

Instructor

Jared Anthony
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Office

Avery 211

Office Hours

Fridays Noon – 1:00 pm
and by appointment

Required Texts

Composing from Sources, Lester
A Writer's Resource, Maimon and Peritz
Readings to be handed out in class

Class Meetings

Mondays, Wednesdays, Fridays
11:10 am – Noon
Bryan 402

How Does Memory Construct Our Identities and Our Communities?

How do we know who we are? Answering that question is alternately a simple matter of responding with the labels given to us by our parents and our countries (our names and nationalities) or a seemingly impossible matter of finding a response that philosophers and mystics have been trying to nail down for thousands of years. One way of thinking about the concept of identity that moves us past the limitations of labels and yet doesn't necessarily deliver us into the fog of ontology is to pay attention to the stories we tell ourselves about the past. Memory gives us a way of defining ourselves by what we've done and experienced. It also provides groups with ways of forming communities by agreeing on what was important in the past and thereby building shared definitions of what it means to be a member of the community. Throughout this semester, we'll use memory as a vehicle to move us closer to answers about how we know who we are. We'll look into our own memories and try out explanations for how memory works to shape our identities, both personal and social.

I believe higher education offers the potential for personal growth and social progress. But neither happens without serious commitment from students and teachers. I've designed this course to be challenging because I accept this commitment seriously, and I expect each student to do so as a serious, committed scholar.

The anticipated outcomes of English 101 can be divided into the following categories.

- **Critical thinking, reading, and writing**, which encourages students to take an active role in the process of making meaning.
- **Rhetorical knowledge and awareness**, which recognizes that the conventions of writing genres depend on the writer's purpose and audience.
- **Writing processes**, which suggests that while no generic process exists for writers, practice in a variety of writing processes demystifies writing for students.
- **Knowledge of conventions**, which acknowledges that writing occurs within discourse communities with agreed upon understandings of format, documentation, and surface features.

These four categories are elaborated into the **English 101 Portfolio Rubric**.

Critical Thinking, as illustrated by the writer's ability to

- Identify a problem or question.
- Present a position or argument concerning a problem or question.
- Address other salient perspectives and positions in her or his argument.
- Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
- Summarize and incorporate source material into an analysis of a problem.
- Evaluate the effectiveness and value of source material, identify key assumptions in the source material, and demonstrate how the material relates to an argument.

Rhetorical Awareness, as illustrated by the writer's ability to

- Establish an identifiable focus and purpose.
- Adapt and respond to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience.
- Adequately address and satisfy all of the requirements outlined in the prompt.

Processes of Writing, as illustrated by the writer's ability to

- Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
- Reflect on her or his own writing process.
- Extend her or his thinking from one draft to the next, improving the essays through successive revisions.

Knowledge of Conventions, as illustrated by the writer's ability to

- Utilize common formats for different kinds of texts.
- Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
- Employ appropriate documentation and citation of sources.

Attendance

This course involves in-class activity and group work, so attendance is very important. Coming in late disrupts everyone's learning experience; therefore, coming in late counts as half an absence. Missing classes and coming to class late *will* affect your grade. More than three absences will result in a full letter grade reduction. More than six absences will result in course failure. In the event of an extended absence or emergency, you should notify me immediately. Absences due to athletic and other University sponsored activities are not excluded from this policy. If you expect to have more than three absences due to an outside activity, consult with me and your program advisor. Generally, students are advised to enroll in English 101 during an "off" semester of the extracurricular activity.

Complaints

If you have a problem with your English 101 course—its content, class activities, assignments, absence policy, or your instructor's evaluation of your work—your first step should be to speak with your instructor. If you have spoken with your instructor and feel that a satisfactory resolution has not been reached, then an appeal to the Director of Composition is your next step. Come to the Department of English (Avery 202) for a Complaint/Appeal Form; compose a written appeal. We consider complaints a serious matter for all involved. If you intentionally misrepresent either your actions or those of your instructor, your case will be dismissed, and your advisor and the University Conduct Board may be notified.

Resources

Avery Microcomputer Lab: All English 101 students have available the services and facilities of the AML. With the computer fee, you get a wide range of computer services from word-processing and desktop publishing to the Internet and web publishing. Class sessions of English 101 may be held intermittently in the AML. The AML is available to 101 students during open hours, which are posted on the bulletin board. Workshops on specialized applications are included in the lab fee; there is no extra charge.

The Writing Center: You are encouraged to visit the Writing Center as you write your assignments for English 101. Writing Center tutors are familiar with the 101 program and can help you discover ways to improve your writing. The Writing Center has open hours throughout the week and offers an Online Writing Lab (OWL) at owl.wsu.edu.

English 102: As a complement to English 101, the English Department offers a 1-credit course of tutorial support for student writing assignments. Some students are placed in English 102 as a result of the Writing Placement Examination, but the course is open to all students who want regularly scheduled tutorial assistance. English 102 offers group and individual tutorials focusing on writing projects from English 101 and other courses. If you have questions, contact Theresa Maloney at 335-6471 or tmaloney@wsu.edu.

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Grades

All 101 courses are portfolio-based. The portfolio is the primary means for evaluating student work in the first-year composition program at WSU because it honors both the processes and products of writing. A collection of written work, it provides the opportunity for students to demonstrate what they know about effective writing with a range of written artifacts. The grade earned by your portfolio will be your grade for the course, unless it must be lowered as a result of excessive absences.

The portfolio will be graded holistically using the rubric on page two of this syllabus. The grading for English 101 follows University standards:

- A = Outstanding achievement (awarded only for the highest accomplishment)
- B = Praiseworthy performance (above average in most respects)
- C = Satisfactory performance (work meets the standards for competency)
- D = Minimally passing (achievement less than satisfactory)
- F = Major assignments not completed (portfolio not handed in on time)

I will provide you with a separate handout near the conclusion of the semester, outlining what must be included in the portfolio and offering suggestions for selecting what else to include. But in the meantime, hang on to everything you write for this class; you may need or decide to include it in your portfolio. At a minimum, it must have 22 pages of revised work, including a reflective letter and a demonstration of writing from sources.

Portfolio grading allows you to earn a grade based on what you can do at the end of the semester, rather than at the beginning. This seems to me to be the fairest way to do grading. After all, if your grade is based on what you can do before taking the class and doing the work of the class, why bother with the class at all?

But postponing all grading until the end of the semester does have potential pitfalls. Everyone is taking several courses and has at least some sort of life beyond schoolwork. Without deadlines and feedback, English 101 could be repeatedly pushed to the bottom of the priority list. My attendance policy is an attempt to help you avoid this dangerous possibility. Another is my policy of **good-faith drafts**. A good-faith draft is one that meets all requirements of the assignment prompt, *including the deadline*. A paper must have qualified as a good-faith draft in order to be revised and included in the portfolio. Although I won't grade these drafts, I will provide you with meaningful feedback and suggestions for revision on each of them. This will allow and encourage you to work throughout the semester toward constructing a portfolio that is truly representative of your best possible writing.

Calendar

WSU's Academic Regulation #27 confirms the expectation held by most, if not all, institutes of higher learning with regard to a studio course such as English 101: two hours of homework for each hour of class time. This is a three-credit course, so you should plan on averaging six hours of homework per week. The homework assignments have been structured around this expectation.

Week	Read	Write
One – January 9	Chapter One in Lester	Paper One
Two – January 16	Two classmates' working drafts of Paper One	Peer response letters to two classmates
Three – January 23	Handout: Schacter	Paper Two
Four – January 30	Two classmates' working drafts of Paper Two	Peer response letters to two classmates
Five – February 6	Handout: Hampl	Paper Three
Six – February 13	Two classmates' working drafts of Paper Three	Peer response letters to two classmates
Seven – February 20	Chapter Three in Lester 64-73, 89-94, 98-112	Mid-term course evaluation
Eight – February 27	Handouts: Zerubavel and hooks	Paper Four
Nine – March 6 FRIDAY 3/10 TERRELL 103 LIBRARY	Two classmates' working drafts of Paper Four	Peer response letters to two classmates
Ten – March 13	Spring Break	
Eleven – March 20	Chapter Two in Lester	Annotated Bibliography
Twelve – March 27	Chapter Nine in Lester	Paper Five
Thirteen – April 3	Chapter Ten in Lester	Paper Five
Fourteen – April 10	Two classmates' working drafts of Paper Five	Peer response letters to two classmates
Fifteen – April 17	Handout: Mellix	Paper Six
Sixteen – April 24	Two classmates' working drafts of Paper Six	Peer response letters to two classmates

The portfolio is due Thursday, May 4th. It must be personally delivered to Avery 211 between 3:10 and 5:10 pm. This serves as the final exam for the course.

Paper One: *This is How I Remember It*

I don't write about what I know; I write in order to find out what I know.

Patricia Hampl

Context: Before we begin looking at what scientists and memoirists have to say about how memory works, it's important to let our own memories have a moment or two in the spotlight. We'll look closely at the functioning of memory in building identities and communities in future assignments. But for now, let's just find out what our memories have to say.

Assignment: **Write down everything you remember about the most important moment of your life so far.**

How to do the assignment: Don't spend a lot of time coming up with the most important moment of your life so far. Go with what comes to mind quickly. Give a little background to set up the moment. When was it? Where were you? Who else was there? What did they look like? Include as many sensory details as you can. Was there any music playing? Can you remember what the weather was like? Was there food involved? What did it look like, smell like, taste like? All of this will help your readers understand why this was such an important moment in your life.

And that brings up an important point: the difference between personal and private. This assignment is certainly asking you to write about something personal. But since it is an assignment for a class, and you will be sharing your writing with the other people in the class, it's important to draw your own line between the personal and the private. I don't want you to be uncomfortable in sharing private experiences or feelings; likewise, your classmates and I don't want to be made uncomfortable by learning things about your private life that would be better kept private. If you're not sure where to draw that line, it's probably best to err on the side of caution. Don't include details that you wouldn't want to share in class. This is an example of rhetorical awareness: adapt and respond to the needs of your audience.

Again, make sure to include enough information to give your readers a clear idea of the moment you're writing about. Also, make sure to include enough information to completely fill two pages (typed and double-spaced).

Two copies of a working draft of this assignment are due at the beginning of class on Wednesday, January 18th. Then a synthesis draft is due at the beginning of class on Friday, January 20th. Both of these deadlines must be met in order for this paper to qualify as a good-faith draft.

Paper Two: *This is Why I Remember It*

What we believe about ourselves is determined by what we remember about our pasts. If memory worked like a video recorder, allowing us to replay the past in exact detail, we could check our beliefs about ourselves against an objective record of what happened in our lives. We must make do instead with the bits and pieces of the past that memory grants us.

Daniel L. Schacter

Context: As Schacter goes on to say, "For now, it is important to understand something more about how the fragments are constructed and reconstructed" (159). In Paper One, we wrote about the most important moments of our lives so far. Since each writer's moment was the most important one, each paper should present a thoroughly complete and accurate record of that moment. That is, if the moment was so important, the memory of it should be perfectly clear. And yet, as Schacter shows us, there are many reasons why that might not be the case.

Assignment: **Write a summary and application paper that introduces concepts from Schacter's research on memory and uses those concepts to analyze the memory you captured in Paper One.**

How to do the assignment: Start by rereading Paper One. Make a note of anything that stands out to you. Is anything missing from the memory? Are there details that surprise you, perhaps because you didn't realize you remembered them or perhaps because you don't know why you would have remembered them? This rereading will help you get started on the first critical thinking task listed on the English 101 Portfolio Rubric: identifying a problem or question.

Then reread Schacter with an eye toward pulling out concepts of his that might be useful (or definitely won't be useful) in addressing the questions that arose when you reread your own paper. For example, his idea of "elaborative encoding" could help explain why you remembered (and forgot) what you did. Conversely, since that concept implies that "we are likely to remember what is most important to us" (162), it might not help explain why seemingly unrelated and trivial details made it into your paper.

Paper Two should have an introduction that establishes a focus and purpose for the paper (the first item under rhetorical awareness on the rubric). What problem or question came out of your rereading of Paper One? What concept(s) of Schacter's could be applied in addressing this problem or question? After laying out this context for the reader, end your introduction with a thesis that presents a position on whether and how Schacter's concept explains why you remembered what you did in Paper One. The body of your paper should go on to summarize the concepts under discussion and apply them to the specifics of your memory in order to develop and support your thesis (critical thinking task number five). Be sure your summaries meet the five tests we've been talking about: comprehensiveness, accuracy, brevity, independence, and neutrality. Try also to cover the remaining critical thinking tasks from the rubric. Conclude the paper by showing how the discussion of specifics ties in to your thesis so that you and your reader take something memorable from the exploration. You'll need at least three pages (typed and double-spaced) to adequately address this assignment (rhetorical awareness task number three).

Two copies of a working draft are due on Monday, January 30th. The synthesis draft is due on Friday, February 3rd.

Paper Three: *This is How We Talk About Memory*

My central point is that the core cognitive act of visual imagery mnemonics --creating an image and linking it to a mental location -- is a form of deep elaborate encoding.

Daniel L. Schacter

This, we say somewhere deep within us, is something I'm hanging on to.

Patricia Hampl

Context: Schacter and Hampl both write about memory. But since they write from and within different discourse communities, the ways they write about memory are remarkably different. What counts as evidence in the scientific community of psychology (Schacter is a professor of psychology at Harvard University) is not always the same as what counts as evidence in the humanistic community of English (Hampl is a professor of creative writing at the University of Minnesota). It's not a matter of one being better than the other; it's a matter of rhetorical awareness, adapting and responding appropriately to the context within which one is writing.

Assignment: **Write a paper that argues for the effectiveness of Hampl's approach, Schacter's approach, or (better yet) some synthesis of the two in helping you make sense of the memory you captured in Paper One.**

How to do the assignment: Start by rereading Paper Two and Hampl's "Memory and Imagination". Does she provide you with ways of thinking about memory that better fit with what you noticed from Paper One and used as the central problem or question in Paper Two? Or do you think the concepts you learned from Schacter are still a better fit? Or does one get some things right and another get other things right? Avoid the temptation of taking the oversimplified approach and turning one of them into a genius and the other into an idiot. Instead, look for what fits well with your particular memory.

Like Paper Two, Paper Three should have an introduction that establishes a focus and purpose for the paper and ends with a thesis that the rest of the paper will support. The body of the paper should discuss specific aspects of Hampl's and Schacter's writing in order to support your position about what works well in explaining your memory. Focus on things like the use of stories as examples and the use of the personal pronoun "I". What kind of ethos does each writer establish through these devices? Why might these two writers use them differently? Which is more persuasive when applying the ideas to your own situation? Approaching the comparison in this way will help you address the critical thinking tasks listed on the rubric and help you develop rhetorical awareness along the way. In addition to tying things together, your conclusion could give the reader a sense of how your thinking on memory has changed and/or which of these discourse communities represented by Schacter and Hampl seems to suit you best.

In order to adequately address this assignment, you'll need at least three pages (typed and double-spaced). **Two copies of your working draft of this assignment are due on Monday, February 13th. The synthesis draft is due on Friday the 17th.**

I SCREWED UP BY NOT PUTTING THE
WORD DEBATABLE IN THE PROMPT.

THESIS MODELS

ALTHOUGH SCH ARE ~~INTERESTING~~
IN SOME WAYS,
EVEN THOUGH SCH SAYS MANY OF THE
SAME THINGS, H SAYS IT BETTER
BECAUSE SHE EMBRACES THE FICTIONAL
QUALITY OF MEMOIR WRITING.

APPLYING BOTH WRITERS' IDEAS
IS NECESSARY FOR THIS ANALYSIS
BECAUSE SCH. EXPLAINS THE HOW
AND HAMPC EXPLAINS THE WHY.

✓ DROP FIRST NAME AFTER FIRST USE

- PAGE NUMBERS

✓ TALK ABOUT TEXTS IN PRESENT TENSE

✓ IF INTRODUCING A QUOTE DOESN'T FIT EMBEDDING THE
SENTENCE, USE A COLON.

✓ DROP NAME FROM CITATION IF IT'S IN THE SENTENCE

✓ REREAD MY COMMENTS FROM PREVIOUS DRAFTS.

✓ NOT PAYING ATTENTION IS ONE THING. IT MAY
HURT MY FEELINGS, BECAUSE I TRY TO BE ENGAGING, BUT

IF YOU STILL COVER THE
REQUIREMENTS, WHO AM I TO
POUT? BUT IF NOT, IT'S
REALLY KIND OF SILLY.

EVOLVING THESIS



EVEN NARROWER,
MORE QUALIFIED,
OR EVEN MORE
APPLICABLE, MORE
GENERALIZABLE

Paper Four: *This is What We Remember*

Not only does our social environment influence the way we mentally process the present, it also affects the way we remember the past. Like the present, the past is to some extent also part of a social reality that, while far from being absolutely objective, nonetheless transcends our own subjectivity and is shared by others around us.

Eviatar Zerubavel

We are not powerless today. We do not choose to ignore or deny the significance of remembering Columbus because it continues to shape our destiny.

bell hooks

Context: We've spent the last several weeks talking about personal memory. But as hooks and Zerubavel show us, memory has a social aspect, too. If the things we remember about the past tell us something about who we are, then the events and figures from the past that a community chooses to remember (or forget) ought to tell us something about what it means to be a member of that community.

Assignment:

Building on the strategies practiced in your second and third papers, write a paper that summarizes and applies concepts learned from hooks and Zerubavel to analyze America's social memory as it relates to Columbus. What does the way we commemorate Columbus say about us? Should we remember him differently? Why or why not?

How to do the assignment: You might start by writing informally about how these writers make you feel when they write about Columbus and America. Did they upset you at all? Did they do so equally, or did one upset you more? Beyond *what* they say, is there something about *how* they say it that either wins you over or turns you off? This gets at rhetorical analysis.

Whether they upset you or not, what do you think that says about you and your position in American society? Can you imagine how someone who comes from a different position in American society would react differently? Coming at the issue this way gets at the third and fourth critical thinking tasks listed on the rubric.

As with previous papers, Paper Four should have an introduction that establishes a focus and purpose for the paper and includes a thesis that stakes out a position on the topic. In supporting that thesis, the body of the paper should *accurately* summarize (the qualities of a good summary come in very handy in keeping a writer on task when that writer may be upset by the material being summarized) and incorporate concepts not only from hooks and Zerubavel, but also from Hampl and Schacter where appropriate, in developing and supporting the paper's thesis.

To do justice to this assignment, and to move closer to the level of sustained inquiry that will be required in Paper Five, please write no less than four pages.

One copy of a working draft is due on Monday, March 6th. We'll have a peer review session in class on that day. **Then a synthesis draft is due on Wednesday, March 8th.**

Paper Five: This is What We Forget

Remembering is more than just a spontaneous personal act, as it also happens to be regulated by unmistakably social rules of remembrance that tell us quite specifically what we should remember and what we must forget.

Eviatar Zerubavel

Despite all the contemporary fuss, I do not believe that masses of Americans spend much time thinking about Columbus. Or at least we didn't until now. Embedded in the nation's insistence that its citizens celebrate Columbus's "discovery" of America is a hidden challenge, a call for the patriotic among us to reaffirm a national commitment to imperialism and white supremacy.

bell hooks

Context: As hooks and Zerubavel argue, the celebration of Columbus' "discovery" of America is an act of social memory that involves a lot of forgetting. If a community constructs its identity through what it chooses to commemorate, it also does so through what it chooses not to commemorate.

Assignment:

Research a person or an event that has been remembered inaccurately or needs to be remembered more actively by Americans. Construct an annotated bibliography with at least ten sources. Then write a research paper that both informs readers about this person or event and explains why it's important for us to remember her, him, or it differently. Use at least five sources from your out-of-class research.

How to do the assignment: This assignment has two distinct components, due on different dates. **The annotated bibliography is due on Monday, March 27th. The research paper is due on Monday, April 10th.**

Both your textbook and your handbook for this class offer examples of annotated bibliographies. They are excellent vehicles for putting your summarizing skills to work on narrowing the focus of your research so that your paper uses sources to support an idea, rather than to simply amass a pile of information. The textbook and the handbook also offer a lot of suggestions for doing research using a variety of media. Please consider sources beyond books and articles by looking at television, film, music, the internet, and personal interviews. Follow MLA citation guidelines, write a brief (3-6 sentences) summary of each item you're considering using for your paper, and include a sentence that indicates how you think each item will fit in your overall project. The sixth critical thinking bullet point on the rubric should guide you through this process.

In your paper, use concepts you've learned from your work with personal and social memory throughout the semester to analyze the implications of America's misremembering of your subject. How does your identification, or lack thereof, with mainstream American culture influence your interpretation of this subject? What does our misremembering say about us, and what will it mean to remember the subject the way you're asking us to? This paper needs to be at least five pages (typed and double-spaced).

Paper Six: *This is What I've Learned*

Refuse to write your life and you have no life.

Patricia Hampl

If we operate on automatic pilot much of the time and do not reflect on our environment and our experiences, we may pay a price by retaining only sketchy memories of where we have been and what we have done.

Daniel L. Schacter

I write and continually give birth to myself.

Barbara Mellix

Context: Mellix takes us through her memories of joining the academic community in order to show us both what went wrong and what went right. Over the past three months, you've joined an academic community of scholars thinking and writing about memory. Whether you subscribe to Hampl's memoirist approach or Schacter's scientist approach, or some blending of the two, it makes sense to reflect on what has happened this semester, as evidenced by the papers in your portfolio.

Assignment:

Write a reflective letter, addressed to a reader of your portfolio, that introduces the items in the portfolio and uses them as evidence of what you've learned over the course of the semester (about memory, reading, writing, identity, community, and/or your self).

How to do the assignment: Start by rereading the papers you're including in your portfolio. Use the critical reading strategies we've been practicing this semester to analyze how those texts are put together, how ideas are developed, and how your own understanding of memory, and of writing, has evolved. Make note of specific sentences and passages; these might be useful as direct quotes in your letter.

After rereading and annotating your papers, construct summaries of each of them. Strive, as always, to make sure your summaries are accurate, complete, concise, independent, and neutral. In addition to direct quotes from your papers, these summaries could appear intact or in part in your letter.

But as with the other papers you've written in this class, go beyond a simple compilation of material. Construct a thesis that makes an overall claim about what you've learned this semester and then use the papers you've written to develop and support that claim. Since the portfolio will be graded using the English 101 Portfolio Rubric (reprinted on page two of your syllabus), the letter should both display evidence of the abilities listed on that rubric and explain how such evidence can be found in the other documents appearing in your portfolio.

This letter should be at least five pages (typed and double-spaced). **A working draft is due on Monday, April 24th; a synthesis draft will appear in your portfolio, which is due on Thursday, May 4th.**

English 101 Portfolio Guidelines

The portfolio gives you a chance to show what you've accomplished this semester in this class and in your writing. Beyond a few required elements, you are free to select documents to include based on how you want to represent your progress as a writer. Here are those required elements and some suggestions about how to make informed selections for the remainder of your portfolio.

You must include a cover letter (Paper Six) and at least one example of writing from sources (papers two through five). The portfolio must include at least 22 pages of revised writing. This number includes the cover letter (as long as you brought a working draft to class when it was due on April 24th; otherwise, the cover letter would not count as revised writing). Multiple drafts of a single essay could be included, and all revised drafts would count toward the 22 pages. The first draft could be included, and perhaps should be, but would not count toward the page requirement.

I suggest including a complete set of drafts for at least one essay. This would allow you to show evidence that you can use revision to develop an essay and to extend your thinking from one draft to the next. I suggest including something you've written for this class other than one of the six papers, such as peer review comments and/or the annotated bibliography. This would allow you to demonstrate your knowledge of conventions for different kinds of texts and your ability to adapt and respond to the needs of different audiences. The cover letter will do some of this work for you, as could the autobiographical Paper One.

I recommend against including *everything* you've written this semester. To be effective, the cover letter should organize evidence into a coherent argument about what you've learned this semester. Saying a lot about a few texts will make for a stronger argument than saying a little about a lot of texts. Select items for your portfolio based on how they will help you support the claims in your cover letter. This will help you demonstrate, in your cover letter, the last two critical thinking abilities listed on the rubric.

Your portfolio will be graded using the English 101 Portfolio Rubric, which was included on page two of your course syllabus and which appears on the other side of this page. An 'A' range portfolio will show strong evidence of each ability listed on the rubric. A 'B' range portfolio will show some evidence of each ability listed on the rubric or will show strong evidence of most abilities and little or no evidence of a few. A 'C' range portfolio will show some evidence of most of the abilities listed on the rubric. A 'D' range portfolio will show little evidence of the abilities listed on the rubric.

The grade earned by the portfolio will be your grade for the course, unless that grade must be lowered as a result of excessive absences. **If you do not submit your portfolio in person at Avery 211 on Thursday, May 4th, between 3:10 pm and 5:10 pm, your course grade will be an 'F.'** No exceptions to this requirement will be granted.

English 101 Portfolio Rubric

The English 101 portfolio will be evaluated on the basis of how well it provides evidence of

Critical Thinking, as illustrated by the writer's ability to

- Identify a problem or question.
- Present a position or argument concerning a problem or question.
- Address other salient perspectives and positions in her or his argument.
- Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
- Summarize and incorporate source material into an analysis of a problem.
- Evaluate the effectiveness and value of source material, identify key assumptions in the source material, and demonstrate how the material relates to an argument.

Rhetorical Awareness, as illustrated by the writer's ability to

- Establish an identifiable focus and purpose.
- Adapt and respond to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience.
- Adequately address and satisfy all of the requirements outlined in the prompt.

Processes of Writing, as illustrated by the writer's ability to

- Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
- Reflect on her or his own writing process.
- Extend her or his thinking from one draft to the next, improving the essays through successive revisions.

Knowledge of Conventions, as illustrated by the writer's ability to

- Utilize common formats for different kinds of texts.
- Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
- Employ appropriate documentation and citation of sources.

English 101
Spring 2006
Jared Anthony

Student: _____
Grade: _____

The portfolio grade is 100% of the course grade and represents the range and strength of the evidence demonstrating the fifteen abilities listed on the English 101 Portfolio Rubric. An 'A' range portfolio shows strong evidence of each ability listed on the rubric. A 'B' range portfolio shows some evidence of each ability or shows strong evidence of most abilities and little or no evidence of a few. A 'C' range portfolio shows some evidence of most of the abilities. A 'D' range portfolio will show little evidence of the abilities. The fifteen abilities include

Critical Thinking, as illustrated by the writer's ability to

- ___ Identify a problem or question.
- ___ Present a position or argument concerning a problem or question.
- ___ Address other salient perspectives and positions in her or his argument.
- ___ Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
- ___ Summarize and incorporate source material into an analysis of a problem.
- ___ Evaluate the effectiveness and value of source material, identify key assumptions in the source material, and demonstrate how the material relates to an argument.

Rhetorical Awareness, as illustrated by the writer's ability to

- ___ Establish an identifiable focus and purpose.
- ___ Adapt and respond to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience.
- ___ Adequately address and satisfy all of the requirements outlined in the prompt.

Processes of Writing, as illustrated by the writer's ability to

- ___ Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
- ___ Reflect on her or his own writing process.
- ___ Extend her or his thinking from one draft to the next, improving the essays through successive revisions.

Knowledge of Conventions, as illustrated by the writer's ability to

- ___ Utilize common formats for different kinds of texts.
- ___ Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
- ___ Employ appropriate documentation and citation of sources.

Rankings: 0 equals little or no evidence; 1 equals some evidence; 2 equals strong evidence.

English 101
Spring 2006
Jared Anthony

Student: _____

Grade: _____

A

The portfolio grade is 100% of the course grade and represents the range and strength of the evidence demonstrating the fifteen abilities listed on the English 101 Portfolio Rubric. An 'A' range portfolio shows strong evidence of each ability listed on the rubric. A 'B' range portfolio shows some evidence of each ability or shows strong evidence of most abilities and little or no evidence of a few. A 'C' range portfolio shows some evidence of most of the abilities. A 'D' range portfolio will show little evidence of the abilities. The fifteen abilities include

Critical Thinking, as illustrated by the writer's ability to

- 2 Identify a problem or question.
- 2 Present a position or argument concerning a problem or question.
- 2 Address other salient perspectives and positions in her or his argument.
- 2 Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
- 2 Summarize and incorporate source material into an analysis of a problem.
- 2 Evaluate the effectiveness and value of source material, identify key assumptions in the source material, and demonstrate how the material relates to an argument.

Rhetorical Awareness, as illustrated by the writer's ability to

- 2 Establish an identifiable focus and purpose.
- 2 Adapt and respond to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience.
- 2 Adequately address and satisfy all of the requirements outlined in the prompt.

Processes of Writing, as illustrated by the writer's ability to

- 2 Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
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- 2 Extend her or his thinking from one draft to the next, improving the essays through successive revisions.

Knowledge of Conventions, as illustrated by the writer's ability to

- 2 Utilize common formats for different kinds of texts.
- 1 Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
- 2 Employ appropriate documentation and citation of sources.

Rankings: 0 equals little or no evidence; 1 equals some evidence; 2 equals strong evidence.

Amanda
Coic's

English 101 Portfolio

Spring 2006

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Dear _____

How have you been doing? I have been doing well. I am just wrapping up the end of my freshman year of college. It has been a long year and this is my last writing assignment for English class. I decided to write my letter to you because I thought it would be a good way to show you what to expect when you reach college. I know it seems like a long ways off, but believe me; time will go by much faster than you think. The assignment is to write a reflective letter to someone outside of class, introducing what is in my portfolio and how those items are proof that I know how and have used all the points from the rubric. These points include critical thinking, rhetorical awareness, the process of writing, and knowledge of conventions. After reading this letter, there is no one that could deny that I have strongly expressed each of these writing conventions throughout the course of this semester in English 101.

The first paper I am going to tell you about and show you, through examples, what I have learned this semester, is entitled *Schacter and Hampl's Influence on My Memoir*. The assignment for this paper was to show how Daniel L. Schacter or Patricia Hampl helped me make sense of the previous memoir I had written. Schacter took the scientific approach while Hampl went with the humanistic approach. You know me very well so you probably already figure that I chose Schacter. Well, you are right. Throughout the drafts of this paper, I made some very drastic changes to support my thesis more strongly. I received great feedback from a couple peers and from my teacher that really helped me make changes to develop a better paper. The biggest change that I made is adding more supportive details from Schacter. I received some feedback that said I game more supporting details from Hampl than Schacter even though my thesis

clearly chose Schacter as being the one who's concepts aided me the most. Throughout this paper I demonstrated knowledge of all four categories from the English 101 Portfolio Rubric. Pay close attention because these are types of things that you will also be doing in college.

First of all, you will quickly learn, as soon as you get to college, that if you cannot express any knowledge of critical thinking, then you are going to really struggle. In my thesis I identified a question and presented a position concerning that argument. I said, "I can understand and agree with many concepts each presents, but Schacter's concepts of *loci* and encoding are most effective at explaining my personal memories" (15). I begin with stating a problem, which is if I can understand and agree with many concepts that Schacter and Hampl present, then who's helped me the best? I go on to take a position concerning the question, which is choosing Schacter's concepts over Hampl's. Even though I chose a side in my introduction it is still important that I address both side of the argument. In the next three paragraphs I went on to give examples of both Schacter and Hampl's concepts that relate to my understanding of my memoir. To support Schacter I said, "The encoding process is paired with my memory of certain people in a crowd" (16). Here I was stating that Schacter's concept of encoding helped me understand why I remembered certain people in a crowd. I went on to give support to Hampl by first quoting her, "I don't write about what I know, but in order to find out what I know" (27)" (16). I continued to say "After writing my paper and reading the chapter from Hampl's book, I realized that as I wrote, I continued to remember more and more memories that I did not know I would recall before I actually wrote the paper" (16). In this part of my paper I agreed with an example from Hampl even though she is not the one that helps me the most. Throughout this entire paper I was summarizing and incorporating source material into an analysis of a problem. I summarized the concepts of my two sources, Schacter and Hampl, and showed how each supports my memories,

but that Schacter's concepts did a better job analyzing my specific memories. Now do you understand why it is imperative that you can demonstrate critical thinking by the time you reach college? I sure hope so.

Rhetorical awareness is another key point that you must be able to illustrate in college writing. Establishing an identifiable focus and purpose is much like identifying a question. I state, "Schacter's concepts of loci and encoding were most useful and accurate in explaining my memories" (15). I am stating that explaining and showing how Schacter's concepts helped me more than Hampl's is going to be the focus of my paper. Adapting and responding to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience is another important tactic for college writing. The audience for my paper was my teacher and the two sources I used were from two accomplished professors. I took this into consideration while writing my paper and was sure to use a mature and professional tone. When you're writing to your teacher and using material from accomplished people, it is imperative that you be sure not to sound too young of unknowledgeable. You do not want to do any joking or informal writing. Most importantly it is pertinent that you address and satisfy each of the requirements given to you in the prompt. In the prompt for this paper, I was told to establish a focus, which I did in the thesis and discuss aspects of both Schacter and Hampl's work, which I did in the third and fourth paragraphs. Finally I was prompted to describe which gave me a better understanding of my memories, which I covered in the conclusion.

The process of writing is imperative to any paper because it is where you make the necessary changes to make your paper better. I displayed my use of revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading throughout drafts of paper

three. I wrote my rough draft and because I did not make it to class for peer revision, I revised it on my own. I reflected on my own writing process in my reflective paper which I wrote after I turned in my second draft. In this reflective paper I wrote about and gave examples to how I expressed my knowledge of critical thinking, rhetorical awareness, process of writing, and conventions. In each draft of paper three I extended my thinking from one to the next and improved each paper. The main change that I made is from my second to final draft where I added more support from Schacter to make my thesis stronger.

Conventions are very important to every draft. Conventions are more of the technical things such as structure, mechanics, and citations. Without knowledge of conventions, your paper may not make sense and it will weaken your ethos. In paper three I utilized a common format for a different kind of text. The common format that I used is on the works cited page and the citations are the different kind of texts. Doing citations are much different than writing a simple paragraph for a paper. You will most likely learn to do citations when you reach high school, which is in just a couple years. Make sure you pay close attention when you are taught because you will use it over and over again in college. It will help to have prior knowledge of how to do it. It is also very important to be able to demonstrate an adequate knowledge of conventions of structure, paragraphing, tone and mechanics. In my third paper I demonstrated my knowledge of structure and paragraphing by putting everything in an order that would flow well. That is, I started with an introduction and at the end of that I put in a thesis statement. Then in the next paragraph I summarized Schacter and Hampl. Following that I wrote a paragraph about how I agree with Hampl's concepts and then a paragraph about how I agree with Schacter's concepts. To pull it all together I ended with a conclusion about how Schacter did the best at explaining my memories. The tone I used throughout my paper was very sophisticated. It

is important that when you write about serious matters and facts that you use a serious tone rather than a fun and joking around tone. My use of mechanics shows up throughout the entire paper. This includes commas, periods, and quotations. There are also many others, but you will deal with those the most. Commas are very tricky so I suggest you get a head start and learn all the rules before you reach college. Appropriate documentation and citation of sources is very important. If you do not cite something correctly, then you take the chance of being accused of plagiarism, which is a very serious offense that could get you kicked out of college. An example of an in-text citation from my paper is from Hampl, ““A careful first draft is a failed first draft” (28)” (15). On the works cited page there are several examples of citations of sources. It is important that you can express each of these things in every paper you write. To elaborate I will show you how I expressed each of these in paper five.

Paper five was my research paper about Independence Day. This paper is entitled *Independence Day and the Forgotten Text of the Declaration of Independence*. The assignment for this paper was to research a person or event that has been remembered inaccurately or needs to be remembered more actively by Americans. This was one of the most interesting papers that I wrote all semester. I found out many fascinating facts whether they related to my paper or not. Did you know that in one of the working drafts of the Declaration of Independence that women were given the right to vote, but then it was taken out because they did not believe that it would be accepted with that in there? I found that very intriguing. I made many changes to my paper from my working draft to my final draft. The changes were mainly adding more information and technical things, but I also changed some inaccurate information and offered a plan to make things better in the conclusion.

Critical thinking was a key point to my research paper. In my introduction I identified the problem by saying, "For it being such a crucial time in history, as a nation we celebrate and remember it quite inaccurately" (24). The problem stated here is that Americans do not celebrate Independence Day the way we should. I went on to present my position by saying, "Independence Day is imperative to remember differently because if we do not remember the Declaration of Independence and its contents, then we could eventually cause the fall of our government" (24). In this thesis statement I say that we *must* remember Independence Day differently or there will be negative effects. I went beyond simply saying that we have to remember it differently and told why I gave the perspective of the many Americans who are celebrating Independence Day incorrectly in the first body paragraph. I say, "To celebrate Independence Day, it is common for people to have picnics, barbeques, parades, and fireworks" (24). Here I stated how most Americans presently celebrate Independence Day and how they view it as a holiday. I identified the influence of historical contexts on the issue by reporting that "Five signers were captured by the British as traitors, and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons serving in the Revolutionary Army and another man had two sons captured. Nine of the 56 men fought and died from wounds or hardships of the Revolutionary War" ("Remembering Independence Day Educational") (26). By adding this quote to my paper I gave a specific example of a historical reason for Americans to remember Independence Day differently. Throughout my research paper I used material from several sources. I used that information for direct quotes and to summarize many important ideas. An example is, "With the signing of the Declaration of Independence, Americans demanded their freedom on July 4, 1776 after the Continental Congress signed the Declaration in Philadelphia, Pennsylvania" (26). Here I used information which I found on an online source.

Knowing the reliability of a source is very important when you write a paper. Before you use any information from a source you want to check whether or not the source is credible. I wrote out my evaluation of my sources in my annotated bibliography. In this bibliography I included a few sentences for each source about how I planned to include its material in my research paper. For one source I write, "This site has interesting facts to show how important Independence Day really is. I plan to use this to show its true meaning and why we need to remember this holiday more actively and in a different way" (37). This was my evaluation for that online source.

Rhetorical awareness is the next point on the English 101 Portfolio Rubric. I illustrated each of the points that fall under this category in my research paper. I established my focus in my thesis statement, which stated that it is important to remember Independence Day differently or negative things could happen. There were requirements for this paper, which were given to me in the prompt. I addressed each of these requirements throughout my paper. The first requirement was to create an annotated bibliography, which I did and included it with my research paper. In the annotated bibliography I evaluated sources that I thought I would include in my paper. The prompt also said to use concepts that I have used throughout the semester about memory and apply them to my research paper to support my thesis. I used concepts from Zerubavel, which include mnemonic communities, mnemonic synchronization, and mnemonic battles. I say, "Mnemonic communities are social groups that remember certain events because of their importance to the group (Zerubavel 90). In this case the United States remembers Independence Day every 4th of July because of its importance to our nation" (25). Here I used Zerubavel's concept of mnemonic communities to explain why we continue to remember and celebrate the 4th of July. It also prompted me to answer what the misremembering says about us as a nation, and what will it mean to remember the subject the way I am asking people to? To show what our

misremembering of Independence Day says about our nation I say, “Our misremembering of this holiday shows a lack of knowledge and patriotism in our country. Either we do not know the facts of what we should be celebrating or we simply are not taking the time to be thankful for the freedom we have been granted” (28). When asked what it would mean to remember Independence Day the way that I asked people to I say, “This is all that it takes to show that we are thankful, have pride in our country, and respect what others have done to give us the freedom that we enjoy everyday” (28). This is the message that I believe we would be sending if we changed the way we celebrate Independence Day to the way I suggested.

Once again the process of writing played a major role in the development of my paper. Revision of multiple drafts was the key point in developing this research paper into the paper I wanted it to be. I started with a working draft, which I brought to class for peer revision. I was given some good feedback, which helped me make changes to my paper and turn it into my teacher. He also gave me great feedback, which I took into consideration and made the appropriate changes for my final draft. When I turned in the draft to my teacher I also wrote a reflective commentary. In this reflective paper I wrote and gave examples to how I expressed each of the four main points from the English 101 Portfolio Rubric. An example is when I say, “I went on to explain what the quote means to us and then I used my critical thinking skills to give an example that could possibly occur if we do not remember what is written in the Declaration of Independence” (38). Here I proved my use of critical thinking in my research paper. Throughout the three drafts of my paper I added more information and dug deeper into the information already in my paper. For example, in my second paragraph I added more discussion as to how Americans remember and celebrate Independence Day and how it is wrong.

My knowledge of conventions was very critical to this paper. As a result of it being a research paper, there were many citations throughout the paper. Like in paper three I had to use a common format for a different kind of text, which once again was the works cited page. I was given many chances that I took advantage of throughout my research paper to demonstrate my knowledge of conventions of structure, paragraphing, tone, and mechanics. A good example of this is the order in which I placed my paragraphs. Naturally I began with the introduction and then a paragraph of how we presently celebrate and remember Independence Day. After that I used Eviatar Zerubavel's concepts and related them to our memory of Independence Day. In the next paragraph I gave the history of the national holiday. Following that I gave an example of what could happen if we do not remember Independence Day more actively and accurately. Finally I ended my paper with the conclusion, which included a call for action and what it would say about us as a nation if we were to remember it the way I proposed. One of the best examples of my ability to employ appropriate documentation and citation of sources is my block quote on page three of my paper. I used all the rules for a block quote in MLA. I indented it two inches from the edge of the paper, single-spaced it, and took out the quote marks.

Before I end this letter I would like to point out one more thing. In this letter I even fulfilled one of the rhetorical awareness requirements. I adapted and responded to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience. I had to change the format of my paper because it is a letter rather than the usual paper that I wrote all semester. I also had to change my tone because a personal letter to my little sister is much more informal than a research paper to my teacher.

I realize this letter was very long, but I hope you paid close attention because these are all things that you will have to do when you reach college. Seeing it ahead of time should give you a

jump start. Remember the four main points that you will be dealing with in college writing are critical thinking, rhetorical awareness, the process of writing, and knowledge of conventions. Many of these things you will begin to learn before you reach college. It is important that you work hard to understand them because they will be the key points for success in college writing. If you have any questions you can ask me because I will be able to show you how to do everything that I just wrote you about in this letter. I will be home in just a few days and cannot wait to see you. Hopefully you are having fun in school. I know you always do. I will talk to you soon.

Love Your Big Sis,

Dear _____

How have you been doing? I have been doing well. I am just wrapping up the end of my freshman year of college. It has been a long year and this is my last writing assignment for English class. I decided to write my letter to you because I thought it would be a good way to show you what to expect when you reach college. I know it seems like a long ways off, but believe me; time will go by much faster than you think. The assignment is to write a reflective letter to someone outside of class, introducing what is in my portfolio and how those items are proof that I know how and have used all the points from the rubric. These points include critical thinking, rhetorical awareness, the process of writing, and knowledge of conventions. After reading this letter, there is no one that could deny that I have strongly expressed each of these writing conventions throughout the course of this semester in English 101.

The first paper I am going to tell you about and show you, through examples, what I have learned this semester, is entitled "Schacter and Hampl's Influence on My Memoir." The assignment for this paper was to show how Daniel L. Schacter or Patricia Hampl helped me make sense of the previous memoir I had written. Schacter took the scientific approach while Hampl went with the humanistic approach. You know me very well so you probably already figure that I chose Schacter. Well, you are right. Throughout the drafts of this paper, I made some very drastic changes to support my thesis more strongly. I received great feedback from a couple peers and from my teacher that really helped me make changes to develop a better paper. The biggest change that I made is adding more supportive details from Schacter. I received some feedback that said I gave more supporting details from Hampl than Schacter even though my

thesis clearly chose Schacter as being the one who's concepts aided me the most. Throughout this paper I demonstrated knowledge of all four categories from the English 101 Portfolio Rubric. Pay close attention because these are types of things that you will also be doing in college.

First of all, you will quickly learn, as soon as you get to college, that if you cannot express any knowledge of critical thinking, then you are going to really struggle. In my thesis I identified a question and presented a position concerning that argument. I said, "I can understand and agree with many concepts each presents, but Schacter's concepts of *loci* and encoding are most effective at explaining my personal memories." I begin with stating a problem, which is if I can understand and agree with many concepts that Schacter and Hampl present, then who's helped me the best? I go on to take a position concerning the question, which is choosing Schacter's concepts over Hampl's. Even though I chose a side in my introduction it is still important that I address both side of the argument. In the next three paragraphs I went on to give examples of both Schacter and Hampl's concepts that relate to my understanding of my memoir. To support Schacter I said, "The encoding process is paired with my memory of certain people in a crowd." Here I was stating that Schacter's concept of encoding helped me understand why I remembered certain people in a crowd. I went on to give support to Hampl by first quoting her, "I don't write about what I know, but in order to find out what I know" (27). I continued to say "After writing my paper and reading the chapter from Hampl's book, I realized that as I wrote, I continued to remember more and more memories that I did not know I would recall before I actually wrote the paper." In this part of my paper I agreed with an example from Hampl even though she is not the one that helps me the most. Throughout this entire paper I was summarizing and incorporating source material into an analysis of a problem. I summarized the concepts of

my two sources, Schacter and Hampl, and showed how each supports my memories, but that Schacter's concepts did a better job analyzing my specific memories. Now do you understand why it is imperative that you can demonstrate critical thinking by the time you reach college? I sure hope so.

Rhetorical awareness is another key point that you must be able to illustrate in college writing. Establishing an identifiable focus and purpose is much like identifying a question. By stating that "Schacter's concepts of loci and encoding are most effective at explaining my personal memories" in my thesis, I am stating that explaining and showing how Schacter's concepts helped me more than Hampl's is going to be the focus of my paper. Adapting and responding to the needs of different audiences, illustrating an understanding of what genre, format, structure, and tone is rhetorically appropriate for each audience is another important tactic for college writing. The audience for my paper was my teacher and the two sources I used were from two accomplished professors. I took this into consideration while writing my paper and was sure to use a mature and professional tone. When you're writing to your teacher and using material from accomplished people, it is imperative that you be sure not to sound too young or unknowledgeable. You do not want to do any joking or informal writing. Most importantly it is pertinent that you address and satisfy each of the requirements given to you in the prompt. In the prompt for this paper, I was told to establish a focus, which I did in the thesis and discuss aspects of both Schacter and Hampl's work, which I did in the third and fourth paragraphs. Finally I was prompted to describe which gave me a better understanding of my memories, which I covered in the conclusion.

The process of writing is imperative to any paper because it is where you make the necessary changes to make your paper better. I displayed my use of revision to develop an essay, as opposed to conceiving of revisions as simply proofreading/editing throughout drafts of paper three. I wrote my rough draft and because I did not make it to class for peer editing, I revised it on my own. I reflected on my own writing process in my reflective paper which I wrote after I turned in my second draft. In this reflective paper I wrote about and gave examples to how I expressed my knowledge of critical thinking, rhetorical awareness, process of writing, and conventions. In each draft of paper three I extended my my thinking from one to the next and improved each paper. The main change that I made is from my second to final draft where I added more support from Schacter to make my thesis stronger.

Conventions are very important to every draft. Conventions are more of the technical things such as structure, mechanics, and citations. Without knowledge of conventions, your paper may not make sense and it will weaken your ethos. In ~~this~~ paper three I utilized common formats for a different kind of text. The different common format that I used is the works cited page and ~~in~~ the citations are the different kind of texts. Doing citations are much different than writing a paragraph. You will most likely learn to do citations when you reach high school, which is in just a couple years. Pay close attention when you are taught because you will use it over and over again in college. It will help to have prior knowledge of how to do it. It is also very important to be able to demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics. In my third paper I demonstrated my knowledge of structure and ~~now to put a paper~~ ^{paragraphing} by putting everything in an order that would flow well. That is, I started with an introduction and at the end of that I put in a thesis statement. Then in the next paragraph I summarized Schacter and Hampl. Following that I wrote a paragraph about how I agree with Hampl's concepts and then a paragraph about how I agree with Schacter's concepts. To pull it all together I ended with a conclusion about how Schacter did the best at explaining my memories. The tone I used throughout my paper was very sophisticated. It is important that when you write about serious matters and facts that you use a serious tone rather than a fun and joking around tone. My use of mechanics shows up throughout the entire paper. This includes commas, periods, and quotations. There are also many others, but you will deal with those the most. Commas are very tricky so I suggest you get a head start and learn all the rules before you reach college. Appropriate documentation and citation of

Peer Review Worksheet: English 101, Spring 2006, Paper Six

Writer: _____

Reviewer: 1 2 3

1. Does the letter begin with "Dear [someone]," and include some personal comments in the introduction that help set up the purpose for writing? If not, can you offer some suggestions for doing so?

Yes, nice job. It feels like an actual letter to a friend.

2. Is the thesis clear, concise, and debatable? Does it follow logically from the rest of the introduction? Does it create a reason for the writer to continue writing and for the reader to continue reading? If the answer to any of these questions is "no" or "maybe," how might the thesis be reworded to change the answer to a firm "yes"?

Yes, very strong + debatable. You say that you will be continuing to prove why you know all writing conventions. Maybe use a diff word than conventions?

3. Does the writer present convincing evidence of each of the fifteen abilities listed on the rubric? Which ones are demonstrated most effectively? Which ones are demonstrated least effectively?

Almost, I can tell you've only finished writing about one paper, but by the time you've covered all, you should be covered.

4. Where are there smooth transitions from one paragraph to the next? Where are there abrupt transitions? Can you offer any suggestions for smoothing them out?

Your transitions might be a little abrupt, but you could improve by introducing your next paragraph in the end of the previous one.

5. Is the overall organization effective? Should any paragraphs be moved around or deleted? Should the letter be organized paper by paper or rubric point by rubric point? Why?

Good organization, just seems like it will be a very long cover letter if you go paper by paper instead of concept by concept....

6. Does the writer maintain a consistent tone throughout the letter, or does she or he seem to forget about the imagined reader? Does the conclusion include some personal comments and point back to the thesis? Does the letter end with an appropriate salutation ("Sincerely," "See you soon," "With love," "Peace out," etc.) and the writer's signature?

Yes, I like the casual tone of writing to a friend. It makes it easy + fun to read.

Schacter and Hampl's Influence on My Memoir

In my paper, "Explaining Simple Memories," I applied the concepts of Daniel J. Schacter to show why I remembered certain things from my memoir, "Hard Work Pays Off." Schacter, being a professor of psychology, takes a much more scientific approach with his concepts on memory by giving specific examples and case studies of actual people. On the other hand, Patricia Hampl, a professor of creative writing takes the humanistic path by telling why we may remember certain things throughout a personal paper, using a memoir of her own. Both Schacter and Hampl have a great amount of credibility in that they are both professors at top colleges. I can understand and agree with many concepts each presents, but Schacter's concepts of *loci* and encoding are most effective at explaining my personal memories.

Pieces of both writers' chapters have been taken into consideration as either helping me understand my memories or the opposition. As said before in my previous paper, "Explaining Simple Memories," Schacter's concepts of *loci* and encoding were most useful and accurate in explaining my memories. In Patricia Hampl's book, "I Could Tell You Stories," I also found a few of her concepts to be quite intriguing. While trying to explain why she wrote what she did in her memoir she says, "I don't write about what I know, but in order to find out what I know" (27). Later she writes, "A careful first draft is a failed first draft" (28). Finally Hampl states, "If we learn not only to tell our stories but to listen to what our stories tell us—to write the first draft and then return for the second draft—we are doing the work of memory" (33). I found each of these statements to be very powerful and relevant to what I did in my own memoir.

In the section entitled, "Encoding and Mnemonic Devices" of Daniel Schacter's book, he explained a concept called *loci*, using the example of the Greek poet Simonides. This is the story about the man who was able to identify every person on the guest list of a banquet after they were all suddenly killed. Using the method of *loci* to explain many of my memories has already been determined. In "Explaining Simple Memories," I stated that, "once imagining each location, I was able to picture each person, which led me to recall receiving each hit and getting the outs" (2). In this quote I stated that once I got the image of the place in my head then I was able to recall the people around me and what they looked like. Each other example that I pointed out referred back to this same statement that I made after reviewing Schacter's concept of *loci*. I also used Schacter's example of Bubbles P. to further my argument. This is the story about the professional gambler that could remember twenty digit sequences backwards after seeing them for just a brief moment. The encoding process is paired with my memory of certain people in a crowd. I stated that, "I recalled seeing certain people who gave meaning to me and because they had meaning to me, they stuck in my memory" (3). According to Schacter, if you see someone or something of importance to you, you will remember that and be able to see it visually in your head later when you are recalling this memory. This led me to recall many other memories from that game. It was as if one memory led to another.

Patricia Hampl also makes several good points that I was able to relate to my memoir. First she says, "I don't write about what I know, but in order to find out what I know" (27). After writing my paper and reading the chapter from Hampl's book, I realized that as I wrote, I continued to remember more and more memories that I did not know I would recall before I actually wrote the paper. This acknowledgement makes good proof to Hampl's statement. Another supportive statement from Hampl is, "A careful first draft is a failed first draft" (28).

This statement helps me realize something that Schacter's chapter never did. By accepting this statement made by Patricia Hampl, I am also accepting that all the details put into my memory may not be one-hundred percent true. I may have thrown in details here and there that I figured to be true because it was routine, something that we did each time in that setting. An example would be, referring back to my memoir "Hard Work Pays Off," I stated, "As we walked away from our pre-inning huddle at the mound, my best friend and I did out glove slapping handshake that we routinely did before every inning" (1). After noticing this, I found that I had made several other assumptions throughout my memoir. Each of Patricia Hampl's statements has made a major impact on how I feel about my memory.

Daniel J. Schacter and Patricia Hampl have completely different writing styles. As said before Schacter uses the scientific approach while Hampl uses a humanism approach. The concepts of Schacter's that I used develop his ethos by giving him credibility from the facts that he uses. He gives specific case-study examples and applies them to his concepts. All of this contributes to his ethos and gives him credibility, especially because the world views science to have more authority over humanistic. This is not necessarily true though. Patricia Hampl is also very credible, being a professor of creative writing at the University of Minnesota and like Schacter; she also has a published book. Hampl explains memory from more of a personal view rather than scientific. I give great credit to Hampl's statement, "we cannot win the whole truth and nothing but" (36). Here she admits to not being able to write an entire memory of truth. I accept this and give her credit for coming out and saying it. In saying that, she built credibility as a writer with me. In the end I find Schacter's concepts to be more useful in explaining my memories. I do find truth in many things Hampl said, but find it more useful to apply to making a memoir better rather than understanding my current memoir, which Schacter succeeds in doing.

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Schacter and Hampl's Influence on My Memoir

In my paper, "Explaining Simple Memories," I applied the concepts of Daniel J. Schacter to show why I remembered certain things from my memoir, "Hard Work Pays Off." Schacter, being a professor of psychology, takes a much more scientific approach with his concepts on memory by giving specific examples and case studies of actual people. On the other hand, Patricia Hampl, a professor of creative writing takes the humanistic path by telling why ^{we} you may remember certain things throughout a personal paper, using a memoir of her own. Both Schacter and Hampl have a great amount of credibility with that they are both professors at top colleges. I can understand and agree with many concepts each presents, but Schacter's concepts of *loci* and encoding are most effective at explaining my personal memories. GREAT INTRO & STRONG THESIS

Pieces of both writers' chapters have been taken into consideration as either helping me understand my memories or the opposition. As said before in my previous paper, "Explaining Simple Memories," Schacter's concepts of *loci* and encoding were most useful and accurate in explaining my memories. In Patricia Hampl's book, "I Could Tell You Stories," I also found a few of her concepts to be quite intriguing. While trying to explain why she wrote what she did in her memoir she says, "I don't write about what I know, but in order to find out what I know" (27). Later she ^{WRITES} wrote, "A careful first draft is a failed first draft" (28). Finally Hampl states, "If we learn not only to tell our stories but to listen to what our stories tell us—to write the first draft and then return for the second draft—we are doing the work of memory" (33). I found each of these statements to be very powerful and relevant to what I did in my own memoir.

OOH, THIS IS GETTING HARD TO READ, _____!

Using the method of *loci* to explain many of my memories has already been determined. In "Explaining Simple Memories," I stated that, "once imagining each location, I was able to picture each person, which led me to recall receiving each hit and getting the outs" (2). Each other example that I pointed out referred back to this same statement that I made after reviewing Schacter's concept of *loci*. I also used Schacter's example of Bubbles F. to further my argument. The encoding process is paired with my memory of certain people in a crowd. I stated that, "I recalled seeing certain people who gave meaning to me and because they had meaning to me, they stuck in my memory" (3). According to Schacter, if you see someone or something of importance to you, you will remember that and be able to see it visually in your head later when you are recalling this memory.

"I" IS
CAPITALIZED
RIGHT?

Patricia Hampi also makes several good points that I was able to relate to my memory. First she says, "I don't write about what I know, but in order to find out what I know" (27). After writing my paper and reading the chapter from Hampi's book, I realized that as I wrote, I continued to remember more and more memories that I did not know I would recall before I actually wrote the paper. This acknowledgement makes good proof to Hampi's statement. Another supportive statement from Hampi is, "A careful first draft is a failed first draft" (28). This statement helps me realize something that Schacter's chapter never did. By accepting this statement made by Patricia Hampi, I am also accepting that all the details put into my memory may not be one-hundred percent true. I may have thrown in details here and there that I figured to be true because it was routine, something that we did each time in that setting. An example would be, referring back to my memory "Hard Work Pays Off," I stated, "As we walked away from our pre-ning huddle at the mound, my best friend and I did our glove slapping handshake that we routinely did before every ning" (1). After noticing this, I found that I had made

several other assumptions throughout my memoir. Rampi's last statement that I found to be important to my memory is, "If we learn not only to tell our stories but to listen to what our stories tell us—to write the first draft and then return for the second draft—we are doing the work of memory" (53). This tells me that if I had gone back, thought long and hard about what I had written, made corrections to what I found to be untrue, made-up, or uncertain, and then I would have a much more accurate writing of my memory. Each of Patricia Rampi's statements has made a major impact on how I feel about my memory.

Daniel J. Schacter and Patricia Rampi have completely different writing styles. As said before Schacter uses the scientific approach while Rampi uses a humanistic approach. The concepts of Schacter's that I used develop his ethos by giving him credibility from the facts that he uses. He gives specific case-study examples and applies them to his concepts. He is also a professor of psychology at Harvard University and has a published book. All of this contributes to his ethos and gives him credibility, especially because the world views science to have more authority over ^{Humanism} humanistic. This is not necessarily true though. Patricia Rampi is also very credible, being a professor of creative writing at the University of Minnesota and like Schacter, she also has a published book. Rather than having many outside examples and scientific concepts, Rampi explains memory from more of a personal view. I give great credit to Rampi's statement, "we cannot win the whole truth and nothing but" (56). Here she admits to not being able to write an entire memory of truth. I accept this and give her credit for coming out and saying it. In saying that, she built credibility as a writer with me. In the end I find Schacter's concepts to be more useful in explaining my memories. I do find truth in many things Rampi said, but find it more useful to apply to making a memoir better rather than understanding my current memoir, which Schacter succeeds in doing.

GOOD JOB
WITH THIS!

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THIS IS SUCH A STRONG DRAFT. AS I READ IT, I FEEL THE PRESENCE OF A NIMBLE MIND AT WORK. YOU ARE CLEARLY THINKING ABOUT WHAT THESE AUTHORS HAVE TO SAY AND HOW IT AFFECTS YOUR UNDERSTANDING OF MEMORY AND MEMOIR WRITING.

TWO POINTS FOR YOUR CONSIDERATION IN REVISION: PLEASE FIND A BETTER PRINTER (YOU CAN PRINT FOR FREE IN THE AVERY LAB); FOR MOST OF THE ESSAY, YOU SUPPORT THE OPPOSITE OF YOUR THESIS. THE LAST SENTENCE OF YOUR CONCLUSION INTRODUCES A KEY DISTINCTION THAT MAKES IT ALL WORK. BUT PERHAPS ~~TO~~ YOU COULD BRING THAT IN EARLIER AND REFER TO IT A COUPLE MORE TIMES IN THE DISCUSSION.

WELL DONE!

JARED

In my third paper which is entitled, "Schacter and Hampel's Influence on My Paper," I displayed many of the points from the portfolio rubric. There were a few that I could have done better or did not appear anywhere throughout my paper.

I displayed a great amount of critical thinking. Writing this paper correctly would have been impossible if I did not involve critical thinking. The first sign of critical thinking appears in my thesis. It states, "~~Both Schacter and Hampel~~ have a great amount of credibility." I can understand and agree with many concepts each presents, but Schacter's concepts of *loci* and encoding are most effective at explaining my personal memories." This presents a debatable statement which I then have to give supporting details for throughout my paper. Another example of critical thinking in my third paper is when I am relating things that Hampel has written to my memory. Hampel said, "A ~~fairer~~ careful first draft is a failed first draft." In response to that I said, "By accepting this statement made by Patricia Hampel, I am also accepting that all the details put into my memory may not be one-hundred percent true." I went on to explain it in more detail, but just to get the general idea that I used critical thinking, I will leave it at that.

Independence Day and the Forgotten Text of the Declaration of Independence

Many people and events throughout United States history have been remembered inaccurately or should be remembered more actively. One of the most remarkable moments in our nation's history is when we won our independence from Britain, known as Independence Day. For it being such a crucial time in history, as a nation we celebrate and remember it quite inaccurately. Many common ways people in the United States celebrate Independence Day are by barbeques, parades, fireworks, and for many, drinking beer. What many people do not realize is what they are actually celebrating. We forget about the Declaration of Independence, its contents, and all the people who risked their lives by signing it. This is a very dangerous act we are committing as a nation. Independence Day is imperative to remember differently because if we do not remember the Declaration of Independence and its contents, then we could eventually cause the fall of our government.

When referring to Independence Day, many people refer to it as the 4th of July. The name alone strays away from its true meaning. Many of us speak of it as a date rather than a major time in history that marks our freedom as a country. To celebrate Independence Day, it is common for people to have picnics, barbeques, parades, and fireworks. It would be ok to celebrate Independence Day this way, but the fact is that most people do not know what they are being given this holiday for exactly. Many Americans use it as an excuse to receive a day off work, to enjoy fireworks, or even to get drunk. What they are not thinking about is why they get the day off, what the fireworks stand for, and what are they drinking to. On the 4th of July we see many things colored red, white, and blue. We all know that those are the colors of the United

States, but do people realize what it means to wear them and have them around the July 4th? I do not believe everyone does. Americans need to realize that they are getting the day off of work so that they can pay their respects to the people that fought in the Revolutionary War and the people that risked their lives by signing the Declaration of Independence to give us our freedom. We need to realize that the fireworks were something that they set off to show our happiness for the freedom we received and that the drinking has nothing to do with the holiday, but instead is something people began doing to have a good time representing the enjoyment of their freedom. Most importantly the colors red, white, and blue are the colors of our nation, the colors of our *free* nation. These are the things we need to remember as a nation and never forget.

Many of Eviatar Zerubavel's concepts relate directly to our remembrance issue with Independence Day. These concepts include mnemonic communities, mnemonic synchronization, and most importantly mnemonic battles. Mnemonic communities are social groups that remember certain events because of their importance to the group (Zerubavel 90). In this case the United States remembers Independence Day every 4th of July because of its importance to our nation. Our reasoning for doing this comes from mnemonic synchronization, which states that a group collectively celebrates an event associated with a holiday in order to maintain their past at the same time (Zerubavel 97). For instance, as a whole, the United States celebrates Independence Day to maintain our memory of when we won our freedom from Britain. Now the question is, are we remembering it correctly? Another important concept of Zerubavel's is mnemonic battles. This is a battle over the most accurate way to recall the past as well as what specifically is the most significant thing to remember (Zerubavel 98). Many people in the United States celebrate Independence Day very selfishly with their own parties and things for their enjoyment that do not have anything to do with the actual signing of the Declaration of

Independence. The signing of the Declaration of Independence is what Independence Day is originally from. If, while celebrating this holiday we do not remember this signing, then we are defeating the purpose of having a national holiday. This battle can be solved by changing the way we celebrate Independence Day to a more educated and patriotic celebration.

Independence Day is marked as the day the United States won its freedom from Britain. In the Declaration of Independence, Thomas Jefferson wrote of the many issues that the United States was having with the way Britain was ruling us. With the signing of the Declaration of Independence, Americans demanded their freedom July 4, 1776 after the Continental Congress has signed the Declaration of Independence in Philadelphia, Pennsylvania (“The Story of Independence Day and America’s Birthday”). Most United States citizens know this or have been taught it in school, but do people know much beyond this? It is not fair to blame people for the way they celebrate Independence Day because they may not know exactly what went on with the signing of the Declaration of Independence and the strong words embedded within its text. It is important for everyone in the United States to know what happened to the 56 men who risked their lives by signing the Declaration of Independence for the freedom that we enjoy everyday. “Five signers were captured by the British as traitors, and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons serving in the Revolutionary Army and another man had two sons captured. Nine of the 56 men fought and died from wounds or hardships of the Revolutionary War” (“Remembering Independence Day Educational”). Each of these men signed the Declaration of Independence knowing if they were caught by the British, they would be killed. (“Remembering Independence Day Educational”) Before signing they pledged: “For the support of this declaration, with firm reliance on the protection of the divine providence, we actually pledge to each other, our lives, our fortune, and our sacred honor”

(“Remembering Independence Day Educational”). The signing of this paper meant the loss of many men’s lives for the freedom of others that would follow.

In the Declaration of Independence, Thomas Jefferson writes,

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

This says that when problems arise within the Government, it is our right as the governed to make the decision of what to do. For example if we were at war during an election year and the government came up with the idea not to have an election because as a country we would look weak as a result of all the arguing and separation that goes on during an election, as the governed we have the right to an election. In this case the government could not follow through with canceling the election. If we do not remember what exactly is written within the text of the Declaration of Independence, then we run the risk that this right may eventually “disappear.” This takes us back to Zerubavel’s concept of a mnemonic battle over what the most significant thing to remember about Independence Day is, which in the end is the text of the Declaration of Independence, which says the government does not have the power over the governed to make the decision to cancel an election. For this very reason, it is important that we remember Independence Day differently when we are celebrating on the 4th of July.

It is important to remember that freedom is never free. You have to work for it and in many cases, such as signing the Declaration of Independence, there is also a big risk involved. I know I am not the only person who feels this way because in a book I researched, there is a part that a Philadelphia man states his feelings about this wrongly celebrated holiday. He writes,

“This natal day has hitherto been too slightly kept and to our shame be it spoken” (Travers 110). In this quote he is explaining that the holiday should be celebrated as a “holy” day and with joyfulness. The 56 men that made up the Continental Congress and signed the Declaration of Independence, which gave the United States its freedom from Britain, risked their lives to make the lives of future Americans better. It is pertinent that we remember this every time we celebrate Independence Day. Our misremembering of this holiday shows a lack of knowledge and patriotism in our country. Either we do not know the facts of what we should be celebrating or we simply are not taking the time to be thankful for the freedom we have been granted. Along with remembering the men who signed the Declaration of Independence, we must remember and never forget the context of it. Embedded in that document is the right of the governed to maintain their power. If we do not remember this right from the Declaration of Independence actively, then we are taking the chance that someday this right could be taken away, which could in turn cause the fall of our government. In order to keep this from happening, on Independence Day while you are enjoying your barbeque or picnic reflect on what the Declaration of Independence actually says and means. Read it to your parents. Read it to your children. Or even read it to yourself. This is all that it takes to show that we are thankful, have pride in our country, and respect what others have done to give us the freedom that we enjoy everyday. Make it be remembered and not forgotten.

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WICKED
TITLE

Independence Day and the Forgotten Text of the Declaration of Independence

Many people and events throughout United States history have been remembered inaccurately or should be remembered more actively. One of the most remarkable moments in our nation's history is when we won our independence from Britain, known as Independence Day. For it being such a crucial time in history, as a nation we celebrate and remember it quite inaccurately. Many common ways people in the United States celebrate Independence Day ^{ARE} by barbeques, parades, fireworks, and for many, drinking beer. What many people do not realize is what they are actually celebrating. We forget about the Declaration of Independence, its contents, and all the people who risked their lives by signing it. This is a very dangerous act we are committing as a nation. Independence Day is imperative to remember differently because if we do not remember the Declaration of Independence and its contents, then we could eventually cause the fall of our government.

STRONG THESIS - MAKES ME WANT TO
KEEP READING.

When referring to Independence Day, many people refer to it as the 4th of July. The name alone strays away from its true meaning. Many of us speak of it as a date rather than a major time in history that marks our freedom as a country. To celebrate Independence Day, it is

common for people to have picnics, barbeques, parades, and fireworks. (Independence Day

(United States)) ARE YOU CITING A SOURCE HERE? I DON'T THINK YOU NEED TO.
I ALSO THINK THIS PARAGRAPH NEEDS A BIT MORE DISCUSSION.

Many of Eviatar Zerubavel's concepts relate directly to our issue with remembering Independence Day incorrectly. These concepts include mnemonic communities, mnemonic synchronization, and most importantly mnemonic battles. Mnemonic communities are social groups that remember certain events because of their importance to the group. (Zerubavel 90) In

this case the United States remembers Independence Day every 4th of July because of its importance to our nation. Our reasoning for doing this comes from mnemonic synchronization, which states that a group collectively celebrates an event associated with a holiday in order to maintain their past at the same time_x (Zerubavel 97). For instance, as a whole, the United States celebrates Independence Day to maintain our memory of when we won our freedom from Britain. Now the question is, are we remembering it correctly? Another important concept of Zerubavel's is mnemonic battles. This is a battle over the most accurate way to recall the past as well as what specifically is the most significant thing to remember. (Zerubavel 98) For example, many people in the United States celebrate Independence Day by barbeques, beer, and fireworks, while others would argue that none of that is related to anything positive that resulted from the signing of the Declaration of Independence, which is truly what Independence Day is all about. This battle_x can be solved by changing the way we celebrate Independence Day to a more educated and patriotic celebration.

GOOD
JOB
OF
WORKING
WITH
ZERUBAVEL

THIS IS THE
THIRD USE
OF THIS LIST.

Independence Day is marked as the day the United States won its freedom from Britain.

In the Declaration of Independence, Thomas Jefferson wrote of the many issues that the United States was having with the way Britain was ruling us. With the signing of the Declaration we were officially given our freedom on July 4, 1776 after the Continental Congress has signed the Declaration of Independence in Philadelphia, Pennsylvania. (The Story of Independence Day and America's Birthday). Most

NOT EXACTLY.
WE DECLARED,
MAYBE EVEN
DEMANDED IT
THAT DAY.
BUT NO ONE
GAVE IT TO
US, WE
HAD TO
FIGHT THE
BRITISH,
RIGHT?

United States citizens know this or have been taught it in school, but do people know much beyond this? It is not fair to blame people for the way they celebrate Independence Day because they may not know exactly what went on with the signing of the Declaration of Independence and the strong words embedded within its text. It is important for everyone in the United States to know what happened to the 56 men ^{WHO} that risked their lives by signing the Declaration of

Independence for the freedom that we enjoy everyday. "Five signers were captured by the British as traitors, and tortured before they died. Twelve had their homes ransacked and burned. Two lost their sons serving in the Revolutionary Army and another man had two sons captured. Nine of the 56 men fought and died from wounds or hardships of the Revolutionary War"

(Remembering Independence Day Educational). Each of these men signed the Declaration of Independence knowing if they were caught by the British, that they would be killed.

UNNECESSARY (Remembering Independence Day Educational) Before signing they pledged: "For the support of this declaration, with firm reliance on the protection of the divine providence, we actually pledge to each other, our lives, our fortune, and our sacred honor" (Remembering Independence Day Educational). The signing of this paper meant the loss of many men's lives for the freedom of others that would follow.

In the Declaration of Independence, Thomas Jefferson writes,

USE
SINGLE
SPACING
FOR
BLOCK
QUOTES

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. (Jefferson) YOU COVERED IT IN THE SET-UP.

This says that when problems ^{ARISE} arouse within the Government, it is our right as the governed to make the decision of what to do. For example if we were at war during an election year and the government came up with the idea not to have an election because as a country we would look weak as a result of all the arguing and separation that goes on during an election, as the governed we have the right to an election. In this case the government could not follow through with

canceling the election. If we do not remember what exactly is written within the text of the Declaration of Independence, then we run the risk that this right may eventually "disappear." This takes us back to Eviatar Zerubavel's concept of a mnemonic battle over what the most significant thing to remember about Independence Day is, which in the end is the text of the Declaration of Independence, which says the government does not have the power over the governed to make the decision to cancel an election. For this very reason, it is important that we remember Independence Day differently when we are celebrating on the 4th of July.

It is important to remember that freedom is never free. You have to work for it and in many cases, such as signing the Declaration of Independence, there is also a big risk involved. The 56 men that made up the Continental Congress and signed the Declaration of Independence, which gave the United States its freedom from Britain, risked their lives to make the lives of future Americans better. It is pertinent that we remember this every time we celebrate Independence Day. Along with remembering the men who signed the Declaration of Independence, we must remember and never forget the context of it. Embedded in that document is the right ^{of} to the governed to maintain their power. If we do not remember this right from the Declaration of Independence actively, then we are taking the chance that someday this right could be taken away, which could in turn cause the fall of our government. In order to keep this from happening, on Independence Day while you are enjoying your barbeque or picnic reflect on what the Declaration of Independence actually says and means. Make it be remembered and not forgotten.

Our misremembrance of this holiday shows a lack of knowledge and patriotism in our country. Either we don't know the facts of what we should be celebrating or we simply are not taking the time to be thankful for what we have received. ^{been granted.}
 Read it to your parents. Read it to your children. ^{or even} Read it to yourself. This is all that it takes to show that ^{we} you are thankful, have pride in ^{our} your country, and respect what others have done to give ^{us} you the freedom that ^{we} you enjoy everyday.

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THIS IS A GOOD START. THE THESIS IS SOLID, AND
 YOUR USE OF ZERUBAVEL IS EFFECTIVE. THE
 CONCLUSION TIES IT ALL TOGETHER, BUT WILL
 IT REALLY BE ENOUGH FOR READERS TO JUST
 REFLECT ON THE DECLARATION? I THINK WE NEED
 MORE OF A PLAN IN ORDER TO "MAKE IT BE REMEMBERED
 AND NOT FORGOTTEN." SHOULD FOLKS BREAK OUT A COPY
 OF THE DECLARATION AND READ IT TO THEIR KIDS? SHOULD
 THE PRESIDENT READ IT ON TV EACH YEAR? WHAT
 I'M GETTING AT IS, HOW DO WE ENSURE MNEMONIC
 TRANSIIVITY? YOU COULD BRING IN ZERUBAVEL ON THAT
 CONCEPT TO SUPPORT YOUR SUGGESTIONS. YOU COULD ALSO
 MAYBE USE THE STORY FROM TRAVERS' BOOK; YOU NEED
 ANOTHER SOURCE, ANYWAY.
 BY THE WAY, WHY MIGHT A SITTING PRESIDENT NOT LIKE THE
 IDEA OF READING THE DECLARATION TO THE PUBLIC? DO WE
 ALWAYS WANT FOLKS TO REMEMBER THE OPTION OF REVOLUTION?
 THIS QUESTION GETS AT WHAT IT MIGHT SAY ABOUT US THAT WE
 REMEMBER INDEPENDENCE DAY THE WAY WE DO. JARED

Independence Day and the Forgotten Text of the Declaration of Independence

Many people and events throughout United States history have been remembered inaccurately or should be remembered more actively. One of the most remarkable moments in our nation's history is when we won our independence from Britain, known as Independence Day. For it being such a crucial time in history, as a nation we celebrate and remember it quite inaccurately. Many common ways people in the United States celebrate Independence Day is by barbeques, parades, fireworks, and for many drinking beer. What many people do not realize is what they are actually celebrating. We forget about the Declaration of Independence, its contents, and all the people who risked their lives by signing it. This is a very dangerous act we are committing as a nation. Independence Day is imperative to remember differently because if we do not remember the Declaration of Independence and its contents, then we could eventually cause the fall of our government.

When referring to Independence Day many people refer to it as the 4th of July. The name alone strays away from what the holiday stands for. Many of us speak of it as a date rather than a major time in history that marks our freedom as a country. To celebrate Independence Day, it is common for people to have picnics, barbeques, parades, and fireworks. These have all been customs of Independence Day dating back a couple hundred years.

Annotated Bibliography

In my research paper on an event that as Americans, we need to remember more actively, I chose to write about Independence Day, which has become more commonly known as The Fourth of July. This is arguably the most important holiday to our nation, yet it is not remembered the way it should be by Americans. In my paper, I will show how we remember Independence Day as a nation and how we *should* remember it. This remarkable holiday has been used as an excuse by many to light off fireworks and drink beer, but it should be used to remember what our nation went through to become a free nation.

"Fourth of July is Independence Day." *First Gov.* 31 Mar. 2006

<http://www.firstgov.gov/Topics/Independence_Day.shtml>. At this site I found information about the historical significance of the Independence National Historical Park in Philadelphia and the Liberty Bell. Also, great information about the history of Independence Day. I plan to use this information to develop my introduction and to show how important Independence Day is.

"Independence Day: America's Birthday." *Fourth of July Celebrations.* 31 Mar. 2006

<<http://www.fourth-of-july-celebrations.com/>>. This internet site had great information on the history of Independence Day, the Liberty Bell, and who Uncle Sam is. My plan for this information is to introduce the reader into what my topic is and once again show how important this holiday really is to our nation.

"Independence Day (United States)." *Wikipedia, The Free Encyclopedia.* 27 Mar. 2006. 31 Mar. 2006

<http://en.wikipedia.org/wiki/Independence_Day_%28United_States%29>. Here I found why Independence Day is on the fourth of July. Also how it is observed by Americans and the customs. I plan on using this information to show how we, as a nation, recognize this holiday.

Jefferson, Thomas. "The Declaration of Independence." *US History.* 09 Apr. 2006

<<http://www.ushistory.org.declaration/document/index.htm>>. This site contains the text of the Declaration of Independence and some background to each of the men that signed it. There is also a picture of the original document. I plan to use the text from the Declaration of Independence to show what it is exactly that we need to be remembering.

Peoples Bicentennial Commission. *America's Birthday*. New York: Simon and Schuster, 1970.

This book talks about things that were taken out of the original Declaration of Independence and issues that became better as a result of the Declaration of Independence. I am not sure if I am going to use this, but if I do it will be to show different things that the Declaration of Independence also had an effect on.

"President Celebrates Independence Day." *The White House*. 4 July 2005. 31 Mar. 2006 <<http://www.whitehouse.gov/news/releases/2005/07/20050704.html>>. At this site I found how the President celebrated Independence Day in 2005 and some useful quotes directly from him. This will be useful in my paper to show how we should be remembering Independence Day.

"Remembering Independence Day." *Educational Cyber Playground*. 31 Mar. 2006 <<http://www.edu-cyberpg.com/Technology/July4th.html>>. At this online site I found information about the people who risked their lives by signing the Declaration of Independence and what happened to them. It is a reminder of what we should be remembering and being thankful for.

"Remembering Independence Day." *Good News Broadcast*. 31 Mar. 2006 <<http://www.goodnewsbroadcast.com/independ.html>>. here I found the same information as the site before and I plan to use this site simply to give support to the previous site. Neither site had authors or published dates so I decided this would give support to each.

"The Fourth of July 2004." *U.S. Census Bureau*. 30 June 2004. 31 Mar. 2006 <http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/001798.html>. This site has interesting facts to show how important Independence Day really is. I plan to use this to show its true meaning and why we need to remember this holiday more actively and in a different way.

"The Story of Independence Day and America's Birthday." *Holidays on the net*. 31 Mar. 2006 <<http://www.holidays.net/independence/story.htm>>. This online site had the history of the Declaration of Independence, the ringing of the "Liberty Bell," and the celebration of the first Fourth of July. This information will be put to use to show what Independence Day meant many years ago when our country was given its freedom.

Travers, Len. *Celebrating the Fourth*. Amherst: University of Massachusetts Press, 1997. In this book, there is a passage that talks about a Philadelphia man being upset with how Independence Day was not being properly recognized and too slightly kept. I plan to use this information to express that it is true that we should remember and celebrate Independence Day differently.

REFLECTIVE COMMENTARY

In paper five entitled "Independence Day and the Forgotten Text of the Declaration of Independence," I argued that as a nation we are remembering and celebrating Independence Day incorrectly. I displayed each of the four points from the rubric at least once throughout my paper.

The most effective spot that I used critical thinking is in the fifth paragraph. I started by taking a long quote from the Declaration of Independence about our rights as the governed. I went on to explain what the quote means to us and then I used my critical thinking skills to give an example that could possibly occur if we do not remember what is written in the Declaration of Independence. I continued critically thinking by relating a concept of Zerubavel's to the situation. Finally in my conclusion I made a statement about what could happen if we do not change the way we remember Independence Day. I said, "If we do not ~~change~~ remember this right from the Declaration of Independence actively, then we are taking the chance that someday this right could be taken away, which could in turn cause the fall of our government." This quote shows critical thinking because I am suggesting an outcome that could occur if we do not change some things.

Rhetorical awareness is illustrated throughout my entire paper. In my thesis statement I established an identifiable focus and purpose. I stated,

- Sorry I didn't finish!

BUT YOU DID A VERY NICE JOB ANYWAY!


Writer: _____

Reviewer: _____

1. Does the title grab your attention, create some suspense, and/or indicate a position? If none of the above, can you offer a suggestion that would do so?
Independence Day: The Nation's Most Prominent and Inaccurately Remembered Holiday
2. Is the thesis clear, concise, and debatable? Does it follow logically from the rest of the introduction? Does it create a reason for the writer to continue writing and for the reader to continue reading? If the answer to any of these questions is "no" or "maybe," how might the thesis be reworded to change the answer to a firm "yes"?
Yes, Yes, Yes
3. Does the writer situate herself or himself in this debate? That is, is there a discussion of how the writer's background or group membership(s) might be influencing the position taken? If not, where might such a discussion fit in the paper?
Yes
4. Is there discussion of what our misremembering says about us and what remembering the way the writer is asking us to do will mean? If not, do you have any suggestions to help the writer answer these questions?
*No (put it in the intro.) - uneducated, careless, unpatriotic? ☹
 No (put it in the conclusion)*
5. Do you find sufficient evidence to support all elements of the writer's thesis? Is there one part that could use some more evidence? Do you have any suggestions for where the writer might find such evidence?
No, put it in the 2nd or 3rd body
6. Has the writer successfully incorporated ideas from the published essays we've read in class this semester? Where else might ideas on personal or social memory be helpful?
No, use Zerubavel and one or more of his concepts
7. Does the writer consider other perspectives on the issue? Are they introduced and responded to fairly?
The perspective of "us," the perspective of one man, & the perspective "we" should have
8. Are sources analyzed for their value and for the assumptions and perspectives embedded within them?
9. Is the overall organization effective? Should any paragraphs be moved around or deleted? Why?
*What Independence Day really is - what happened during WWII
 ↗ ? ↘*
10. What do you think of the conclusion? Does it summarize how the evidence has supported the thesis? Does it leave you feeling that this issue matters and that you're in a better position to think about it now?
Differences we should make, why (what would happen if we didn't)

Writer: _____

Reviewer: _____

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Differences we should make, why (what would happen if we didn't)