

## **English 101**

**Spring 2006**

**Section 05: MWF 2:10-3:00 Avery 12**

**Section 12: MWF 3:10-4:00 Murrow 242**

**Instructor:** Sara Mehlenbacher

**Email:** smehlenbacher@wsu.edu

**Office:** Avery 376

**Office Hours:** MWF 1:00-2:00 and by appointment



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### **Required Texts:**

Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. New York: HarperPerennial, 1994.

Lester, James D. *Composing from Sources*. New York: Longman, Inc., 2004.

Maimon, Elaine P. and Janice H. Peritz. *A Writer's Resource: A Handbook for Writing and Research*. New York: McGraw-Hill, 2003.

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### **Course Theme: Writing and Identity**

*How do writing and identity inform and shape each other?*

Sometimes, the process of learning paradoxically becomes one of unlearning. Case in point, we were all instructed at some point in our pre-college careers that the personal pronoun "I" has no place in academic writing, that acknowledging our existence within our own work denigrates and invalidates the quality of our argument. Consequently, when we encounter modes of writing in which we must discuss ourselves – internship applications, scholarship essays, personal statements – describing our "self" proves far more difficult than analyzing poetry or producing a report on the political atmosphere of 19<sup>th</sup>-century Germany.

While the use of "I" continues to be discouraged in scientific, technical, and much academic writing, this class invites you to explore the possibilities of employing the forbidden pronoun as well as to strengthen your grasp on more conventional academic writing. I invite you to use writing as a reflection of and on your identity – who you are and how you came to be that way – and to see the researching and writing processes as means of further informing and developing that identity. In unlearning your reservations toward personal writing and learning to articulate your "self" in writing, you will see how identity shapes writing while encountering new perspectives and writing itself in turn help shape that identity. Together we take this opportunity to appreciate the "self" behind and in our writing and to allow new concepts and ideas to influence and re-form that "self."

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## **English 101 Nuts & Bolts**

**Attendance:** Due to the large amounts of peer review, group work, and discussion involved in this course, it is unwise to miss classes. I allow 2 absences before I begin lowering your grade 1% per absence. If you miss more than 6 classes, you will fail the course. If you know you must miss a class, please let me know ahead of time. I allow exceptions to this policy only in the event of serious personal illness or injury.

**Participation:** In order for the class to remain active and productive, all students must be more than just warm bodies in the room. Contributing to both whole-class and small-group discussions is a must.

**Respect:** In this class, you will probably learn as much if not more from each other than you will from me. Consequently, it is important to maintain a respectful class environment in which all voices are heard. By welcoming multiple perspectives and opinions, we create an opportunity to learn from the unique experiences of those around us.

**Time Table:** All drafts and assignments are due in class on the due date. This does not mean right after class. This does not mean email it to me or slip it under my door after class. It means *in class*. I do not accept late assignments.

**Cell Phones/Laptops/i-Pods/Headphones:** Turn them off and put them away. I don't want to see them. If your cell phone rings during class, I will answer it.

**Conferences:** Sometimes I will cancel class in order to have one-on-one conferences with students about their writing. You are responsible for bringing all necessary drafts to conferences. Missing a conference counts as an absence.

**Presentations:** All students will do a 15-minute group presentation on editing for correctness. More on this later in the semester.

**Academic Honesty:** As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the university community share the responsibility for maintaining and supporting these principles. When a student enrolls at Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the university. To maintain the academic integrity of the community, the university cannot tolerate acts of academic dishonesty, including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.

**Plagiarism:** Plagiarism is the submission of work that is either wholly or in part not your own. Plagiarism includes submitting a paper written by and/or purchased from someone else and the intentional or unintentional incorporation of fabricated material or others' material with false, improper, or no citation. Some specific instances of plagiarism include copying passages from sources into your paper without quotation marks or proper citation, inserting a summary or



paraphrase of a source into your paper without proper citation, or turning in an assignment bought and downloaded from a web site. Instances of unintentional plagiarism will result in a warning and a failing grade on the assignment involved. All instances of blatant, intentional plagiarism will result in a failing grade for the course and will be reported to the Director of Composition and the Student Conduct Office. **Note:** This course is designed to help you learn to avoid plagiarism. Refer to Lester and Maimon when questions regarding summary, paraphrase, quotation, and citation arise. You may also refer to the WSU Plagiarism web site: <http://www.wsulibs.wsu.edu/plagiarism/main.html>. And remember, I have no desire to fail you. *If you are ever at any time unsure about whether or not you have properly acknowledged your sources, please email me or come see me!*

### **101 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. In addition, the AML is available to 101 students during open hours, which are posted on the bulletin board. AML workshops on specialized applications are included in the lab fee; there is no extra charge.

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

**Disabilities:** Reasonable accommodations are available for students who have a documented disability. Please notify your English 101 instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through the Disability Resource Center (DRC) in Administration Annex Room 205, 335-1566, e-mail: [drc@mail.wsu.edu](mailto:drc@mail.wsu.edu).

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### **Writing Requirements**

The major work for this course lies in the five papers: 1) a personal essay, 2) a personal essay connected to readings from Lester, 3) a personal essay connected to Sherman Alexie's short stories, 4) a research paper with a reflective component, and 5) a reflective cover letter for your final portfolio. I have designed this writing sequence in such a way that you will gradually be

held responsible for increasing familiarity with summary, paraphrase, quotation, and source documentation.

All papers must meet the following format criteria:

- One-inch margins
- 12-point Times New Roman font
- Double spaced
- Name, course, assignment, and date listed in the upper left-hand corner
- Last name and page number in upper right-hand corner (i.e. Smith 1)
- Title (Seriously, if you don't take the time to call your work something, why should I take the time to read it?)
- MLA format for all in-text citation and works cited pages

You must complete at least two drafts for each assignment. There are three different kinds of drafts in this course:

- **Preliminary Draft:** This is your initial stab at the assignment. However, this does not mean the draft should be sloppy or incomplete. I expect this draft to be typed and to meet the page requirements for the assignment. You will use this draft for your peer review assignments.
- **Revised Draft:** Taking your peers' comments into account, you will revise your preliminary draft in order to clarify key ideas, strengthen focus, tighten organization, etc. You will hand in the revised draft to me for comments. Revised drafts may be included in the portfolio along with final drafts.
- **Final Draft:** This draft evidences further revision following instructor comments. This draft will go in your final portfolio and should embody your best work. Final drafts are not required for every assignment.

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## **The Portfolio**

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. The portfolio consists of at least 22 pages of revised writing (revised and final drafts) plus a cover letter. You are required to include both drafts of your research paper, but the remainder of the portfolio contents is up to you. This is your chance to show off your process, your progress, and, ultimately, your best work.

I grade the portfolios holistically according to the WSU English 101 Portfolio Rubric, which I will give you.

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## **Grading Criteria**

Because of the portfolio system and holistic grading, we will not be working with a traditional



points and percentages grading system. I will place a check on the day-to-day assignments you hand in to acknowledge that they were turned in on time and that they met assignment specifications. This is not an excuse to turn in garbage. If your assignments do not meet the assignment requirements, you will receive a 0 instead of a check, and this will count against you when it comes time to calculating your final grade. I will provide feedback on your revised drafts but will not award grades until I receive your portfolio.

The various components of coursework are weighted as follows:

Portfolio	50%	Peer Reviews (4 packets)	15%
Daily Assignments	20%	Attendance and Participation	10%
Presentation	5%		

The grades awarded follow the university English 101 grading 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-effort and achievement less than satisfactory.  
F: What? You're in my class?

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### Tentative Reading and Assignment Schedule

Week	Date	Readings Due	Assignments Due
1	1/9		Information card (in class) In-class writing: "Good" and "bad" writing
	1/11	Course syllabus	3 questions regarding syllabus
	1/13	101 contract	101 contract Find one piece of writing from your discipline or about something that interests you. We will discuss these in class.
2	1/16	<b>MARTIN LUTHER KING DAY - NO CLASS</b>	
	1/18	<b>Meet in the AML</b> Julia Alvarez: "Writing Matters" (Handout)	1-page response to Alvarez <b>AML Orientation</b>
	1/20	Writing Assignment #1 handout Maimon 34-74: Planning, Developing, and Revising a Paper	1 page on peer review: What has been your past experience with peer review? What works? What doesn't?
3	1/23	AFOSP handout	<b>Writing Assignment #1: Preliminary Draft</b> List of concerns and questions for your peer reviewers Peer review packet #1 (in class)

	1/25	Lester 128-159: Writing a Summary	"Chappell Show" summary: participation required (in class)
	1/27	Lester 139-141: Rachel Naomi Remen's "From the Heart" Lester 148-151: Wendell Berry's "Health is Membership"	Do summary assignment at the bottom of Lester 141 50-word abstract of Berry essay In-class discussion on plagiarism and academic honesty
4	1/30	Lester 166-188: Writing a Paraphrase	<b>Writing Assignment #1: Revised Draft</b> Practice paraphrases (in class)
	2/1	Maimon 457-465: Quotation	Structuring your essays: Introductions, thesis statements, topic sentences, and quotations (in class)
	2/3	Writing Assignment #2 handout Howard Zinn: Afterward to <i>A People's History of the United States</i> (handout)	<b>Bring Maimon to class!</b> Exercise in critical thinking: Maimon timeline activity (Maimon FR15-FR30) (in class)
5	2/6		<b>Writing Assignment #2: Preliminary Draft</b> List of concerns and questions for your peer reviewers Peer review packet #2 (in class)
	2/8	Toni Morrison: "Home" (handout) Peggy McIntosh: "White Privilege" (handout)	1-page response to Morrison Activity with "Daily effects of white privilege" list (in class)
	2/10	<b>Library Orientation: Meet at Holland Library Circulation Desk</b>	
6	2/13		<b>Writing Assignment #2: Revised Draft</b> Movie: Alexie stand-up
	2/15	Sherman Alexie: "The Unauthorized Autobiography of Me" (handout) Betty Louise Bell: "Burying Paper" (handout)	1-2-page response to one essay (You must do 4 out of 7 reading responses. Everyone must respond to the film.) Discussion of representation and essentialism (in class)
	2/17	Sherman Alexie: "I Hated Tonto (Still Do)" (online: <a href="http://www.fallsapart.com/tonto.html">www.fallsapart.com/tonto.html</a> ) Alexie 1-23	1-2-page response to one story
7	2/20	<b>PRESIDENT'S DAY - NO CLASS</b>	
	2/22	Writing Assignment #3 handout	1-2-page response to one story



		Alexie 24-58	
	2/24	Alexie 59-92	1-2-page response to one story
8	2/27	Alexie 93-138	1-2-page response to one story
	3/1	Alexie 139-170	1-2-page response to one story
	3/3	Alexie 171-223	1-2-page response to one story
9	3/6		<b>Writing Assignment #3: Preliminary Draft</b> List of concerns and questions for your peer reviewers Peer Review Packet #3 (in class)
	3/8		<i>Smoke Signals</i> (in class)
	3/10		<b>Writing Assignment #3: Revised Draft</b> <i>Smoke Signals</i> (in class)
	3/13-17	<b>SPRING BREAK!</b>	
10	3/20	Lester 104-111: Understanding Logic and Logical Fallacies Maimon 24-34: Logic and Argument	1-2-page response to <i>Smoke Signals</i> <b>Bring Lester and Maimon to class!</b> Rhetorical analysis activity (in class) Schedule conferences (in class)
	3/22	<b>Meet in the AML</b> Writing Assignment #4 handout Lester 21-62: Finding and Choosing Your Sources	<b>Research proposal</b> Web site validity activity (in class)
	3/24	Browse Maimon Tab 6: MLA Documentation Style <b>Research Day: Meet at Holland Library Circulation Desk</b>	Finding sources activity (in class)
11	3/27	<b>No Class - Conferences</b>	
	3/29	<b>No Class - Conferences</b>	
	3/31	<b>No Class - Conferences</b>	
12	4/3	Lester 302-334: Writing the Multi-Source Essay	<b>Annotated bibliography</b> Research paper thesis statement Elements of a strong research paper (in class)
	4/5	Group presentation handout	Form groups Presentation workshop
	4/7	Relevant sections of Maimon tab 12: Editing for Correctness	Presentation workshop
13	4/10		<b>Writing Assignment #4: Preliminary Draft</b> List of questions and concerns for your peer reviewers Peer review packet #4 (in class)

	4/12		<b>Group presentations</b>
	4/14		<b>Group presentations</b>
14	4/17		<b>Writing Assignment #4: Revised Draft</b> In-class writing: Concerns about the portfolio and revision
	4/19	TBA	TBA
	4/21		Research paper feedback Portfolio Q&A
15	4/24	<b>Meet in the AML</b> Writing Assignment #5 handout	In-class writing: drafting your portfolio cover letter
	4/26		<b>Writing Assignment #5 (Portfolio Cover Letter): Preliminary Draft</b> List of questions and concerns for your peer reviewers
	4/28		In-class writing: strengths and weaknesses of course, reflections <b>PORTFOLIO DUE!</b>



## English 101 Portfolio Assessment

Scale: 4=Writer strongly demonstrates this skill.  
3=Writer has a decent grasp on this skill.  
2=Writer sometimes demonstrates this skill.  
1=Writer rarely demonstrates this skill.  
0=There is no evidence of this skill in this portfolio.

### Critical Thinking: The student has demonstrated the ability to:

- 4 3 2 1 0 Identify a problem or question.
- 4 3 2 1 0 Present a position or argument concerning a problem or question.
- 4 3 2 1 0 Address other salient perspectives and positions in his or her argument.
- 4 3 2 1 0 Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
- 4 3 2 1 0 Summarize and incorporate source material into an analysis of a problem or question.
- 4 3 2 1 0 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: The student has demonstrated the ability to:

- 4 3 2 1 0 Establish an identifiable focus and purpose.
- 4 3 2 1 0 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.
- 4 3 2 1 0 Adequately address the assignment and satisfy all the requirements outlined in the prompt.

### Processes of Writing: The student has demonstrated the ability to:

- 4 3 2 1 0 Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
- 4 3 2 1 0 Reflect on his or her own writing processes.
- 4 3 2 1 0 Extend his or her thinking from one draft to the next, improving the essays through successive revisions.

### Knowledge of Conventions: The student has demonstrated the ability to:

- 4 3 2 1 0 Utilize common formats for different kinds of texts.
- 4 3 2 1 0 Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
- 4 3 2 1 0 Employ appropriate documentation and citation of sources.
- Y N Portfolio contains at least 22 full, revised pages.

Portfolio Grade: D+

Grade for the Course: D+

## Writing Assignment #5: Portfolio Cover Letter

**Context:** In this final assignment, you will apply your honed critical thinking skills to your own writing as well as to the English 101 Portfolio Rubric. This is your chance to emphasize your achievement, to describe your progress, and, finally, to argue for the grade that reflects this progress.

**Assignment:** In business-letter format (see the back of this page), write me a letter in which you explain and evidence your growth as a writer over the course of this past semester.

**How To Do the Assignment:**

Reflect on both your papers and the portfolio rubric. Which skills does your portfolio demonstrate? In which areas has your writing improved, and where does it still need improvement? *Point to specific moments in your writing that demonstrate these skills!* For example, do not simply state that you have improved your critical thinking skills; instead, point to specific passages in your papers where you feel you argue well, analyze deeply, incorporate sources effectively, etc.

Please spend some time concentrating on revision. How do you conceive of revision? How did you decide whether or not to heed suggestions from your peers and from me? Which papers did you spend the most time revising? Point out your most significant revisions and the revisions of which you are most proud.

Towards the end of the letter, state what grade you think your portfolio warrants. Assess yourself honestly and reasonably; don't ask for less than you deserve in an effort to be modest, and don't ask for way more than you know you've earned in hopes that my judgment will be temporarily impaired at the time of grading. I will take your arguments into consideration in the grading process.

There is no page requirement for this assignment. Take as little or as much space as you deem necessary.

**Due Dates:**

**Preliminary Draft: Wednesday, April 26**

**Revised Draft: Friday, April 28 (in your portfolio)**



28 April 2006

Sara Mehlenbacher  
376 Avery Hall  
Department of English  
Washington State University  
Pullman, WA 99163

Dear Sara:

Coming into English 101 I was not sure what to expect. Was I going to have to write 30 page research papers or just complete DOL's, Daily Oral Language, like I did in 2<sup>nd</sup> grade. Having now almost completed this English 101 course, I find myself to have done both of these thoughts in a way. From writing my 7 page research paper to telling people how to properly use commas in their sentences, I have found out many ways to improve my writing skills drastically over this past semester.

The preliminary drafts that I selected for my final portfolio were the Defining Identity and Asserting Identity papers as well as my final research paper. The reason I chose for selecting these papers because I feel that these were my average kind of papers. I mean that these papers were basically the skill level of papers that I write for all my classes. With this noted I see my potential for making them better. By fixing and revising the papers I found many ways I have improved my writing and found new way to actually improve my writing. A way that I have improved my writing has been by making my papers more detailed and in depth to allow the reader to fully understand the point I am trying to make. By being vague in my papers at the start of the semester there was not any value or personal reflection shown. By the end of the semester, which is now, I have revised my papers by adding in stories of my friends to show that our relationships have gotten stronger. Without stories the reader would have no idea what I have gone through and could not fully understand how I have gotten to be such good friends with the people I have met.

Another source of my writing that has gotten better is my ability to cite sources. When I came into the class I really had no knowledge of how to cite. By now I have learned to cite works like internet sources and books with two authors within my research paper. This is a very important skill to have when writing throughout college and I have learned it within this class of English 101. To me it seems like English 101 is preparing me for skills that I will need further on down the road in my college career. Paying attention to details and reading also has helped me. For instance actually reading the cover letter

format I saw that there was extra credit involved. By not learning that I should read all the instructions and details handed to me to write papers I would have never known about this great extra credit opportunity.

By using the MLA format I have learned how to write business letters like this one for future job opportunities and to polish up on how to write properly. With MLA format I think of revision. Revising is an important step in the process of writing I have learned. It takes many steps to make the right paper. It is a long a tedious process but in the end results in a paper that is way better then the ones I used to write at the beginning of the semester. Throughout the semester and now at the end I have paid close attention to the revision of my teacher, Ms. Mehlenbacher. I did this because I realized that basically every correction from her on my paper was a better style of writing or it was the right punctuation and grammar advice. In this case, I revised all my papers around her corrections. As for my peer reviews, I did not seem to use their say in my papers as much as my teacher. Even though they helped explain things like that my paper is vague and how to possible and more connections to my papers, I did not seem to use their help as much as Ms. Mehlenbacher's. The revision skills that have helped me are one's like how to add detail in my papers. My research paper, for example, was about abortion and I talked about how there is risks to abortion. Also that people can take another way of means about going about an abortion, like a back-alley abortion. Without revising my papers I would have never added in stories about back-alley abortions and what risks actually can occur while having an abortion.

Speaking of revision, that is one of my main weaknesses. I never used to revise papers at all up until the end of this course. My goal was just to get the paper done as fast as I could and turn it in. This causes the paper to be rushed and I found out by doing this I was able to leave out very important aspects of my paper that would have made then much more in depth. As the semester has gone on I now understand how revision is such an important part of my writing. I found this out by having to revise my research paper many times. Another weakness that I have no yet gotten better at is my vocabulary. I feel that I need to have a better vocabulary when I write. I think it can make my papers more interesting and sound like I spent much more time on it. With vocabulary comes reading and I have just started reading books for pleasure. This is one thing that I have never done in my life. Reading books was never one of my top concerns in my days. I just read the "King of Torts" by John Grisham and found it to be very interesting. I also picked up some words that I try and put to use by incorporating them into my everyday vocabulary. Reading increases vocabulary whether someone notices or not.

One last important value that English 101 has taught me is that of using the Holland Library. The griffin catalog was a good learning tool because without this I would be lost for the next 3 years at Washington State University.

As for my grade in this class I think I deserve a B for my effort. The reason I think this is because my learning aspect. When I came into this class I did not know much about writing a paper but by the time I got to write my research paper I had learned a great deal. Whether it be from revising, citing, or just improving my own writing abilities I feel that

I have accomplished this over the past semester. This cover letter basically has been telling everything I have learned and how I feel I have accomplished it and improved from the beginning. My view on improving my writing from the beginning till the end has improved in an effort that deserves a B. I have done all the assignment and have only missed a couple classes due to a personal circumstance. I think that shows my dedication to learn and improve in this class. Hopefully all this will be taken into consideration when giving me a grade for this course.

English 101 is an important class to have and has furthered my abilities in writing and will allow me to have better understanding and knowledge of the WSU libraries and how to achieve the most in my college experience.

Sincerely,





## Defining Identity Paper

As your peer reviewers noted, you state the components of your identity clearly: being a good friend and having a sense of humor. However, as one of your peer reviewers likewise noted, this paper repeats itself a lot and ultimately doesn't provide any concrete support for your claims. For example, you say that "as been great" from the fifth grade to the present (2), but you don't detail how your friendship grew over that time period, what you have in common, some experiences you have shared other than sharing a dorm room, etc. In the section on the importance of humor, you mention "funny memories" (2), but you don't tell your readers what these are. Adding stories and information like this will give your paper more substance and bring it to the four-page requirement.

SMON

January 22, 2006  
English 101  
Mehlenbacher

### Defining Identity

Identity comes in many various ways which everyone has. All of these traits or values are different in every single person. Identity, individuality, character, and personality all build up each one of us. They also cause us to think in different ways or develop values differently. Defining my own identity is a difficult task. Everyone's identity is made up of many different characteristics about themselves that make each person unique. The two great traits or values that I hold <sup>are</sup> ~~is one~~, being a great friend to build strong relationships, ~~and two~~, being funny. With these I think that I can build strong character and enjoy life to its fullest. To make life the best it can be, I try to make these main priorities in my life.

One major factor in my life like many other college kids in school are their friends. I am around my friends 24/7. They have a huge impact in my life and that is the way I would like it to be. I was once told by my grandfather that one of the most important things in your whole life will be your friends so pick them wisely and have the greatest time you could possibly have. When I was young I was very shy and was afraid to talk to anyone. One day which I don't remember it seems like I just stopped being shy. I don't know what it was that changed, but from that point on I realized how much my value of having friends is. My friends and I have had so many good times through the years and I have had many friends that I still have to this day that I met in 1<sup>st</sup> grade. So many memories and talks have brought me to be the person I am today. My friends have



caused me to think in different ways and have challenged me to be a better person.

Having friends is one of the greatest influences in a persons life, whether it be for better or worse. Growing up with my friend \_\_\_\_\_ has been great. From getting into a fight in 5<sup>th</sup> grade to going to the same college with each other has caused us to remain close.

When I first got to college things were going pretty well. I had some friends that I knew here and I was having an good time. My friend \_\_\_\_\_ started out at the University of Northwestern which soon ended up being his ex school. After talking to him at least a couple times a week I could tell he wanted to switch schools and of course what would be better then having your best friend at the same school. He just transferred to Washington State University and is now my roommate. Knowing I have my friends around, me my time at college that much more enjoyable. From never wanting to talk to him after a fight in 5<sup>th</sup> grade to being best friends and also college roommates, it made a difference in my life. Having a friend like him makes me realize that friends are one of the best parts in my life. Holding close to my relationships with other friends in college and building new ones will carry a strong influence with me and is why I consider being a great friend as a part of my identity.

I consider myself to have some of the funniest friends ever. Having a sense of humor can make your identity likeable to many people. As I have gotten closer with many of my friends it seems our humor has become the same. All of our jokes can relate to one another and we always know what the other person is talking about. Having them as friends has brought tears to my eyes sometimes when recalling funny memories. Having a sense of humor gives a new life to many things. Having fun is what life is all about and when I am surrounded by my friends. We have the most fun times. The last 12

years of memories has given me new outlooks on life. The ways my character and individuality have changed me have made who I am today.

Having a funny personality can also hold a meaning of having a good outlook on life. When trying to make the best out of everything, I try and be funny to get people to laugh and have a good time. Being positive about things is how I think the best way to be funny is. It creates better relationships with new people and also allows a person to meet new people. As talked about earlier I only knew my grandfather for a while but another thing that I remember about him was that he was very funny. Every time I went over to my grandpa's and grandma's house there was always a joke said as soon as I walked in the door. It made me a happier person and I learned that making people smile was one of the best ways to communicate. This was a lesson that my grandpa didn't actually teach me, but by showing has followed me throughout my life.

With these two values and traits I have become the person I am today. The unique identity of mine is what distinguishes me from others and still shapes who I am. All I know is I enjoy my own personal identity the way it is right now and probably over time it will even change more and I will hold onto new values that I have come to live by, rather than the ones now.

January 22, 2006

English 101

Mehlenbacher

### Defining Identity

Identity comes in many various ways which everyone has. All of these traits or values are different in every single person. Identity, individuality, character, and personality all build up each one of us. They also cause us to think in different ways or develop values differently. Defining my own identity is a difficult task. Everyone's identity is made up of many different characteristics about themselves that make each person unique. The two great traits or values that I hold are; being a great friend to build strong relationships and being funny. With these I think that I can build strong character and enjoy life to its fullest. To make life the best it can be, I try to make these main priorities in my life.

One major factor in my life like many other college kids in school are their friends. I am around my friends 24/7. They have a huge impact in my life and that is the way I would like it to be. I was once told by my grandfather that one of the most important things in your whole life will be your friends so pick them wisely and have the greatest time you could possibly have. When I was young I was very shy and was afraid to talk to anyone. One day which I don't remember it seems like I just stopped being shy. I don't know what it was that changed, but from that point on I realized how much my value of having friends is. My friends and I have had so many good times through the years and I have had many friends that I still have to this day that I met in 1<sup>st</sup> grade. So



many memories and talks have brought me to be the person I am today. My friends have caused me to think in different ways and have challenged me to be a better person.

Having friends is one of the greatest influences in a persons life, whether it be for better or worse. Growing up with my friend Conn has been great. From getting into a fight in 5<sup>th</sup> grade to going to the same college with each other has caused us to remain close.

When I first got to college things were going pretty well. I had some friends that I knew here and I was having a good time. My friend \_\_\_\_\_ rted out at the Northwestern University which soon ended up being his ex-school. After talking to him at least a couple times a week I could tell he wanted to switch schools and of course what would be better then having your best friend at the same school. He just transferred to Washington State University and is now my roommate. Knowing I have my friends around, me my time at college that much more enjoyable. From never wanting to talk to him after a fight in 5<sup>th</sup> grade to being best friends and also college roommates, it made a difference in my life. Having a friend like him makes me realize that friends are one of the best parts in my life. Holding close to my relationships with other friends in college and building new ones will carry a strong influence with me and is why I consider being a great friend as a part of my identity.

From when me and \_\_\_\_\_ i were first friends we have built a strong relationship. To me it started to be a best friend relationship when we got in a fight in 5<sup>th</sup> grade. To get in a fight with someone might not be the best way to start being good friends but for \_\_\_\_\_ and I it somehow ended up that way. After the fight and getting in trouble with the school we hung out and made jokes about what happened; like telling everyone in our class how we had gotten expelled and now were moving to a different school. Our friendship has

grown from getting in a fight in 5<sup>th</sup> grade to now having gone to Maui two years in a row. The best time of our lives was probably in Maui; from snorkeling in the ocean, deep sea ocean fishing, and hanging out on the beach our relationship has been strengthened by these fun times.

\_\_\_\_\_ and I share many common interests. We have quite the same personality and never really get sick of each other. We always can relate to one another in our jokes and thoughts. The biggest thing I might have in common with \_\_\_\_\_ is our love for sports. Ever since I have started playing sports me and \_\_\_\_\_ have been on the same team or played against each other. This has kept us close friends because of the fact that we are always doing something together and it's something that we both enjoy. Our friendship from being sport lovers still continues on till today because everyday we go to the recreational center together to work out, play basketball, or just watch sports on TV. These characteristics of us both have kept us close friends over the years.

I consider myself to have some of the funniest friends ever. Having a sense of humor can make your identity likeable to many people. As I have gotten closer with many of my friends it seems our humor has become the same. All of our jokes can relate to one another and we always know what the other person is talking about. Having them as friends has brought tears to my eyes sometimes when recalling funny memories.

One funny moment I can remember with my friends was in about 8<sup>th</sup> grade. We always played basketball out on the courts after lunch time. It was a race to see who could eat their lunch the fastest and then go get on the courts. It was a Monday and we had all came back to school from the nice weekend break we had. Over the weekend a dog had pooped on the court and our school had put some dissolving sticky material on it

to remove it. Throughout the game we had tried to avoid it so that the ball would not touch it. Right before the whistle blew to call it quits and come back inside my friend \_\_\_\_\_ accidental dribbled the ball into the sticky pile of poop and had fell in it. My friends and I thought this was the funniest thing till he tried to get up. He was so mad and embarrassed that it was all over him that he tried to kick the ball at me but while trying this he just slipped and fell right back on top of the mess. The next couple minutes I could barely breathe as well as the rest of my friends from the shock and humor that we got out of \_\_\_\_\_. Of course he spent the rest of recess time chasing us around trying to get it all over us. It's times like these in which I am glad I have friends to remember all the fun times I had as a child. Maybe one day I will be sitting on a porch with a cane in my hand remembering these times.

Having a sense of humor gives a new life to many things. Having fun is what life is all about and when I am surrounded by my friends. We have the most fun times. The last 12 years of memories has given me new outlooks on life. The ways my character and individuality have changed me have made who I am today.

Having a funny personality can also hold a meaning of having a good outlook on life. When trying to make the best out of everything, I try to be funny to get people to laugh and have a good time. Being positive about things is how I think the best way to be funny is. It creates better relationships with new people and also allows a person to meet new people. As talked about earlier I only knew my grandfather for a while but another thing that I remember about him was that he was very funny. Every time I went over to my grandpa's and grandma's house there was always a joke said as soon as I walked in the door. It made me a happier person and I learned that making people smile was one of



the best ways to communicate. This was a lesson that my grandpa didn't actually teach me, but by showing has followed me throughout my life.

With these two values and traits I have become the person I am today. The unique identity of mine is what distinguishes me from others and still shapes who I am. All I know is I enjoy my own personal identity the way it is right now and probably over time it will even change more and I will hold onto new values that I have come to live by, rather than the ones now.

### Writing Assignment #3 Asserting Identity

*I wanted to become a writer because I could imagine nothing that would take me faster and farther down roads closed to women, Indians, and the poor.*

- Betty Louise Bell, "Burying Paper"

*Imagination is the politics of dreams; imagination turns every word into a bottle rocket.*

- Sherman Alexie, "Imagining the Reservation"

*I wonder now how the foreign policies of the United States would look if we wiped out the national boundaries of the world, at least in our minds, and thought of all children everywhere as our own.*

- Howard Zinn, Afterward to *A People's History of the United States*

**Context:** As we've seen in the works of Howard Zinn, Toni Morrison, Betty Louise Bell, and Sherman Alexie, the ways in which we tell stories -- both personal and national -- changes them. In the past, such "storytelling" in the form of writing was a privilege rather than a right. Gradually, though, those who were previously excluded from literature and written debate (pretty much anyone who was not white, male, and economically well-off) began to use writing as a means of asserting their identities and the multiple, nuanced identities of the groups and cultures from which they came, challenging not only the status of women and minorities but also the sanctity of the literary canon and the notion of history and a closed, objective, linear narrative. The purpose of this assignment is to explore the implications of hearing previously silenced voices speaking through today's writing.

**Assignment:**

**In the 1950s' television series *The Lone Ranger*, Tonto is the white hero's subservient Indian sidekick. Conversely, on the cover of Sherman Alexie's *The Lone Ranger and Tonto Fistfight in Heaven*, Tonto is punching the Lone Ranger in the face, asserting himself, demanding recognition. He is fighting, surviving. Explore the ways in which, according to Alexie, Indians can assert their cultural and individual identities, can write themselves back into American history, can survive. (3-4 pages)**

**How to do the assignment:** Believe it or not, you've already done a lot of the work for this paper. Take one of your write-ups and expand on your analysis. You may focus on the theme of a single story or trace a motif throughout several stories. You may explore a certain character's strengths and weaknesses. You may expand on any of the guiding questions on the write-up handout. Basically, this paper will be a longer, more developed write-up with a thesis statement and textual examples to back the thesis up. *Make sure to include in-text citations and a works cited page!*

**Due Dates:** Preliminary Draft: Monday, March 6  
Revised Draft: Friday, March 10

## Asserting Identity Paper

You have latched on to the important theme of imagination in Alexie's work. However, I see you making a lot of very general or universal statements ( i.e. "This captures everything that Indians have been doing" (1) and "Forgiveness is all they have" (2)) without backing them up. I leave this paper with many questions: If Indians have only forgiveness, where does imagination come into play? If "[a]ll the small details add up to one major point in the end of the book," what is that point (3)? How does imagination relate to history? You could discuss storytelling as a means of rewriting history to make your argument stronger. The power of words is an important theme in "Imagining the Reservation," so you could easily discuss storytelling in relation to this story. Ultimately, though, the connection you are trying to draw between imagination and assertion of cultural identity is not entirely clear.

Sam



English 101

March 6, 2006

Mehlenbacher

### Asserting Identity

*The Lone Ranger and Tonto Fistfight In Heaven* by Sherman Alexie captures the fight for surviving with words and actions. On the front cover, Tonto, an Indian, is punching the hero, who is white. It is basically saying that he wants some acknowledgment and not to be just left behind. Also by writing throughout the book there are small gestures that give clues to how Indians are fighting back to emphasize their culture in America. So much has changed in America that Indians feel that they have been left behind and are trying to place themselves back in American culture and history.

"The reservation doesn't sing anymore but the songs still hang in the air. Every molecule waits for a drumbeat; every element dreams lyrics. Today I am walking between water, two parts hydrogen, one part oxygen, and the energy expelled is named forgiveness" (Alexie 150). This captures everything that Indians have been doing in the past years. With the changing of America, so changes the reservation. The reservation will never be the same and I think that this quote is saying that. By saying that the reservation does not sing anymore but the songs still hang in the air means that they are moving on to place themselves in American history but not forgetting where they have come from and who they have been. The song is still there but they just don't sing it anymore because of change. The tradition still carries on but in a different way. The energy that is being expelled is said to be forgiveness in the quote. The reservation is

integrate w/ some  
of your  
own words

I don't  
see the  
songs  
moving on,  
the songs  
remain, but  
the  
residents  
aren't  
listening

is it?

being changed from what it has always been, tradition. Forgiveness is all they have because they must push to strive for new ways of being noticed with individuals and their culture. Leaving what they have always had for new things is Alexie's way of writing themselves back into American culture.

? { To survive something it is like being noticed, to be persistent through tough times, or to be usable. Useable, means to have an effect on something. Indians want to affect on America. "Survival = Anger x Imagination. Imagination is the only weapon on the reservation" (Alexie 150). Anger represents the way that the Indians think of moving on and having to assert their way back into history but imagination is what remains on the reservation. Imagination is how the Indians think of pushing forward with remaining close to their past and tradition. Without one of these the equation for survival in American history would be forgotten. Imagination and anger give Indians just enough to survive.

could you state this in the beginning? [ The title of the chapter is "Imagining the Reservation". I think the reason for this is a way to look at the Native American ~~x~~ culture and then connect with it to understand a way of how they view they can have success in American history. First one must imagine what the reservations of Indians used to be like and then try to think of what they are like now. They are not the same at all but still have parts that will never change. For example the street light that has never worked and won't be changed because it is part of a tradition that starts. Indians must not forget tradition and who has come before them but try to build from that and set themselves in the mix of American culture instead of remaining on the back burner waiting for something to happen. Take action instead of waiting, like how Tonto does on the cover to assert your goals and traditions in something that you

have helped build, American history. Alexie portrays a meaning on the cover of the book and then covers every small detail throughout the book to finally uncover a greater meaning in the end. All the small details add up to one major point in the end of the book.

*which is...?*

By the last chapter the reader thinks the big fight between Tonto and the Lone Ranger is going to happen but instead it has been happening through out the entire book but not until the end do you put it all together. In life all the little things usually add up to one big thing like in this book. As this book shows the details and events that are understood don't have to be some big great fight for a small short story to get its point across. The simplicity of Sherman Alexie's writing is what allows the reader to have his meanings of the stories come through slowly. He ties his stories in with imagination and realism which combine to show how Native Americans are fighting to stay connected to American culture.

Each character makes a difference to the story which is being told about the Indian culture. These are what will be set in place in American history because of the fight that Indians are making. The individual identities and culture of Native Americans give them a reason to fight so that they can have their stand or place in American history. American history is something they share a part of and they should be included within it. They should not get left behind from what Sherman Alexie says, so that they can survive.



Works Cited

Alexie, Sherman. The Lone Ranger and Tonto Fistfight In Heaven.<sup>New York:</sup> The Atlantic Monthly Press, New York. 1993.

English 101

March 6, 2006

Mehlenbacher

### Asserting Identity

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The title of the chapter is "Imagining the Reservation" for many reasons which will be brought forth through details and quotes from the book. The first quote says, "The reservation doesn't sing anymore but the songs still hang in the air. Every molecule waits for a drumbeat; every element dreams lyrics. Today I am walking between water, two parts hydrogen, one part oxygen, and the energy expelled is named forgiveness" (Alexie 150). This captures how Indians are trying to compete with the rest of America. With the changing of America, so changes the reservation. The reservation will never be the same is what this quote is saying. By saying that "The reservation does not sing anymore but the songs still hang in the air", means that they are moving on to place them selves in American history but not forgetting where they have came from and who they have been. The song is still there but they just don't sing it anymore because of change. The tradition

remains within the reservation but the Native Americans aren't listening so that they can place themselves back into history. Indians cannot just keep to their traditions in this day and age and expect to keep up with the rest of society.

The quote says that by the tradition remaining, it is holding them all together but at the same time they must move on to expand and to reach out to learn new ways of life. America is fast moving and Indians can not just sit back and watch anymore because of their need to be involved in American history once again. The energy that is being expelled is said to be forgiveness in the quote. The reservation is being changed from what it has always been, tradition. Forgiveness is what they can use towards pushing to strive for new ways of being noticed with individuals and their culture. Leaving what they have always had for new things is Alexie's way of writing themselves back into American culture.

While the Native Americans have forgiveness from pulling away from the traditions of the reservation, they use imagination as a way of rewriting history in America. By imagination I mean storytelling. Storytelling has gone on for countless years in the Native American society for a reason of rewriting history. Maybe not every story, but a lot of them, tell stories of great things and miracles of what Indians have done so that they can have an importance in history. It is a way of telling people their side of the story and how it asserts them in American history. The power of words is as important as anything to the Native American society.

To survive something is what the Indians have been doing when it comes to cultural identity, but not in the way they want to. Indians want to have an affect on America and not just sit around and watch from the outside. "Survival = Anger x



Imagination. Imagination is the only weapon on the reservation” (Alexie 150). Anger represents the way that the Indians think of moving on and having to assert their way backing into history. The reason for anger is because they had been pushed out of the American Culture that was theirs to begin with. Now they are angry and must push towards making a mark in the history of America once again. In addition, imagination is what remains on the reservation. Imagination is how the Indians think of pushing forward with remaining close to their past and tradition. Therefore Indians are trying to find new ways of branching out like storytelling to place their stand in history while still having storytelling remain a strong tradition amongst the reservation. Without one of these the equation for survival in American history would be forgotten. Imagination and anger give Indians just enough to survive.

“Imagining the Reservation” is the title of the chapter I think because of the way it looks at Native American culture. Connecting culture to the imagination of the reservation creates an understanding of how they view they can have success in American history. First one must imagine what the reservations of Indians used to be like and then try to think of what they are like now. They are not the same at all but still have parts that will never change. For example the street light that has never worked and wont be changed because it is part of a tradition that starts. Indians must not forget tradition and who has come before them but try to build from that and set themselves in the mix of American culture instead of remaining on the back burner waiting for something to happen. Take action instead of waiting, like how Tonto does on the cover to assert your goals and traditions in something that you have helped build, American history. Alexie portrays a meaning on the cover of the book and then covers every small detail

throughout the book to finally uncover a greater meaning in the end. All the small details add up to one major point in the end of the book.

The same details adding up to one big major point in the end is relating to Native American culture. Tonto, the Indian, is punching the white hero on the front cover to show that for so long Native Americans have been left behind but now they are fighting back to regain their status in American culture. At one point they were all of the culture America had, but with the change that the “white hero” brought, it pushed them from the forefront and left them behind. By telling small details throughout the book, Alexie wants the reader to know that it has been a long struggle for Native Americans.

By the last chapter the reader thinks the big fight between Tonto and the Lone Ranger is going to happen but instead it has been happening through out the entire book but not until the end do you put it all together. In life all the little things usually add up to one big thing like in this book. As this book shows the details and events don't have to be some big great fight for a small short story to get its point across. The simplicity of Sherman Alexie's writing is what allows the reader to have his meanings of the stories come through slowly. He ties his stories in with imagination and realism which combine to show how Native Americans are fighting to stay connected to American culture.

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## Works Cited

Alexie, Sherman. The Lone Ranger and Tonto Fistfight In Heaven. The Atlantic Monthly Press. New York. 1993



## Writing Assignment #4 Struttin' Your Stuff

**Context:** In this paper, you will show off all of the skills you have learned in English 101 thus far. You will make the final move from opinion to argument, fusing the personal with the scholarly, discussing an issue that is important to you personally while backing up your views with secondary source material. Summary, paraphrase, quotation, citation, and research will come together with your concerns and your voice.

**Assignment:** This assignment actually consists of three parts: a research proposal, an annotated bibliography, and the final research paper. The final paper must be 6-8 pages long (not including the works cited page!) and cite a minimum of 6 sources, no more than 2 of which may be web sites.

**Choosing a Topic:** Because you will be spending a lot of time both reading and writing about the topic you select, make sure you choose something of interest, something you deem worth your time and effort. This paper is an argument, not a report, so choose a topic about which there can be some debate. Below is an example of how you might choose and refine your topic.

*Choose an area of interest:* physician-assisted suicide

*Narrow the topic to a specific locale/law/example:* Oregon's Death with Dignity legislation

*Form a question:* Should Oregon's Death with Dignity legislation be upheld in the Supreme Court?

*Create an argumentative answer to the question:* The Supreme Court should honor states' rights by upholding Oregon's Death with Dignity legislation, which the voters of Oregon have passed on two separate occasions.

**Research Proposal:** In no more than one typed, double-spaced page, tell me what you plan to write your paper on. By the time you submit the proposal, your topic should be in either the question stage or the argumentative statement stage. Either tell me what question you plan to explore and answer in your research, or tell me what your argument is and how you will argue it. Overly vague proposals with topics like "football" will be rejected and require resubmission.

**Due Wednesday, March 22**

**Annotated Bibliography:** An annotated bibliography contains full citations for your sources, followed by a summary of the source and your reflections on the material in the source. See Lester 144-145 and 163-165 for how to do this. Basically, for each source, you should write 1-2 sentences summarizing the contents of the source and 1-2 sentences evaluating the reliability/usefulness of the source. Be sure to use your critical thinking skills and identify any biases your sources may contain. Do this for a *minimum of 8 sources*, with the understanding that you will not cite every source you look at in your paper.

**Due Monday, April 3**

### **The Paper:**

Audience: Imagine you are writing this paper as an article for an issue of *Time* magazine that will contain a special section dedicated to your issue. Your audience is the American general public, so keep their needs in mind as you write. Consider the kinds of background information you may have to provide in order to get your audience up to speed, and employ discourse that is not overly technical and is accessible to a wide variety of readers. Also, imagine that an article arguing the opposite of what you propose will appear directly after yours in the magazine; consequently, you must prepare to refute your opponent's arguments in order to win your reader over.

Components: All papers must contain the following components, although you may choose how to organize and present this information.

- **Thesis Statement:** This is an argumentative paper, so your reader needs to know right away what you intend to argue.
- **Necessary Background Information/Clarification:** Provide a brief synopsis of your issue. To use the above Death with Dignity example, you would want to clarify that Oregon voters passed the law in two separate elections and that former Attorney General John Ashcroft challenged the law in federal court anyway. *Note: Keep this section to a minimum. Don't take up a ton of space simply summarizing the issue.*
- **Your Argument:** Using the information you have gathered in your research, take a stance. Make sure your assertions are supported with cited source material.
- **Refutation of Counter-Arguments:** Anticipate how your opponents may challenge your argument and respond accordingly. This answers questions readers will develop while reading your argument and will prompt them to approach the subsequent magazine article skeptically.
- **Solution:** There is nothing less satisfying than reading a well-argued research paper that concludes with, "Something needs to be done about this." You have done the research; you are now the expert. Make an educated suggestion for solving the problem you have presented. To go back to the above example, after asserting that Oregon's state's rights should prevail, you might propose that federal restrictions on medications used in physician-assisted suicide be lifted so that the legislation can actually be carried out. You may also propose a way in which the American Medical Association could oversee the practice of physician-assisted suicide in Oregon to make sure such an action occurs only in cases of terminal illness and in clinical settings. In short, don't just say, "Here's the problem." Say, "Here's the problem, here's how I see it, and here's how we fix it."
- **In-text Citations and Works Cited Page:** You know how to do this by now. If questions arise, consult Maimon Tab 6 or Lester Chapter 10.

### **Due Dates:**

**Preliminary Draft: Monday, April 10**

**Revised Draft: Monday, April 17**

**Portfolio Draft: Friday, April 28**

Creating or Destroying?

Your pro-choice stance on abortion is clear from your paper's outset. In order to strengthen your argument for the portfolio revision, you need to back up your assertions of what is "right" and "wrong" with statistics and examples. For example, when you mention medical assistance for pregnant teens on page two, what does such assistance entail? How can teens get access to it? Do you think such aid should receive more publicity so that more pregnant teens can apply for assistance? When you mention back-alley clinics on page five, can you provide some instances in which women were harmed when seeking treatment at such clinics? When you assert that teens who get pregnant will probably not go to college on page four, can you provide statistics to support your claim? Adding such detail will lend your opinion credence, transforming it into an actual, evidenced argument.

SMM



Ms. Mehlenbacher

English 101- W.A. #4

7 April 2006

### Creating or Destroying?

Some say the most gratifying experience in one's life is giving birth to a child.

Yes, this could be the case, but what happens when the child was not planned or unwanted at that time? The questions that come up <sup>in</sup> the people's minds that are dealing with abortion are very mixed. The truth is, everyone has their own opinion and should have their own rights when it comes to making a choice of abortion or birth. Abortion should be legal for every woman in America? everyone. There are all kinds of pending circumstances that are involved during this time. Consequently, Americans are still fighting the debate in what to do.

There are two opinions on abortion; one, to be pro-choice, which means to believe that a woman's body is her own and she has the right to do what she wants. On the other hand, pro-life is that a fetus is a human life and <sup>that</sup> having an abortion is murder. Pro-life means you should have the baby no matter what <sup>the</sup> circumstances. Being pro-choice, I share my views with many others. I support my values in the way that a woman needs to be free to do anything with her own body. No one can take away the right to someone's own body.

Abortion was made legal in 1973 by the Supreme Court hearing known as *Roe vs. Wade* (Brynes 51). This decision was based off of the right for privacy of a woman's body. Abortion has continued to be legal throughout the United States, but there are some restrictions allowed by the Supreme Court. The restrictions vary from state to state.

prelim draft?  
peer review  
letter?

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rephrase  
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Secondly, abortion is a private issue. Abortion is a big topic among teens these days and there is a growing number of women in their teens who are getting abortions. In Washington State parents do not have to be notified of the abortion, but only if their daughter is over the age of 18. This can be done totally private without anyone ever having to know. There is no need for a parent's permission. The reason for this is that many teens feel that they can not tell their parents about something like this which causes more stress which can lead to many things, including suicide (Kaufmann 21).

*doesn't make sense*

There are many programs that help with abortion, for example medical assistance. Say a woman in <sup>her</sup> the teens gets pregnant and has a low income, there is medical assistance offered. Knowing that many people don't have <sup>the</sup> money to have the abortion procedure done, the medical assistance is one way of helping them out. The cost of abortion also rises as the first trimester of a woman's pregnancy comes to an end and continues to rise throughout the second trimester. The risk factor also greatly increases with every trimester that follows. Most clinics do not allow an abortion to be completed once it has been so many months because of the risk factor.

*specific?*

However, abortion is one of the safest procedures. It is safer <sup>available</sup> than getting a penicillin shot and is known to be about 10 times safer than actually giving birth. Since the procedure became legal it has been one of the most performed surgeries (Harter).

"The separation of law and morals is emphasized," with the decision of pro-choice (Callahan 233). Pro-choice has many benefits. With a rape case, how can you tell a woman that she has to have the baby? It was unwanted and unplanned. This would bring trauma for the rest of the woman's life as a reminder of what had happened. Rape and incest are terrible events in a woman's life and would definitely not be good for the

child or mother. Pro-choice gives the woman a chance to make her own decision on her body. Choice is the biggest factor. Women need to have a choice and say for what goes on in their <sup>lives</sup> life.

No one should have the right to impose their morals on someone else's. This could be one of the biggest decisions and choices in a woman's life and for someone else to force their morals on someone is just wrong. Everyone has their own right. That is the biggest value that abortion has because no matter what, no one should be forced to do something they do not want to do when it comes to their own body. A woman is able to control her own body.

As for children, all children should be wanted. The thought of having an unwanted child or unplanned is <sup>^</sup> wrong. How would that make a child feel if they found out they were unwanted in the first place? A woman needs to be ready to give birth and be financially and emotionally prepared for the things that are going to happen. Being stable for a giving birth to a child is the first step parents think about before they give birth to a child. There has to be stability before a child can be born. Without the proper care and stable environment it will not be healthy for the child. Many abortions are done because the parents are not yet ready to give birth and cannot afford it.

I have seen my friends be burdened with these choices also. I have had friends who have opted to go with and abortion and I also have friends who have decided to have the baby. As I have seen I <sup>propose?</sup> purpose that getting an abortion will cause less stress on someone. When at the age of 18, there can be many reasons why to get an abortion. Those that I have been talking about are the main points which mostly everyone thinks about. Without abortion lives would be very stressful because of dealing with financial,

- what about in  
cases of  
murder  
or  
terrorism?



emotional, and physical stress. Most abortions occur during the late teen and early twenty years of women's lives. This is a stage in a person's life where there are many things to deal with like new jobs, relationships, and things that can cause stress. No one wants unplanned or unwanted child because that would just build of with all the other things the women would have to deal with.

Also children can create a different outcome of the future. For example if a teenage girl gets pregnant she probably will not end up in college which means she might not receive the type of job she wanted. This is all caused by the unplanned child that took over her life. With abortion, the woman then can make the choice to ask herself if she is ready for what is about to come into her life. In addition, her choice would then make both the child and herself better able to be ready for the events to come in their lives.

However, with pro-choice there is pro-life. This view is that all pregnancies should occur because abortion is killing. A fetus is considered human life which should be valued. Pro-choice supports human life but knows that having a choice of what to do with a pregnancy needs to be left up to the woman. It is her body and if she is not ready for a child then she should not be burdened with a child in her life. Pro-choice gives a choice for women and pro-life takes the choice away. Too much choice may cause regret for some women, but no choice is worse. *why?*

When pro-life viewers say no to abortion, how can they say yes to contraception? *or prevention--* Contraception can be viewed as killing also then. What is the morning after pill? It is a pill to take after sexual intercourse so that pregnancy can be prevented. In that sense, it is the same because it is stopping the act of becoming pregnant or giving birth from happening. Abortion can be considered the same can't it (Gaylor 77)?

*↳ but if the child is never conceived,  
is it a killing?*

*statistical?  
evidence?*

If abortion was outlawed then it would leave no choice for many pregnant women to go to back-alley abortion clinics. This is what it was called back before abortion was legal in 1973. No matter what laws there are that say abortion is illegal there will be many women out in the world looking for an abortion. The reason that this would be a very bad idea is because of the risk factor that is involved. There is a much greater risk when having the procedure done in a back-alley clinic compared to a medical clinic where abortion can be handled legally. The risk factors can include things like women being sterile and even dying (Messerli).

*examples?*

For those who think that abortions should not happen, think about how it is better for a child to be aborted rather than having a terrible upbringing because the parents cannot handle having the responsibility of keeping the child. The child will suffer from all the unhealthy surroundings they are placed in. It would be better for a child to be brought up in a safe controlled environment.

There is always the choice of adoption after pregnancy for many women. What many don't understand though is that abortion can just be as emotionally and physically stressful as an adoption. Put yourself in a position of giving your son or daughter up for adoption and having that feeling be with you. It is the same as losing your child through an abortion. A woman would then spend everyday worrying about if their son or daughter was doing alright without them. That could be the most stressful of all (Messerli).

Ultimately, there are possible solutions. I propose a law that says after the second trimester there should not be any abortions. The reason for this is because of the risk factor that it can have on the woman. The risks outweigh the benefits because at this stage in pregnancy the mother has accepted that she is pregnant and is dealing with it.

*what are the risks?*

The only way pregnancy at that time should be aborted is if there is an unhealthy risk to the mother from the impact of being pregnant. Although the chance of this being the case is very slim. I see the effect of abortion and understand that it is working to people's benefits.

Pro-choice gives the mother a chance to think about whether she should continue with the pregnancy. She will not be condemned at either of her choices unlike pro-life where there is only one solution. Pro-choice gives women alternatives to what has happened in their lives. One mistake should not have an effect on the outcome of the rest of one woman's or man's life.

The solution is quite simply that it should be a moral decision and not a political one. There should be no ruling over someone else's body. Pro-choice has been the legal choice for 33 years and over the years abortions are slowly decreasing which means people are learning and ultimately making smart choices from what they are allowed to do.

→ but you propose a law...

These are solutions that can make everyone see the importance and justification of pro-choice. Abortion should continue to be legal to help women and men continue with their lives and learn from their experiences and to show others what they have learned so we can one day agree that pro-choice benefits everyone.



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English 101- W.A. #4

7 April 2006

### Creating or Destroying?

Some say the most gratifying experience in one's life is giving birth to a child. Yes, this could be the case, but what happens when the child was not planned or unwanted at that time? The questions that come up in people's minds that are dealing with abortion are very mixed. The truth is, everyone has their own opinion and should have their own rights when it comes to making a choice of abortion or birth. There are all kinds of pending circumstances that are involved during this time. Consequently, Americans are still fighting the debate in what to do. Abortion should be legal for every woman in America!

There are two opinions on abortion: one, to be pro-choice, which means to believe that a woman's body is her own and she has the right to do what she wants. On the other hand, pro-life is the belief that a fetus is a human life and that having an abortion is murder. Pro-life means you should have the baby no matter what the circumstances. Being pro-choice, I share my views with many others. I support my values in the way that a woman needs to be free to do anything with her own body. No one can take away the right to someone's own body.

Abortion was made legal in 1973 by the Supreme Court hearing known as *Roe vs. Wade* (Segers and Brynes 51). This decision was based off of the right for privacy of a woman's body. Abortion has continued to be legal throughout the United States, but there

are some restrictions allowed by the Supreme Court. The restrictions vary from state to state. Secondly, abortion is a private issue. Abortion is a big topic among teens these days, and there is a growing number of women in their teens who are getting abortions. In Washington State, the law states that parents do not have to be notified of the abortion, but only if their daughter is over the age of 18. This can be done totally private without anyone ever having to know. There is no need for a parent's permission. The reason for this is that many teens feel that they cannot tell their parents about something like this which causes more stress which can lead to many things, including suicide (Kaufmann 21).

There are many programs that help with abortion, for example medical assistance. Say a woman in her teens gets pregnant and has a low income. There is medical assistance offered by an insurance company within the Department of Social and Health Services, also called DSHS. Knowing that many people don't have the money to have the abortion procedure done, the medical assistance is one way of helping them out. The cost of abortion also rises as the first trimester of a woman's pregnancy comes to an end and continues to rise throughout the second trimester. The risk factor also greatly increases with every trimester that follows. Most clinics do not allow an abortion to be completed once it has been so many months because of the risk factor. *citation?*

However, abortion is one of the safest procedures available. It is safer than getting a penicillin shot and is known to be about 10 times safer than actually giving birth. Since the procedure became legal, it has been one of the most performed surgeries ("Women's Community Medical Clinic"). *Harter*



“The separation of law and morals is emphasized,” with the decision of pro-choice (Callahan 233). Pro-choice has many benefits. With a rape case, how can you tell a woman that she has to have the baby? It was unwanted and unplanned. This would bring trauma for the rest of the woman’s life as a reminder of what had happened. Rape and incest are terrible events in a woman’s life and would definitely not be good for the child or mother. Pro-choice gives the woman a chance to make her own decision on her body. Choice is the biggest factor. Women need to have a choice and say for what goes on in their lives.

No one should have the right to impose their morals on someone else’s. This could be one of the biggest decisions and choices in a woman’s life, and for someone else to force their morals on someone is just wrong. Everyone has their own right. That is the biggest value that abortion has because no matter what, no one should be forced to do something they do not want to do when it comes to their own body. A woman is able to control her own body.

As for children, all children should be wanted. The thought of having an unwanted child or unplanned is not the best way to go into raising a child. How would that make a child feel if they found out they were unwanted in the first place? A woman needs to be ready to give birth and be financially and emotionally prepared for the things that are going to happen. Being stable for a giving birth to a child is the first step parents think about before they give birth to a child. There has to be stability before a child can be born. Without the proper care and stable environment it will not be healthy for the child. Many abortions are done because the parents are not yet ready to give birth and cannot afford it.

I have seen my friends be burdened with these choices also. I have had friends who have opted to go with an abortion, and I also have friends who have decided to have the baby. As I have seen both sides, I know that getting an abortion will cause less stress on someone. When at the age of 18, there can be many reasons why to get an abortion. Those that I have been talking about are the main points which mostly everyone thinks about. Without abortion lives would be very stressful because of dealing with financial, emotional, and physical stress. Most abortions occur during the late teen and early twenty years of women's lives. This is a stage in a person's life where there are many things to deal with like new jobs, relationships, and things that can cause stress. No one wants unplanned or unwanted child because that would just build up with all the other things the women would have to deal with.

Also children can create a different outcome of the future. For example if a teenage girl gets pregnant she probably will not end up in college which means she might not receive the type of job she wanted. This is all caused by the unplanned child that took over her life. With abortion, the woman then can make the choice to ask herself if she is ready for what is about to come into her life. In addition, her choice would then make both the child and herself better able to be ready for the events to come in their lives.

However, with pro-choice there is pro-life. This view is that all pregnancies should occur because abortion is killing. A fetus is considered human life which should be valued. Pro-choice supports human life but knows that having a choice of what to do with a pregnancy needs to be left up to the woman. It is her body and if she is not ready for a child then she should not be burdened with a child in her life. Pro-choice gives a choice for women and pro-life takes the choice away. Too much choice may cause regret

for some women, but no choice is worse. Having our own choices is why we are in the country and that is what we believe in. Without choices nothing would be the same and would cause many problems for people, for example abortion.

When pro-life viewers say no to abortion, how can they say yes to contraception? Contraception can be viewed as killing or prevention also then. What is the morning after pill? It is a pill to take after sexual intercourse so that pregnancy can be prevented. In that sense, it is the same because it is stopping the act of becoming pregnant or giving birth from happening. Abortion can be considered the same can't it (Gaylor 77)? Stopping a birth from happening is murder, in either abortion or contraception. The act of stopping a birth from happening by contraception is just like abortion because both are stopping the child from being conceived.

If abortion was outlawed then it would leave no choice for many pregnant women to go to back-alley abortion clinics. This is what it was called back before abortion was legal in 1973. No matter what laws there are that say abortion is illegal, there will be many women out in the world looking for an abortion done someway. The reason that this would be a very bad idea is because of the risk factor that is involved. There is a much greater risk when having the procedure done in a back-alley clinic compared to a medical clinic where abortion can be handled legally. The risk factors can include things like women being sterile and even dying. In the 1930's when abortion was illegal, back-alley abortions made up about 14% of maternal mortality ("The Abortion Handbook" <sup>Kaufmann</sup>). From coat hangers to poisons that are used, back-alley abortions can be the most excruciating pain in a woman's life. A story that I read was about a woman who had been raped at the age of 15 in the years before 1973 because the only place she could think to



go to was a back-alley abortion place. Within the story she revealed that she had been raped and then treated like a rag doll while the process happened. She said that it was the most horrific pain in her life ever and that she thinks about it every day when she wakes up and when she goes to sleep (“Caroline’s Story: 30 Years and 2 Worlds Apart”). Rather than having women go through this process, they should be able to go to a clinic where it is clean and women are treated right. It should be their own choice because it’s their own body, isn’t it?

For those who think that abortions should not happen, think about how it is better for a child to be aborted rather than having a terrible upbringing because the parents cannot handle having the responsibility of keeping the child. The child will suffer from all the unhealthy surroundings they are placed in. It would be better for a child to be brought up in a safe controlled environment.

There is always the choice of adoption after pregnancy for many women. What many don’t understand though is that abortion can just be as emotionally and physically stressful as an adoption. Put yourself in a position of giving your son or daughter up for adoption and having that feeling be with you. It is the same as losing your child through an abortion. A woman would then spend everyday worrying about if their son or daughter was doing alright without them. That could be the most stressful of all (“The Abortion Handbook”).

Ultimately, there are possible solutions. I propose a law that says after the second trimester there should not be any abortions. The reason for this is because of the risk factor of the mother dying or becoming sterile. The risks outweigh the benefits because at this stage in pregnancy; the mother has accepted that she is pregnant and is dealing with

it. The only way pregnancy at that time should be aborted is if there is an unhealthy risk to the mother from the impact of being pregnant. Although the chance of this being the case is very slim. I see the effect of abortion and understand that it is working to people's benefits.

Pro-choice gives the mother a chance to think about whether she should continue with the pregnancy. She will not be condemned at either of her choices unlike pro-life where there is only one solution. Pro-choice gives women alternatives to what has happened in their lives. One mistake should not have an effect on the outcome of the rest of one woman's or man's life.

The solution is quite simply that it should be more of a moral decision than a political one when it comes to the right to have an abortion or not. A law that could be enforced though is by setting a time period of when women cannot get an abortion because of the risk factors that have been discussed. Only exceptions are those of risk factors to the mother's health that could allow an abortion to happen. This law is only there to protect the mother's while still giving them a choice on having an abortion or not. Pro-choice has been the legal choice for 33 years and over the years abortions are slowly decreasing which means people are learning and ultimately making smart choices from what they are allowed to do.

These are solutions that can make everyone see the importance and justification of pro-choice. Abortion should continue to be legal to help women and men continue with their lives and learn from their experiences and to show others what they have learned so we can one day agree that pro-choice benefits everyone.

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