairs**

Cynthia Patterson, Ph.D.
*Vice President of Academic Affairs*

Katrina Carter-Tellison, Ph.D.
*Chair, Dialogues of Learning*

**Committee Members**

Rebecca André, Ph.D.
*Director of Instructional Technology, Center for Instructional Innovation*

Leece Barnett, M.L.S.
*Librarian*

Valerie Fabj, Ph.D.
*Program Chair and Professor, Communication, Media and Politics*

Stephanie Jackson, M.A.
*Assistant Professor, Communication, Media and Politics*

Lizbeth Keiley, Ph.D.
*Associate Professor, English*

Susan Montgomery, M. L. S.
*Librarian*

**Cover Design**

Andy Hirst, M.S.
*Production Coordinator, College of International Communication*
# Table of Contents

**Dialogues of Learning Assignment Guide Table**  

## 100 Level Teaching Points, Assignments and Rubrics

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication</td>
<td>4</td>
</tr>
<tr>
<td>Basic Writing Process</td>
<td>5</td>
</tr>
<tr>
<td>Descriptive Writing: teaching points, assignments and rubric</td>
<td>6</td>
</tr>
<tr>
<td>Expository/Analytical Writing: teaching points, assignments and rubric</td>
<td>8</td>
</tr>
<tr>
<td>Compare and Contrast Writing: teaching points, assignments and rubric</td>
<td>10</td>
</tr>
<tr>
<td>Persuasive Writing: teaching points, assignments and rubric</td>
<td>14</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>17</td>
</tr>
<tr>
<td>Basic Speaking Process</td>
<td>18</td>
</tr>
<tr>
<td>Informative Speaking: teaching points and assignments</td>
<td>19</td>
</tr>
<tr>
<td>Commemorative Speaking: teaching points and assignments</td>
<td>21</td>
</tr>
<tr>
<td>Persuasive Speaking: teaching points and assignments</td>
<td>22</td>
</tr>
<tr>
<td>Oral Communication Rubric, 100 Level</td>
<td>24</td>
</tr>
</tbody>
</table>

## Critical Thinking and Reasoning, Information Literacy, Technological Literacy Integration  

## 200 Level Teaching Points, Assignments and Rubrics

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication: The Research Process</td>
<td>26</td>
</tr>
<tr>
<td>Step 1: Synthesis Writing: teaching points, assignments and rubric</td>
<td>27</td>
</tr>
<tr>
<td>Step 2: Position Writing: teaching points, assignments and rubric</td>
<td>30</td>
</tr>
<tr>
<td>Step 3: Annotated Bibliography: teaching points, assignments and rubric</td>
<td>33</td>
</tr>
<tr>
<td>Step 4: Research Essay: teaching points, assignments and rubric</td>
<td>36</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>39</td>
</tr>
<tr>
<td>Persuasive Speaking: teaching points and assignments</td>
<td>40</td>
</tr>
<tr>
<td>Symposium: teaching points and assignment</td>
<td>42</td>
</tr>
<tr>
<td>Congressional Debate: teaching points and assignment</td>
<td>43</td>
</tr>
<tr>
<td>Panel Presentation: teaching points and assignment</td>
<td>44</td>
</tr>
<tr>
<td>Oral Communication Rubric, 200 Level</td>
<td>45</td>
</tr>
</tbody>
</table>

## Critical Thinking and Reasoning, Information Literacy, Technological Literacy Integration  

## 300/400 Level Skill Guidelines

<table>
<thead>
<tr>
<th>Skill Guidelines</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking and Reasoning</td>
<td>48</td>
</tr>
<tr>
<td>Written Communication</td>
<td>48</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>49</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>49</td>
</tr>
<tr>
<td>Technological Literacy</td>
<td>50</td>
</tr>
</tbody>
</table>

## Appendixes

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Oral Communication Outline Format: Formal and Speaking</td>
<td>52</td>
</tr>
<tr>
<td>Appendix B: Technological Literacy Skills and Rubrics (WIKI, Discussion Board, PowerPoint)</td>
<td>55</td>
</tr>
<tr>
<td>Appendix C: Information Literacy Skills</td>
<td>60</td>
</tr>
<tr>
<td>Appendix D: Example Syllabi (all dialogues 100 &amp; 200 level)</td>
<td>61</td>
</tr>
<tr>
<td><strong>DIALOGUES OF LEARNING</strong></td>
<td><strong>ASSIGNMENT GUIDE</strong></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

### **SELF AND SOCIETY 100**

<table>
<thead>
<tr>
<th><strong>Written Communication Requirements</strong></th>
<th><strong>Oral Communication Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>2 Expository/Analytical Essays</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>Compare and Contrast Essay</td>
<td>Commemorative Presentation</td>
</tr>
</tbody>
</table>

### **JUSTICE AND CIVIC LIFE 100**

#### **BELIEF AND REASON 100**

<table>
<thead>
<tr>
<th><strong>Written Communication Requirements</strong></th>
<th><strong>Oral Communication Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(3 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>1 or 2 Compare and Contrast Essay</td>
<td>Informative Presentation</td>
</tr>
<tr>
<td>1 or 2 Persuasive Essay</td>
<td>2 Persuasive Presentations</td>
</tr>
</tbody>
</table>

### **SELF AND SOCIETY 200**

#### **JUSTICE AND CIVIC LIFE 200**

#### **BELIEF AND REASON 200**

<table>
<thead>
<tr>
<th><strong>Written Communication Requirements</strong></th>
<th><strong>Oral Communication Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>Persuasive Presentation</td>
</tr>
<tr>
<td>Position Essay</td>
<td>Choice of Congressional Debate or Symposium</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Panel Presentation</td>
</tr>
<tr>
<td>Research Paper</td>
<td></td>
</tr>
</tbody>
</table>

### **SELF AND SOCIETY 300/400**

#### **JUSTICE AND CIVIC LIFE 300/400**

#### **BELIEF AND REASON 300/400**

<table>
<thead>
<tr>
<th><strong>Written Communication Requirements</strong></th>
<th><strong>Oral Communication Requirements</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple writing assignments</td>
<td>20 minutes of individual presentation</td>
</tr>
<tr>
<td>Builds on 100/200 level writing criteria</td>
<td>Follows oral communication criteria for 100/200 level</td>
</tr>
<tr>
<td>Integration of field specific techniques</td>
<td>Integration of field specific techniques</td>
</tr>
</tbody>
</table>

*At all levels, critical thinking and reasoning, information literacy, and technological literacy student learning outcomes should be integrated into the written and oral communication assignments which will minimize the need for additional assignments.*
Written Communication

At the 100 level, students will be able to:

a. Demonstrate an understanding that it usually takes multiple drafts to create and complete a successful text;
b. Develop flexible strategies for generating, revising, editing, and proof-reading;
c. Identify in writing: issues, concepts, ideas, and arguments under consideration
d. Compose an essay that integrates an identification of the issue at hand, integrates multiple perspectives of the issues, and accomplishes this in a coherent and logically organized fashion
e. Apply appropriate means of documenting his/her work;
f. Demonstrate basic grammatical proficiency: complete sentences, appropriate use of punctuation, paragraph formation, verb agreement, organizing principles;
g. Demonstrate an understanding of audience awareness

At the 100 level there are two pedagogical imperatives, teaching students the rhetorical strategies and basic structure of a composition (i.e. the thesis statement, the purpose of the introduction, the elements of each body paragraph, characteristics of a satisfying conclusion, audience awareness, etc.) and teaching students proper MLA documentation style to use in their writing assignments.

Incoming freshman will take Self and Society 100 in their first term, followed by Justice and Civic Life 100 and Belief and Reason 100 in their second term. As student writers progress in their understanding of the multiple draft process, a greater emphasis should be placed on revision in the form of restructuring and recasting at least two of the essays in the second term.

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lynn University Freshman</strong></td>
<td><strong>Lynn University Freshman</strong></td>
</tr>
<tr>
<td>Self and Society 100</td>
<td>Justice and Civic Life 100</td>
</tr>
<tr>
<td>(4 assignments)</td>
<td>(3 assignments)</td>
</tr>
<tr>
<td>1 Descriptive Essay</td>
<td>1 or 2 Compare and Contrast Essays</td>
</tr>
<tr>
<td>2 Expository/Analytical Essays</td>
<td>1 or 2 Persuasive Essays</td>
</tr>
<tr>
<td>1 Compare and Contrast Essay</td>
<td>1 or 2 Persuasive Essays</td>
</tr>
</tbody>
</table>

**Descriptive writing** portrays people, places, things, or moments with enough vivid detail to help the reader create a precise mental picture. It empowers students to act as *descriptors* as they begin to write, and therefore, discover their own impressions of the world. Descriptive writing relies on concrete, sensory detail to communicate a dominant impression.

**Expository/Analytical writing** serves as a transition for students to develop more formal elements of academic writing: the thesis statement, topic sentences, organization, specific examples to support one’s thesis, etc. These formal elements may be expressed in one or more of the following rhetorical modes: cause and effect, process analysis, definition, position or evaluation.

**Comparison and contrast writing** analyzes similarities and differences. Students are exposed to a wider variety of writing structures as they learn the classical organizational patterns of block arrangement vs. point by point.

**Persuasive writing** utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade the reader to adopt a point of view or take a particular action. The persuasive writing assignment solidifies the skill set developed in the previous three essays while serving as a bridge to the research paper.
The Basic Writing Process

The following model provides a visual framework of process writing for the student and is used with all types of writing, at all levels:

![The Essay Writing Process](http://dlibrary.acu.edu.au/Faculties/LearnDrama/images/essayspiral.jpg)

*Additional Resources for Writing Instruction:*
- [www.humnet.ucla.edu/humnet/wp/resources](http://www.humnet.ucla.edu/humnet/wp/resources)
- [www.kennesaw.edu/english/education/page](http://www.kennesaw.edu/english/education/page)
- [http://www.leo.stcloudstate.edu](http://www.leo.stcloudstate.edu) (Literacy Education Online)
- [www.umass.edu/english/CompRhet/faculty](http://www.umass.edu/english/CompRhet/faculty)
- [www.ncte.org/cccc/resources](http://www.ncte.org/cccc/resources)
- [www.yale.edu/English/profiles](http://www.yale.edu/English/profiles)
**Written Communication Assignment Descriptions and Rubrics**

**Descriptive writing** portrays people, places, things, or moments with enough vivid detail to help the reader create a precise mental picture. It empowers students to act as *descriptors* as they begin to write, and therefore, discover their own impressions of the world. Descriptive writing relies on concrete, sensory detail to communicate a dominant impression.

**Descriptive Principles:**
- A descriptive essay has one, clear dominant impression. If, for example you are describing a snowfall, it is important for you to decide and to let your reader know if it is threatening or stunning; in order to have one dominant impression, it cannot be both.
- A descriptive essay can be objective or subjective, giving the author a wide choice of tone, diction and attitude. For instance, an objective description of one’s dog would mention such facts as height, weight, coloring and so forth. A subjective description would include the above details, but would also stress the author’s feeling toward the dog, as well as its personality and habits.
- The purpose of a purely descriptive essay is to involve the reader enough so he or she can actually visualize the things being described. Therefore, it is important to use specific and concrete details.

**Descriptive Techniques:**
- Description very often relies on emotion to convey its point. Select an emotion and try to describe it. It might be more difficult to get started this way, but it can be worthwhile. Remember verbs, adverbs, and adjectives convey more to the reader than nouns.
- Try giving all the details first; the dominant impression then is built from these details.
- Check your details to be sure that they are consistent with the dominant impression. You might even want to write down the five senses on a piece of paper and check to see that you have covered them all.
- Try moving your reader through space and time chronologically. For instance, you might want to describe a train ride from start to destination, or a stream from its source to the point at which it joins the river.
- Use a then-and-now approach to show decay, change, or improvement. The house where you grew up might now be a rambling shack. The variations on this strategy are endless.

*Adapted from: [http://owl.english.purdue.edu](http://owl.english.purdue.edu)*

**Example Descriptive Writing Assignment for Self and Society**

Using Jean-Jacques Rousseau’s *Confessions* and Nelson Mandela’s “The Struggle is My Life” as professional models, write an autobiographical essay which tells the story of a specific, real-life obstacle you have faced. Consider, as Rousseau and Mandela have, how this challenge may have helped shape you into the self that you are today. Remember to use sensory details to create a vivid mental picture for your audience.

Write to an audience of your peers; a professional magazine for college students with the purpose to describe, narrate, reflect on your experience. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your descriptions with examples and stories, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Descriptive Essay Rubric posted to your Blackboard course portal.
## Rubric for Descriptive Essay

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essay begins originally and author masterfully reveals tone through concrete detail</td>
<td></td>
</tr>
<tr>
<td>• Essay presents abundant concrete sensory details with a unique voice</td>
<td></td>
</tr>
<tr>
<td>• Essay is coherent and organization creatively serves the author's purpose</td>
<td></td>
</tr>
<tr>
<td>• Figures of speech are creative and apt</td>
<td></td>
</tr>
<tr>
<td>• Essay demonstrates a clear understanding of purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Uses conventions of written English effectively, with no errors</td>
<td></td>
</tr>
<tr>
<td>• Uses proper MLA format and citation with little to no errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Essay begins effectively; tone is clear, but voice is less compelling than in an A essay</td>
<td></td>
</tr>
<tr>
<td>• Essay presents numerous concrete sensory details</td>
<td></td>
</tr>
<tr>
<td>• Essay is coherent and organization serves author's purpose</td>
<td></td>
</tr>
<tr>
<td>• Figures of speech help to convey author's tone adequately</td>
<td></td>
</tr>
<tr>
<td>• Essay demonstrates a general understanding of purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Uses conventions of English language effectively, with only a few minor errors</td>
<td></td>
</tr>
<tr>
<td>• Uses proper MLA format and citation with some errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction adequately engages reader</td>
<td></td>
</tr>
<tr>
<td>• Essay presents some concrete sensory details of setting and character, but imagery less effective than in a B paper</td>
<td></td>
</tr>
<tr>
<td>• Essay is reasonably coherent, but organization may be flawed, and essay may have small areas of confusion</td>
<td></td>
</tr>
<tr>
<td>• Essay employs figures of speech, but they are hackneyed</td>
<td></td>
</tr>
<tr>
<td>• Essay demonstrates little understanding of purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• May contain several minor errors in English conventions, but these errors do not impede the reader's understanding</td>
<td></td>
</tr>
<tr>
<td>• Attempts MLA format and citations with many errors</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction does not adequately lead reader into story, nor is theme/reflection clear</td>
<td></td>
</tr>
<tr>
<td>• Essay may present some concrete sensory details, but subject is not adequately described</td>
<td></td>
</tr>
<tr>
<td>• Essay is incoherent in areas, and organization does not serve author's purpose</td>
<td></td>
</tr>
<tr>
<td>• Essay does not employ figurative language</td>
<td></td>
</tr>
<tr>
<td>• Essay demonstrate a lack of understanding of purpose and audience</td>
<td></td>
</tr>
<tr>
<td>• Multiple errors in English conventions impede the reader's understanding</td>
<td></td>
</tr>
<tr>
<td>• No attempt at MLA format</td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments

Adapted from: [http://owl.english.purdue.edu/owl/resource](http://owl.english.purdue.edu/owl/resource)
**Expository/Analytical writing** serves as a transition for students to develop more formal elements of academic writing: the thesis statement, topic sentences, organization, specific examples to support one’s thesis, etc. These formal elements may be expressed in one or more of the following rhetorical modes: cause and effect, process analysis, definition, position or evaluation. Students will be introduced to the formal elements of a successful essay. They will learn the characteristics of an introduction, a thesis statement, topic sentences, body paragraphs, how to develop supportive details for each body paragraph, and a conclusion.

Expository Format:
- The thesis statement must be defined and narrow enough to be supported within the essay.
- Each supporting paragraph must have a distinct controlling topic and all other sentences must factually relate directly to it. The transition words or phrases are important as they help the reader follow along and reinforce the logic.
- Finally, the conclusion paragraph should originally restate the thesis and the main supporting ideas. Finish with a statement that reinforces your position in a meaningful and memorable way.
- Never introduce new material in the conclusion.

**Example Expository/Analytical Writing Assignment for Self and Society**
Define the term, *Self-Reliance* in Ralph Waldo Emerson’s essay “Self-Reliance.” According to Emerson, what does it mean to be self-reliant and what are some of the challenges, if any, in being so? Also, what are some of the reasons Emerson suggests for the purpose of being self-reliant? Finally, what is your opinion of his ideas? Do you consider yourself to possess some of the qualities he discusses?

Your audience is your peers, your instructor and the Lynn Symposium with the purpose of explaining and informing the audience. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Expository/Analytical Essay Rubric posted to your Blackboard course portal.
### Rubric for Expository/Analytical Essay

**Student:** 

**Score:**

| Exemplary | Essay opens with an attention-grabbing introduction, closes with thought provoking conclusion  
| --- | ---  
|  | Essay contains a thesis statement: strong, insightful assertion that addresses topic clearly and moves beyond the predictable; takes a risk and explores issues in depth  
|  | Essay contains at least three significant main ideas that support thesis with topic sentences  
|  | Uses specific illustrations and examples to support main ideas  
|  | 3 quotations as support, properly cited and significance demonstrated  
|  | Has clear, sophisticated organization; body paragraphs relate back to thesis  
|  | Uses thoughtful transitions between idea  
|  | Essay demonstrates a clear understanding of purpose and audience  
|  | Uses conventions of written English effectively, with no errors  
|  | Uses proper MLA format and citation with little to no errors  
| Satisfactory | Essay opens with an attention-grabbing introduction; adequate conclusion  
|  | Contains a thesis statement (*Demonstrates some insight into the topic, but is predictable*)  
|  | Contains at least three significant main ideas that support thesis with adequate topic sentences  
|  | Uses some illustrations or examples, but could be extended to show more depth  
|  | Introduces 3 supportive quotations correctly, but the context is not entirely clear  
|  | Has adequate organization; body paragraphs may not relate back to thesis  
|  | Uses transitions between and within paragraphs, but they may seem awkward or forced  
|  | Essay demonstrates a general understanding of purpose and audience  
|  | Uses conventions of English language effectively, with only a few minor errors  
|  | Uses proper MLA format and citation with some errors  
| Basic | Essay fails to engage reader in the introduction; conclusion is simplistic  
|  | Thesis is unclear; suggests confusion about the topic; weak organization  
|  | Main ideas are unclear or absent and/or contains less than 3  
|  | Uses very few illustrations or examples.  
|  | Less than three quotations used to support and/or quotations are not linked for support  
|  | Very little organization to paper  
|  | Lack of transitions or inconsistent transitions  
|  | Demonstrates little understanding of purpose and audience  
|  | May contain minor errors in English conventions, but errors do not impede understanding  
|  | Attempts MLA format and citations with many errors  
| Unsatisfactory | Essay fails to engage reader in the introduction; conclusion missing or fails to summarize  
|  | Thesis is unclear; suggests confusion about the topic; weak organization  
|  | Main ideas are unclear or absent  
|  | Does not use illustrations or examples.  
|  | Does not use quotations  
|  | No organization to paper  
|  | No transitions in paper  
|  | Demonstrates a lack of understanding of purpose and audience  
|  | Multiple errors in English conventions impede the reader’s understanding  
|  | No attempt at MLA format  

**Additional Comments**

*Adapted from: [http://owl.english.purdue.edu/owl/resource](http://owl.english.purdue.edu/owl/resource)*
**Compare and contrast writing** builds upon the skill set of both descriptive and expository writing. In a comparison-contrast essay, two subjects are analyzed for their similarities and differences. Students are exposed to a wider variety of writing structures as they learn the classical organizational patterns of block arrangement vs. point by point. All comparison/contrast papers consist of an introduction, a body, and a conclusion.

**Compare and Contrast Format:**
**Introduction:**
- May consist of one or more paragraphs, having a thesis statement which commits the paper to the persuasive principle. (Otherwise, the paper becomes a pointless list of data.)
- Establishes your subjects (best limited to two), which will be examined for similarities and/or differences and your bases of comparison. Four or five subtopics are usually sufficient.

**Body:**
- Consists of several paragraphs, organized in either the vertical or horizontal pattern.
- Should contain “indicator” words which make similarities/differences obvious, or which express transition.
- Similarity is expressed by words such as likewise, the same as too/also, similarly, in like manner, comparably.
- Difference is signaled by words such as but, yet, however, nevertheless, on the contrary, contrary to, unlike, and the opposite of.
- Transition from one subject to the other can be made clear by words such as even though, although, in spite, and notwithstanding.
- Subtopics must be discussed in the same order with equal content in both parts. They should generally include reminders of the other points. For fluidity, use indicator words throughout.

**Conclusion:**
- Should contain a brief summary of your data or a restatement of your thesis sentence that avoids trite, concluding sentences such “In summary, X and Y really are alike/different.”


Adapted from: [http://www.uwf.edu/writelab/handouts/comparisoncontrast](http://www.uwf.edu/writelab/handouts/comparisoncontrast)

**Compare and Contrast Standard Structures:**

*Horizontal Pattern*
This pattern works best for longer papers and those with more subtopics. Paraphrasing is set up according to the two or three points on which you will examine your subjects for differences and similarities.

**Thesis statement:** New York is a more exciting city than Chicago.

1. Cultural opportunities
   a. New York
   b. Chicago
2. Recreational opportunities
   a. New York
   b. Chicago
3. Sense of History
   a. New York
   b. Chicago
4. Physical Beauty
   a. New York
   b. Chicago
**Vertical Pattern**

This pattern tends to work better for shorter papers. The writer discusses one unit in its entirety before going on to the other. Paragraphing is set up according to each subject.

Thesis statement: New York is a more exciting city than Chicago.

1. New York
   a. Cultural opportunities
   b. Recreational opportunities
   c. Sense of history
   d. Physical beauty
2. Chicago
   a. Cultural opportunities
   b. Recreational opportunities
   c. Sense of history
   d. Physical beauty

**Example Comparison and Contrast Writing Assignments**

**Belief and Reason:**

You will choose two authors that we have read from our core readings and compare and contrast their approaches to belief and reason. In this essay you will analyze the two authors’ similarities and differences. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of comparing and contrasting the authors.

The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Compare and Contrast Essay Rubric posted to your Blackboard course portal.

**Justice and Civic Life**

You will choose two American leaders to compare and contrast, doing so on the basis of leadership style, equality, justice and freedom. Discuss each leader’s view on these areas using the compare and contrast strategy, using the in class readings, discussions, and basic research to discuss each leader.

The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your descriptions with quotes from the in class readings and outside research, using MLA format (for both format and citations). Proper grammar and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Compare and Contrast Essay Rubric posted to your Blackboard course portal.

**Self and Society**

Compare and contrast Sir Thomas Malory’s *Le Morte D'Arthur* and Miguel de Cervantes *Don Quixote*. What notions of the self does each of these writers suggest? What are values in each of these societies and how might they overlap? Also, what makes these works different? Here, you might consider such elements as historical period, as well as important literary elements: characterization, plot, point of view, tone, and style. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of comparing and contrasting the authors.

The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Compare and Contrast Essay Rubric posted to your Blackboard course portal.
## Rubric for Compare and Contrast Essay

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose &amp; Supporting</td>
<td>The paper compares and contrasts items clearly. The paper points to specific</td>
<td>The paper compares and contrasts items clearly, but the supporting</td>
<td>The paper compares and contrasts items clearly, but the supporting</td>
<td>The paper compares or contrasts, but does not include both. There is no</td>
</tr>
<tr>
<td>Details</td>
<td>examples to illustrate the comparison. The paper includes only the</td>
<td>information is general. The paper includes only the information relevant.</td>
<td>information is incomplete. The paper may include information that is</td>
<td>supporting information or support is incomplete.</td>
</tr>
<tr>
<td></td>
<td>information relevant.</td>
<td></td>
<td>not relevant.</td>
<td></td>
</tr>
<tr>
<td>Organization &amp; Structure</td>
<td>The paper breaks the information into whole-to-whole, similarities</td>
<td>The paper breaks the information into whole-to-whole, similarities</td>
<td>The paper breaks the information into whole-to-whole, similarities</td>
<td>Many details are not in a logical or expected order. There is little sense</td>
</tr>
<tr>
<td></td>
<td>-to-differences, or point-by-point structure. It follows a consistent</td>
<td>-to-differences, or point-by-point structure but does not follow a</td>
<td>-to-differences, or point-by-point structure, but some information is</td>
<td>that the writing is organized.</td>
</tr>
<tr>
<td></td>
<td>order when discussing the comparison.</td>
<td>consistent order when discussing the comparison.</td>
<td>in the wrong section. Some details are not in a logical or expected</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>The paper moves smoothly from one idea to the next. The paper uses</td>
<td>The paper moves from one idea to the next, but there is little variety. The</td>
<td>Some transitions work well, but connections between other ideas are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>comparison and contrast transition words to show relationships between</td>
<td>paper uses comparison and contrast transition words to show relationships</td>
<td>fuzzy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas. The paper uses a variety of sentence structures and transitions.</td>
<td>between ideas.</td>
<td>between ideas are unclear or nonexistent.</td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Spelling</td>
<td>Writer makes no errors in grammar or spelling that distract the reader</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract</td>
<td></td>
</tr>
<tr>
<td>(Conventions)</td>
<td>from the content.</td>
<td>from the content.</td>
<td>the reader from the content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td>Uses proper MLA format and citation with little to no errors</td>
<td>Uses proper MLA format and citation with some errors</td>
<td>Attempts MLA format and citations with many errors</td>
<td>No attempt at MLA format</td>
</tr>
</tbody>
</table>

Adapted from: ReadThinkWrite, Copyright 2004 NCTE/IRA
**Persuasive writing** utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade the reader to adopt a point of view or take a particular action. The persuasive writing assignment solidifies the skill set developed in the previous three essays while serving as a bridge to the research paper.

Persuasive Format:
The Introduction:
- Has a "hook or grabber" to catch the reader's attention. Some "grabbers" include opening with:
  - An unusual detail (Manitoba, because of its cold climate, is not thought of as a great place to be a reptile. Actually, it has the largest seasonal congregation of garter snakes in the world!)
  - A strong statement (Cigarettes are the number one cause of lighter sales in Canada!)
  - A memorable quotation (Elbert Hubbard once said, "Truth is stronger than fiction.")
  - An Anecdote
  - A Statistic or Fact
  - A Question (Have you ever considered how many books we'd read if it were not for television?)
  - An Exaggeration or Outrageous Statement. (The whole world watched as the comet flew overhead.)
- A thesis statement that imposes manageable limits on that topic, suggests the organization of your paper and implies you are an authority on the subject

The Body:
- Provides evidence to support the opinion offered in the thesis statement in the introduction.
- Consists of at least three paragraphs with solid reasons to back your thesis statement.
- Anticipates opposing viewpoints and provides counterarguments along with the main points in the essay.
- Elaboration: Use statistics or research, real-life experiences, or examples to support your claims.
  - You may generate a hypothetical instance
  - Clarify a position
  - Think through the procedure from start to finish. Provide background information a reader may need.
  - Illustrate whenever appropriate. Define special terms used. Use cues for the reader.
  - Drawing comparisons
  - Make an analysis
  - Draw an analogy

The Conclusion:
- Restate your thesis or focus statement.
- Summarize the main points. The conclusion enables your reader to recall the main points of your position.
- Write a personal comment or call for action: a prediction, a question, recommendations or a quotation

**Persuasive Essay Outline**
I. Introduction: Get the reader's attention by using a "hook."
   a. Give some background information if necessary.
   b. Thesis or focus statement.

II. First argument or reason to support your position:
   a. Topic sentence explaining your point.
   b. Elaboration to back your point.

III. Second argument or reason to support your position:
   a. Topic sentence explaining your point.
   b. Elaboration to back your point.

IV. Third argument or reason to support your position:
   a. Topic sentence explaining your point.
   b. Elaboration to back your point.

V. Opposing Viewpoint: Opposing point to your argument
a. Your rebuttal to the opposing point.
b. Elaboration to back your rebuttal.

VI. Conclusion:
   a. Summary of main points or reasons
   b. Restate thesis statement.
c. Personal comment or a call to action.

Adapted from www.wssb.wa.gov/content/classroom

Example Persuasive Writing Assignments

Belief and Reason
You will utilize logic and reason to show that one idea is more legitimate than another to persuade the reader to adopt a point of view or take a particular action. You will clearly state your thesis, presenting two to three arguments in support of your position. Be sure to anticipate your opponents' views and make sure that you bring in support from outside authorities. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of persuading the reader of your claim.

The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Persuasive Essay Rubric posted to your Blackboard course portal.

Justice and Civic Life
Choose one characteristic of effective leadership, that is also evident in our readings, and persuade your reader that it is the most important. Use the in class readings, discussions, outside research and the elements of who you are to share, explain or prove the claim you are making with this topic. Your audience is your peers, your instructor and the Lynn Symposium with the purpose of persuading the reader of your claim.

The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Persuasive Essay Rubric posted to your Blackboard course portal.
### Rubric for Persuasive Essay

<table>
<thead>
<tr>
<th>Score</th>
<th>Rubric</th>
</tr>
</thead>
</table>
| Exemplary   | - Essay engages the reader’s attention in a compelling introduction, persuasive conclusion  
- Essay defines and defends the position taken in a clear, authoritative thesis statement.  
- Essay contains clear topic sentences and presents precise, relevant and detailed evidence in support  
- Essay is well-organized and logical in structure with smooth transitions  
- Anticipates counter-arguments and offers persuasive rebuttal statements  
- Maintains a consistent point of view and focus  
- Essay demonstrates a clear understanding of purpose and audience  
- Uses conventions of written English effectively, with no errors  
- Uses proper MLA format and citation with little to no errors |
| Satisfactory| - Essay engages the reader’s attention in the introduction, less persuasive conclusion  
- Essay defines the position taken in a thesis statement  
- Essay contains topic sentences and presents relevant evidence in support  
- Overall the essay is well-organized and logical in structure, employs transitions  
- Anticipates counter-arguments and offers rebuttal statements but less persuasively  
- Mostly maintains consistent point of view and focus  
- Essay demonstrates a general understanding of purpose and audience  
- Uses conventions of English language effectively  
- Uses proper MLA format and citation with some errors |
| Basic       | - Essay fails to engage reader in the introduction, little said in conclusion  
- Attempts to define the position taken in a thesis statement but with uneven success  
- Essay may contain some topic sentences and present some relevant evidence in support but less effective than a B paper with unclear relation to thesis  
- Essay demonstrates weak and/or uneven organizational structure  
- May or may not anticipate counter-arguments and offer some rebuttal statements  
- Shows inconsistent point of view and focus  
- Shows little understanding of purpose and audience  
- May contain several minor errors in English conventions, but these errors do not impede the reader’s understanding  
- Attempts MLA format and citations with many errors |
| Unsatisfactory| - Essay fails to engage reader in the introduction, poor conclusion  
- Position is not clearly defined in a thesis statement  
- Does not contain topic sentences or present relevant evidence in support  
- No organization structure  
- Is unsuccessful in defending position, weak and/or uneven organizational structure  
- Shows inconsistent point of view  
- Shows no understanding of purpose and audience  
- Contains several errors in English conventions; these errors impede the reader’s understanding  
- No attempt at MLA format |

Additional Comments

Taken from: [http://www.pz.harvard.edu/Research/RubricsSelfPE](http://www.pz.harvard.edu/Research/RubricsSelfPE)
Oral Communication

At the 100/200 levels, students will be able to:

a. Identify and classify the various purposes of discourse, broadly defined as informative, persuasive and commemorative
b. Construct speech that is appropriate to a topic and audience;
c. Use appropriate verbal and non-verbal communication delivery techniques;
d. Utilize appropriate organizational structures for developing arguments and presenting evidence throughout the speech
e. Recognize, use and evaluate information and forms of speech in accordance with standards of cultural sensitivity and appropriateness.

Through instruction and development of these elements, the student will demonstrate understanding and application of the oral communication learning outcomes, 100/200 level. This process can be accomplished in the following course plan.

At the 100 level, students work to understand the basic competencies of oral communication. These include:

• Understand the components of an audience and its effect on the speech;
• Construction of effective central idea, introduction, body and conclusion;
• Distinguish between informative, persuasive and commemorative speaking;
• Develop persuasive structure and persuasive arguments;
• Understanding of the verbal and nonverbal speaking elements;
• Application and integration of credible support to the oral presentation;
• Use of an effective visual aid.

When preparing students for oral communication, it is important to distinguish between oral presentations and speeches. Oral presentations are less formal than speeches, include the same speaking elements (practice, preparation, structure, verbal/ nonverbal behaviors, etc…) but allow for some latitude on the part of the speaker. However, the designated assignments are individual, prepared presentations unless otherwise designated within the assignment. Each must be prepared using the basic speech format, a formal outline, a speaking outline, and be presented in front of the class. Before speaking for the first time, all students should understand oral communication anxiety and the effects of practice, preparation and relaxation techniques. See Appendix A for formal and speaking outline formats and examples.

<table>
<thead>
<tr>
<th>1st Term</th>
<th>2nd Term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lynn University Freshman</strong></td>
<td><strong>Lynn University Freshman</strong></td>
</tr>
<tr>
<td><strong>Self and Society 100</strong> (3 assignments)</td>
<td><strong>Justice and Civic Life 100</strong> (3 assignments)</td>
</tr>
<tr>
<td>Informative Presentation I</td>
<td>Informative Presentation I</td>
</tr>
<tr>
<td>Informative Presentation II</td>
<td>Persuasive Presentation I</td>
</tr>
<tr>
<td>Commemorative Presentation</td>
<td>Persuasive Presentation II</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Belief and Reason 100</strong> (3 assignments)</td>
<td></td>
</tr>
<tr>
<td>Informative Presentation I</td>
<td></td>
</tr>
<tr>
<td>Informative Presentation II</td>
<td></td>
</tr>
<tr>
<td>Commemorative Presentation</td>
<td></td>
</tr>
</tbody>
</table>

**Informative speaking** is that which communicates factual information; the presenter is not persuading or making any claims. Students may inform the audience on a person, place, thing, event, etc…

**Commemorative speaking** pays tribute to a person, group, place/ institution, idea, monument, or event. Students use their knowledge of informative speaking and progress to commemorative speaking.

**Persuasive speaking** requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement).
The Basic Oral Communication Process

Developing your speech content:

- Step 1: Determine purpose
- Step 2: Create central idea
- Step 3: Develop 3 – 5 main points
- Step 4: Develop introduction
- Step 5: Develop conclusion

Preparing to speak:

- Step 6: Compose formal outline
- Step 7: Translate formal outline to speaking outline
- Step 8: Create visual aid
- Step 9: Practice
- Step 10: Make adjustments
**Oral Communication Assignment Descriptions and Rubric**

**Informative speaking** is that which communicates factual information; the presenter is not persuading or making any claims. Students may inform the audience on a person, place, thing, event, etc… Throughout the speech, the student must support the main points with examples, details, or other means of supporting, using oral citations when appropriate. All speakers use the appropriate verbal and nonverbal devices to enhance their presentations.

The basic speech structure in outline format:
- **Introduction:** get attention, reveal topic, provide credibility and goodwill, use thesis to transition
- **Body:** 3 – 5 main points, supported with credible information and sources
- **Conclusion:** signal the end, recap the most important points, memorable final statement

**Verbal and nonverbal devices:**
- **Verbal:** word choice, verbal fillers, articulation and pronunciation;
- **Nonverbal:** paralanguage, eye contact, gestures, appearance, facial expression

**Proper visual aid:**
- **Visual:** prepared and professional; simple and clearly supports ideas
- **PowerPoint:** visual uses the 6 by 6 rule; professionalism in content, displaying the slide show, changing slides, effects, sounds, etc.
- **Video:** 30 second or less clip, cued and ready before speech begins, clear link to content

**Formal Outline Development:**
- The Formal Outline is a document that details your presentation. It is NOT a manuscript. It provides clear, concise ideas and a visual framework for your thoughts. This includes, your 5-part introduction, 3-part conclusion, 3+ main points, support for main points, transitions, internal citations and source list. Keep in mind, if you have a 1, you must have a 2 (A must have a B).
- Formal outlines are in complete sentences, but not complete thoughts. The statements on this outline require additional verbiage to be a comprehensive speech/presentation. Outlines are typed with proper grammar, spelling and style. See example formal outline in Appendix A.

**Speaking Outline Development:**
- The Speaking Outline is a document that outlines your presentation from which you present. It is not a manuscript, nor is it your Formal Outline. It provides clear, concise ideas and a visual framework for your thoughts as key words, phases, and cues for providing your presentation.
- You may construct your note cards as you wish. They should have enough information that you are able to recall the information you want to provide and discuss that information with the audience. If you find yourself reading the information or memorizing it, they must be changed. The focus is on audience centered speaking, meaning you are having a conversation with your audience, not reciting a memorized speech or a reading. See example speaking outline in Appendix A.

**Informative Presentation I**

*Self and Society 100*
This assignment can be either a speech or an oral presentation. Assign this as a very basic presentation. Think of it as a place from which the student will build their skill set. The general purpose of this speech/oral presentation is to inform the audience. Informative speaking is that which communicates factual information; the presenter is not persuading or making any claims.

*Belief and Reason 100, Justice and Civic Life 100*
This assignment is an informative speech. Students will use this assignment to review the speech structure and process. The general purpose of this speech is to inform the audience.
Requirements:
- 4 - 5 minutes (no more, no less)
- Formal outline: typed, full sentence, correct format, complete bibliography if applicable
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Organization: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
- Oral citations: giving credit when quoting and paraphrasing
- The use of verbal and nonverbal speaking elements
- Proper visual aid use: size, simplicity, presentation, explanation
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic Options:
- Informal presentation of written assignment #1
- Informal interview and presentation of partner
- Informal presentation of self through object

Assessment: Oral Communication Rubric, Level 100

Informative Presentation II

Self and Society 100
For this assignment, the student uses the basic knowledge from the first assignment and increases depth in the speaking skill set. This assignment is an informative speech. The general purpose of this speech is to inform the audience.

Requirements:
- 4 – 5 minutes (no more, no less)
- Minimum of 1 source cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- Single object as a visual aid.

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- The use of verbal and nonverbal speaking elements
- Visual aid: clear, prepared, presented well, adheres to in class guidelines
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic Options:
- Use this assignment in conjunction with the 2nd or 3rd essay assignment. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

Assessment: Oral Communication Rubric, Level 100
Commemorative speaking pays tribute to a person, group, place/ institution, idea, monument, or event. Students use their knowledge of informative speaking and progress to commemorative speaking. Commemorative speaking pays tribute and brings accolades to the subject. This is not a biography or historical documentary. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the informative speech. For specific instruction in these areas, refer to the section on informative speaking.

Commemorative Presentation

Self and Society 100
This assignment is a commemorative speech. The general purpose of this speech is to commemorate a significant individual.

Requirements:
- 4 – 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- 1 - 2 PowerPoint slides as a visual aid. Slide must include digital images or video

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Content commemorates a specific person.
- Organization: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, does not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic Choices:
- Choose an author from your dialogue course and commemorate him/her.
- Choose a personal mentor or hero and commemorate him/her using support and examples from your dialogue course readings.
- Formal speech presenting an award to an author or figure from the course
- Formal biographical speech addressing the life and accomplishments of an author or figure from the course

Assessment: Oral Communication Rubric, Level 100
**Persuasive speaking** requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement). The speaker must evaluate the audience’s attitudes and beliefs before determining which methods of persuasion and speech structure to use. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the informative speech. For specific instruction in these areas, refer to the section on informative speaking.

Persuasive speech structures all include the basic speech structure elements, with the 3 – 5 main points in one of the following orders:
- Topical Order (by subject)
- Problem – Solution Order
- Problem – Cause – Solution Order
- Comparative Advantages Order
- Monroe’s Motivated Sequence: Attention, need, satisfaction, visualization, action

Once the structure is chosen, the speaker integrates the following methods of persuasion:
- Enhancing credibility through support and proof
- Logical reasoning
- Avoiding fallacies
- Emotional appeals

Persuasive Presentation I

*Belief and Reason 100, Justice and Civic Life 100*

For this assignment, the student begins to explore persuasion. This assignment is a persuasive speech. The general purpose of this speech is to persuade the audience to change a belief or attitude.

Requirements:
- 4 – 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- 3 PowerPoint slides as a visual aid

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Evidence of persuasive speech structure and methods of persuasion
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, doesn’t not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
- Use this assignment in conjunction with the persuasive essay. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

Assessment: Oral Communication Rubric, Level 100
Persuasive Presentation II

Belief and Reason 100, Justice and Civic Life 100
For this assignment, the student uses persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech that may be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. Students take the stage together, in a team format, but give their respective speeches as individuals and are evaluated as individuals. The general purpose of this speech is to persuade the audience to change a behavior. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the first persuasive speech. For specific instruction in these areas, refer to the section on informative/persuasive speaking.

Requirements:
- 4 – 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- 3 PowerPoint slides as a visual aid

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear claim, introduction, conclusion and main points, good use of transitions and patterns
- Evidence of persuasive speech structure and methods of persuasion
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, does not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
- Use this assignment in conjunction with the 3rd essay assignment, (chose between the compare and contrast or the persuasive). The speech should reflect the content of essay, but be adjusted to reflect the speech format and process. If the team speech is elected, topics can be selected from one of the team’s topics, or relevant topics may be assigned.

Assessment: Oral Communication Rubric, Level 100 (if this was a team speech, pay special attention to whether or not the main points of each speech accounted for the opposition). Evaluate individually.
Rubric for Public Speaking at Level 100
(May use the optional PowerPoint rubric in Appendix A to supplement this rubric)

Student:  
Score:  

<table>
<thead>
<tr>
<th>Content</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>States the purpose</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Organizes the content</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Supports ideas</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Incorporates stories and examples</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Summarizes the main ideas</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of listener’s needs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Speaks clearly with appropriate vocabulary and information</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Uses tone, speed, and volume as tools</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrates complexity of vocabulary and thought</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Appears nonverbally comfortable with audience</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Aid</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual is prepared, legible and professional</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Visual is simple and clearly supports ideas</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>If PowerPoint, uses the 6 by 6 rule</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Less is more (few to none with effects, sounds, etc…)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Prepared and presented effectively</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

For example:

**Content**

- **States the purpose**
  - 4 Clear, captures the listener’s attention.
  - 1 Is not evident.

- **Organizes the content**
  - 4 The content is organized logically; fluid transitions
  - 1 The content lacks organization; transitions are abrupt

- **Supports ideas**
  - 4 Important details add to the interest and depth of the presentation; details work to connect with listener
  - 1 Ideas are unsupported by information or explanation.

- **Incorporates stories and examples**
  - 4 Relevant examples or stories work to interest the listener and further develop main ideas.
  - 1 Stories and examples are missing or unrelated.

- **Summarizes the main idea(s)**
  - 4 The conclusion unites the important points of the presentation and encourages future discussion.
  - 1 The speech ends without a summary.

**Delivery**

- **Demonstrates awareness of listener’s needs**
  - 4 Language and examples, work to heighten interest
  - 1 The presentation is uninteresting.

- **Speaks clearly with appropriate vocab and information**
  - 4 The vocabulary is descriptive and accurate
  - 1 The vocabulary is awkward or inappropriate

- **Uses tone, speed, and volume as tools**
  - 4 The speaker uses tone, speed, and volume, to emphasize ideas and hold attention.
  - 1 Vocal fillers are present throughout the presentation. Speed and volume are inappropriate for the presentation.

- **Demonstrates complexity of thought and vocabulary**
  - 4 Variation of sentence structure and word choice keeps the listener interested
  - 1 Sentence structure/word choice are monotonous

- **Appears comfortable with audience**
  - 4 Eye contact, interaction with aids, and physical gestures demonstrate energy and interest
  - 1 Eye contact lacking; gestures missing
Critical Thinking and Reasoning Integration, 100 Level
Critical thinking at the 100 level constructs the basis for critical thought throughout the student’s collegiate career. The student develops the skills set required to examine issues, ideas, problems and arguments before drawing conclusions. Written communication, oral communication and in class dialogue/discussion require critical thinking and reasoning skills. Emphasis should be placed on identification and evaluation of topic, theme and evidence. The student begins questioning assumptions and information provided from the source and acknowledges different sides of the issues.

Information Literacy Integration, 100 Level
In order for students to complete writing and oral communication assignments, specifically the persuasive essay and speeches, a small amount of outside research is needed. The following suggestions provide a structure for assignments to fulfill the information literacy outcomes (see Appendix C):
- Tell your students about the library resources; require students to use different types of sources
- Show them how to get to the Library Links from Blackboard
- Direct them to the Ask a Librarian chat
- Invite a librarian to do a LibGuide for your class and/or research instruction session
- Have students look at an encyclopedia article on the subject before determining their topic, compare information from multiple sources.
- Have students search topic in books, journals, and the internet (using more than one search engine) to better understand what sources are available.
- Suggest to the students they might use the thesaurus feature of Microsoft Word (found in the Review tab) to find words related to their topic
- Review the Lynn Academic Honesty policy with the students before doing this assignment
- Give the Library’s MLA Formatting Guide to students or tell them to get it online or at the library
- Use the PowerPoint A Practical Guide to MLA Style to explain MLA standard to your students (available on the Blackboard Faculty Development and Resources under the Library tab).
- Students should review the bibliographic info, i.e. author, date, publication, of potential resources to determine relevancy to topic.

Technological Literacy Integration, 100 Level
In all written and oral communication assignments, various elements may be added to ensure the technological literacy outcomes are met at all levels. The following suggestions provide a structure for assignments to fulfill the technological literacy outcomes (see Appendix B):
- Use a web browser when preparing assignments and doing research in the following ways:
  - Enter and navigate to URL, navigate forward and backward, print web page, add a website to favorites/bookmarks, use functions: home, stop, and refresh, perform searches within the browser
- Complete assignments using a computer operating system and perform the following:
  - Log In/logout/shutdown, start and run programs, file/folder management, copy, save, retrieve, move, rename, delete
- Cite references accurately using APA or MLA
- Upload papers via Turnitin assignment and interpret originality report
- Utilize a word processor and spreadsheet employing basic skills:
  - Create a new document, format a document, lay out a document, insert an illustration, format an illustration, format text and paragraphs, insert a hyperlink
- Create and send an email message, view email messages, open, receive, and send email message attachments, save an email message, organize mail folders, send email via Learning Management System (LMS) – currently Blackboard
- Create slide presentations that require the student to format presentation, apply themes, create and change presentation elements (transitions, slideshow setup, etc.), arrange slides, create and format slide content, insert and format text boxes, manipulate text
- Integrate social networking into course assignments as a tool for sharing information and working in groups
- Require students to login and navigate the Learning Management System (currently Blackboard)
- Require digital documents and slide shows to include embedded digital content, hyperlinked content and downloaded content.
200 Level Teaching Points, Assignments and Rubrics

Written Communication

At the 200 levels, students will be able to:

a. Identify the issue under consideration (stasis);
b. Summarize arguments, concepts, and points of view without error (summary);
c. Critically analyze the arguments, concepts, and points of view that he/she has identified and summarized (analysis, critical thinking);
d. Identify the appropriate audience and compose according to such conventions and other expectations as principles of organizations and style of delivery for specific audiences (audience awareness);
e. Independently organize and write a grammatically competent composition (style, delivery).

During 100 level dialogue courses, students have demonstrated an understanding of the basic structure and organization of the essay as well MLA documentation. At the 200 level students begin to do research in its contemporary form of academic inquiry. Ideally, the first three essays serve as “layers” for the final Research Essay; therefore, they will be discussed as steps in the research process. Each step serves to broaden and strengthen the student’s understanding of the topic. It is suggested that topics for the research paper are both intellectually curious and provide a strong connection for the student.

<table>
<thead>
<tr>
<th>Self and Society 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief and Reason 200</td>
</tr>
<tr>
<td>Justice and Civic Life 200</td>
</tr>
</tbody>
</table>

(4 assignments)

<table>
<thead>
<tr>
<th>Step 1: Synthesis Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Position Essay</td>
</tr>
<tr>
<td>Step 3: Annotated Bibliography</td>
</tr>
<tr>
<td>Step 4: Research Essay</td>
</tr>
</tbody>
</table>

Step 1: Synthesis writing is a written discussion that draws on one or more sources. In an academic synthesis, you make explicit the relationships that you have inferred among separate sources, make judgments, draw conclusions and the critique of individual sources to determine the relationship among them.

Step 2: Position writing presents an arguable opinion about an issue. The goal of a position paper is to convince the audience that your opinion is valid and worth listening to.

Step 3: The annotated bibliography is a list of sources with annotations, listed in alphabetical order. An annotation is a one or two paragraph summary and/or analysis of a source.

Step 4: The research essay is an original essay where the student poses a research question, gathers materials (designing interview questions, observing and taking notes, designing questionnaires, critical analysis of readings and sources) focuses the research, shapes the argument, and frames the materials in relation to the larger themes developed in the course.
Research Process Step 1: Synthesis writing is a written discussion that draws on one or more sources. In an academic synthesis, you make explicit the relationships that you have inferred among separate sources. Go beyond summary to make judgments – judgments based, of course, of your critical reading of your sources – as you have already practiced in your reading responses and in class discussions. You should already have drawn some conclusions about the quality and validity of these sources; and you should know how much you agree or disagree with the points made in your sources and the reasons for your agreement or disagreement. Further, you must go beyond the critique of individual sources to determine the relationship among them.

Synthesis Format:
- State your thesis clearly and make sure that it reflects the focus of your essay.
- Make sure your main points are clearly stated (use topic sentences), and connect each point to your thesis as explicitly as possible.
- Divide paragraphs logically.
- Provide appropriate transitions both within and between paragraphs.

Types of Synthesis Writing:
- An explanatory synthesis helps readers to understand a topic. Writers explain when they divide a subject into its component parts and present them to the reader in a clear and ordered fashion. Explanations may entail descriptions that re-create in words some object, place, event, sequence of events, or state of affairs. The purpose in writing an explanatory essay is not to argue a particular point, but rather to present the facts in a reasonable objective manner. The explanatory synthesis does not go much beyond what is obvious from a careful reading of the sources.

- An argument synthesis is for you to present your own point of view – supported, of course, by relevant facts drawn from sources, and presented in a logical manner. The thesis of an argumentative essay is debatable. It makes a proposition about which reasonable people could disagree, and any two writers working with the same source materials could conceive of and support other, opposite theses.

Synthesis Techniques:
- Summary: The simplest – and least sophisticated – way of organizing a synthesis essay is to summarize your most relevant sources, one after the other, but generally with the most important source(s) last.

- Example/ Illustration: Refer to a particularly illuminating example or illustration from your source material. You might paraphrase this example (i.e. recount it, in some detail, in your own words), summarize it, or quote it directly from your source.

- Two (or more) Reasons: State your thesis, then offer reasons why the statement is true, supported by evidence from your sources. You can advance as many reasons for the truth of your thesis as needed, but save the most important reason(s) for last.

- Strawman: Present an argument against your thesis, but immediately afterward you show that this argument is weak or flawed. The strawman argument first presents an introduction and thesis, then the main opposing argument, a refutation of the opposing argument, and finally a positive argument.

- Concession: Present the opposing viewpoint, but it does not proceed to demolish the opposition. Instead, it concedes that the opposition has a valid point but that, even so, the positive argument is the stronger one.

- Compare and Contrast: Comparison and contrast techniques enable you to examine two subjects (or sources) in terms of one another. When you compare, you consider similarities. When you contrast, you consider differences. Organize your main points by either horizontal or vertical pattern as described at the 100 level.

Adapted from www.msu.edu/~jdowell/135/Synthesis
Example Synthesis Writing Assignments

Self and Society
According to Mead and Miner, what role(s) do ritual and social structure play in adolescent development? How might you relate their ideas to your own social development as an adolescent? For this assignment, you will be required to use specific textual evidence from Mead and Miner to clearly illustrate your argument. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.

The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes from your reader, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Synthesis Essay Rubric posted to your Blackboard course portal.

Belief and Reason
What is dharma? How do notions of dharma shape characters’ choices and actions in the Ramayana? How do these views of dharma affect how one should act within society? How does the Ramayana’s understanding of dharma compare and contrast to similar issues from earlier class readings? You do not need to answer these questions in exact order or to an equal extent, but they should all be addressed in your essay. You should refer to supporting material and examples from class readings, discussions, and films, with proper citations. The essay should not be a summary of the readings but examinations of their meanings in systems of belief and reason. You should analyze the claims of authors and their implications. You should also develop an argument, or thesis, based on the synthesis of class readings. No outside research, including online, is allowed for this essay. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.

The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Synthesis Essay Rubric posted to your Blackboard course portal.

Justice and Civic Life
This essay requires you to synthesize the ideas of The Autobiography of Benjamin Franklin, What is a Slave on Fourth of July? and your field notes from your service learning experiences. This essay begins the development of your research project/essay. Write to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.

The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Synthesis Essay Rubric posted to your Blackboard course portal.
Rubric for Synthesis Essay

Student:          Score:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction, Thesis, and Conclusion</strong></td>
<td>Intro provides context for the rest of the paper; thesis is explicit and clear; conclusion recasts thesis and provides cohesion to whole paper</td>
<td>Either intro provides insufficient context for the rest of the paper; thesis is lacking in clarity, OR conclusion fails to recast thesis effectively</td>
<td>Intro provides little context for the paper; thesis is implicit and hard to find; conclusion makes insufficient reference to thesis</td>
<td>Intro does not provide context for the paper; thesis is undetectable; conclusion seems unrelated to the rest of the paper</td>
</tr>
<tr>
<td><strong>Summaries</strong></td>
<td>Each text is summarized judiciously and succinctly with ideas that clearly relate to the thesis and effectively support the synthesis</td>
<td>Summaries support synthesis but could be more clearly related; all ideas are not explicitly related to thesis</td>
<td>Summaries are either unclear or too broad or too narrow to demonstrate relation to synthesis; little connection between summaries and synthesis</td>
<td>Summaries poorly constructed with carelessly selected details; no connection with synthesis</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Clearly identified synthesis based on well-supported and well-selected points of comparison and/or departure among the texts</td>
<td>Synthesis identifiable but could be more explicit and better developed; sufficiently supported by ideas from the texts</td>
<td>Synthesis is hard to find or poorly developed; insufficiently supported by ideas from the texts</td>
<td>No connection among texts or no apparent attempt at developing a synthesis</td>
</tr>
<tr>
<td><strong>Organization and Coherence</strong></td>
<td>Logical sequence of paragraphs; transition sentences and cohesion markers used effectively throughout paper</td>
<td>Sequence of paragraphs is good but could be improved; some transition sentences and cohesion markers are used but could be more effective</td>
<td>Sequence of paragraphs seems to be out of logical sequence; insufficient transitions and cohesion markers</td>
<td>Paragraphs seem to be out of order and haphazard throughout; no transition sentences or cohesion markers are used</td>
</tr>
<tr>
<td><strong>Mechanics and Citation</strong></td>
<td>Superior editing – limited errors in spelling, grammar, word order, word usage, and punctuation; proper citation of texts</td>
<td>Good editing – few errors per page in spelling, grammar, word usage, and punctuation; few errors in citations</td>
<td>Careless editing – several errors per paragraph in spelling, grammar, word order, word usage, punctuation; several errors in citations</td>
<td>No editing – many errors throughout in spelling, grammar, word order, word usage, punctuation, and citations</td>
</tr>
</tbody>
</table>

Adapted from: dana.ucc.nau.edu/cjr72/handouts
Research Process Step 2: Position writing presents an arguable opinion about an issue. The goal of a position paper is to convince the audience that your opinion is valid and worth listening to. Ideas that you are considering need to be carefully examined in choosing a topic, developing your argument, and organizing your paper. It is very important to ensure that you are addressing all sides of the issue and presenting it in a manner that is easy for your audience to understand. Your job is to take one side of the argument and persuade your audience that you have well-founded knowledge of the topic being presented. It is important to support your argument with evidence to ensure the validity of your claims, as well as to address the counterclaims to show that you are well informed about both sides.

Position Essay Format:
- Your introduction should lead up to a thesis that organizes the rest of your paper.
- Present your counterargument
- Present your arguments (3) with opinion an support
- Conclude

Position Techniques:
- To take a side on a subject, you should first establish the arguability of a topic that interests you. Is it a real issue, with genuine controversy and uncertainty? Can you distinctly identify two positions? Are you personally interested in advocating one of these positions? Is the issue narrow enough to be manageable?
- While you may already have an opinion on your topic and an idea about which side of the argument you want to take, you need to ensure that your position is well supported with research. Listing out the pro and con sides of the topic will help you examine your ability to support your counterclaims, along with a list of supporting evidence for both sides.
- Supporting evidence includes the following:
  - Factual Knowledge - Information that is verifiable and agreed upon by almost everyone.
  - Statistical Inferences - Interpretation and examples of an accumulation of facts.
  - Informed Opinion - Opinion developed through research and/or expertise of the claim.
  - Personal Testimony - Personal experience related by a knowledgeable party.
- Consider your audience, as well as your own viewpoint, then choose your audience.
  - Who is your audience? What do they believe? Where do they stand on the issue?
  - What evidence is likely to be effective with them?
- In determining your viewpoint, ask yourself the following:
  - Is your topic interesting? Does it follow the assignment?
  - Does your topic assert something specific and propose a plan of action?
  - Do you have enough material to support your opinion?

Standard Position Structure:
I. Introduction
   A. Introduce the topic
   B. Provide background on the topic
   C. Assert the thesis (your view of the issue)

II. Counter Argument
   A. Summarize the counterclaims
   B. Provide supporting information for counterclaims
   C. Refute the counterclaims
   D. Give evidence for argument

III. Your Arguments (at least 3 full main points): Assert point, give your opinion, provide support

IV. Conclusion
   A. Restate your argument
   B. Provide a plan of action

Adapted from the UHWO Writing Center, copyright 1998
Example Position Writing Assignments

Self and Society
Mills, Cooley, Skinner, Durkheim and Kesey contend that the social self and its values are “imposed by society and social structure” and necessary for survival. What is your position regarding the dynamics of self and society? Upon reflecting on this question, consider, do you believe that there is an identity separate from a social identity? For this assignment, you will need to clearly take a position, use textual evidence to support your position, and present opposing viewpoints as well. In addition, you are required to use 2-3 outside sources to further illustrate your argument.

Write for an academic audience (including the authors of the readings and other interested in the issue upon which you are focusing). You must have a bibliography and have those sources cited throughout your writing (4 readings and field notes). The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Position Essay Rubric posted to your Blackboard course portal.

Belief and Reason
What does samskara mean? How do Praneshacharya’s actions reflect these different definitions of samskara? How do his choices compare and contrast to those of characters in the Ramayana? Do you think that he made the correct choices? Why or why not? What do you think he should have and/or could have done differently?

In this essay, students will take a position on an issue raised in Samskara, argue in its favor, and show how this stance relates to other positions. You do not need to answer these questions in exact order or to an equal extent, but they should all be addressed in your essay. You should refer to supporting material and examples from class readings, discussions, and films, with proper citations. No outside research, including online materials, is allowed for this essay. The essay should not be a summary of the novel but an analysis of it. The central goal of writing a Position Essay is not only to state and defend your position on an issue but also to show how your stance relates to other positions. Write for an academic audience (including the authors of the readings and other interested in the issue upon which you are focusing). You must have a bibliography and have those sources cited throughout your writing (4 readings and field notes). The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Position Essay Rubric posted to your Blackboard course portal.

Justice and Civic Life
After choosing the topic of your research project, the first step in the research project is the position paper. In the position paper, you will take a position on an issue specifically related to your topic and the position of the authors. For example, if my topic is “Leadership requires civic engagement,” my position may be “without civic engagement, leaders do not understand those who they are leading.” You must support your position with 4 globally based essays from the dialogue reader and your field experience notes from the Wayne Barton Study Center. Show how your position relates to the authors and the center.

Write for an academic audience (including the authors of the readings and other interested in the issue upon which you are focusing). You must have a bibliography and have those sources cited throughout your writing (4 readings and field notes). The essay will be 4 – 5 pages, have a clear thesis, introduction, body and conclusion. Support your explanations with examples and quotes, using MLA format (for both format and citations). Proper grammar, style and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Position Essay Rubric posted to your Blackboard course portal.
**Rubric for Position Essay**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention Grabber</strong></td>
<td>The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience.</td>
<td>The introductory paragraph has a hook or attention grabber, but it is weak, rambling, or inappropriate.</td>
<td>The author has an interesting introductory paragraph, but the connection to the topic is not clear.</td>
<td>The introductory paragraph is neither interesting NOR relevant to the topic.</td>
</tr>
<tr>
<td><strong>Focus or Thesis Statement</strong></td>
<td>The thesis statement clearly names the topic of the essay and outlines the main points to be discussed. The author's position is strongly and clearly stated.</td>
<td>The thesis statement names the topic of the essay. The author's position is stated.</td>
<td>The thesis statement outlines some or all of the main points to be discussed but does not name the topic.</td>
<td>The thesis statement does not name the topic NOR preview what will be discussed.</td>
</tr>
<tr>
<td><strong>Support for Position</strong></td>
<td>3 or more pieces of evidence (facts, statistics, examples, real-life experiences) supporting the position. Anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument.</td>
<td>Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.</td>
<td>Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).</td>
</tr>
<tr>
<td><strong>Evidence and Examples</strong></td>
<td>All evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>Most evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.</td>
<td>At least one pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.</td>
<td>Evidence and examples are NOT relevant AND/OR are not explained.</td>
</tr>
<tr>
<td><strong>Sequencing</strong></td>
<td>Arguments and support are provided in a logical order that makes it easy and interesting to follow the author’s train of thought.</td>
<td>Arguments and support are provided in a fairly logical order that makes it reasonably easy and interesting to follow the author’s train of thought.</td>
<td>Little support, arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.</td>
<td>Most details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>Clearly written with no grammar, spelling, punctuation, or capitalization errors.</td>
<td>Author paid no attention to writing conventions; minor errors do not detract from meaning.</td>
<td>Errors may be present, may slightly take away from the clarity, meaning can be determined.</td>
<td>Errors make it difficult to read and/or understand the paper.</td>
</tr>
<tr>
<td><strong>Closing Paragraph</strong></td>
<td>The conclusion is strong and leaves the reader solidly with effective restatement of the position statement and is followed by an effective summary of the essay body.</td>
<td>The conclusion is recognizable. The author’s position is restated at start of closing paragraph and followed by a summary.</td>
<td>The author’s position is restated within the closing paragraph, but not near the beginning. The essay is not summarized.</td>
<td>There is no conclusion – the paper just ends.</td>
</tr>
</tbody>
</table>

Adapted from: [scholastic.com/content/collateralresources/PersuasiveEssay](scholastic.com/content/collateralresources/PersuasiveEssay)
Research Process Step 3: An annotated bibliography is a list of sources with annotations, listed in alphabetical order. An annotation is a one or two paragraph summary and/or analysis of a source. This type of bibliography will help guide the student’s research and prepare them for the research essay with a critical evaluation of the sources.

Annotated Bibliography Format:
- The source citation is listed in the appropriate MLA format.
- Under the citation is the annotation, as follows:
  - The first paragraph provides a summary of the source in direct, clear terms.
  - The second paragraph provides an analysis or evaluation of the source, taking into consideration the validity, audience, holes in the argument, etc.
- Sources are listed in alphabetical order by author’s last name.
- Use clear, direct language; avoid passive voice.
- Mention only directly significant details, omitting references to background material and previous works by the author.
- Always use the present tense, “Sterne argues...” or “Sterne states...”
- Annotation content is subject to the instructor’s and the assignment’s guidelines.

Types of Annotated Bibliography Annotations:
- Summary: a summary of the source. Begin with the thesis and develop it with the argument and/or proof.
- Evaluation: the source’s strengths and weaknesses. You can also state why/how the article is useful or interesting and who it would be useful for (someone new to the topic, someone knowledgeable about the topic, graduate students or professional, undergraduates, etc).
- Reflection: how the source informed (or did not inform) your research. It may also state how it helped shape your argument and/or how it changed your view on the topic.

Standard Annotated Bibliography Structure:


Bedrosian states that Gary Snyder has internalized both Buddhist and American Indian myth and lore as a way through which he can apply their truths to contemporary American culture and society, as he does in his collection Myths & Texts. Snyder restates the Buddhist four noble truths for modern man’s needs. This didactic element gives bare directions in poems such as “For the Children.” At other times his poetry reads like a Zen koan designed to puzzle and shock one into enlightenment. Snyder blends myth into his texts as a way to help modern American culture by infusing it with new “cultural options.” This article is a very thoughtful examination of Snyder’s collection Myths & Texts, yet it is hard to judge the objectivity of the author since she taught at the same university in 1993 that Snyder does now. However, this article contextualizes Snyder’s work in both the Buddhist and American Indian traditions that he draws from and re invents.

Adapted from: http://writingcenter.gmu.edu
Example Annotated Bibliography Assignments

Self and Society
The annotated bibliography is based Hamlet, Death of Ivan Ilych, Old Man & the Sea or The Plague. Students chose six critical, scholarly sources, and two of those sources, at least, must be used in the research paper, which is on one of those four books. The annotated bibliography is a list of sources with each annotation including a short summary, an evaluation of the text, and a reflection on its applicability to your research.

Proper grammar, style and spelling are essential. The bibliography will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Annotated Bibliography Rubric posted to your Blackboard course portal.

Belief and Reason
As an introduction to the research project, you will write a six-to-eight page annotated bibliography on the topic you have chosen for your research paper. Like any bibliography, an annotated bibliography is a list of sources, but each annotation should include three sections: a short summary, an evaluation of the text, and a reflection on its applicability to your research. Annotated bibliographies are instruments to help you formulate a thesis.

In your annotated bibliography, you should be sure to include a variety of sources, including books, journals and internet sites. Be sure to evaluate the value of the different source types in the annotation. Also, you should include at least one 20th century source, and note how the date of publication might affect the author’s arguments. Your annotation should include some evaluation of any bias or prejudice, based on the author’s background, type or place of publication, political or theoretical orientation, etc. Since this is a bibliography, proper and consistent citations are necessary. You should order the contents of your bibliography alphabetically by author. You may also refer to class readings and films, as part of your bibliography. Proper grammar, style and spelling are essential. The bibliography will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Annotated Bibliography Rubric posted to your Blackboard course portal.

Justice and Civic Life
Using your research topic for guidance, you will begin your research regarding leadership and the impact of equality, justice, freedom and power. All sources will be scholarly, academic sources listed in MLA format. Under each source citation will be an annotation, one paragraph in length, that includes a summary, an evaluation of the text, and a reflection on its applicability to his/her own research. You must use 6 sources outside of our readings and texts in this course. Your annotations are written to an academic audience that includes the authors of the readings and others interested in the issue upon which you are focusing.

The bibliography will be due in both rough and final draft form. Rough drafts will be submitted in MS Excel via email. Sources will be listed in an excel spreadsheet with labeled columns for “document title,” “author” and “relevance.” Proper grammar, style and spelling are essential. The bibliography will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Annotated Bibliography Rubric posted to your Blackboard course portal.
# Rubric for Annotated Bibliography

Student:  
Score:

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Selection</strong></td>
<td>Topic is sufficiently defined, focused and appropriate for a college-level research paper as determined by the instructor.</td>
<td>Topic is clearly stated but could be more focused and may not have been approved by the instructor.</td>
<td>The topic is not sufficiently defined or narrowed for the assignment and may not have been approved by the instructor.</td>
<td>Topic is not appropriate for the assignment and not approved by the instructor.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>All requirements met for number and type of sources.</td>
<td>Most requirements were met. May be lacking some scholarly articles or other required sources.</td>
<td>Lacking substantial requirements, such as scholarly articles or books. Too many websites. No copies of sources provided.</td>
<td>Most requirements were not met. Not enough resources. Resources do not comply with requirements.</td>
</tr>
<tr>
<td><strong>Annotations</strong></td>
<td>Exceptional descriptions of and reactions to each of the sources.</td>
<td>Adequate descriptions of each of the sources.</td>
<td>Uneven or inadequate descriptions of some of the sources.</td>
<td>Inadequate descriptions of most or all of the sources.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Sources in bibliography were critically evaluated. Student explains why each source was selected and how it is of value for the research topic.</td>
<td>Most sources in bibliography were critically evaluated, appropriate, and demonstrated to be of value for the topic.</td>
<td>Student did not explain resource selection. Sources (especially websites) may be of questionable quality, dated, or inappropriate for college level paper.</td>
<td>Most sources were of questionable quality and/or unrelated to research topic.</td>
</tr>
<tr>
<td><strong>Documentation and Format</strong></td>
<td>MLA styled was used properly in documenting sources.</td>
<td>Most sources were cited properly. Some information may be missing, or MLA style may not be used consistently.</td>
<td>Several citations were missing data or are not formatted using MLA style</td>
<td>Most of the sources were improperly documented.</td>
</tr>
</tbody>
</table>

Adapted from: [uwec.edu/markgrjs/Lmed/Rubric](http://uwec.edu/markgrjs/Lmed/Rubric)
Research Process Step 4: A research essay is an original essay where the student poses a research question, gathers materials (designing interview questions, observing and taking notes, designing questionnaires, critical analysis of readings and sources) focuses the research, shapes the argument, and frames the materials in relation to the larger themes developed in the course.

Research Essay Format:

- Develop a strong thesis statement that adheres to these guidelines:
  - The statement of the author’s position on a topic or subject.
  - Clear, concise, and goes beyond fact or observation to become an idea that needs to be supported.
  - Often a statement of tension, where the author refutes or complicates an existing assumption or claim (counterargument).
  - Often answers WHY or HOW questions related to the topic at hand.
  - But is not, a statement of fact or observation (no matter how astute the observation), a statement of personal conviction or opinion, a generalization or overly broad claim.
- Develop strong, concrete main points that you support with your research and that draw conclusions (answers) to your research question/respond to your thesis.
- Research is well integrated. The description of the research/sources shows critical analysis and synthesis of the research.
- Strong conclusion

Research Essay Techniques:

- Research should include each of the following: library research (such as current journals, periodicals, newspaper accounts) theoretical concerns delineated in their reader, and interviews/field notes.
- Long-term writing groups of three to four students provide accountability for the progress of their research and the opportunity for feedback from a group familiar with their materials about how persuasive the presentation is, what pieces of information are needed to bolster the argument, what other kind of framing material might heighten the significance of the research.

Adapted from: www.writingcenter.gmu.edu
Example Research Essay Assignments

**Self and Society**
Your research topic must be preapproved by the instructor. Ideas include: Mental health care in the U.S. and other countries; What is the experience of the mental health patient?; How does society impose control and what are the individual and collective sacrifices & potential benefits?; How does society exert pressure and stress on individuals that facilitates the emergence of mental health/substance abuse issues?; Describe how this becomes a social problem?; How does society enforce individuals to “conform”?; How does society develop constructs for “normal” versus ‘abnormal” behavior?; How does society regard and define deviance?; Issues related to compliance and authority; Ethical and legal issues regarding suicide. This essay requires the use of the dialogue reader and 3 – 5 scholarly articles to support your research.

The final research paper will be in MLA format, 8 – 10 pages with proper grammar and style for an academic audience that includes the authors of the readings and others interested in the issue. Use basic word processing program, 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Research Essay Rubric posted to your Blackboard course portal.

**Belief and Reason**
For this eight-to-ten page essay, students will pursue their own research interests that build on the issues discussed in the course, as detailed in their Annotated Bibliography. Students should choose a topic in which they have some personal stake, that they can do some first-hand research on, and that they can frame with readings in the text. You should cite sources from a variety of types of texts (books, journals, websites, etc.) with a full works cited page, including any class readings that you use. You must include a minimum of one source published in the twentieth century. Your essay should have a clear thesis statement in the introduction, and a clearly flowing argument with sufficient supporting examples, quotes, discussion and analysis.

The final research paper will be in MLA format, 8 – 10 pages with proper grammar and style for an academic audience that includes the authors of the readings and others interested in the issue. Use basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Research Essay Rubric posted to your Blackboard course portal.

**Justice and Civic Life**
The final research essay will defend the topic you have chosen earlier in the semester with well reasoned and supported arguments. To support these arguments, draw from theoretical arguments delineated in the JCL reader, your field notes from the Wayne Barton Center and the sources collected from your annotated bibliography. You may integrate pieces of your position paper and your annotated bibliography into your final research paper. You must have a bibliography and have those sources cited throughout your writing (6 outside sources from the annotated bibliography, 4 sources from the position paper and Three Cups of Tea).

The final research paper will be in MLA format, 6 – 8 pages with proper grammar and style for an academic audience that includes the authors of the readings and others interested in the issue. Use basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Essays will be assessed using the Research Essay Rubric posted to your Blackboard course portal.
# Rubric for Research Essay

**Student:**          **Score:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis/Problem/Question</strong></td>
<td>Student posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.</td>
<td>Student posed a focused question involving them in challenging research.</td>
<td>Student constructed a question that lends itself to readily available answers</td>
<td>Student relied on teacher-generated questions or developed a question requiring little creative thought.</td>
</tr>
<tr>
<td><strong>Information Seeking/Selecting and Evaluating</strong></td>
<td>Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).</td>
<td>Student gathered information from a variety of relevant sources – print and electronic</td>
<td>Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources</td>
<td>Student gathered information that lacked relevance, quality, depth and balance.</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.</td>
<td>Student product shows good effort was made in analyzing the evidence collected</td>
<td>Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.</td>
<td>Student conclusions simply involved restating information. Conclusions were not supported by evidence.</td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Student developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions</td>
<td>Student logically organized the product and made good connections among ideas</td>
<td>Student could have put greater effort into organizing the product</td>
<td>Student’s work is not logically or effectively structured.</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Student documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text and external, on works cited. Documentation is error-free.</td>
<td>Student documented sources with some care. Sources are cited, both in-text and external, on works cited. Few errors noted.</td>
<td>Student documented sources with some care. Sources are cited, both in-text and external, on works cited. Few errors noted.</td>
<td>Student clearly plagiarized materials.</td>
</tr>
<tr>
<td><strong>Product/Process</strong></td>
<td>Student effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated through effective research techniques. Product displays creatively and originally</td>
<td>Student effectively communicated the results of the research to the audience.</td>
<td>Student needs to work on communicating more effectively.</td>
<td>Student showed little evidence of thoughtful research. Product does not effectively communicate research findings.</td>
</tr>
</tbody>
</table>

*Taken from: [www.sdst.org/shs/library/resrub.html](http://www.sdst.org/shs/library/resrub.html)*
Oral Communication

At the 200 levels, students will be able to:

a. Identify and classify the various purposes of discourse, broadly defined as informative, persuasive and commemorative
b. Construct speech that is appropriate to a topic and audience;
c. Use appropriate verbal and non-verbal communication delivery techniques;
d. Utilize appropriate organizational structures for developing arguments and presenting evidence throughout the speech
e. Recognize, use and evaluate information and forms of speech in accordance with standards of cultural sensitivity and appropriateness.

Through instruction and development of these elements, the student will demonstrate understanding and application of the Oral Communication Learning Outcomes, 100/200 level. At the 200 level, students will apply the competencies of oral communication to higher levels of speaking, including high level persuasion and argumentation. Students will improve their oral communication competencies and further these through the use of persuasive techniques. These include:

- Distinguish between persuasive, political and academic speech;
- Develop highly influential persuasive structures and persuasive arguments;
- Apply the understanding of audience to persuasive arguments;
- Utilize effective verbal and nonverbal speaking elements;
- Integrate credible, effective support in persuasive arguments;
- Integrate technology as a visual aid.

When preparing students for oral communication at the 200 level, the instructor must review the basic speech structure and persuasive methods from the 100 level. The 200 level builds on the persuasive speaking methods with special attention to the concepts of logos, pathos and ethos. At this level the student begins to distinguish between more subtle differences in the types of oral communication, specifically between persuasive speech, political speech, in-character speech and academic speech. The instructor and student must pay special attention to the devices necessary for a successful presentation (passion, preparation, conversational speaking, and confidence) now the mechanics of oral communication have been established. See Appendix A for the formal and speaking outline format and examples.

<table>
<thead>
<tr>
<th>Persuasive Presentation</th>
<th>Choice of Congressional Debate or Symposium</th>
<th>Panel Presentation</th>
</tr>
</thead>
</table>

**Self and Society 200**  
**Belief and Reason 200**  
**Justice and Civic Life 200**  
(3 assignments)

**Persuasive speaking** requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement).

A **symposium** requires students choose one of the authors from class and discuss an issue as though they were those authors.

A **congressional debate** requires students to work in 2 opposing teams, each arguing for one side of an issue. The issue may be determined by the students or by the instructor. The basic speech structure and preparation methods apply, with room for improvisation when responding to the opposing team’s arguments.

The **panel presentation** is an academic presentation of the student’s research, presented to their classmates and answering questions concerning the research.
**Persuasive speaking** requires the speaking to persuade the audience to change a value, attitude or behavior. Persuasive speech topics are classified as questions of fact (true or false), value (right or wrong), or policy (act, behavior or requirement). The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the 100 level persuasive speeches.

The persuasive speech structure:

- **Introduction:** get attention, reveal topic, provide credibility and goodwill, use thesis to transition
- **Body:** 3 – 5 main points, supported with credible information and sources
- **Conclusion:** signal the end, recap the most important points, memorable final statement
- **Persuasive speech structures all include the basic speech structure elements, with the 3 – 5 main points in one of the following orders:**
  - Topical Order (by subject)
  - Problem – Solution Order
  - Problem – Cause – Solution Order
  - Comparative Advantages Order
  - Monroe’s Motivated Sequence: Attention, need, satisfaction, visualization, action
- **Once the structure is chosen, the speaker integrates the following methods of persuasion:**
  - Enhancing credibility through support and proof
  - Logical reasoning
  - Avoiding fallacies
  - Emotional appeals

Verbal and nonverbal devices:

- **Verbal:** word choice, verbal fillers, articulation and pronunciation;
- **Nonverbal:** paralanguage, eye contact, gestures, appearance, facial expression

Proper visual aid:

- **Visual** is prepared and professional; simple and clearly supports ideas
- **PowerPoint,** visual uses the 6 by 6 rule; professionalism in content, displaying the slide show, changing slides, effects, sounds, etc.
- **Video:** 30 second or less clip, cued and ready before speech begins, clear link to content

Formal Outline Development:

- **The Formal Outline is a document that details your presentation. It is NOT a manuscript. It provides clear, concise ideas and a visual framework for your thoughts. This includes, your 5-part introduction, 3-part conclusion, 3+ main points, support for main points, transitions, internal citations and source list. Keep in mind, if you have a 1, you must have a 2 (A must have a B).**
- **Formal outlines are in complete sentences, but not complete thoughts. The statements on this outline require additional verbiage to be a comprehensive speech/presentation. Outlines are typed with proper grammar, spelling and style. See example formal outline in Appendix A.**

Speaking Outline Development:

- **The Speaking Outline is a document that outlines your presentation from which you present. It is not a manuscript, nor is it your Formal Outline. It provides clear, concise ideas and a visual framework for your thoughts as key words, phrases, and cues for providing your presentation.**
- **You may construct your note cards as you wish. They should have enough information that you are able to recall the information you want to provide and discuss that information with the audience. If you find yourself reading the information or memorizing it, they must be changed. The focus is on audience centered speaking, meaning you are having a conversation with your audience, not reciting a memorized speech or a reading. See example speaking outline in Appendix A.**
Persuasive Presentation
For this assignment, the student uses persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech that may be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. Students take the stage together, in a team format, but give their respective speeches as individuals and are evaluated as individuals. The general purpose of this speech is to persuade the audience to change a behavior.

Requirements:
- 4 – 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- 3 PowerPoint slides as a visual aid.

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Evidence of persuasive speech structure and methods of persuasion
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, does not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
- Use this assignment in conjunction with the Position Essay. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

Assessment: Oral Communication Rubric, Level 200
A **symposium** requires students choose one of the authors from class and discuss an issue as though they were those authors. For example, one student may choose to be Plato, while another chooses to be Marx and a third chooses to be Freud. In groups of four to six, students choose a topic to discuss and argue it as though they were the author they have chosen. Each student gives a 3 minute opening statement arguing the issue from their author’s point of view. Once all students have spoken once, they should begin to interact with each other in character. The symposium can be run with or without a student moderator (the faculty member can run it if he/she prefers). The general purpose of this assignment is for students to argue one side of a position. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the persuasive speech.

**Symposium Presentation**

**Requirements:**
- 3 minutes (no more, no less) opening statement
- 2 minute responses
- Minimum of 3 source cited in the spoken speech and the written outline for the opening statement
- Supporting evidence used in the rebuttals (i.e. Plato: “In ‘The Allegory of the Cave’ I discussed …”)
- Formal outline for opening statement: typed, full sentence, correct format, complete bibliography
- Speaking outline for opening statement: choose between note cards and single page, speaking outline with key words and phrases

**Evaluation Criteria:**
- Appropriate topic choice, narrowed for time and interest of audience
- Accuracy of reflection of chosen author’s views on topic (ability to stay in character)
- Increased depth in organizational details especially in opening statement: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
- Transition between speakers is smooth and fluid

**Assessment:** Oral Communication Rubric, Level 200 with optional Team Speech Section
A **congressional debate** requires students to work in 2 opposing teams, each arguing for one side of an issue. The issue may be determined by the students or by the instructor. The basic speech structure and preparation methods apply, with room for improvisation when responding to the opposing team’s arguments.

**Congressional Debate Presentation**
This assignment can be done in groups of eight to twelve students. Divide the group in half and assign each half to one side of an issue. Designate a student form each side as the opening speaker and one as the closing speaker. After each side has given an opening statement allow two or three students from each side to respond and then go to the other side. Once everyone has spoken, students can continue to respond in a less formal way but always using solid evidence. Finish the debate by having each side close with a summary statement. The general purpose of this assignment is for students to argue one side of a position. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the persuasive speech.

**Requirements for opening speaker:**
- 4 minutes (no more, no less) opening statement introducing the team’s position on the topic
- Minimum of 5 sources cited in the spoken speech and the written outline for the opening statement
- Formal outline for opening statement: typed, full sentence, correct format, complete bibliography

**Requirements for team speaker:**
- 3 minutes (no more, no less) speeches of which half should be prepared and half should be responses to arguments made by the opposing side
- Minimum of 3 sources cited in the spoken speech and the written outline for the opening statement

**Requirements for closing speaker:**
- 4 minutes (no more, no less) closing statement summarizing the team’s position on the topic
- Minimum of 5 sources cited in the spoken speech and the written outline for the opening statement
- Formal outline for opening statement: typed, full sentence, correct format, complete bibliography

**Evaluation Criteria:**
- Appropriate topic choice, narrowed for time and interest of audience
- Accuracy of reflection of chosen author’s views on topic (ability to stay in character)
- Increased depth in organizational details especially in opening statement: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
- Transition between speakers is smooth and fluid

**Speech Topic:**
- At the discretion of the instructor (may be in conjunction with any written assignment or stand alone)

**Assessment:** Oral Communication Rubric, Level 200 with optional Team Speech Section
The panel presentation is an academic presentation of research; students will present to their classmates and answer questions concerning the research.

Panel Presentation
For this assignment, conduct a series of panel presentations in your class. Students are grouped into panels of four – five per panel (preferably by common theme) at instructor’s discretion. Each student will prepare individually with consideration of the overall panel topic. The instructor may assign the topic or the students may determine the topic on their own. However, the topic of the panel should be a common thread between all of the panel participant’s research topics.

Both the presenter and the audience should be knowledgeable enough to ask and answer intelligently on the subject. If you choose, you may have a panel moderator and respondent(s) for each panel. The basic speech structure, proper outlining, verbal and nonverbal devices and visual guidelines remain the same as the persuasive speech.

Requirements:
- 5 – 6 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: choose between note cards and single page, speaking outline with key words and phrases
- 4 slide PowerPoint presentation

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
- The research project serves as the basis for this assignment. Themes for each panel can be pre-determined for the semester in conjunction with the research project topics, determined by the students or determined by the instructor.

Assessment: Oral Communication Rubric, Level 200 with optional Team Speech Section
## Oral Communication 200 Level Rubric
*(May use the optional PowerPoint rubric in Appendix A to supplement this rubric)*

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outline</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Three Sources in MLA  
• Outline in Complete Sentences  
• Format of Outline Complete  
• Handed in on time |  |  |  |  |  |
| **Organization** |  |  |  |  |  |
| • Clear Structure  
• Internal Transitions between main points  
• Signal end of speech  
• Summary of most important content  
• Definitive final statement |  |  |  |  |  |
| **Time** |  |  |  |  |  |
| • Within the specified time limit |  |  |  |  |  |
| **Language** |  |  |  |  |  |
| • Bias-Free language  
• Formal words (no slang or obscenity)  
• Fluency in word choice |  |  |  |  |  |
| **Assignment** |  |  |  |  |  |
| • Evidence of preparation and practice; specific speaking outlined used  
• Evidence of research  
• Met assignment requirements |  |  |  |  |  |
| **Vocals** |  |  |  |  |  |
| • Voice Rate  
• Expressiveness/ Pitch  
• Intensity/ Volume  
• Conversational Tone with audience |  |  |  |  |  |
| **Introduction** |  |  |  |  |  |
| • Attention Getter at start  
• Thesis complete and clear  
• Credibility and Goodwill  
• Transition into body |  |  |  |  |  |
| **Pronunciation** |  |  |  |  |  |
| • Grammar  
• Articulation  
• Delivery (not choppy)  
• No Verbal Fillers (um, ah, er, like, and, you know, etc…) |  |  |  |  |  |
| **Body** |  |  |  |  |  |
| • Good Content and information  
• Main points clear and explained  
• Main points supported with evidence  
• Sound reasoning (logos)  
• Emotional Appeals (pathos)  
• Enhanced Credibility (ethos)  
• Credible sources and evidence  
• Smoothly introduced sources  
• Cited throughout spoken speech |  |  |  |  |  |
| **Nonverbal** |  |  |  |  |  |
| • Eye contact with audience  
• Good use of note cards (no reading!)  
• Lectern and Floor use  
• Appropriate Physical appearance (professional dress)  
• Hand Gestures  
• Facial Expression |  |  |  |  |  |
| **PowerPoint** |  |  |  |  |  |
| • Uses 6 by 6 rule.  
• Professional in design and presentation  
• No distractions by way of font, graphics or special effects  
• Fluid and well integrated with spoken word |  |  |  |  |  |
| **Team Option** |  |  |  |  |  |
| • Fluid transitions between members  
• Proper nonverbal behaviors (no distractions)  
• individual role clearly defined and completed  
• Fluid and well prepared team presentation |  |  |  |  |  |

**Assignment Score:**
Critical Thinking and Reasoning Integration, 200 Level
Critical thinking at the 200 level furthers the student’s basic critical thinking and reasoning skills. The student begins to critically analyze issues and problems, providing cohesive description and clarification. The student’s basic identification skills are enhanced through logical articulation of multiple contexts and opposing viewpoints.

Information Literacy Integration, 200 Level
In order for students to complete most writing and oral communication assignments, specifically the annotated bibliography, the research essay and speeches, research is needed. The following suggestions provide a structure for assignments to fulfill the Information Literacy outcomes (see Appendix C):

- Have the students include both popular and scholarly sources in their bibliography. Include an evaluation of the value of the different source types in the annotation.
- Have the students use at least one historical source for their bibliography. For example, comparing articles written on race relations in 1958 and 2008 could reveal the change in attitudes over that period of time.
- Explain that if the students are writing about an author, their writings (such as the selections in the readers) would be primary sources. Other writers’ comments on that author would be secondary sources.
- By assigning the due date for the annotated bibliography several weeks before the research paper is due, students will know ahead of time if they can find sufficient information for their topic and change topics if necessary.
- Discuss concepts of deception, manipulation and prejudice with the students and have them include any instances they find in their annotation analysis.
- Review MLA style, especially the different information needed for books, journals, information from databases and websites.
- Encourage students to do the citations as soon as they find the source.
- Suggest the use of RefWorks or Microsoft Word to format their bibliographies. Librarians are available to demonstrate these to your class or work with students individually.

Technological Literacy Integration, 200 Level
In all written and oral communication assignments, various elements may be added to ensure the Technological Literacy outcomes are met at all levels. The following suggestions provide a structure for assignments to fulfill the Technological Literacy outcomes (see Appendix B):

- Considering the writing assignments in this class as steps in a process, use the following methods to guide the students in the process:
  - Create folders in a structured layout suited for organizing essays and research, identify advantages of using advanced folder structures and recognize similarities to outlines and the different types of storage media (disk, hard drive, flash/jump drives, network drives, web servers).
  - Identify the location of a file from both the application, from the explorer, based on drive letter path and uniform naming convention (UNC) path structures.
  - Create shortcuts and hyperlinks to files from drive letter and UNC paths.
- When beginning the research process:
  - Use “Contact” information at websites to verify authors and cross-reference websites for verification of information.
  - Tell students to use the “About” link on the website to give information about web administrator, date of website, name and address of contact, detailed information about copyright and use of information from the website, authenticity of the website.
  - Use search engines to do follow-up searches on authors.
  - Build a collection of authenticated websites.
  - Visit the librarian for a session on how to find reliable websites.
  - Save authenticated websites to "Favorites".
  - Assign a website for students to access information, where you ask students to report on the authorship and relevant information about the website.
  - Use tables to organize documents.
  - Create a bibliographic list of course related articles, sites, and/or objects.
Technological Literacy Integration, 200 Level continued...

- When beginning the writing process:
  - Instruct students to layout documents, control pagination, create content pages for documents, insert content pages in documents, include publication format insert footnotes, create appropriate heading styles to match content information, embed hyperlink within a document, save documents in different file formats, add header and footer to documents, add comments and track changes to documents and protect documents.

- When students begin to gather sources, have them organize their source list and information in a spreadsheet program.
  - Format the document by inserting text, numbers, and dates; change font colors and fill colors; merge a range into a single cell; apply built-in table style; hide worksheet rows; insert print titles, set print areas, and insert page breaks; enter headers and footers.
  - Review function syntax; insert a function with the Insert Function Dialog Box; search for a function; type a function directly into a cell; use Auto fill to fill in a formula and complete a series; enter the IF logical function
  - Create an embedded chart; manipulate chart titles and legends; create and format a column chart; create and format a line chart; insert and format a graphic shape; work with tic marks and scale values; use custom formatting with chart axes; create and format a combined chart; create chart sheet.

- Use webcam to record 2 minute narrative on course-related subject
- Create a group Wiki on a course related subject adding text, video and pictures to the wiki and include links or references for sources; understand different formats of video, audio, and still images
- Create a Blog for individual student use, possibly upload a narrative or video with a critique component.
- Demonstrate comprehension by including audio (music and/or voice narration), still images/graphics and/or video in presentation
- Embed media projects into presentation software
- Create a user account at two or more social networking sites; edit preferences and profile at social networking site; post a news link or other web link to site
300/400 Level Skill Guidelines

At the 300/400 level, Dialogues of Learning courses build on the skills acquired at the 100/200 levels. The following guidelines serve as a minimum criteria in fulfilling the 300/400 level learning outcomes in each core skill area. Rubrics and specific assignments are developed by the instructor with regard to discipline specific expectations.

Critical Thinking and Reasoning
At the 300/400 level, students will be able to:

a. Analyze and synthesize data and information and formulate cogent and well reasoned arguments;

b. Analyze and evaluate the logic and reason of arguments;

c. Analyze an issue with a clear sense of scope and context, including assessment of the audience of the analysis;

d. Synthesize information from multiple sources and formulate connections between different disciplines and perspectives;

e. Identify, create and evaluate conclusions, implications and consequences;

f. Integrate multiple perspectives drawing upon multiple sources of information and data;

g. Create and compose original positions, arguments, and positions.

Critical thinking at the 100/200 level provides the student basic critical thinking and reasoning skills. The student develops the skills set required to examine issues, ideas, problems and arguments before drawing conclusions. The student begins to critically analyze issues and problems, providing cohesive description and clarification. The student’s basic identification skills are enhanced through logical articulation of multiple contexts and opposing viewpoints. At all levels, written communication, oral communication and in class dialogue/discussion require critical thinking and reasoning skills.

At the 300/400 level, critical thinking skills are advanced and applied thoroughly. Building on the 100/200 level, students question and describe the issue in question, provide and analyze the significant information, contexts and viewpoints surrounding the issue, and draw significant, informed conclusions that are both imaginative and account for the complexities of the issues.

Written Communication
At the 300/400 level, students will be able to:

a. Develop a field-specific composition that demonstrates use of and understanding of the standards, conventions, and other expectations for written communication within his/her major.

b. Demonstrate in written form the ability to synthesize various and competing concepts, ideas, arguments, and points of view from a range of text/media (synthesis, analysis);

c. Construct in written format, a relevant and well-reasoned position, argument, or point of view apropos to a given topic/subject (application, critical thinking);

d. Apply and prove his/her position or philosophy to a real world scenario or debate and engage interlocutors of the scenario/debate in an affective way (participation, application, critical thinking, delivery);

e. Take part in an explanation of the evolution (or process of reasoning) of one’s stated position, argument or point of view (reflection, critical thinking, analysis).

Written communication at the upper levels of the Dialogue sequence will emphasize more sophisticated kinds of writing assignments in which students build on previous instruction at the 100/200 levels. For example, at the 100 level, the emphasis of writing instruction is primarily to teach rhetorical strategies and basic structures of composition, i.e. the thesis statement, the purpose of the introduction, the elements of body paragraphs, the characteristics of a satisfying conclusion, etc., as well as proper MLA documentation style. At the 200 level, these skills are applied directly as writing instruction unfolds through a layering of multiple writing assignments, synthesis, position, annotated bibliography, all of which lead to one final research essay.

A similar structure, that is, multiple writing assignments used as building blocks toward a final project/research essay may be applied at the 300/400 levels. Students should learn to manage the planning, documenting, completing and assessing work on time and within the constraints of such a project. As well, opportunities for revision, peer feedback, and instructor feedback should be a natural component of these courses as students continue to explore and discover their voices within discipline-specific fields of inquiry.
Example Written Communication Assignments:
- Multiple essays culminating in a research essay building from the 100/200 level
- Discipline specific writing (annotated bibliography, research essay, content analysis, etc.)
- Analytical essays that build on the course content

**Oral Communication**

At the 300/400 level, students will be able to:
- Present oral arguments and positions with clarity, reason, and documentation appropriate to the audience and format;
- Adapt oral presentations to diverse audiences and mediums;
- Frame and present original arguments in a manner consistent with professional and/or academic standards in a specific discipline.

Oral communication at the upper levels of the Dialogue sequence will emphasize more sophisticated oral presentations and speeches in which students build on skills at the 100/200 levels. For example, at the 100 level, the emphasis in oral communication technique is primarily to teach basic speech structures, methods and techniques, i.e. proper introductions and conclusions, well developed and supported main points, effective verbal and nonverbal devices, speech development through outlining, and the proper visual aid preparation and integration. Students began with the most basic form of speaking, informative, and developed through the persuasion and debate.

At the 300/400 level, students will advance these basic speaking skills. Oral communication assignments should build upon the 100/200 level skill set (proper speech format, outlining and delivery methods) with increasing complexity and depth that is specific to the field of study. At a minimum, students prepare each presentation using the basic speech format, submit a formal outline as documentation of preparation, speak from a speaking outline, and utilize engaging delivery techniques. For the semester, the student’s total presentation time should be a minimum of 20 minutes.

Example Oral Communication Assignments:
- Presentation assignments of the same purpose as the 100/200 level with greater breathe and depth
- Formal debate
- Position speech
- Mock conference paper/poster presentation
- Teaching presentation
- Business presentation
- Sales presentation
- Mock interviews

**Information Literacy**

At the 300/400 level, students will be able to:
- Articulate focused research questions
- Understand the special characteristics of literature in a particular discipline or field of study.
- Know and use the most influential information sources in their discipline.
- Know and use relevant discipline-related terminology in the information research process.
- Create a realistic research plan, including a timeline to acquire the needed information.
- Assess the quantity, quality, and relevance of the information found and make decisions on broadening the information seeking process beyond local resources if needed
- Create a system for organizing the information gathered.
- Understand the context within which the information was created and the impact of context on interpreting the information.
- Demonstrate an understanding of intellectual property, copyright and fair use of copyrighted material through properly citing all types of sources in both oral presentations and written reports.
Information literacy in the upper levels of the Dialogue sequence will emphasize more thoughtful, well planned, organized and thoroughly documented research, building on previous instruction at the 100/200 levels. For example, at the 100 level, the emphasis of information literacy instruction is primarily to teach the need for reliable information sources, and how to use the library resources, as well as proper MLA documentation style. At the 200 level, these skills are applied directly as the students find scholarly and primary sources for their annotated bibliography, research essay and oral presentations.

At the 300/400 levels, students should learn to plan, document, and complete research on time. In addition, they should be familiar with the literature and terminology in their primary field of study. They should understand the intellectual property issues behind the use of citation formats.

Example Information Literacy Assignments:
- Qualitative Research Study
- SWOT Analysis
- Require interlibrary loan, using resources at other locations
- Assignment that necessitate obtaining images, videos, text, or sound

**Technological Literacy**
At the 300/400 level, students will be able to:

a. Develop a discipline-specific task which will demonstrate proficiencies and transform skills by applying a conglomerate of concepts including advanced search techniques, information security, hosting social network sites, social tagging, and proper utilization of digital communication tools and media. (The over arching theme at this stage is leveraging web 2.0 tools to take collaboration to the next level.);

b. Demonstrate capacity to protect their own digital materials, and privacy in the digital world while also becoming responsible digital citizens;

c. Decipher and evaluate proper applications for spreadsheets and databases;

d. Partake in a remote online presentation utilizing digital communication and collaboration tools;

e. Participate effectively and successfully in an online learning environment by independently manipulating online tools to complete learning tasks in a timely manner;

f. Utilize new media tools for collaboration and learning, while knowing how to evaluate and effectively incorporate emerging technologies for effective learning and presentations.

Technological literacy in the upper levels of the Dialogue sequence will foster application of technological proficiencies in the field of study, building on previous instruction at the 100/200 levels. At the 300/400 levels, student projects and assignments include the creation, protection, evaluation and presentation of digital materials. A portion of the course is facilitated through collaborative learning and emerging technologies.

Example Technological Literacy Assignments:
- Produce audio or video documentary, slideshow or blog
- Design, develop, produce television advertisement
- Create a website to disseminate research or project findings
- Develop a digital timeline with digital images for a history or current events project
- Create wiki and blogs to encourage discussion and feedback
- Students in groups collaborate online to create a video essay. They each record a webcam introduction and then add existing web video content. The videos can then be posted to a class group on YouTube, Facebook, or other social networking platform.
- Create YouTube channel or Kaltura video account; edit and share video with LiveStream or UStream
- Interact with a facilitator and other participants via Videoconferencing
- Use an “instant messaging” type of service to engage in a multi-user conversation
- Use SPSS to organize, analyze, and evaluate research data
- Create a database of project-oriented activities showing progression results
Bibliography


George Mason University Writing Center. Retrieved May 29, 2009, from [www.writingcenter.gmu.edu](http://www.writingcenter.gmu.edu)


Northern Arizona University. Retrieved May 29, 2009, from [dana.ucc.nau.edu/cjr72/handouts](http://dana.ucc.nau.edu/cjr72/handouts)


Purdue University Online Writing Lab (OWL) *Descriptive Essay Rubric*. Retrieved December 26, 2008, from [http://umhs.eduhsd.k12.ca.us/Owl/rubric_descriptive.html](http://umhs.eduhsd.k12.ca.us/Owl/rubric_descriptive.html)

Scholastic. Retrieved May 29, 2009, from [scholastic.com/content/collateralresources/PersuasiveEssay](http://scholastic.com/content/collateralresources/PersuasiveEssay)


University of Wisconsin Eau Claire. Retrieved May 29, 2009, from [uwec.edu/markgrjs/Lmed/Rubric](http://uwec.edu/markgrjs/Lmed/Rubric)

Washington State School for the Blind. Retrieved May 29, 2009, from [www.wssb.wa.gov/content/classroom](http://www.wssb.wa.gov/content/classroom)
Appendix A

Oral Communication Outlines

The Speaking Outline
You may construct your note cards as you wish, but in accordance to the following example. They should have enough information that you are able to recall the information you want to provide and discuss that information with the audience. If you find yourself reading the information or memorizing it, they must be changed. The class focuses on the audience centered speaking – meaning you are having a conversation with your audience, not reciting a memorized speech or a reading.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Largest living organism is?</td>
<td></td>
</tr>
<tr>
<td>2. Coral reefs</td>
<td></td>
</tr>
<tr>
<td>3. Snorkeling/ diving since 5</td>
<td></td>
</tr>
<tr>
<td>4. Live next to one of largest reefs</td>
<td></td>
</tr>
<tr>
<td>5. Details to get you started</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the reef:</td>
<td></td>
</tr>
<tr>
<td>Reef fish – tropical and sport</td>
<td></td>
</tr>
<tr>
<td>Coral – don’t touch!</td>
<td></td>
</tr>
<tr>
<td>Nurse sharks, eels, jelly fish</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>You need:</td>
<td></td>
</tr>
<tr>
<td>Get there – boat or beach</td>
<td></td>
</tr>
<tr>
<td>Snorkel – mask, fins, snorkel</td>
<td></td>
</tr>
<tr>
<td>Safety first – dive flag, sunscreen, buddy, swimming skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precautions/ rules:</td>
<td></td>
</tr>
<tr>
<td>Never anchor on reef – buoys</td>
<td></td>
</tr>
<tr>
<td>Don’t touch</td>
<td></td>
</tr>
<tr>
<td>Don’t take (fines – FWC)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautiful, relaxing, good exercise</td>
<td></td>
</tr>
<tr>
<td>Safety first</td>
<td></td>
</tr>
<tr>
<td>Get out there!</td>
<td></td>
</tr>
</tbody>
</table>
The Formal Outline

The Formal Outline is a document that details your presentation. It is NOT a manuscript. It provides clear, concise ideas and a visual framework for your thoughts. This includes, your 5-part introduction, 3-part conclusion, 3+ main points, support for main points, transitions, internal citations and source list.

The abbreviated definitions of each part are included. You may have more numbers/letters than the ones listed, but you may NOT have less. If you have a 1, you must have a 2 (A must have a B). You may add another level to any main point (see main point 1 for an example; adjust as appropriate to your presentation).

Formal outlines are in complete sentences, but not complete thoughts. The statements on this outline require additional verbiage to be a comprehensive speech/presentation. Outlines are typed with proper grammar, spelling and style.

Introduction

I. How many of us felt like at one point that we weren’t going to make it?
II. Was the weight on our shoulders too heavy?
III. Willie E. Gray is an African American that fought from difficult circumstances to succeed.
IV. He is one of my role models.
V. Today, I want to let you know that Willie E. Gary didn’t let that weight hold him down.

*Thesis statement*: Through childhood dreams, good ethics in the work force, and society inspirations, Mr. Gary became successful.

Body

I. Gary’s childhood dreams were definitely aspects that led to his success.
   A. Gary’s triumphant rise to the top was no overnight success story.
      1. He was one of the 11 children of Turner and Mary Gary.
      2. Willie was born July 12\(^{th}\) 1947 in Eastman, Georgia and raised in migrant farm communities in Florida, Georgia, and the Carolinas (McBride).
      3. Gary says he still remembers the tiny shack where he lived in the Silver City settlement of Pahokee, Florida.
   B. Gary just didn’t stop at his childhood ages.
      1. He was the first black male to go to college from the small town of Indiantown, where his family labored in the cane fields.
      2. Gary took credentials as a Florida All-State High School football player to Shaw University in Raleigh, North Carolina (McBride).
      3. Earning Bachelor’s degree in business administration.

(Willie Gary’s continues to carry his positive attitude to the work force.)

II. Hard work in the work force is apparently another great aspect to Willie’s success.
   C. “The Giant Killer” is what Mr. Gary is labeled by his personal website (McBride).
      1. This man was once a migrant, now he is a multi-millionaire attorney.
      2. He has represented little known clients from major corp. and won more than 150 cases valued at a million dollars each (Gary).
   D. Gary takes part in many organizations.
      1. He is member of the National Bar Association, the American Bar Association, American Trial Assoc., Florida Academy of Trial Lawyers Assoc., Martin and St. Lucie County Bar Assoc., and the Million Dollar Verdict Club (McBride).
(Gary is a very unselfish individual and always willing to lend a hand.)

III. The third aspect to Willie’s success was through his motivational and inspirational speaking.
   E. Delivering speeches are greatly valued throughout the U.S.
      1. He speaks at law schools, universities, churches, chambers of commerce and other various groups.
      2. He is committed to enhancing the lives of young children through education and drug prevention (Gary).

F. Mr. Gary’s interest goes even farther than the courtroom.
   1. He owns a national television cable network, based in Atlanta, Georgia.
   2. Willie is also Chairman and CEO of the major Broadcasting Cable Network, MBC (Gary).
   3. Within this network, he holds personal interviews with nationally prominent guests.

Conclusion
   I. Willie Gary is one of the great role models I look up to.
   II. He is the type of person that inspires me to go the extra mile to complete what needs to be done.
   III. I know if I keep on striving to do my best, I too will be successful.
   IV. So can you.

Sources
Appendix B
Technological Literacy Skills and Rubrics

Goals
1. Demonstrate skills by applying fundamental computer skills and utilizing core office and business applications;
2. Demonstrate skills in integrating digital communication and collaborative technological tools;
3. Demonstrate the ability to identify and use new media as well as effectively participate in digital learning environments.

Learning Outcomes
At the 100 level:
   a. Demonstrate basic software operational skills that it usually takes to function within an operating system and web browser;
   b. Identify basic copyright and property laws as they apply to electronic materials;
   c. Utilize a word processor and spreadsheet employing basic skills, of formatting, editing, and embedding hyperlinks;
   d. Send and receive emails, locate and sort emails, open and save email attachments;
   e. Use presentation software packages and participate in social networking environments via a learning management system or from independent sources; i.e. blogs, wikis, podcasts
   f. Locate and view digital images and videos for inclusion in projects or for oral evaluative/presentation purposes

Suggested Activities for Wiki (Common online multimedia workspace):
   • Class website
   • Collaborative group assignments
   • Student project presentations
   • Forum to suggest exam questions and answers
   • Peer sharing of informative articles and websites

Suggested Activities Blog (Public or private forum for writing on any topic):
   • Student website
   • Course reflection and instructor or peer feedback
   • Class note repository
   • Share and critique work using peer modeling and/or peer feedback

Suggested Activities Podcast (Creation, distribution, and subscription of digital audio content):
   • Instructor recorded lectures for student playback
   • Student presentations (audio and/or video) and/ or public speaking practice and instructor or peer feedback
   • Distribution of famous speeches or music clips

At the 200 level:
   a. Identify/Create different file structures and storage media types,
   b. Evaluate and assess the authorship and authenticity of websites;
   c. Demonstrate how to effectively use word processors for advanced formatting, such as Heading styles, Content Pages, Footnotes, Publication formats (APA, MLA),
   d. Demonstrate and use spreadsheet design for quantitative reasoning and database usage
   e. Identify and use effectively the different styles of digital communications tools available;
   f. Integrate various types of multimedia into presentations;
   g. Consolidate the various forms of social networking tools and communication tools to one or two main systems (del.icio.us, flicker, diigo, digg, reddit, newsvine).

CII Workshops are available to further the instructor’s knowledge and purpose teaching strategies/assignments for the 200 level. Topics include Blackboard, MS Office Suite Computer Basics, Creating Digital Content, Web 2.0, etc.
Developing a PowerPoint Presentation

Why write a PowerPoint presentation?
A PowerPoint presentation is similar to a poster presentation, only the information is on computer slides rather than actual posters. They are usually used to accompany an oral presentation; they should enhance the oral presentation. You can incorporate audio and visual media. They are often used to share information with a large group, such as at a professional conference, classroom presentations, and meetings. It should be more like an outline of your presentation.

There are three main elements to a PowerPoint presentation: text, images, and tables or graphs. Text allows you to reinforce main points as well as key terms and concepts. Images illustrate or highlight main points. Tables and graphs present information in a way that is easy to understand and see.

What should be included in the PowerPoint slides?
The slides for a PowerPoint presentation should be more like an outline. Text is often listed rather than written in full sentences. The following are a few of the things that can be presented on a PowerPoint slide:

• Graphs and/or tables
• Definitions
• Lists
• Essential facts
• Necessary images

Note: As with any type of writing, consider your audience, purpose (persuasive, informative, etc), and occasion (classroom presentation, professional conference, business meeting, etc).

Do:
• Choose a single background for the entire presentation.
• Use simple, clean fonts.
• Use a font size that can be seen from the back of the room.
• Write in bulleted format and use consistent phrase structure in lists.
• Provide essential information only. Use key words to guide the reader/listener through the presentation.
• Use direct, concise language. Keep text to a minimum.
• Provide definitions when necessary.
• Use white space to set off text and/or visual components.
• Make sure each slide logically leads to the next.
• Use a heading for each slide.

Don’t:
• Clutter the slide with graphics.
• Use complicated fonts.
• Add superfluous information.
• Put down every word you are going to say.
• Use images if they will distract.
• Use hard to read color combinations, like black on blue. Try to use high contrast combinations.
Rubric for PowerPoint Presentation

This rubric may be used in addition to the oral presentation rubric, but is not required.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Basic</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td>My PPT is aesthetically pleasing, effectively uses principles of design (balance, contrast, proportion, harmony, etc.)</td>
<td>My PPT expresses some effective visual design criteria (balance, contrast, proportion, harmony, etc.)</td>
<td>My PPT lacks consistent attention to visual design criteria</td>
<td>My PPT expresses little or no attention to visual design criteria</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>My PPT follows the 6 x 6 rule: no more than 6 bullets per page and no more than six words per bullet; the text is relevant, accurate and appropriate for the purpose and audience; font, style, and size easy to comprehend; color alone is not used to convey meaning</td>
<td>My PPT has more text than necessary; text contains inaccuracies; no paragraphs of text; font, size and style could be easier to read; some color used to convey meaning</td>
<td>My PPT has more text than necessary; it is not easy to read; there are a few grammatical or spelling errors</td>
<td>My PPT has more text than necessary; some entire paragraphs are embedded instead of bullet points; it is not easy to read quickly; there are multiple grammatical or spelling errors</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>Introduction grabs attention; demonstrates creativity; accurate information throughout; content expertly reinforced by images, graphics, or other multimedia elements</td>
<td>Demonstrates some creativity or inventiveness; some inaccurate information; some images or graphics fail to reinforce content</td>
<td>Confusing or unrelated information; Skimpy content; not enough depth of information</td>
<td>Skimpy content; not enough depth of information</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>My images are proportioned and compressed for fast display; images, graphics, sound, video, all support content; expertly applied transitions between slides</td>
<td>Some images or graphics fail to reinforce content; no attempt to transition between slides</td>
<td>Simplistic or cluttered images, graphs, or tables; images or graphics fail to support text and/or overall content</td>
<td>Images or graphics fail to support text and/or overall content; no transitions between slides</td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td>My PPT’s final page is a bibliography and uses MLA format to properly cite others’ work in all elements, including text, images, video</td>
<td>MLA format inconsistencies; some elements not cited</td>
<td>Some elements not cited; MLA format missing</td>
<td>Incomplete citations; MLA format missing</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rubric for a Wiki Page

Student:          Score:

The wiki history will be accessed to determine if the student has contributed proportionately. If a minimal number of contributions are made by the individual student, the grade will be adjusted appropriately.

Criterion A: Finding and Understanding (Research)

<table>
<thead>
<tr>
<th>Level</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Some information has been accessed and is shown in a list of resources that may or may not be cited correctly.</td>
</tr>
<tr>
<td>2</td>
<td>A variety of information from appropriate sources has been accessed and organized. There is a list of resources that are mostly cited correctly, some of which are referred to on the wiki page.</td>
</tr>
<tr>
<td>3</td>
<td>A variety of information from appropriate sources has been accessed and relevant material has been carefully selected. There is a list of correctly cited resources all or most of which are referred to on the wiki page.</td>
</tr>
</tbody>
</table>

_____ Points out of 3 awarded for research

Criterion B: Analyzing and Evaluating (Content)

<table>
<thead>
<tr>
<th>Points</th>
<th>Descriptor (for maximum marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ out of 2 points</td>
<td>Language used</td>
</tr>
<tr>
<td></td>
<td>The language used communicates clearly and precisely. Terminology is used accurately, with skill and understanding, and use of non-explained jargon is avoided. (Up to 2 points awarded for this criterion.)</td>
</tr>
<tr>
<td>_____ out of 2 points</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>The group is introduced and the context of the project is clearly described. The introduction explains the significance of the topic and gives an overview of the content of the wiki page. (Up to 2 points awarded for this criterion.)</td>
</tr>
<tr>
<td>_____ out of 2 points</td>
<td>Information Technology (IT) Concepts</td>
</tr>
<tr>
<td></td>
<td>The background (concepts, together with developments and trends) relevant to the topic has been described and explained with the support of appropriate examples. (Up to 2 points awarded for this criterion.)</td>
</tr>
<tr>
<td>_____ out of 2 points</td>
<td>Current News and Issues</td>
</tr>
<tr>
<td></td>
<td>Current news and issues relevant to the chosen topic have been listed, discussed and analyzed. (Up to 2 points awarded for this criterion.)</td>
</tr>
<tr>
<td>_____ out of 2 points</td>
<td>Areas of Impact</td>
</tr>
<tr>
<td></td>
<td>The areas of impact for the discipline have been clearly described on the wiki page. The issues related to the chosen trend and the areas of impact are identified, discussed and evaluated. Information is updated to reflect the student’s perspective. (Up to 2 points awarded for this criterion.)</td>
</tr>
<tr>
<td>_____ out of 2 points</td>
<td>Collaborative Decision Making and Discussion</td>
</tr>
<tr>
<td></td>
<td>This student is an active contributor to the wiki discussions about this topic and works collaboratively with his/her partners. (Up to 2 points awarded for this criterion.)</td>
</tr>
</tbody>
</table>

Criterion C: Communicating and Using Web 2.0 Tools (Organization and Presentation)

<table>
<thead>
<tr>
<th>Points</th>
<th>Descriptor (for maximum marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>The information on the wiki page is poorly organized and has limited visual appeal. Graphics are sometimes relevant to the topic. There is limited use of Web 2.0 tools, hyperlinks and other hypermedia. The presentation of information is not always balanced and may show some bias and insensitivity in the use of images and icons.</td>
</tr>
<tr>
<td>3-4</td>
<td>The information on the wiki page is organized so that it is relatively easy to understand and has some visual appeal. Graphics are generally relevant to the topic and support the written text. Web 2.0 tools, hyperlinks and other hypermedia are used effectively. The presentation of information is mostly objective and free of bias, and some sensitivity has been shown in the use of images and icons.</td>
</tr>
<tr>
<td>5</td>
<td>The information on the wiki page is effectively organized so that it is easily understood and is visually appealing. Graphics are relevant, explained and support the written text. A range of Web 2.0 tools are used effectively. Hyperlinks and other hypermedia aid understanding and add interest to the topic. The presentation of information is objective, balanced and free of bias (e.g. age, culture, gender, race), and images and icons are used sensitively.</td>
</tr>
</tbody>
</table>

_____ Points out of 5 awarded for organization and presentation.

_____ Adjustment based on wiki participation (at the discretion of teacher.)

_____ Points out of 20 for this project = _________ %

Comments:


Licensed for re-distribution under a Creative Commons Non-Commercial 3.0 License
Rubric for a Discussion Board

Student:                      Score:

Used with permission from East Carolina University (with slight modifications)

Exemplary - 20-25 points

- provides concrete examples from the readings to support postings
- integrates prior readings in postings
- integrates personal observations and knowledge in an accurate and highly insightful way
- presents new observations
- constructively responds to classmates postings
- participates in all module discussions
- organization of post is very clear and presented in a logical sequence
- word choice and sentence structure are suitable for undergraduate level work

Satisfactory - 14-19 points:

- provides some examples from the readings to support postings
- integrates some personal observations and knowledge
- presents new observations
- constructively responds to classmates postings
- participates in all module discussions
- organization of post is clear and presented in a logical sequence
- word choice and sentence structure are suitable for undergraduate level work

Basic - 7-13 points:

- alludes to the readings to support postings
- integrates personal observations and knowledge in a cursory manner
- does not present new observations
- constructively responds to classmates postings
- participates in 6 of 8 module discussions
- organization of post is unclear and not presented in a logical sequence
- word choice and sentence structure are not suitable for undergraduate level work

Unsatisfactory - 0-6 points:

- alludes to the readings to support postings
- does not integrate personal observations or knowledge
- does not present new observations
- responds in a cursory manner to classmates postings
- participates in less than 6 module discussions
- organization of posts are unclear and not presented in a logical sequence
- word choice and sentence structure are not suitable for undergraduate level work
Appendix C
Information Literacy Skills

Goals
1. Students will recognize their need for information to understand a subject.
2. Students will know how to locate information needed.
3. Students will be able to access information quickly.
4. Students will be able to evaluate the reliability and relevancy of the information found.
5. Students will use the information gathered in an effective manner.
6. Students will use the information gathered in an ethical manner.

Learning Outcomes

At the 100 level:
   a. Explore general information sources to increase familiarity with the topic.
   b. Modify the information need to achieve a manageable focus
   c. Know the types of information sources that are available in the library.
   d. Identify the value and differences of potential information sources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, books).
   e. Recognize that the library staff is available to assist students with their research.
   f. Investigate the scope, content, and organization of information sources.
   g. Identify keywords and related terms for the information needed.
   h. Evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias of various sources.
   i. Draw well substantiated conclusions from the information gathered.
   j. Understand what constitutes plagiarism and how to avoid it.

At the 200 level:
   a. Identify the purpose and audience of potential information sources (e.g., popular vs. scholarly, current vs. historical)
   b. Differentiate between primary and secondary information sources, recognizing how their use and importance vary with each discipline.
   c. Determine the availability of needed information.
   d. Differentiate between the types of sources cited and understands the elements of citation.
   e. Record all pertinent citation information for future reference.
   f. Recognize prejudice, deception, or manipulation.
   g. Create a cohesive and coherent written document or oral presentation.
   h. Select an appropriate documentation style and uses it consistently to cite sources.

One hour faculty seminars are available to further the instructor’s knowledge and purpose teaching strategies/assignments for the 200 level. Topics include general library skills, generating topics, keyword search, evaluation techniques, organization strategies, plagiarism, etc.
Assignment and Rubric Guide

Sample Course Syllabi

100 Level

DIALOGUES OF LEARNING
Dialogues of Justice and Civic Life: Level One

PART I: General Description

DJCA 100: Leadership

Course Description: This course analyzes the concept of leadership in American society both in a historical and contemporary context, as well as examines leadership’s impact on concepts of citizenship and provides the student with practical applications of leadership skills.

Course Outcome: Leadership will enhance the students understanding of the concept of leadership as related to the Dialogues of Justice and Civic Life. Students are expected to apply the styles and concepts of leadership to the ideas, values, institutions and practices that define civic life. In addition, students will explore their own leadership styles and improve their own leadership skills.

Focus: American

Dialogue Texts: Justice and Civic Life Level 100 Dialogue Reader and Blood Done Sign My Name by Timothy Tyson
Additional Text: The Founding Fathers on Leadership by Donald T. Phillips

PART II: The Dialogue

Level One Learning Outcomes:

a. Identify and define the concepts of freedom, equality, justice and civic life in the context of the American experience and from a cross-cultural and historical perspective;
b. Identify and define the utility, virtues, responsibilities and values of justice;
c. Classify, categorize, and summarize the structure and function of government in both democratic and non-democratic societies.
d. Classify, categorize, and summarize the forms of civic life, political institutions and concepts of justice from the origins of human societies to the present.

Using leadership as a common thread, students will examine freedom, equality, justice and civic life. They will identify leadership behaviors within these concepts and within government structures, with specific concentration in how these concepts are reflected in the development of the United States government and American culture.

Through Leadership, students will be able to:
1. Understand the various theories and styles of leadership;
2. Apply the theories and styles of leadership to historical and contemporary leaders;
3. Assess the effect of leadership theories and styles on the concepts of freedom, equality, justice, and power;
4. Identify leadership skills that enhance his/ her own leadership abilities;
5. Apply leadership skills to his/ her leadership experiences.

PART III: Foundational Skills

In this course, you will be required to meet the student learning outcomes for all core skills and proficiencies: critical thinking and reasoning, written communication, oral communication, technological literacy, and information literacy (see Dialogues of Learning Core Reader appendix for student learning outcomes).

Critical Thinking and Reasoning
Student will complete these outcomes through:
• Utilizing the 5 step critical process to analysis the impact of influential leaders and leadership techniques in American society;
• Constructing analysis essays that critique leadership behaviors in both common reading and course specific readings;
• Analyzing personal leadership behaviors, assessing commonalities and differences between themselves and American leadership;
• Constructing arguments for and against the use of leadership behaviors in achieving the concepts of equality, justice, freedom and civic life.

Written Communication
Student will complete these outcomes through:
• Developing multi-draft analysis essays that reflect on the positive and negative leadership behaviors used in pursuit of freedom, equality, and justice (specifically, the compare/contrast and persuasive essays)
• Constructing 5 minute-responses on their personal leadership strategies;

Oral Communication
Student will complete these outcomes through:
• Contributing orally to class discussion and analysis of freedom, justice, equality, civic engagement and leadership;
• Developing and presenting 2 informative speeches (these speeches will intersect with essay topics and deal with an American leader that aligns with their beliefs on freedom, justice, equality, civic engagement and leadership.);
• Developing and presenting a persuasive speech focusing on specific leadership skills.

Information Literacy
Student will complete these outcomes through:
• Students will develop literacy though the SearchPath Library Modules on the course BlackBoard portal;
• Conducting research on historically significant American leaders;
• Retrieving research for assignments from multiple sources (i.e. databases, web search, and e-books);
• Using their class materials as reference sources.

Technological Literacy
Student will complete these outcomes through:
• Communicating with the instructor via email;
• Developing a technological component to assignments (i.e. PowerPoint, Smart Art, Wiki, Microsoft Office use);
• Navigating and retrieving course information from the course Blackboard portal;
• Submitting work in multi-file folders via email and communicating with the instructor via email.

PART IV: American Focus
In this course, you will be required to meet the student learning outcomes for the America Focus (see Dialogues of Learning Core Reader appendix for student learning outcomes).

Students will meet the learning outcomes for American Focus through:
• Developing assignments (oral, written, and technology based) that progress through American historical periods;
• Assess leadership behaviors of American leaders as America evolved through history;
• Construct arguments (oral and written) in favor of the most influential American leadership both at home and abroad;
• Apply personal leadership behaviors to American culture, assess their origin, and develop goals for the future application of these behaviors.
Part V: Evaluation Methods

Major Assignments

Informative Oral Presentation (75 pts)
This assignment is an informative speech. Students will use this assignment to review the speech structure and process. The general purpose of this speech is to inform the audience.

Requirements:
• 4 – 5 minutes (no more, no less)
• Minimum of 3 sources cited in the spoken speech and the written outline
• Formal outline: typed, full sentence, correct format, complete bibliography if applicable
• Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases

Evaluation Criteria:
• Appropriate topic choice, narrowed for time and interest of audience
• Organization: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
• Oral citations: giving credit when quoting and paraphrasing;
• The use of verbal and nonverbal speaking elements:
• Proper visual aid use: size, simplicity, presentation, explanation.
• Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
• Each student will present on leadership, justice, freedom or quality and how his/ her particular topic is influential in today’s society.

The rubric is posted under the correlating assignment on your Blackboard portal.

Compare/ Contrast Essay (125 pts)
For this assignment you will choose two leaders to compare and contrast, doing so on the basis of leadership style, equality, justice and freedom. Discuss each leaders view on these areas using the compare and contrast strategy. Choose one leader from column A and one leader from column B.

You may choose to frame this essay one of two ways:

First, you may establish 2 main points (being your 2 leaders). Your sub points for each leader then are leadership style, perspectives on freedom, perspectives on justice, perspectives on equality. Second, you may establish 4 main points (being leadership style, perspectives on freedom, perspectives on justice, perspectives on equality). Each leader is a sub point under each of the 4 main points.

Using the in class readings, discussions, and basic research to discuss each leader. Further discussion of compare/contrast strategies will be discussed in class and posted on your course Blackboard portal.

Your rough draft for this essay will be posted to the Peer Critique WIKI on your Blackboard portal. You will critique 3 peer essays prior to the final submission date. Specific instructions will be given in class. The essay will be 3 – 4 pages, have a clear thesis, introduction, body and conclusion. Support your descriptions with quotes from the in class readings and outside research, using MLA format (for both format and citations). Proper grammar and spelling are
essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Late papers lose 10 points per day.

The rubric is posted under the correlating assignment on your Blackboard portal.

Persuasive Oral Presentation I (75 pts)
After composing your essay, you will select one of the two leaders you are examining to be the topic of your oral presentation. No two students may present on the same leader. The general purpose of this speech is to persuade the audience to change a belief or attitude towards a particular American leader. This is NOT a biography speech

Requirements:
• 4 – 5 minutes (no more, no less)
• Minimum of 3 sources cited in the spoken speech and the written outline
• Formal outline: typed, full sentence, correct format, complete bibliography
• Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
• 3 PowerPoint slides as a visual aid.

Evaluation Criteria:
• Appropriate topic choice, narrowed for time and interest of audience
• Increased depth in organizational details: clear claim, introduction, conclusion and main points; good use of transitions and patterns
• Evidence of persuasive speech structure and methods of persuasion
• Spoken citations: credit given properly, well integrated into speech
• PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
• PowerPoint presentation: complements the speech, doesn’t not repeat that which is spoken, does not promote reading of the slides
• Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
• Choose one of the two leaders you have examined for the compare and contrast essay. Persuade the audience to adopt the leadership style of that leader.

The rubric is posted under the correlating assignment on your Blackboard portal.

Persuasive Essay I (125 pts)
You will select a topic for this assignment. Choose one characteristic of effective leadership, that is also evident in our readings, and persuade your reader that it is the most important. Use the in class readings, discussions, outside research and the elements of who you are to share, explain or prove the claim you are making with this topic.

Your rough draft for this essay will be posted to the Peer Critique WIKI on your Blackboard portal. You will critique 3 peer essays prior to the final submission date. Specific instructions will be given in class.

The essay will be 4 - 5 pages, have a clear thesis, introduction, body and conclusion. Support your claim with quotes from the in class readings, using MLA format (for both format and citations). If you use an outside source for this essay, it will be cited in the same way. Proper grammar and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Late papers lose 10 points per day.

The rubric is posted under the correlating assignment on your Blackboard portal.

Persuasive Essay II (150 pts)
You will select a topic for this assignment. Given your learning and development in this course, choose the theme of the course which is MOST important for a leader to understand and exemplify: perspectives of freedom, justice, or equality. Persuade the reader of this claim. Use the in class readings, discussions, and outside research, to support your claim.

Your rough draft for this essay will be posted to the Peer Critique WIKI on your Blackboard portal. You will critique 3 peer essays prior to the final submission date. Specific instructions will be given in class.

The essay will be 5 - 6 pages, have a clear thesis, introduction, body and conclusion. Support your claim with quotes from the in class readings, using MLA format (for both format and citations). If you use an outside source for this essay, it will be cited in the same way. Proper grammar and spelling are essential. The essay will be prepared using a basic word processing program, have 1” margins, 12 pt. font, and be submitted via TurnItIn on your Blackboard portal AND as a hard copy in class. Late papers lose 10 points per day.

The rubric is posted under the correlating assignment on your Blackboard portal.

**Persuasive Oral Presentation II (100 pts)**
For this assignment, the student uses persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech will be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. Students take the stage together, in a team format, but give their respective speeches in as individuals and are evaluated as individuals. The general purpose of this speech is to persuade the audience to change a behavior. Your topic choice is entirely up to the team, but must intersect with the theme of the course.

**Requirements:**
- 4 – 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases
- 3 PowerPoint slides as a visual aid.

**Evaluation Criteria:**
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear claim, introduction, conclusion and main points; good use of transitions and patterns
- Evidence of persuasive speech structure and methods of persuasion
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, doesn’t not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
- Fluid transition between the team members

**Speech Topic:**
- Your topic choice is entirely up to the team, but must intersect with the theme of the course AND persuade the audience to change a current behavior (for example: engaging in community service, taking a leadership role in an organization, raising money for a particular cause; as long as it bring together the concept of leadership with freedom, justice and/ or equality).

The rubric is posted under the correlating assignment on your Blackboard portal.

**Dialogue Preparation and In Class Dialogue (300 pts)**
This course is based in dialogue. In preparing for dialogue, you will come to class having read the assigned readings. At the beginning of class, there will be reflection questions to help you frame the reading and process the information (the reflection questions will surround the concepts of equality, freedom, justice, civic engagement and leadership). To that
end, you will be responsible facilitating, engaging in and developing discussion during the class period. You will be evaluated on your contributions each class period and your preparation for dialogue (including BLOG, WIKI, etc.) Points will be assessed after each discussion period/preparation assignment. In addition, you will lead one discussion during the semester.

<table>
<thead>
<tr>
<th>Point Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Oral Presentation</td>
</tr>
<tr>
<td>Compare/ Contrast Essay</td>
</tr>
<tr>
<td>Persuasive Oral Presentation I</td>
</tr>
<tr>
<td>Persuasive Essay I</td>
</tr>
<tr>
<td>Persuasive Essay II</td>
</tr>
<tr>
<td>Persuasive Oral Presentation II</td>
</tr>
<tr>
<td>Dialogue Preparation and Dialogue</td>
</tr>
<tr>
<td>Total:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-930</td>
</tr>
<tr>
<td>A-</td>
<td>929-900</td>
</tr>
<tr>
<td>B+</td>
<td>899-870</td>
</tr>
<tr>
<td>B</td>
<td>869-830</td>
</tr>
<tr>
<td>B-</td>
<td>829-800</td>
</tr>
<tr>
<td>C+</td>
<td>799-770</td>
</tr>
<tr>
<td>C</td>
<td>769-730</td>
</tr>
<tr>
<td>C-</td>
<td>729-700</td>
</tr>
<tr>
<td>D</td>
<td>699-600</td>
</tr>
<tr>
<td>F</td>
<td>599-0</td>
</tr>
</tbody>
</table>

Part VI: Classroom Policies

Class Conduct:
You are expected to act with respect towards the instructor and fellow classmates at all times. This includes, but is not limited to:
* showing up on time and remaining for the entire class period;
* completing assignments in a timely manner;
* keeping cell phones turned off and out of sight during class session;
* removing all belongings and trash when leaving;
* responding to and interacting with classmates about class material;
* checking and responding to emails, discussion board and blackboard postings.

Failure to do so may result in your dismissal from one or more class periods. Please consult your student handbook if you have any question regarding your behavior or the possible repercussions of such behavior.

University Policies

Academic Honesty Policy
Violations of the Academic Honesty Policy include, but are not limited to the following:
1. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.
2. Fabrication: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.
3. Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.
4. Facilitation: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

Procedures for Reporting Violations
Faculty members who have evidence of a possible violation of the academic honesty policy must formally report the incident to the Academic Dean in the Office of Academic Affairs. Under no circumstances is the faculty member permitted to resolve the alleged incident on a unilateral basis. The Academic Dean will review the faculty member’s report, and if sufficient evidence exists, notify the student(s) of the alleged infraction(s). The allegation can be adjudicated by either the informal or formal process. The formal process must be used if a finding of guilt might result in the suspension of the student, including all cases of second violations.
Incomplete
As of the 2008 – 2009 academic year, the grade of INCOMPLETE can only be granted through application to the Dean of Students office. Please reference your academic catalog for specific instructions and requirements for this process.

Americans with Disabilities Act
Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact (561) 237-7064, at the Institute for Achievement and Learning. Assistance will be provided in documenting and defining those needs. For any accommodation, the instructor must be presented with the form specifying the needs during the first week of classes. The University’s ADA designee is Dr. Marsha Glines.

Part VII: Course Calendar – Subject to change at the instructor’s discretion.

Week 1:
Discuss premise of course: equality, justice, freedom, civic engagement, and leadership
Read and discuss Phillips, Introduction

Week 2:
Read and discuss The Ancient World dialogue readings
Discuss Informative Oral Presentation assignment and processes
Complete SearchPath, Module 1; Discuss primary vs. secondary sources

Week 3:
The Middle Ages & Reformation dialogue readings
Oral Presentations due Thursday
Complete SearchPath, Module 2 & 3

Week 4:
The Renaissance & Enlightenment dialogue readings
Discuss Compare and Contrast Writing assignment and processes
Complete SearchPath, Module 4 & 5
2/16: F. Clark Power presentation 7pm.

Week 5:
Eighteenth & Nineteenth Centuries
Read and discuss Phillips, Ch. 1 – 6
Complete SearchPath, Module 6
Compare and Contrast Writing rough drafts due to WIKI

Week 6: Spring Break

Week 7:
Eighteenth & Nineteenth Centuries
Read and discuss Phillips, Ch. 7 – 12
Compare and Contrast Essay due

Week 8:
Eighteenth & Nineteenth Centuries
Read and discuss Phillips, Ch. 13 – 15 Tocqueville, from Democracy in America
Discuss persuasive presentation processes and assignment

Week 9:
Eighteenth & Nineteenth Centuries
Read and discuss Thoreau, *On Civil Disobedience*, Mandela, *I am Prepared to Die*, and Brown, *Bury my Heart at Wounded Knee*
Persuasive Oral Presentation I due

Week 10:
Eighteenth & Nineteenth Centuries
Read and discuss *Blood Done Sign My Name*, Ch. 1 – 6, *Truth, Ain’t I Woman* and *Plessy vs. Ferguson*, Brief and Commentary
Discuss Persuasive Writing assignment and processes

Week 11:
Twentieth Century
Read and discuss *Blood Done Sign My Name*, Ch. 7 – Author’s Note, *Brown vs. The Board of Education*, Brief and Commentaries and King, *I Have Dream*
Persuasive Writing rough drafts due to WIKI

Week 12:
Twentieth Century
Read and discuss *Bois, The Souls of Black Folk*, Executive Order 9981, Carmichael, *Black Power* and Malcolm X, *The Ballot or the Bullet*
Persuasive Essay I due

Week 13:
Twentieth Century
Read and discuss The Universal Declaration of Human Rights, Mandela, *I am Prepared to Die & Free at Last* and African Charter on Human and People’s Rights
Discuss Persuasive Oral Presentation II and Persuasive Essay II processes and assignment

Week 14:
Twentieth Century
Read and discuss Clinton, *One America in the 21st Century*, Shaffer, *Opposition to Internment*, Wiesel, *The Perils of Indifference*

Week 15:
Final Exam: Tuesday, May 4, 2009, 1 –3pm; Persuasive Essay II due; Persuasive Oral Presentation II presented
DIALOGUES OF LEARNING
Dialogues of Self and Society: Level One

DSSO 100: Digital Identity

For every individual and society, the most fundamental of all questions is both the simplest and the most profound, who am I, what is my purpose? The desire and need to “know thyself,” as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge, and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity and the “situated self” historically and in the contemporary environment from an interdisciplinary perspective.

COURSE DESCRIPTION
This course is an exploration of individual identity and its juxtaposition with digital identity. Students will examine how the digital revolution influences the perception of self and that self’s impact on society.

REQUIRED READINGS
- Level One Self and Society Lynn Reader
- Choosing Civility by P.M. Forni

DIALOGUE LEARNING OUTCOMES:
- Identify and define the most significant theories and definitions of self from a historical, interdisciplinary and cross cultural perspective;
- Identify and define the self as a construct in relationship to others;
- Identify and define how representations of self reflect and determine identity.

COURSE SPECIFIC STUDENT LEARNING OUTCOMES:
- Identify and evaluate themselves as both an individual and digital identity
- Communicate with others through digital mediums
- Analyze other’s perceptions of their own individual and digital identities
- Understand their own perceptions of others’ individual and digital identities
- Understand the digital revolution as a social construct
- Comprehend their role within the digital revolution
- Create a second life and utilize social networking
- Integrate their individual and digital identities into daily living

STUDENT LEARNING OUTCOMES FOR CORE SKILLS AND PROFICIENCIES
Students in this course are required to meet learning outcomes for the following core skills and proficiencies: Critical Thinking and Reasoning, Written Communication, Oral Communication, Information Literacy and Technological Literacy. These specific Student Learning Outcomes are located in the Appendices of your Dialogue Reader. Specifically:

Critical Thinking and Reasoning:
Students will be challenged to question, define, understand, and analyze their individual sense of self and their role in society. Students will participate in group discussions and analyze their discoveries in their blogs.

Written Communication:
The student will compose four essays throughout the course of the semester. Each essay will demonstrate a clear comprehension of reading materials, classroom discussions, and personal discoveries. Essays will be constructed using MLA format. The essays will use the following progression; Descriptive, Compare and Contrast, Process Analysis, and Position.

Oral Communication:
Students will give three oral presentations in this class.
Information Literacy:
For the essays students may have to conduct research to include sources outside of the required readings for the course. Students will be able to analyze and formulate conclusions based upon research. Students will understand how to use online databases and the internet for research.

Technological Literacy:
This course is heavily based in technology. Students will explore the digital world with programs such as Facebook, Second Life, Twitter, Blogger, and others. Students will also use blackboard for course assignments and to check their grades.

TEACHING PHILOSOPHY
Part of my passion as an educator rests in the notion that I want students to take pride and believe in and own their individual education. In a classroom setting it is my purpose to challenge students to think critically by facilitating stimulating and thought-provoking discussions, exercises, and assignments. As their instructor my role is to guide students along their quest to achieve the goals set forth in this course. In this seminar the students will be empowered by personal ownership of the material as they lead the classroom discussions and challenge each other to achieve a deeper understanding of the material and themselves.

GRADING AND EVALUATION

Daily Quizzes: There will be daily 5 point quizzes given on the required readings for each day. The quizzes will be passed out at 11:00am and collected at 11:05 am. If you are late or absent you cannot make up the daily quiz.

4 Essays: Students are responsible for constructing 4 essays. Details are under the “Assignments” section.

Online Activities: Students will fully explore their digital identities through the use of various online websites. Throughout the semester students will keep a weekly blog on Blogger, connect and communicate via Facebook, communicate through virtual games, create avatars in second life or There and other online programs.

Presentations: Students will create three presentations throughout the course of the semester. Details are under the “Additional Assignments” section of the syllabus.

Daily Discussions/Exercises: Students are expected to be prepared for class and be an active participant in daily class discussions and exercises. Each class session is worth a total of 5 points.

Rubric for participation:
5 points: student is on time, active member of the learning environment, has work completed and offers ideas, suggestions, and input to classmates
4 points: student is late or leaves early, active member of the learning environment, has work completed and offers ideas, suggestions, and input to classmates
3 points: student participates but not to the level that they are capable of, unprepared for class discussion, student has completed some work for the day
2 points: student appears disinterested in classroom exercises/discussions and does not contribute; student has completed work for the day
1 point: student is disruptive, appears disinterested, and has completed a small portion of the work for the day
0 points: student doesn’t contribute to class discussion and is unprepared for class

Grade Breakdown:

Daily Quizzes 10%
4 Essays 50%
Online Activities 20%
Presentations 10%
Daily Participation/Discussions/Exercises 10%
Rubrics will be used to evaluate both the oral and written component of this course. Please see your Blackboard shell for the Writing and Oral Communication rubrics.

ASSIGNMENTS

Descriptive Paper:
We have examined the readings of Castiglione (18th Century), Emerson (19th Century), Gilligan (20th Century) and Kriegel (21st Century) and focused on the ideas of what it meant to be a man and/or a woman in society during those time periods. Think about what it means to be a man or a woman today. Think about someone who fits the requirements for today’s society and compose an essay DESCRIBING this person. Do not simply state what they did. Describe what they look like, how they carry themselves, what their voice sounds like, or what they smell like. Do not simply inform the reader of their accomplishments. Use your five senses as descriptors and allow your readers to visualize who the person is you are speaking about. For example, if you want to write about your grandfather who fought in WWII don’t tell the reader that he fought in WWII, explain the sounds, smells, intensity, fear, pain, etc. and the reader will understand what your grandfather overcame. This essay must be a 3-4 page descriptive essay in MLA format.

Compare and Contrast Paper:
Students will have been exploring their digital self and the self they portray in real life. For this essay write a 3-4 page paper in MLA format comparing and contrasting these two lives. Be sure to include ideas discussed in the readings and classroom as well as details from your online explorations. Feel free to use material from your ongoing blog.

Evaluation Paper:
Students will choose one online sites to evaluate. Sites must be approved by the professor. Students will compose a 3-4 page paper in MLA format where they will evaluate the website for effectiveness as a site, effectiveness as a teaching/classroom tool, connectivity from their digital life to their real life, user friendly nature, layout and execution of the site. The site you choose must be one that can be used in the classroom.

Persuasive Paper:
Throughout the semester students have been using different sites to explore their digital life verses their real life and how these sites can contribute to and enhance education. Students are to compose a 3-4 page paper in MLA format where they take a position on the effectiveness of emerging technologies in the classroom. With your paper be clear in your position as to which programs enhanced your education and interest in the course material. Explain how and why. Be sure to discuss multiple technologies used in the classroom. You must conduct research on emerging technologies being used in the classroom and how it can/cannot not benefit your education. A minimum of 3 different sources is required. Take a stance and have at least three strong different sources that defend your position.

Oral Presentation #1: Informative

The general purpose of this speech/ oral presentation is to inform the audience.
Requirements:
  o 3 - 4 minutes (no more, no less)
  o Formal outline: typed, full sentence, correct format, complete bibliography
  o Speaking outline: Choose between note cards and single page, speaking outline with key words and phrases

Evaluation Criteria:
  o Appropriate topic choice, narrowed for time and interest of audience
  o Organization: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
  o Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Speech Topic:
  • Use this assignment in conjunction with the first essay assignment. The speech should reflect the content
of essay, but be adjusted to reflect the speech format and process.

Assessment: Informative Speaking Rubric

**Oral Presentation #2: Informative**

For this assignment, the student uses the basic knowledge from the first assignment and increases depth in the speaking skill set. This assignment is an informative speech.

The general purpose of this speech is to inform the audience.

Requirements:
- 4 - 5 minutes (no more, no less)
- Minimum of 1 source cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: choose between note cards and single page, speaking outline with key words and phrases
- Single object as a visual aid.

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- Visual aid: clear, prepared, presented well, adheres to in class guidelines
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Assessment: Informative Speaking Rubric

Speech Topic:
- Use this assignment in conjunction with the 3rd essay assignment. The speech should reflect the content of essay, but be adjusted to reflect the speech format and process.

**Oral Presentation #3: Ceremonial Assignment: (presented during the final exam period)**

For this individual assignment, students use their knowledge of informative speaking and progress to commemorative speaking. This assignment is a commemorative speech.

The general purpose of this speech is to commemorate a significant individual.

Requirements:
- 3 - 4 minutes (no more, no less)
- Minimum of 3 source cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: choose between note cards and single page, speaking outline with key words and phrases
- 1 - 2 PowerPoint slides as a visual aid. Slide must include digital images or video.

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Content commemorates a specific person.
- Organization: clear thesis, introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in class guidelines
- PowerPoint presentation: complements the speech, doesn’t not repeat that which is spoken, does not promote reading of the slides
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
Assessment: Commemorative Speaking Rubric

Speech Topic Choices:
- Choose an author from your dialogue course and commemorate him/her.
- Choose a personal mentor or hero and commemorate him/her using support and examples from your dialogue course readings.

Weekly Blog: Students must maintain a blog on blogger. The blogs will be read weekly. This blog will serve as one of your digital identities that we will explore. Choose a theme for your blog. For example, you can blog about music, fashion, food, politics, travel, your fantasy football team, or whatever hobbies you have. The theme must be interesting to you. You must stay to one specific theme. Due dates for the blog are posted in the course schedule. During the week students will be required to comment on their peer’s blogs. Failure to submit your blog on time means a zero for that week.

Online Activities: Throughout the semester students will be exploring and using different websites to complete assignments to assist in their quest for their sense of self and digital identity. These will be assigned weekly or biweekly. Students are responsible for completing all assignments.

COURSE POLICIES:

Late Work: No late papers, presentations, or quizzes will be accepted. If you know you will be absent for an assignment please let me know ahead of time so proper arrangements can be made. If you miss an assignment and do not make arrangements ahead of time the only way you will be permitted to make up an assignment is if you return to class with a letter from Dean Paul Turner.

Submitting Written Work: All written assignments are due through Turnitin by 10:59am on the assigned due date. No exceptions. You must also bring a hard copy of your paper to class. If you do not submit your paper through Turnitin by the deadline the paper will not be graded. Directions on how to submit are located at the end of the syllabus.

Absences and Tardiness: Because each member of the class is part of an important learning community whose regular attendance helps that student as well as the rest of the class, students are responsible for attending class. This class is a seminar class, what we do in class every day is important and essential to your mastery of the learning outcomes. In the event of an absence students are responsible for finding out what was missed. Contact a student and/or the professor. You will be responsible for the accuracy of the information you receive from other students. If a student enters 15 minutes late or leaves 15 minutes early they will not be counted as present. Remember, daily quizzes happen the first 5 minutes of class. Be on time. It is essential for your future.

Cell Phones: Turn them off. We are in class for 50 minutes. You can check your messages and return your calls/texts on YOUR time. For respect of your classmates and professor, texting and talking on the phone is not permitted. If a student uses a cell phone during class they are forfeiting all participation/discussion/and exercise points for the day and they will be dismissed from class for the day.

Preparedness: It is essential that all students are prepared for each day of class. Simply reading the material does not constitute being prepared for class. If you come to class unprepared; without your books, without having read the readings for the day, or if you are unprepared to discuss and contribute to the discussion you will be dismissed for the day. You will be welcome back to the next class session as long as you are prepared. This is your education; respect and own it.

Classroom Climate: This is not a classroom where you will go comfortable unnoticed. This is a dynamic learning environment. The success of this course is directly related to the sense of community we develop in the classroom. I encourage you to share your views and listen to the views of others. I expect the members of this
community (including myself) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking individuals.

**Lynn University Policy Academic Honesty Policy**

Integrity and honesty are essential to Lynn University’s mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty.

**Definitions**

Violations of the Academic Honesty Policy include, but are not limited to the following:

1. **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.

2. **Fabrication**: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.

3. **Plagiarism**: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.

4. **Facilitation**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

**Accommodation Statement**: “Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact (561) 237-7064, at the Institute for Achievement and Learning. Assistance will be provided in documenting and defining those needs. For any accommodation, the instructor must be presented with the form specifying the needs during the first week of classes. The University’s ADA designee is Dr. Marsha Glines.”

Course Schedule – Subject to change by instructor

**Week 1**

Intro to Course: Syllabus, Schedule, and Learning Outcomes

Academic Dishonesty Policy

Castiglione: The Courtier

Emerson: Self Reliance

Learning Outcomes Evaluation

Emerson

Facts of 1500’s and 1800’s

**Week 2**

Blog Discussion

Descriptive Writing Exercises

Choosing Civility: P.M. Forni Discussion

Kreigal: Taking It

Gilligan: Woman’s Place in Man’s Cycle

Go over Descriptive Speaking Rubric

**Week 3**

Blog Written Assignment Due

Everyman

Public Speaking Exercises

Descriptive Essay Due through Turnitin by 10:59 am
Introduction to Second Life

**Week 4**
Oral Presentation #1 Due  
Blog 1 Due by 11:00 am on Blogger  
Locke: Essay Concerning Human Understanding  
Goffman: The Presentation of Self  
Second Life

**Week 5**  
Compare and Contrast Writing  
Blog #2 Due by 11:00am on Blogger  
Douglass: How I learned to Read and Write  
Achebe: Vengeful Creditor  
Dateline Videos  
Second Life  
Blog #5 Due by 12:00pm, Friday night

**Week 6**  
SPRING BREAK

**Week 7**  
First Draft of Compare and Contrast Essay Due  
In Class Peer Editing: Bring 5 copies of essay  
Blog #3 Due by 11am on Blogger  
Individual Sessions: Sign up for time slot  
Online Discussion  
Blog #6 Due by 12:00pm, Friday night

**Week 8**  
Cervantes: Don Quixote  
Compare and Contrast Essay due through Turnitin by 10:59am  
Blog #4 due by 11am on Blogger  
Comments on 3 different blogs due by 11am on Blogger  
Aristotle: The Idea of Tragedy  
Public Speaking Skills  
Blog #7 Due by 12:00pm, Friday night

**Week 9**  
Evaluation Essay Discussion  
Freud: The Oedipus Complex  
Blog #5 due by 11am on Blogger  
Comments on 3 different blogs due by 11am on Blogger  
Ibsen: A Doll’s House Act I  
Ibsen: A Doll’s House Acts II & III  
Blog #8 due by 12:00pm, Friday night  
Go See A Doll’s House at Palm Beach Dramaworks Wed- Sat @ 8pm Sat and Sun @ 2pm

**Week 10**  
Plato: The Allegory of The Cave  
2 page paper on A Doll’s House due through Turnitin by 10:59am
Blog #6 due by 11am on Blogger
Comments on 3 different blogs due by 11am on Blogger
First Draft of Evaluation Essay Due
Bring 5 copies to class
Online Activities
Blog #9 due by 12:00pm, Friday Night

**Week 11**
The Wanderer
Due: Growing Up Hidden
Arendt: Total Domination
Second Draft of Evaluation Essay Due (one hard copy to turn in)
Blog #7 due by 11 am on Blogger
Comments on 3 different blogs due by 11am on Blogger
Public Speaking Exercises
Time Activities
Blog #10 due by 12:00pm, Friday Night

**Week 12**
Oral Presentation #2
Evaluation Essay Due Through Turnitin by 10:59am (bring peer revision corrections and drafts)
Blog #8 due by 11 am on Blogger
Comments on 3 different blogs due by 11am on Blogger
Persuasive Paper Discussion
Rousseau: Confessions  ; Hughes: Harlem; Blake: The Poison Tree; Shakespeare: Hamlet; Frost: The Road Not Taken;
Whitman: The Song of Myself; Raleigh: What is Life?; Neruda: Muchos Somos; Poetry Writing Exercises

**Week 13**
Poem due in class
Time Chart Discussion
Review of Self through Society
Hewitt: Self and Society
Final Blog Written Assignment Due
Online Activities
Draft of Persuasive Paper Due in Class (bring 5 copies)

**Week 14**
Review of the Self through Society
Time Chart Due
Persuasive Paper Due by 10:59 through Turnitin
(bring peer revision corrections and drafts)
Discussions/Debate on Position Papers

**Week 15 – Final Exam Week**
ORAL PRESENTATION #3 DUE: YOU MUST BE PRESENT AT THE FINAL EXAM TO GIVE YOUR FINAL PRESENTATION. NO MAKEUPS WILL BE PERMITTED. You must remain in the room for all presentations. No exceptions!
DIALOGUES OF LEARNING
Dialogues of Belief and Reason: Level One

DBRG 100: Myth, Magic and Morality

DIALOGUE DESCRIPTION
From ancient civilizations to the present, the desire to understand the nature of existence and the mysteries of life has inspired human thought, creativity, aesthetics, and artistry, while occupying a central place in both religious and secular world views. Transcending any singular discipline or faith tradition, these seminars explore the historical and cross-cultural significance of belief systems and practices focused on the sacred, scientific, and secular explanations of human existence and the physical and natural world. Seminars that fulfill this requirement will also explore ethics as the legitimate domain of both theological and philosophical inquiry.

COURSE DESCRIPTION
In this course, we will explore the concepts of belief and reason through various historical, anthropological, philosophical, psychological and sociological perspectives. We will examine the underlying meanings and assumptions behind belief and reason, especially their cultural and religious implications and their differences with practice and action. We will examine the European basis of American religious, philosophical and cultural ideas, and how they compare to Asian and African views. Students will explore the nature of religion and the diversity that exists among and within different philosophical religious traditions from an academic perspective.

REQUIRED READINGS
The following two required books are available at the Lynn bookstore.


Additionally, numerous required articles are available online as PDF files through the Readings tab on Blackboard. They are marked “[BB]” in the syllabus.

DIALOGUE LEARNING OUTCOMES
Students will be able to:
1. Demonstrate an understanding of the concepts of belief and reason from an historical, cross-cultural, and multidisciplinary perspective;
2. Demonstrate the ability to understand and apply concepts of both belief and reason to the human experience and natural phenomena;
3. Demonstrate knowledge of and the ability to examine, evaluate, and articulate an understanding of the perennial “big questions” including: What is the nature of humankind? What is the basis of knowledge and belief and what are the limits of both? What is my relationship to the world and my role in it? What does it mean and require being a good citizen, neighbor, friend, and family member?
4. Demonstrate critical reflection upon and informed acquisition of an ethical system of belief and reason that informs conduct in professional and personal affairs.

COURSE SPECIFIC STUDENT LEARNING OUTCOMES
Students will be able to:
1. Identify and define the concepts of belief and reason from an historical, cross-cultural, and multidisciplinary perspective;
2. Identify, classify, and examine the major ideas, thinkers, and intellectual and religious traditions in relationship to the perennial questions that have defined the relationship between belief and reason.
3. Identify and demonstrate knowledge of and information about the contexts in which belief and reasoning systems serve himself/herself and wider communities and contexts.
STUDENT LEARNING OUTCOMES FOR CORE SKILLS AND PROFICIENCIES
Students in this course are required to meet learning outcomes for the following core skills and proficiencies: Critical Thinking and Reasoning, Written Communication, Oral Communication, Information Literacy and Technological Literacy. These specific Student Learning Outcomes are located in the Appendices of your Dialogue Reader. This course has a global focus. For details, see the appendix in your Dialogue Reader.

TEACHING PHILOSOPHY
I view teaching as a way to help students discover their place in a global perspective and to encourage them to question their own assumptions. I strive to make the strange seem familiar, and the familiar seem strange, stressing the underlying common humanity behind belief and reason. To effectively study another’s beliefs, students must be able to view their own society from an outsider’s perspective, to realize that their own culture has its own peculiarities. Learning is collaborative exchange of ideas and opinions in a respectful dialogue. Religion is often a strongly held personal belief and we will need to set our own ideas and assumptions aside so that we can critically examine religions in an academic manner.

ASSIGNMENTS

Nine (out of Ten) Discussion Board Postings (20 points each for 180 total points)
Ten times during the semester, the professor will post questions on the Discussion Board on Blackboard and students will respond to the questions and each other’s postings. Each student will have to read the previous postings and contribute original ideas and insights. You should not repeat what anyone else has already posted. Therefore, the earlier you make your posting, the more likely you will be able to make an original contribution to the discussion. Your responses to the professor’s question(s) should be complex answers, two paragraphs long and a minimum of 200 words, including evidence from the readings (quotes, paraphrases, or examples). The questions will be posted by class time on Wednesday. Your responses will be due each Friday before the start of class. These postings will serve as the basis for in-class activities and discussions every Friday. Though you may write all ten possible postings, I will count only the nine highest grades. Thus, you can miss one posting without it affecting your grade. No late postings will be accepted.

First Compare and Contrast Essay (150 points)
For this three-to-four page, 750-1000 word essay, you will choose two authors that we have read (from a list provided by the instructor) and compare and contrast their approaches to belief and reason. In this essay you will analyze the two authors’ similarities and differences. This essay is due on Blackboard and in class on Friday February 26.

Second Compare and Contrast Essay (150 points)
For this three-to-four page, 750-1000 word essay, you will compare and contrast understandings of belief and reason in The Spirit Catches You and You Fall Down. This essay will consist of a first draft due in class on Monday April 12, a response and critique from your fellow students in a writing support group in class on that day, and then a revised and edited final paper turned in via Blackboard and in class for a grade on Friday April 14.

Persuasive Essay (200 points)
This four-to-five page, 1000-1250 word essay will utilize logic and reason to show that one idea is more legitimate than another to persuade the reader to adopt a point or view or take a particular action. Students will choose one of the class readings and compose an argument for or against the author’s positions, incorporating other class readings. This essay is due on Blackboard and in class on Monday May 3.

Further details, including grading rubrics, for all three essays will be posted on Blackboard at least one week prior to the due date. These essays should be typed, stapled, double-spaced, in a standard 12-point font (Times or Times New Roman), with standard one inch margins, and with proper citations (see links on Blackboard). No outside research is allowed for these essays. Though I will not be grading specifically for grammar, poor grammar will get in the way of your argument and possibly lower your grade. No late papers will be accepted.

You should revise your essay before turning it in. Plagiarism and any other forms of academic dishonesty will not be tolerated (For advice on avoiding plagiarism, see the links on Blackboard). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism.
All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

**Informative Presentation** (40 points)
Each student will give a three-to-four minute oral presentation that will form the basis of their First Compare and Contrast Essay on Monday February 22 or Wednesday February 24.

**Persuasive Presentation** (50 points)
Each student will give a four-five minute oral presentation that will form the basis of their Second Compare and Contrast Essay on Wednesday April 14 or Friday April 16.

**Persuasive Presentation 2** (60 points)
Each student will give a five minute oral presentation that will form the basis of their Persuasive Essay on Wednesday April 28 or Monday May 3.

Each of these presentations should be more than a summary of your essay but a presentation of your core ideas that employ audio and visual technologies, such as photos, videos and/or PowerPoint slides. Further details, including grading rubrics, for all presentations will be posted on Blackboard at least one week prior to the due date. Presentations must be made on the appropriate date.

**Class Participation** (170 points)
Your participation grade will be based on regular in-class participation and occasional in-class assignments. I expect every student to contribute regularly to class discussion. One of the main goals of this course is for you to develop the ability to think and write about academic arguments, and an important step in this process is class discussion. If you do not show up for class or are regularly late, I will not hear you speak, thus lowering your participation grade. Students are responsible for all material covered in class, even during absences. Lynn University has adopted a mandatory attendance policy, and any extended absence from class must be discussed with the Dean of Students.

I expect that you will come to class having read and annotated all materials assigned that day. Readings must be completed by the lecture indicated in the schedule. Please bring the readings to class with you, so that you have them on hand for discussion. Questions, confusions and unsure ideas are very welcome, as they show engagement with the material. If you feel that the class environment prohibits you from participating, please feel free to discuss it with me. To ensure a classroom environment suitable for learning, please turn off all cellular phones and other electronic communication devices during the class. If your behavior significantly disrupts class, your grade may be lowered.

**GRADING AND EVALUATION**
Your grades for every assignment will be posted on Blackboard. There will be no extra credit available in this class. Instead of asking for extra credit, you should focus on improving your grades on the regular credit remaining in the course. I will take improvement into account if your final grade is on the borderline. Grading rubrics that I will use to evaluate both the oral and written components of this course will be posted on Blackboard.

Nine Discussion Board postings (20 points each) 180 points
First Compare & Contrast Essay 150 points
Second Compare & Contrast Essay 150 points
Persuasive Essay 200 points
First Presentation 40 points
Second Presentation 50 points
Third Presentation 60 points
Participation 170 points
Below is the grading scale for the 1,000 possible points in this class:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>925-1000</td>
<td>A</td>
</tr>
<tr>
<td>895-924</td>
<td>A-</td>
</tr>
<tr>
<td>875-894</td>
<td>B+</td>
</tr>
<tr>
<td>825-874</td>
<td>B</td>
</tr>
<tr>
<td>795-824</td>
<td>B-</td>
</tr>
<tr>
<td>725-774</td>
<td>C</td>
</tr>
<tr>
<td>675-694</td>
<td>C-</td>
</tr>
<tr>
<td>695-724</td>
<td>D+</td>
</tr>
<tr>
<td>595-674</td>
<td>D</td>
</tr>
<tr>
<td>0-595</td>
<td>F</td>
</tr>
</tbody>
</table>

ACADEMIC HONESTY

Integrity and honesty are essential to Lynn University’s mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty. Any and every violation of the Academic Honesty Policy will be reported to the Academic Dean in the Office of Academic Affairs, who will determine the appropriate sanction.

Violations of the Academic Honesty Policy include, but are not limited to the following:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.
- **Fabrication**: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.
- **Plagiarism**: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.
- **Facilitation**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

ACCOMODATIONS

Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact the ADA Compliance Officer at (561) 237-7881 to assist in documenting and defining those needs. For any accommodation, the professor must be presented with the form specifying the needs during the first week of classes.

SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Jan. 25</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Wed. Feb.  3</td>
<td>Creation myths</td>
<td>“Genesis 1 and 2—Two Versions of the Creation of the World.” <em>Dialogues</em> p. 2-10</td>
</tr>
</tbody>
</table>
Fri. Feb. 5  Myth as Charter
Assignment: Discussion Board #2 Due

Mon. Feb. 8  The Ten Commandments
Reading: “Exodus 20—The Ten Commandments” and “Deuteronomy 5—Two Versions.” Dialogues p. 11-16.

Wed. Feb. 10  The Qur’an
Reading: “from the Koran.” Dialogues p. 31-48.

Fri. Feb. 12  Gilgamesh the Hero
Reading: “from The Epic of Gilgamesh.” Dialogues p. 22-30.
Assignment: Discussion Board #3 Due

Mon. Feb. 15  NO CLASS – PRESIDENT’S DAY

Wed. Feb. 17  Faith and Hope

Fri. Feb. 19  Renaissance Man
Assignment: Discussion Board #4 Due

Mon. Feb. 22  Student Presentations
Assignment: First Presentation

Wed. Feb. 24  Student Presentations
Assignment: First Presentation

Fri. Feb. 26  Belief and Reason
Assignment: First Compare and Contrast Essay Due

Mar. 1 - 5  NO CLASS – SPRING BREAK

Mon. Mar. 8  Cultural Collisions
Reading: Fadiman, The Spirit Catches You and You Fall Down, Preface & Chapters 1-2, p. vii-ix & 1-20

Wed. Mar. 10  The Hmong
Reading: Fadiman, The Spirit Catches You and You Fall Down, Chapters 3-5, p. 21-59

Fri. Mar. 12  Medicine & Religion
Reading: Fadiman, The Spirit Catches You and You Fall Down, Chapters 6-8, p. 60-105
Assignment: Discussion Board #5 Due

Mon. Mar. 15  Folly
Reading: Desiderius Erasmus “The Praise of Folly” Dialogues p. 82-152

Wed. Mar. 17  Protestantism
**Reading:** Martin Luther “Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences.”  
*Dialogues* p. 192-200.

**Fri. Mar. 19**  
**Assignment:** Discussion Board #6 Due

**Reading:** Galileo Galilei “Letter to the Grand Duchess Christina of Tuscany, 1615.”  
*Dialogues* p. 153-170

**Mon. Mar. 22**  

**Wed. Mar. 24**  

**Fri. Mar. 26**  
**Reading:** Fadiman,  *The Spirit Catches You and You Fall Down*, Chapters 9-11, p. 106-153

**Mon. Mar. 29**  
**Reading:** Fadiman,  *The Spirit Catches You and You Fall Down*, Chapters 12-14, p. 154-209

**Wed. Mar. 31**  
**Reading:** Thomas Malthus “from An Essay on the Principle of Population.”  
*Dialogues* p. 220-233.  

**Fri. Apr. 2**  
**Reading:** Immanuel Kant “Critique of Pure Reason.”  

**Mon. Apr. 5**  
**Reading:** John G. Neihardt “The Messiah.”  
*Dialogues* p. 17-21.  

**Wed. Apr. 7**  
**Reading:** Fadiman,  *The Spirit Catches You and You Fall Down*, Chapters 15-17, p. 210-251

**Fri. Apr. 9**  
**Reading:** Fadiman,  *The Spirit Catches You and You Fall Down*, Chapters 18-19, p. 252-288

**Mon. Apr. 12**  
**Assignment:** Second Presentation

**Wed. Apr. 14**  
**Assignment:** Second Compare and Contrast Essay Draft Due

**Fri. Apr. 16**  
**Assignment:** Second Presentation
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Apr. 19</td>
<td>Christianity Pro &amp; Con</td>
<td>C. S. Lewis “from <em>Mere Christianity.</em>&quot; <em>Dialogues</em> p. 242-259.</td>
</tr>
<tr>
<td>Wed. Apr. 28</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Mon. May 3</td>
<td>Student Presentations (8:00 – 10:00 am)</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Persuasive Essay Due</td>
<td></td>
</tr>
</tbody>
</table>

(The professor reserves the right to change the syllabus as class needs dictate.)
DJCG 200: Justice and Genocide in Global Context

DIALOGUE DESCRIPTION
Pursuant to our educational goals of preparing students to be responsible, informed and ethical citizens, locally and globally, these seminars focus on the ideas, values, institutions and practices that have defined civic life within human societies. Civic engagement is impossible unless students acquire the skills, knowledge and perspective that will allow them to understand political life. These seminars will also examine the nature of society and “the State” and the concepts of freedom, equality, justice and power from both a historical, American and cross-cultural perspective.

COURSE DESCRIPTION
Issues of genocide continue to be a part of the global arena into the 21st century. There are hot-spots all around the world where genocide is an imminent threat, although violence against certain ethnic groups on a smaller scale occurs virtually everywhere. This course will explore the history and structure of genocidal conflict through the study of some of the more prominent attempts at ethnic, religious and social-political extinction. As part of the civic engagement component of this course, students will examine global initiatives designed to bring awareness of genocidal conflict, and will participate in International efforts to end genocide.

REQUIRED TEXTS

ADDITIONAL TEXTS
- The Universal Declaration of Human Rights – (Blackboard)

DIALOGUES OF JUSTICE AND CIVIC LIFE LEARNING OUTCOMES
Students will be able to:
- a. Compare and contrast the concepts of freedom, justice and equality in the United States with those of other cultures and societies;
- b. Examine and evaluate the challenges of equality and inequality, freedom and oppression, justice and discrimination from a historical, American and global context;
- c. Assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship.

COURSE SPECIFIC LEARNING OUTCOMES
Students will be able to:
- a. Examine the history and structure of genocidal conflict.
- b. Develop and assess their own values and responsibilities concerning global genocide.
- c. Demonstrate understanding that American concepts of equality, freedom and justice are not necessarily shared by the rest of the world.
- d. Compare and Contrast the relationship between genocide and the distribution and control of power in human societies.

STUDENT LEARNING OUTCOMES FOR CORE SKILLS AND PROFICIENCIES
Students in this course are required to meet learning outcomes for the following core skills and proficiencies: Critical Thinking and Reasoning, Written Communication, Oral Communication, Information Literacy and Technological Literacy. Additionally, students are required to meet the Global student learning outcomes. These specific Student Learning Outcomes are located in the Appendices of your Dialogue Reader.
TEACHING PHILOSOPHY
As professors, our ultimate goal is to inspire students and provide them with the skills necessary to become successful life-long learners. Learning is a collaborative effort, an exchange of ideas and concepts. In this class, we will provide you with timely feedback on assignments, as well as be available for any assistance you may need during the course of the semester. In return, we expect students to take responsibility for their own learning by attending all classes, arriving on time and coming to class prepared to discuss the assigned readings. In addition, we expect students to complete all their assignments on time and devote ample time outside of class to complete their assignments. Remember the most successful courses are those where the students are engaged and prepared for each class session.

CLASSROOM EXPECTATIONS
There are expectations about the classroom environment. First and foremost, ALL electronic devices are to be turned off when entering the classroom. There are to be NO phone calls, texting or e-mailing during class time. Second, in order to have interesting and fruitful dialogue in class, students MUST be respectful of each other’s ideas. To that end, only one person at a time speaks and when others are speaking you are to give them respect by listening to their ideas without interrupting. One of the most valuable aspects of college life is being able to have dialogue with people whose ideas are different than your own. It is only by listening to others that we can gain insight into our own thinking.

ATTENDANCE
Attendance is mandatory and you are expected to be present and on-time for class. If you are absent, you are responsible for finding out what occurred in class. If an assignment is due the day you are absent, you are still responsible for getting the work in on-time. Late assignments are subject to a grade deduction of a letter grade. Presentations are an integral component of this course. If you are absent on the day you are to present you will be given a 0 for that assignment. All excused absences will need to be cleared through the office of the Dean of Students.

GRADING
Students will be graded on a series of written and oral assignments. Grading rubrics will be used to evaluate both the oral and written component of this course. Please see your Blackboard shell for the Writing and Oral Communication rubrics.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENTAGE OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesis Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Position Essay</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Research Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Persuasive Speech</td>
<td>10%</td>
</tr>
<tr>
<td>Symposium</td>
<td>10%</td>
</tr>
<tr>
<td>Panel Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Action Plan</td>
<td>5%</td>
</tr>
<tr>
<td>Daily Presentations</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

GRADING SCALE:

A      93-100  
A-     90-92   
B+     87-89   
B      83-86   
B-     80-82   
C+     77-79   
C      73-76   
C-     70-72   
D      60-69   
F      59 or lower
ASSIGNMENTS

GENERAL INSTRUCTIONS
All writing assignments should be in MLA format. The audience you are addressing is an academic audience and all others interested in the topic. All writing assignments must be typed, double spaced, 12 point font, with 1 inch margins. All oral assignments should be accompanied with the appropriate written outline. Please see specific assignments for more detailed instructions. All written assignments will be evaluated for neatness, grammar, spelling, and punctuation. Please make careful note of all due dates as late assignments will not be accepted.

Synthesis Essay
The purpose of this essay is to help you explore a topic of interest through reading several selections in your Dialogue Reader. Please read the selections by: Marx, Douglas, Churchill, Kennedy, Guevara and Gandhi. Once you have read these selections please briefly summarize (with no more than 1 paragraph for each author) the claims of the various authors on one of the following themes: justice, equality, power, or civic engagement. Once you have selected your theme, please reflect on related key ideas and demonstrate your critical thinking skills through the formulation of a thesis. This thesis should be your own ideas about how to deal with your theme: justice, equality, power, or civic engagement.

Audience: an academic audience and all others interested in the topic
Purpose: to summarize and formulate thesis
Length: 4-5 typed pages, (see general instructions above)
Format: MLA Style

Persuasive Speech
For this assignment, you will use persuasive skills to convince the audience to change a behavior. This assignment is a persuasive speech and will be a team speech. In a team speech, one student prepares a speech for the change; the other student prepares a speech against the change. The general purpose of this speech is to persuade the audience to change a behavior, attitude or value.

Requirements:
- 4 - 5 minutes (no more, no less)
- Minimum of 3 sources cited in the spoken speech and in the written outline
- Formal outline: typed, full sentences, correct format, complete bibliography
- Speaking outline: choose between either note cards or single page speaking outline using key words and phrases
- 3-slide PowerPoint presentation

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in-class guidelines
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
- Transition between speakers is smooth and fluid

Assessment: Oral Communication Rubric, Level 200 (see Blackboard)

Speech Topic: You will be assigned to a partner and will have to decide which side of the debate you want to argue. The nature of the argument should be based on whether you believe that intervention is required in cases of genocidal conflict and the nature and extent of that intervention.

Position Essay
The purpose of this essay is to argue your position on genocidal conflict. In preparation for your final research paper you can begin here by taking a position on global genocide and means of intervention. Using selections from your Dialogue Reader and from Cheadle and Prendergast please formulate a position and provide support for it. Please use at least 3 authors and show how your position relates to theirs.

Audience: an academic audience and all others interested in the topic
Purpose: argue your position on genocide and intervention techniques
Length: 4-5 typed pages, (see general instructions above)
Format: MLA Style

Symposium
The general purpose of this assignment is for you to argue one side of a position. Students choose one of the authors from their DJC Dialogue Reader Level II and discuss an issue as though they were those authors. For example, one student may choose to be Plato, while another chooses to be Marx and a third chooses to be Obama. In groups of four to six, students choose a topic to discuss, and argue it as though they were the author they are impersonating. Each student gives a 3 minute opening statement arguing the issue from their author’s point of view. Once all students have spoken once, they should begin to interact with each other in character. The symposium can be run with or without a student moderator.

Requirements:
- 3 minutes (no more, no less) opening statement
- 2 minute responses
- Minimum of 3 source cited in the spoken speech and in the written outline for the opening statement
- Supporting evidence used in the rebuttals (i.e. Plato: “In ‘The Allegory of the Cave’ I discussed …”)
- Formal outline for opening statement: typed, full sentence, correct format, complete bibliography
- Speaking outline for opening statement: choose between note cards and single page, speaking outline with key words and phrases

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Accuracy of reflection of chosen author’s views on topic (ability to stay in character)
- Increased depth in organizational details especially in opening statement: introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow
- Transition between speakers is smooth and fluid

Assessment: Oral Communication Rubric Level 200 (see Blackboard)

Topic: Topic choices may include issues of: justice, equality, power, or civic engagement.

Annotated Bibliography
The purpose of the Annotated Bibliography is to allow you to read more critically, more carefully rather than simply to collect information about your topic on genocidal conflict. This assignment is an instrument to help you formulate a strong argument based on a critique of each of your sources. Each annotation should include in one paragraph: a summary, an evaluation of the text, and a reflection on its usefulness to your own research on genocidal conflict. Your annotated bibliography should include a minimum of 10 sources. Credible sources should be drawn from, but should not be limited to: peer reviewed journals, periodicals and newspaper articles. Your Annotated Bibliography will include resources focused on your selected regional and/or historical case of genocidal conflict.

Regional areas and/or historical cases of genocidal conflict may include:
- 16th century Conquistadors against native South Americans
- 19th century European Americans against native North Americans
- 19th century English Australians against native Tasmanians
- 20th century Ottoman Turks against Armenians
- 20th century Soviets against Chechynians
- 20th century Khmer Rouge against Cambodians
- 20th century Nazi Germans against Jews
- 20th century Iraqis against Kurds
- 20th century Rwanda Hutus against Tutsis
- 20th century Democratic Republic of Congo Government Forces against Rwandans and other Congolese
- 20th century Sudanese government and Militia against Darfurians

Audience: an academic audience and all others interested in the topic

Purpose: To develop a working collection of credible sources and an evaluation of their utility.

Length: 4-6 typed pages, (see general instructions above)
Format: MLA Style

Action Project
The purpose of this assignment is to allow students an opportunity to engage in experiential learning as it relates to genocidal conflict. Please see Chapter 8 of Cheadle and Prendergast for ideas (additional details to follow).

Research Essay
The purpose of this paper is to develop an argument on a specific topic and provide persuasive support for your thesis using strong reasons and clear evidence. Sources obtained and critiqued in the Annotated Bibliography on a specific case of genocidal conflict should now be expanded upon and developed into a formal, well-written, persuasive research paper. A formal research paper will follow certain grammatical conventions not found in less formal writing styles, such as reaction papers, film reviews, etc.

Audience: an academic audience and all others interested in the topic
Purpose: develop an argument and provide persuasive support for your thesis using strong reasons and clear evidence.
Length: 6-8 typed pages, (see general instructions above)
Format: MLA Style

Panel Presentation
For this assignment, we will conduct a series of panel presentations in this class. Students are grouped into panels of four or five per panel. Students will prepare an academic presentation of their research, present it to their classmates, and answer questions concerning the research. Both the presenter and the audience should be knowledgeable enough to ask and answer intelligently on the subject.

There may also be a panel moderator and respondent(s) for each panel.
Requirements:
- 5 – 6 minutes (no more, no less)
- Minimum of 3 source cited in the spoken speech and the written outline
- Formal outline: typed, full sentence, correct format, complete bibliography
- Speaking outline: choose between note cards and single page, speaking outline with key words and phrases
- 4-slide PowerPoint presentation with embedded Youtube link

Evaluation Criteria:
- Appropriate topic choice, narrowed for time and interest of audience
- Increased depth in organizational details: introduction, conclusion and main points; good use of transitions and patterns
- Spoken citations: credit given properly, well integrated into speech
- PowerPoint visual aid: clear, prepared, presented well, adheres to in-class guidelines
- Delivery: vocal quality, eye contact, posture, gestures, appearance, fluency, language use, and flow

Assessment: Oral Communication Rubric, Level 200 (see Blackboard)

Speech Topic: Your research paper serves as the basis for this oral assignment. Themes for each panel will be pre-selected for you. Please use the same regional and/or historical case of genocidal conflict that you selected for your research paper. These included some of the following:
- 16th century Conquistadors against native South Americans
- 19th century European Americans against native North Americans
- 19th century English Australians against native Tasmanians
- 20th century Ottoman Turks against Armenians
- 20th century Soviets against Chechnyans
- 20th century Khmer Rouge against Cambodians
- 20th century Nazi Germans against Jews
- 20th century Iraqis against Kurds
- 20th century Rwandans against Tutsis
- 20th century Democratic Republic of Congo Government Forces against Rwandans and other Congolese
- 20th century Sudanese government and Militia against Darfurians
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC and READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 1- Sept 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Genocide Intro</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Marx and Douglas</td>
<td>Online Blackboard Introduction</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 8- Sept 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Churchill and Kennedy</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Cheadle Chapter 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 15- Sept 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Che and Ghandi</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Film – Hotel Rwanda</td>
<td>Due: Synthesis Essay</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 22- Sept 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Film Cont’d &amp; Confucius</td>
<td>Due: Persuasive Speech</td>
</tr>
<tr>
<td>Thursday</td>
<td>1st Speech</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept 29- Oct 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Plato</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Cheadle Chapter 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 6- Oct 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Spanish Inquisition</td>
<td>Due: Position Essay</td>
</tr>
<tr>
<td>Thursday</td>
<td>Film – Killing Fields</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 13- Oct 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Machiavelli</td>
<td>Discussion/Selection of Research Topic</td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 20- Oct 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Franklin, FDR &amp; Symposium Planning</td>
<td>Due: Symposium</td>
</tr>
<tr>
<td>Thursday</td>
<td>2nd Speech</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 27- Oct 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Roe v. Wade</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 3- Nov 5</td>
<td>Environmental Justice Brief</td>
<td>Due: Annotated Bibliography</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Environmental Justice Brief</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Film</td>
<td></td>
</tr>
</tbody>
</table>
Week 11  
Nov 10 - Nov 12  
Tuesday: Obama’s 2004 Keynote Address  
Thursday: Chapter 7  

Week 12  
Nov 17 - Nov 19  
Tuesday: Chapter 8  
Thursday: Chapter 9  

Week 13  
Nov 24 - Nov 26  
THANKSGIVING BREAK  
Tuesday: NO CLASS  
Thursday: NO CLASS  

Week 14  
Dec 1 - Dec 3  
Tuesday: Cheadle - Conclusion  
Thursday: NO CLASS  

Week 15  
Dec 8  
Tuesday: Last Day of Class  

Due: Research Essay  

Tuesday, Dec 15th  
1pm-3pm  
Final  
Panel Presentations  

UNIVERSITY POLICIES  

THE AMERICAN WITH DISABILITIES ACT  
Students with disabilities have the right to “reasonable accommodation” under the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973. If special accommodations are needed, please contact the ADA Compliance Officer at (561) 237-7881 to assist in documenting and defining those needs. For special accommodations, please notify me during the first week of class with the form specifying your needs.  

Lynn University Policy Academic Honesty Policy  
Integrity and honesty are essential to Lynn University’s mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty.  

Definitions  
Violations of the Academic Honesty Policy include, but are not limited to the following:  

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.  

Fabrication: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.  

Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.  

Assignment and Rubric Guide 89
Facilitation: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

Incomplete Policy
A student who has not met the course requirements by the end of the semester and/or term may receive an I (Incomplete). The grade of I reflects neither passing nor failing work, and it will not be included in the calculation of the grade point average.

1. Defining the Incomplete Grade “I”
   A. For a student to be eligible to receive an incomplete for a course:
      1. The student must provide to the dean of students documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course.
      2. The student, at the time of applying for an incomplete, must have completed 2/3 of the term and have a passing grade.
   B. The application process:
      1. The student will have the option of applying for an incomplete in one or more courses.
      2. The student will obtain and complete the incomplete application form and bring it to the dean of students with appropriate documentation. The dean of students will verify that the student’s application satisfies the eligibility criteria. If the application satisfies the eligibility criteria then the dean of students will return the approved form to the student who will then take the form to the professor of the course. The professor and student will draw out a contract, which includes but is not limited to: all coursework to be completed and the deadline for this material to be submitted. After the student agrees to the terms of the contract and signs the form, the professor will take the contract to the dean of his/her college. The dean will then review the contract and sign the form upon approval. The “I” is now official and the contract is binding. The dean of the college will distribute copies of the contract to the professor, the student, the dean of students and the Registrar. Each recipient will place the copied contract in the appropriate file. The professor will keep one copy and the original will be placed in the student’s file in the college of his/her major.
   C. The form:
      1. Will be available online
      2. Will contain current grade, what specific assignments are to be completed due date for all material (not to exceed one year beyond the original term final grade due date), and state that the final course grade will be a “W” if the student does not complete the requirements.
THE DIALOGUES OF LEARNING
Dialogues of Self and Society: Level Two

DSSG 200: Global Crises: Individual Response and Responsibility

DIALOGUE DESCRIPTION
For every individual and society, the most fundamental of all questions is both the simplest and the most profound, who am I, what is my purpose? The desire and need to “know thyself,” as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge, and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity and the “situated self” historically and in the contemporary environment from an interdisciplinary perspective.

COURSE DESCRIPTION
Food, fuel and water are essential goods and necessary for daily life yet dwindling access is placing each and every global citizen in grave jeopardy. Discover the geographic importance of accessibility and the differences in resource access and use, trace the trade routes and uncover the roots of the food, water and fuel crises. Close examination of the ongoing global impact on the environment will be included as this has played a significant role in the perpetuation of the food, fuel and water crises. Incorporation of key concepts and theories from development, geography and International Relations will further perspective. Recognizing the difference in resource use by individuals living in the world’s regions will provide a better understanding of one’s role as a consumer perpetuating the food, fuel and water crises. Gaining an appreciation of one’s previous role in furthering these crises will lead to individual action and response. Students will devise an action plan to make a personal impact on these crises.

INSPIRATION:
The following quote, from the UN’s Human Development Report 2007/2008 Fighting climate change: Human solidarity in a divided world appeals to the content of the course. It is true that we know about people in far distant places and how our actions affect others, we are all interconnected, however this course seeks to further this understanding.

Greek philosophers argued that human affinity could be understood in terms of concentric circles stretching out from family, to locality, country and the world—and weakening with every remove from the centre. Enlightenment economists such as Adam Smith and philosophers such as David Hume sometimes used this framework to explain human motivation. In today’s economically and ecologically more interdependent world, the concentric circles have become closer to each other. As the philosopher Kwame Appiah has written: “Each person you know about and affect is someone to whom you have responsibilities: to say this is just to affirm the very idea of morality.” Today we “know about” people in far-distant places—and we know about how our use of energy “affects” their lives through climate change (UNDP 2007, 75).

REQUIRED READINGS
- 200-Level Dialogue Reader

ADDITIONAL READINGS

DIALOGUE LEARNING OUTCOMES
a. Identify and define the most significant theories and perspectives on what is a society from a historical, interdisciplinary and cross cultural perspective;
b. Identify and define the major forces that shape the development of societies and social change;
c. Identify and explain how concepts of the self are interpreted in the context of society.

COURSE SPECIFIC STUDENT LEARNING OUTCOMES
a. Identify and define theories and perspectives that determine society resulting from defining events and global crises during the major historical periods to the present day.
b. Identify and define the ongoing global (food, fuel and water) dilemmas faced that shape the development of societies and social change.
c. Identify and explain how concepts of self are interpreted in the context of society given the current global food, fuel and water challenges we face.

FURTHER DETAIL ON COURSE SPECIFIC LEARNING OUTCOMES
This course will present the most significant theories and perspectives on society resulting from defining events during the major historical periods to the present day with an interdisciplinary and cross-cultural perspective as offered in the core readings. This will provide a theoretical framework to further construct an understanding of our present day society and how these ideas and theoretical concepts provide understanding of the current global dilemmas featured which include the global food, fuel and water crises. These three crises also involve issues of conflict, development, environmental sustainability, genocide, military action, post-disaster response, women’s roles and poverty. All of these issues will be discussed as they are currently the defining forces of societies and social change and will continue to be in the future. To further determine understanding of one’s self, focus on individuals living in other countries and the countries’ stance and roles, given these three global dilemmas, will be utilized to demonstrate the difference of resource use and consumption for individuals living in other countries. The 2008-2009 Human Development Report and The Millennium Development Goals Report 2007 as well as documents from the UNEP and OECD will provide initial statistics. And further insight will be gained through the additional readings.

STUDENT LEARNING OUTCOMES FOR CORE SKILLS AND PROFICIENCIES
Students in this course are required to meet learning outcomes for the following core skills and proficiencies: Critical Thinking and Reasoning, Written Communication, Oral Communication, Information Literacy and Technological Literacy. These specific Student Learning Outcomes are located in the Appendices of your Dialogue Reader.

GLOBAL FOCUS
Global Crises: Individual Response and Responsibility has a global focus. For further information, please see the Appendix in your Dialogue Reader.

TEACHING PHILOSOPHY
In keeping with the mission of Lynn University, the underlying premise of this course is that each of us is a learner and teacher. That is, students as well as faculty have the capacity and responsibility to contribute to the learning process in significant and meaningful ways.

GRADING AND EVALUATION
Assignments must be submitted on time and meet established criteria for you to be eligible for a passing grade in this course. Each assignment is graded using Lynn University’s undergraduate grading system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>A 93-100%, A- 90-92%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>B+ 88-89%, B 83-87%, B- 80-82%</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>C+ 78-79%, C 73-77%, C- 70-72%</td>
</tr>
<tr>
<td>D</td>
<td>Less than average</td>
<td>D+ 68-69%, D 60-67%</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>F 0-59%</td>
</tr>
</tbody>
</table>

Assignment areas (see Course Requirements) are weighted, based on the assigned value, to determine your final grade. At the end of the semester, your final grade will be computed into your GPA.

GRADING RUBRICS
Rubrics will be used to evaluate both the oral and written component of this course. For further information on these rubrics, please see your Blackboard shell for the Writing and Oral Communication rubrics.
ASSIGNMENTS

Synthesis Essay: 15%
Serving primarily as a foundation for the research essay, the synthesis essay requires students to explore their topic of interest through reading several selections in their Dialogue reader. After summarizing specific arguments on their topic, and analyzing the claims of these authors, students are asked to reflect on key ideas and demonstrate their critical thinking skills through the formulation of a working thesis related to their topic. Recommended length: 4-5 pages. MLA Format.

Purpose: To summarize the claims of various authors on a specific topic and develop a clear thesis in relation to your topic.

Audience: An academic audience that includes the authors of the readings and other interested in the issue upon which you are focusing.

Position Essay: 15%
At this stage of the research essay, the synthesis essay has allowed students to become familiar with a variety of opinions on their topic of interest. Now, again, in preparation for the final essay, students are required to take a position on their topic. Throughout the research process, students might find their position shift. It is especially important to allow students to explore different positions, and to be encouraged that this is often evidence of maturity in their critical thinking process. As they read, new ideas may take hold, new questions arise; thus, new positions are formed. Ask them to be active readers and to observe what persuades them as a reader and why. Recommended Length: 4-5 pages. MLA Format.

Purpose: To argue your position on an issue raised in at least two of the articles we have read, showing how your position relates to those authors.

Audience: An academic audience that includes the authors of the readings and other interested in the issue upon which you are focusing.

Annotated Bibliography: 15%
As a critical component of the research process, students will write an annotated bibliography on the topic they have chosen for their research paper. An underlying purpose of the annotated bibliography is to allow students to read more critically, more carefully, rather than simply collect information. In the research process, an annotated bibliography is an instrument to help students formulate a clear thesis, a strong argument.

Each annotation should include in one paragraph: a summary, an evaluation of the text, and a reflection on its applicability to his/her own research. Recommended Length: 4-6 pages. MLA Format.

Purpose: To develop a working collection of valuable, credible sources related to your topic.

Audience: An academic audience that includes the authors of the readings and other interested in the issue upon which you are focusing.

Research Paper: 15%
Ideally, the beginnings of this final research strand will occur in the first three essays. Instructors may wish to insist on a certain component of library research, and they may wish to specify exactly what that should entail (i.e., current journals, periodicals, newspaper accounts), but at least some component of the project should be drawn from theoretical concerns delineated in their reader, and at least some portion should include interviews or field notes of some kind.

Some of the activities in this part of the semester should involve posing a research question, gathering materials (designing interview questions, observing and taking notes, designing questionnaires) focusing the study, shaping the argument, framing the materials in relation to the larger themes developed in the course.

It is often helpful if the class can function with long-term writing groups for this part of the semester, so a group of three or four students might periodically check with one another about the progress of their research and receive feedback from a group familiar with their materials about how persuasive the presentation is, what pieces of information are needed to bolster the argument, what other kind of framing material might heighten the significance of the research. 6 - 8 pages. MLA Format.

Purpose: To develop an argument on a specific topic and provide persuasive support for your thesis using strong reasons and clear evidence.

Audience: An academic audience that includes the authors of the readings and other interested in the issue upon which you are focusing.

Theme: As your country’s leader, you are tasked with composing a policy paper, a country position briefing that focuses on your country (that you choose and determined during class discussion) and reflects the point of view of your country.
by providing a country-specific perspective based on the following theme: *Overcoming the Global Food, Fuel and Water Crisis*. The policy paper should involve the background of the issue, an analysis, and specific recommendations for action.

Sources for this analysis should include the UN readings and website (UNDP and MDG sites), Collier’s text, current articles gathered from newspaper and or scholarly journal sources and, additionally, one interview with a Lynn student from the country or region in consideration. Prior to your interviews, we will discuss interview techniques and questions in class. Please refer to the *MLA Handbook* for proper citation, footnotes and bibliography format.


**Briefings Journal: 10%**
Periodically, you will write an entry, a report, in your Briefings Journal. Each weekly report entry should be approximately one page in length. Your job is to analyze the readings, respond to a topic or topics that impacted you from the readings or our discussions and then find a current news article from the week that relates to it and include it in your journal. For example, a *NY Times* article from the International section may be used or any of the sources listed. Or, in your search, you may find other newspapers, journals, online news sources that you enjoy. Entries will be collected in class on Mondays; late submissions will not be accepted. Each week, we will review your briefings journal. This will generate great class discussion.

**Panel Presenters: Oral Communication Assignment (Panel Presentation): 10%**
This oral presentation will reflect the content of the chosen readings. As a member of the panel, you will present your readings to the class. The presentations will be developed and executed collaboratively, but individually structured and evaluated. Each panel member will be individually evaluated for their contribution to the panel. Panel presentations will incorporate the selected format and process which will be distributed and discussed.

**Model UN: Oral Communication Assignment (Congressional Debate): 10%**
Participate in the fifth annual Model UN scheduled for Friday, October 23 from 8:30 am-4:00 pm.
You will have the opportunity to serve as an ambassador with a focus on development while practicing the art of diplomacy. A group effort, you all will pair up into groups of two and select a country to represent during the Model UN event. We will dedicate some of our class sessions to prepare. Each group will prepare their selected country’s position based on the two selected topics for this year’s event.

**Final Exam: Oral Communication Assignment (Persuasive Speech): 10%**
The final consists of a simulated Summit experience based on the theme *Overcoming the Global Food, Fuel and Water Crisis*. During the Summit, you will be presenting the research you conducted for your policy paper in a commemorative speech. As your country’s leader, you will present your findings to the rest of the Summit leader participants. This presentation of your position briefings, in a Summit format, will occur during our final exam session at the end of the semester. Please refer to the Course Schedule for the designated dates as we will prepare for the Summit once you have completed your persuasive policy papers. Attendance is mandatory.

Additionally, in your role as ambassador, you will be assisting with the promotion of the event. Each of you will fulfill your position as a representative and voice for this important event. Promotion, supporting faculty member liaison and serving as an ambassador the day of Model UN are all roles that will be filled.

**ADDITIONAL ASSIGNMENTS**

a. Oral presentations, previously detailed, will take place in specific styles, through several formats. These include individual presentations related to your briefings journal, Panel Presenters (Oral Communication Assignment 3), the Model UN (Oral Communication Assignment 2), and your final exam Summit experience based on the theme *Overcoming the Global Food, Fuel and Water Crisis* (the Oral Communication Assignment 1).

b. Appropriate technological assignment, detailed above, will take place through several formats. These include the panel presentations as well as the final exam Summit.
c. Global Disparities Project: To demonstrate the disparities of global wealth and need in today’s global society this exercise will demonstrate visually how different resources are distributed globally, such as food, clean water, energy, health care and wealth. There are over six billion people in the world, but the quality of life for each person varies greatly depending on where they live (global north versus global south). Each student will represent a country and its resource share.

d. Citation Workshop: Participate in a citation workshop to increase understanding of source citation in the MLA format (as utilized for the Dialogues courses). Additionally, identification and location of appropriate sources will be detailed.

COURSE POLICIES
- Please be prepared, present and participate in each and every class.
- Late submissions on assignments will not be accepted.
- No phone calls, texts, e-mails during the time we are together each day. Please turn these devices off (ringers off) and refrain from checking e-mails and websites during class. As this is a dialogue course, it is dependent on discussions and the full participation of everyone.
- If necessary, the instructor reserves the right to change or modify the syllabus to meet course objectives.

UNIVERSITY POLICIES
Lynn University Academic Honesty Policy
Integrity and honesty are essential to Lynn University’s mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty.

Definitions
Violations of the Academic Honesty Policy include, but are not limited to the following:
- Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.
- Fabrication: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.
- Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.
- Facilitation: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

Tutoring and Assistance
Tutoring is available through the Institute for Achievement and Learning located in Room 304 on the third floor of the DeHoernle International Center. The Lynn Tutoring Center within the Heller Family Diagnostic Center is available for assistance with editing and writing. For further information, please contact Frank Panico at fpanico@lynn.edu.

Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact the ADA Compliance Officer at (561) 237-7881 to assist in documenting and defining those needs. For any accommodation, the instructor must be presented with the form specifying the needs during the first week of classes.

Individual Conferences
If you have questions regarding the readings, papers, the Model UN or other assignments, I am available and want to discuss such matters with you. Please note my office hours. However, if they are not convenient it may be possible to arrange other times that work with your schedule.
COURSE OUTLINE

Course Introduction and the Ancient World
August 31: Course introduction, goals and procedures

September 2: Plato and Okura;

Middle Ages
September 7: Chaucer and Anonymous (from The Thousand and One Nights)
September 9: Anonymous (from The Thousand and One Nights) Continued
Collier, Part I
Issue Exploration: The Bottom Billion

Renaissance and Reformation
September 14: Marlowe, More and Luther
September 16: Collier, Part II (Chapters 2 and 3)
Issue Exploration: Conflict and Resources
Citation Workshop

Nineteenth Century
September 21: Wordsworth, Russon and Dickinson
September 23: Collier, Part II (Chapters 4 and 5)
Issue Exploration: Landlocked and Bad Governance
Synthesis Essay due

Twentieth Century
September 28: Jung and Mead
September 30: Mead Continued

Twentieth Century
October 5: McLuchan and Hooks
October 7: Hooks Continued
Collier, Part III
Issue Exploration: Marginalization

Special Project: Position Papers
October 12: Position Papers Peer Review Workshop
October 14: Position Papers Due

Special Project: Model UN
October 19: Model UN, preparation
October 23: Model UN, Green Center, 8:30am-4:00 pm

Twentieth Century
October 26: Ishiguro and Cooley

Assignment and Rubric Guide  96
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 28:</td>
<td>Kincaid</td>
</tr>
<tr>
<td></td>
<td><em>Citation Workshop revisited</em></td>
</tr>
<tr>
<td>November 2:</td>
<td>Sartre and Durkheim</td>
</tr>
<tr>
<td>November 4:</td>
<td>Durkheim Continued</td>
</tr>
<tr>
<td></td>
<td><em>Annotated Bibliography Due</em></td>
</tr>
<tr>
<td>November 9:</td>
<td>Mills and Camus</td>
</tr>
<tr>
<td>November 11:</td>
<td>Camus Continued</td>
</tr>
<tr>
<td></td>
<td>Collier, Part IV (Chapter 7)</td>
</tr>
<tr>
<td>November 16:</td>
<td>Skinner and Miner</td>
</tr>
<tr>
<td>November 18:</td>
<td>Miner Continued</td>
</tr>
<tr>
<td></td>
<td>Collier, Part IV (Chapter 8)</td>
</tr>
<tr>
<td></td>
<td><strong>Thanksgiving Break</strong></td>
</tr>
<tr>
<td>November 30:</td>
<td>Collier, Part IV (Chapters 9 and 10)</td>
</tr>
<tr>
<td>December 2:</td>
<td>Collier, Part V (Chapter 11)</td>
</tr>
<tr>
<td></td>
<td><em>Research Paper Due</em></td>
</tr>
<tr>
<td>December 7:</td>
<td>Summit preparation</td>
</tr>
<tr>
<td>December 16:</td>
<td>Final Exam (time slot either 8:00 am to 10:00 am or 1:00 pm to 3:00 pm</td>
</tr>
<tr>
<td></td>
<td>TBD in class</td>
</tr>
</tbody>
</table>

*The Bottom Billion*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 30:</td>
<td>Collier, Part IV (Chapters 9 and 10)</td>
</tr>
</tbody>
</table>

*Summit on *Overcoming the Global Food, Fuel and Water Crisis*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 7:</td>
<td>Summit preparation</td>
</tr>
</tbody>
</table>

*December 16: Final Exam (time slot either 8:00 am to 10:00 am or 1:00 pm to 3:00 pm TBD in class)*
DIALOGUES OF LEARNING
Dialogues of Belief and Reason: Level Two

DBRG 200: East and West

DIALOGUE DESCRIPTION
From ancient civilizations to the present, the desire to understand the nature of existence and the mysteries of life has inspired human thought, creativity, aesthetics, and artistry, while occupying a central place in both religious and secular world views. Transcending any singular discipline or faith tradition, these seminars explore the historical and cross-cultural significance of belief systems and practices focused on the sacred, scientific, and secular explanations of human existence and the physical and natural world. Seminars that fulfill this requirement will also explore ethics as the legitimate domain of both theological and philosophical inquiry.

COURSE DESCRIPTION
In this class, we will examine the similarities and differences between Asian and European systems of belief and reason. The lines between East and West are not as strong as we often assume, and East and West have interacted for centuries. We will explore the concepts of belief and reason through various historical, anthropological and philosophical perspectives. We will examine the underlying meanings and assumptions behind our understandings of belief and reason, especially the contrasts between Asian and European systems.

REQUIRED READINGS
The following three required books are available at the Lynn bookstore and online retailers:


Additionally, four required articles are available online through the Readings tab on Blackboard. They are marked “[BB]” in the syllabus.

DIALOGUE LEARNING OUTCOMES
Students will be able to:
1. Demonstrate an understanding of the concepts of belief and reason from an historical, cross-cultural, and multi-disciplinary perspective;
2. Demonstrate the ability to understand and apply concepts of both belief and reason to the human experience and natural phenomena;
3. Demonstrate knowledge of and the ability to examine, evaluate, and articulate an understanding of the perennial “big questions” including: What is the nature of humankind? What is the basis of knowledge and belief and what are the limits of both? What is my relationship to the world and my role in it? What does it mean and require being a good citizen, neighbor, friend, and family member?
4. Demonstrate critical reflection upon and informed acquisition of an ethical system of belief and reason that informs conduct in professional and personal affairs.

COURSE SPECIFIC STUDENT LEARNING OUTCOMES
Students will be able to:
1. Understand and apply concepts from belief and reasoning systems to specific examples and situations
2. Apply knowledge of belief and reasoning systems to examine his or her own life, social and historical issues, and questions of faith and spirituality
3. Compare, contrast, and evaluate belief and reasoning systems
STUDENT LEARNING OUTCOMES FOR CORE SKILLS AND PROFICIENCIES

Students in this course are required to meet learning outcomes for the following core skills and proficiencies: Critical Thinking and Reasoning, Written Communication, Oral Communication, Information Literacy and Technological Literacy. These specific Student Learning Outcomes are located in the Appendices of your Dialogue Reader. This course has a global focus. For details, see the appendix in your Dialogue Reader.

TEACHING PHILOSOPHY

I view teaching as a way to help students discover their place in a global perspective and to encourage them to question their own assumptions. I strive to make the strange seem familiar, and the familiar seem strange, stressing the underlying common humanity behind belief and reason. To effectively study another’s beliefs, students must be able to view their own society from an outsider’s perspective, to realize that their own culture has its own peculiarities. Learning is collaborative exchange of ideas and opinions in a respectful dialogue. Religion is often a strongly held personal belief and we will need to set our own ideas and assumptions aside so that we can critically examine religions in an academic manner.

ASSIGNMENTS

Nine (of Ten) Discussion Board Postings (10 points each for 90 total points)
Ten times during the semester, the professor will post questions on the Discussion Board on Blackboard and students will respond to the questions and each other’s postings. Each student will have to read the previous postings and contribute original ideas and insights. You should not repeat what anyone else has already posted. Therefore, the earlier you make your posting, the more likely you will be able to make an original contribution to the discussion. Your responses to the professor’s question(s) should be complex answers, two paragraphs long and a minimum of 200 words, including evidence from the readings (quotes, paraphrases, or examples). The questions will be posted by class time on Tuesday. Your responses will be due each Thursday before the start of class. These postings will serve as the basis for in-class activities and discussions every Thursday. Though you may write all ten possible postings, I will count only the nine highest grades. Thus, you can miss one posting without it affecting your grade. No late postings will be accepted.

Synthesis Essay (120 points)
In this four-to-five page essay, students will analyze the claims of authors and their implications. In this essay, students will develop an argument, or thesis, based on the synthesis of a group of readings that share a common theme. Students will compare notions of dharma in The Ramayana with similar issues from earlier readings. This essay will be due in class and on Blackboard on Thursday February 25.

Position Essay (130 points)
In this five-to-six page essay, students will take a position on an issue raised in Samskara, argue in its favor, and show how this stance relates to other positions. This essay will be due in class and on Blackboard on Tuesday March 23.

Annotated Bibliography (100 points)
As an introduction to the research project, students will write a six-to-eight page annotated bibliography on the topic they have chosen for their research essay. An annotated bibliography gives an account of the research that has been done on a given topic and is excellent preparation for a research project. Like any bibliography, an annotated bibliography is a list of research sources, but each annotation should include three parts: a summary of the source, an evaluation of it, and a reflection on its applicability to his/her own research. A draft of this essay will be due in class on Tuesday April 6 and the final version is due in class and on Blackboard on Tuesday April 13.

Research Essay (250 points)
For this eight-to-ten page essay, students will pursue their own research interests that build on the issues discussed in the course. Students should choose a topic in which they have some personal stake, that they can do some first-hand research on, and that they can relate to readings in the text. The topic will be due in class on Tuesday March 30. This essay will form the basis for the Third Presentation. This essay will be due in class and on Blackboard on Tuesday May 4.

Further details, including grading rubrics, for all essays will be posted on Blackboard at least one week prior to the due date. These essays should be typed, stapled, double-spaced, in a standard 12-point font (Times or Times New Roman), with standard one inch margins, and with proper citations (see links on Blackboard). Though I will not be grading specifically for grammar, poor grammar will get in the way of your argument and possibly lower your grade. The essays
are due online via Blackboard and in print at the beginning of class on the due date. No late papers will be accepted. You should revise your essays before turning them in. Plagiarism and any other forms of academic dishonesty will not be tolerated (For advice on avoiding plagiarism, see the links on Blackboard). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

**Persuasive Presentation (40 points)**
This four-to-five minute presentation on Tuesday February 23 will form the basis of your synthesis essay on *The Ramayana*. In this presentation, students will attempt to persuade their audience to take their position on key issues.

**Symposium or Debate Presentation (50 points)**
For this four-to-five minute presentation on Thursday March 18 students will partake in a symposium or debate about the topics they will address in their position essays on *Samskara*.

**Panel Presentation (60 points)**
For this five minute presentation on Tuesday April 27 students will prepare an academic presentation of their research, present to their classmates and answer questions concerning their research paper. The professor will assemble students into panels based on their topics.

Each of these presentations should be more than a summary of your essay but a presentation of your core ideas that employ audio and visual technologies, such as photos, videos and/or PowerPoint slides. Further details, including grading rubrics, for all presentations will be posted on Blackboard one week prior to the due date. Presentations must be made on the assigned date.

**Class Participation (160 points)**
Your participation grade will be based on regular in-class participation and occasional in-class assignments. I expect every student to contribute regularly to class discussion. One of the main goals of this course is for you to develop the ability to think and write about academic arguments, and an important step in this process is class discussion. If you do not show up for class or are regularly late, I will not hear you speak, thus lowering your participation grade. Students are responsible for all material covered in class, even during absences. Lynn University has adopted a mandatory attendance policy, and any extended absence from class must be discussed with the Dean of Students.

I expect that you will come to class having read and annotated all materials assigned that day. Readings must be completed by the date indicated in the schedule. Please bring the readings to class with you, so that you have them on hand for discussion. Questions, confusions and unsure ideas are very welcome, as they show engagement with the material. If you feel that the class environment prohibits you from participating, please feel free to discuss it with me. To ensure a classroom environment suitable for learning, please turn off all cellular phones and other electronic communication devices during the class. If your behavior significantly disrupts class, your grade may be lowered.

**GRADING AND EVALUATION**
Your grades for every assignment will be posted on Blackboard. There will be no extra credit available in this class. Instead of asking for extra credit, you should focus on improving your grades on the regular credit remaining in the course. I will take improvement into account if your final grade is on the borderline. Grading rubrics that I will use to evaluate both the oral and written components of this course will be posted on Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine Discussion Boards</td>
<td>90</td>
</tr>
<tr>
<td>Synthesis Essay</td>
<td>120</td>
</tr>
<tr>
<td>Position Essay</td>
<td>130</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Research Essay</td>
<td>250</td>
</tr>
<tr>
<td>First Presentation</td>
<td>40</td>
</tr>
<tr>
<td>Second Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Third Presentation</td>
<td>60</td>
</tr>
</tbody>
</table>
Participation 160 points 
1,000 points

Below is the grading scale for the 1,000 possible points in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>925-1000</td>
<td>C</td>
<td>775-794</td>
</tr>
<tr>
<td>A-</td>
<td>895-924</td>
<td>C+</td>
<td>725-774</td>
</tr>
<tr>
<td>B+</td>
<td>875-894</td>
<td>C-</td>
<td>695-724</td>
</tr>
<tr>
<td>B</td>
<td>825-874</td>
<td>D+</td>
<td>675-694</td>
</tr>
<tr>
<td>B-</td>
<td>795-824</td>
<td>D</td>
<td>595-674</td>
</tr>
<tr>
<td></td>
<td>0-595</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

ACADEMIC HONESTY

Integrity and honesty are essential to Lynn University’s mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty. Any and every violation of the Academic Honesty Policy will be reported to the Academic Dean in the Office of Academic Affairs, who will determine the appropriate sanction.

Violations of the Academic Honesty Policy include, but are not limited to the following:

**Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.

**Fabrication**: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.

**Plagiarism**: Intentionally or unintentionally representing the words or ideas of another as one’s own in any academic exercise.

**Facilitation**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.

ACCOMODATIONS

Students with disabilities have the right to reasonable accommodation under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact the ADA Compliance Officer at (561) 237-7881 to assist in documenting and defining those needs. For any accommodation, the professor must be presented with the form specifying the needs during the first week of classes.

SCHEDULE

(The professor reserves the right to change the syllabus as class needs dictate.)

**Tue. Jan. 26**

*Introductions*

**Thu. Jan. 28**


*Assignment*: Discussion Board #1 Due

**Tue. Feb. 2**

*Buddhism*

*Reading*: The Buddha “The First Sermon—The Setting in Motion the Wheel of the Dharma.” *Dialogues* p. 31-38

**Thu. Feb. 4**

*Aristotle*

Assignment: Discussion Board #2 Due

Tue. Feb. 9 Christianity
Reading: “Matthew 5 (King James Version).” Dialogues p. 28-30

Thu. Feb. 11 Hinduism
Assignment: Discussion Board #3 Due

Tue. Feb. 16 Ramayana
Reading: Ramayana, Introductions, Prologue & Chapters 1-3, p. vii-xxvii & 3-64

Thu. Feb. 18 Ramayana
Reading: Ramayana, Chapters 4-7, p. 65-130
Assignment: Discussion Board #4 Due

Tue. Feb. 23 Ramayana
Reading: Ramayana, Chapters 8-14 & Epilogue, p. 131-171
Assignment: First Presentation

Thu. Feb. 25 Ramayana Today
Screening: Sita Sings the Blues
Assignment: Synthesis Essay Due

Mar. 2 - 4 NO CLASS – SPRING BREAK

Tue. Mar. 9 Samskara
Reading: Samskara, Part I, p. 1-64

Thu. Mar. 11 Samskara
Reading: Samskara, Part II p. 67-87
Assignment: Discussion Board #5 Due

Tue. Mar. 16 Samskara
Reading: Samskara, Part III & Afterword, p. 91-147

Thu. Mar. 18 Student Presentations
Assignment: Second Presentation

Tue. Mar. 23 Research Workshop
Assignment: Position Essay Due

Thu. Mar. 25 Reason and the Afterlife
Assignment: Discussion Board #6 Due

Tue. Mar. 30 Criticism of the Church
Reading: Geoffrey Chaucer “The Pardoner’s Tale.” Dialogues p. 56-68
Assignment: Research Essay Topic Due
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Reading</th>
<th>Assignment/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu. Apr. 1</td>
<td>Deity and Humanity</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Discussion Board #7 Due</td>
<td></td>
</tr>
<tr>
<td>Tue. Apr. 6</td>
<td>Logic &amp; Empiricism</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Draft of Annotated Bibliography Due</td>
<td></td>
</tr>
<tr>
<td>Thu. Apr. 8</td>
<td>Nietzsche</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Discussion Board #8 Due</td>
<td></td>
</tr>
<tr>
<td>Tue. Apr. 13</td>
<td>Existentialism</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td>Jean-Paul Sartre. No Exit. Dialogues p.170-209.</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Annotated Bibliography Due</td>
<td></td>
</tr>
<tr>
<td>Thu. Apr. 15</td>
<td>Existentialism</td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td>Jean-Paul Sartre. No Exit. Dialogues p.170-209.</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Discussion Board #9 Due</td>
<td></td>
</tr>
<tr>
<td>Tue. Apr. 20</td>
<td>Revolutions in Thought</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Discussion Board #10 Due</td>
<td></td>
</tr>
<tr>
<td>Thu. Apr. 22</td>
<td>New World Order</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Discussion Board #10 Due</td>
<td></td>
</tr>
<tr>
<td>Tue. Apr. 27</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Third Presentation</td>
<td></td>
</tr>
<tr>
<td>Tue. May 4</td>
<td>Class Conclusions (1:00 am - 3:00 pm)</td>
<td></td>
</tr>
<tr>
<td>Assignment:</td>
<td>Research Essay Due</td>
<td></td>
</tr>
</tbody>
</table>