English 101 Introduction to College Writing Spring 2006

Instructor	Office	Office Hours
Jared Anthony jjanthony@wsu.edu	Avery 211	Fridays Noon – 1:00 pm and by appointment

Required Texts	Class Meetings
Composing from Sources, Lester *A Writer's Resource*, Maimon and Peritz Readings to be handed out in class	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.

Pre-requisites

As part of the General Education Program, all students enrolling in English 101 must take the pre-requisite exam conducted by the Writing Assessment Office. Students must have taken the exam prior to enrollment in English 101 and either placed in English 101 or have taken required pre-requisites in order to enroll in English 101. Students who have not taken the exam must do so by the end of the first week of classes. Failure to comply with this requirement will result in disenrollment from English 101. Questions may be directed to Diane Kelly-Riley at the Writing Assessment Office (CUE 305).

Academic Integrity

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 in 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.

English 101 students are responsible for maintaining all drafts and copies of research to validate authenticity of writing and should ask their teacher for information about properly citing sources. Drafts, even though they are not graded, are expected to comply with the University's Academic Honesty policies. If I find that you have committed any act of academic dishonesty, I will notify the Assistant Director of Composition for program documentation as well as the Director of Student Conduct for University Disciplinary Action. Any English 101 student who commits plagiarism will suffer the penalty of failing the course. Any attempt to manipulate the citations or resources of a text (for example, submitting a paper with a faulty bibliography) is also considered plagiarism, and will result in failure of the course.

I will provide a handout that describes my thinking on academic honesty and plagiarism, and we will practice strategies for properly acknowledging indebtedness to sources. But please remember that it is ultimately your responsibility to make sure your writing is indeed yours and that it follows standard conventions of source citation.

Disabilities

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may mean that requested accommodations might not be available. All accommodations must be approved through the Disability Resource Center (DRC) located in the Administration Annex, Room 205, 335-1566.

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 tlmaloney@wsu.edu.

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 DESIRABLE IN THE PROMPT.

THESIS MODELS

ALTHOUGH S&H ARE ~~[illegible]~~ IN SO MANY WAYS, EVEN THOUGH S&H 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 S&H EXPLAINS THE HOW AND HAMPL 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, ITS 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.

Mind-Blowing

Portfolio

English 101

May 4, 2006

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April 24, 2006

English 101

Cover Letter

Dear Mrs.

Hi! It's been too long since I've seen you or talked to you! How is everything back in Redmond? Are you still going to leave Redmond and teach somewhere else? For me, school is going great; it's a good thing you helped talk me into going here because I am having the time of my life. I moved into second semester and absolutely having much more fun in the house rather than the residents hall. I have already made quite a few great friends and spend a majority of my time with them. Actually, two of them, re from Issaquah and we are all in the same English 101 class. We got pretty lucky with our professor; he really cares about our work and is always there for help if we need it. We wrote five papers, and each paper somehow or another incorporated memory into it. Usually we turn in rough drafts of all our papers, and then he makes comments on the paper and returns them for us to correct before putting them in our portfolio. Our portfolio is what our entire grade for the whole semester is based on. He recently passed out the rubric for the portfolio so I have a chance to show you what I've accomplished this semester in the class and in my writing. You are going to be very impressed with what I have accomplished this semester in comparison to the writing's I turned into you in high school. I hope this

makes you proud to see how much I have been able to improve my writing skills I developed with you as well as the new techniques and abilities I have adopted in my writing.

One of the major points in the rubric under critical thinking is the ability to identify a problem or question. An example of this is from paper two when I used concepts from Schacter's research on memory to analyze my most memorable moment when I said "After reading Schacter's chapter on memory, it led me to rethink what I thought was the most important memory that I've experienced, showing me that even my most memorable moment of my life had gaps of confusion". When identifying the problem or question in my papers, I almost always use my thesis as a way to express to my reader a summary of what my paper will be discussing. This same part of paper two also demonstrated that I could establish an identifiable focus and purpose, the first point under rhetorical awareness on the rubric. I have always felt pretty confident in this area of writing. The next point on the rubric is to present a position or argument concerning a problem or question. In our paper four, I discussed both Zerubavel and hooks views of Columbus and presented this argument in my thesis, "By being part of a mnemonic community in America and viewing the Christopher Columbus legacy as a hero, Columbus day has distorted by mnemonic tradition and therefore must be celebrated and remembered appropriately". In this thesis statement, I made a claim about the topic of Columbus and continued on throughout my paper to use reasoning and evidence to support my argument. The evidence I use to support my argument satisfies the next point on the rubric, address other salient perspectives and positions in her or his argument. While discussing and agreeing with Zerubavel's scientific theories throughout

my paper, I included bell hooks personal position on Columbus. For example I wrote, "Bell hook believes that 'The nation's collective refusal to acknowledge institutionalized white supremacy is given deep and profound expression in the contemporary zeal to reclaim the myth of Christopher Columbus as a patriotic icon'". I have become stronger in this area of critical thinking over the semester as I'm sure you can remember the exercise we did in your class with the debate. I had a hard time considering any other point or idea other than mine.

The process of writing was a major concept my professor stressed to us daily in class. As a writer, my ability to use revision to develop an essay, opposed to conceiving of revisions as simply editing and proofing has always come close to impossible for me. I am sure you remember me complaining every time you asked us to do a revision; I thought it was so pointless, but most of all I know I am not a strong writer which made it embarrassing to have a fellow classmate read my work. On top of that, revisions always took forever, and with my A.D.D. it was really difficult for me to revise for that long. Luckily for me, at the beginning of the semester, an English 102 class was offered, it met once a week and I would receive feedback from a teacher and from my peers. [redacted] and I all signed up, and it was one of the better decisions I've made, academically. Not only did I receive help three times a week Jared's class, but I was able to work in a small group. After writing a poor draft of our first paper, my most memorable moment, I was able to apply my ability of revision, as well as reflect on my own writing process and extend my thinking from one draft to the next, improving the essays through successive revision, the other two important points under process of writing. After both [redacted] read the rough draft, I was told that I did a great job

of describing my surroundings, but should describe my feelings better. I mean after all, this was a paper about my most memorable moment; it should describe the incredible feelings of winning the state championship for our high school. In my rough draft I wrote, "The moment was finally here, second place was announced, and it wasn't our team, we were all screaming and hugging each other, we were the 4A state champions". At the time when I was writing it, I thought it was a good description of the day, but looking back, now knowing how to extend my thinking and use revision to extend my essay, I was able to reflect on my writing. In my final draft, it now says "The moment was finally here, second place was announced, and it wasn't our team, we all started screaming and hugging each other, we were the 4A state champions". I continued on throughout the paragraph describing in detail the sounds I was hearing, and the feelings running through my mind. I continued to write "The sound of our small town high school being announced as first place was piercing to my ears; I had never been so ecstatic about something". After going through three revisions, I believe I have adopted the ability of all the points listed under the process of writing. Not only does paper one satisfy the process of writing, it is an example of adapting and responding to the needs of my audience under rhetorical awareness. Being a paper about my personal, memorable moment, I was careful to not include details that I didn't want to share with the class or my professor. For example, remember when you came to the second half of the meet, and I was about to compete but I was so nervous I threw up, I believe that is a perfect example of adapting and responding to the needs of different audiences. I know that very few people would want to read about that.

I think the concepts that I have improved on the most, are the remaining three under critical thinking. The three concepts are 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 and evaluate the effectiveness and value of source material, identify key assumptions in the source material, and demonstrate how the material relates to an argument. Personally, I would have never thought myself to be able to accomplish these abilities, did you? Yeah, didn't think so. Like I mentioned earlier, all the papers we have written have incorporated memory into them whether it was our own personal memory or the memory of a specific holiday or person. The fourth paper we wrote was to summarize and apply concepts learned from two different chapters both regarding memory as it relates to Christopher Columbus. I really feel like this paper shows my capabilities as a critical thinker. I showed you earlier how the thesis statement in this paper satisfies the point of presenting a position or argument concerning the issue while the rest of the paper can satisfy three more crucially important points of critical thinking. After reading the two chapters, I was able to summarize both and incorporated the material into an analysis of the problem to help support my thesis. An example of this is when I use Zerubavel's concept of mnemonic traditions to help analyze why we remember Christopher Columbus the way we do. I quoted Zerubavel when he wrote "Yet mnemonic traditions affect our memory even more significantly by prompting us to adopt a particular cognitive "bias" that leads us to remember certain things but not others". It was through this source that assisted me to analyze America's social memory of Columbus and why we remember him the way we do. Further along in the same paper, I used the Zerubavel's quote "America's collective

memory of the Vietnam War, for example, is thus more than just an aggregate of all the war-related recollections of individual Americans, just as Israel's collective memory of the Holocaust is more than the mere sum of the personal recollections of all the Holocaust survivors living in Israel". I used this quote to help explain why Americans need to take into consideration the feelings of other communities and their culture because their celebration of one holiday could be extremely offensive to another culture. These sources are not only a great example of identifying and considering the historical contexts with culture and society, but they are an extremely effective and valuable source when I needed to relate my argument to the analysis of how America's social memory of Columbus. For example, I included numerous quotes from both sources to assist my argument and prove that the way we commemorate Christopher Columbus has been distorted and must be altered appropriately.

The one thing I felt most comfortable with on the rubric was knowledge of Conventions, and I have you to thank for that. When you had us memorize the MLA format for several different sources, I wasn't aware of how much it comes back in college. The MLA format is the most commonly used format and I use it constantly in my writing. Our fifth paper, we were first assigned an annotated bibliography, and thanks to you, utilizing common formats for different kinds of texts, such a MLA, was a breeze. I have used the MLA format for everything, which has made employing appropriate documentation and citation of sources simple, therefore I didn't have to spend excessive time looking up the correct format every time I needed it. The structure of my annotated bibliography demonstrates my adequate knowledge of conventions of structure, paragraphing and the mechanics listed under knowledge of conventions.

Knowing the MLA format back and front will be extremely useful throughout my next years of college, and I wanted you to know I really appreciate you pushing me in high school to memorize it.

All of the things you taught me in high school, I carried with me to college, which helped my confidence, even if it was just a little, about my writing. I believe that my portfolio reflects on so much throughout the whole semester and gives the appropriate evidence that I satisfied all the requirements in the prompt. I have really adopted these points on the rubric and taken them in for many more years of writing to come. This course has really taught me a lot, and not just about writing, but about myself. You and I both know when it comes to writing, I am not a confident writer, but after really trying hard to accomplish these abilities to become the best writer I can, I already feel so much better about myself, and I know that I wouldn't have been off to the start that I was without your help and sincerity. I appreciate your help throughout my senior year of high school as well as not just my teacher, but the friend that you were to me as well. I hope you're as proud of all my writing and hard work as I am, I really believe I have come along way. Good luck with the rest of the year and your new house, hopefully I will be seeing you soon!

Sincerely,

Allison Young

January 18, 2006

English 101

Paper #1

This Is How I Remember It

The chalky air was starting to get to me after being in a closed gym all day. I was beginning to get quite cranky from the absence of sleep combined with nerves and a very empty stomach. It was the first time I would have given almost anything to go outside and stand in the freezing cold temperatures with rain dumping down on my face. By the sound of this, my most memorable moment doesn't sound too appealing, but it was just all my nerves acting together as my gymnastics team and I awaited the announcement of who would be claiming the Washington State title.

My gymnastics team and I waited as patiently as we could while the other girls from numerous teams finished their routines. The sounds of floor music and cheering made the easy twenty minute wait seem like twenty hours. I had heard Peter Gunn and Mission Impossible at least three times each and was going on the fifth time for Pink Panther. A couple girls on my team had the same music which made us all a little nervous because the judges were just as sick of hearing it as we were. We were the underdog and hadn't even thought to have a possibly of taking the championship as our own. The sight of all the reporters and photographers had given our team some excitement and encouraged our hopes. The time came for all of the teams to gather on the floor to award the teams their appropriate places.

2

My team mates and I sat right smack in the middle of the floor with all the other teams filling in the gaps around us. We were so close to possibly becoming the first gymnastics team from our high school to ever make it to state, let alone win the title. Suddenly, my nerves took over my growling stomach and throbbing headache when the announcer came over to begin his dreadfully long speech before awards mispronouncing name after name. At this point, my team and I had been cooped up inside the exhibition part of the Tacoma Dome, and could hardly wait. The announcer took his time thanking all the judges for their hard work helping with the meet. After thanking each and every judge, he proceeded to call our raffle ticket numbers as well as inform the audience for the last time that

"And eighth place goes to…" the announcer began, and slowly my surroundings were becoming blurry. The moment we had worked so hard for all season was so close. We were sitting in a circle holding hands so tightly that we didn't even notice all of the reporters and photographers gather around our team, which if we weren't so close and could see outside our circle, would be a pretty good hint to the fact that we had won.

The moment was finally here, second place was announced, and it wasn't our team, we were all started screaming and hugging each other, we were the 4A state champions. "First place, Redmond High School" the announcer broadcasted across the entire exhibition hall. The sound of our small town high school being announced as first place was piercing to my ears; I had never been so ecstatic about something. The long wait was well worth it. After we nearly lost our voices from screaming so loud, we all ran to the podium and squeezed as many of us as we could on the top, first place. The

feeling was indescribable. I had goose bumps and a goofy permanent smile on my face for the rest of the week.

CB

2nd CB:

January 18, 2006

English 101

This Is How I Remember It

The chalky air was starting to get to me after being in a closed gym all day. I was beginning to get quite cranky from the absence of sleep combined with nerves a very empty stomach. It was the first time I would have given almost anything to go outside and stand in the freezing cold temperatures with rain dumping down. By the sound of this, my most memorable moment doesn't sound too appealing, but it was just all my nerves acting together as my gymnastics team and I awaited the announcement of who won the state title.

My gymnastics team and I waited as patiently as we could while the other girls from numerous teams finished their routines. The sounds of floor music and cheering made the easy twenty minute wait seem like twenty hours. Our team was the underdog and not even thought to have a possibly of taking the championship as our own. The sight of all the reporters and photographers had given our team some excitement and encouraged our hopes. The time came for all of the teams to gather on the floor to award the teams their appropriate places.

My team mates and I sat right smack in the middle of the floor with all the other teams filling in the gaps around us. We were so close to possibly becoming the first gymnastics team from our high school to ever make it to state, let alone win it. Suddenly, my nerves took over my growling stomach and throbbing headache when the

and mispronouncing ~~[illegible]~~ name after name for hours

announcer came over to begin his dreadfully long speech before awards. At this point, my team ~~the girls and I~~ had been cooped up inside the exhibition part of the Tacoma Dome, and could hardly wait. kept them

"And eighth place goes to..." the announcer began, and slowly my surroundings were becoming blurry. The moment we had worked so hard for all season was so close. We were sitting in a circle holding hands so tightly that we didn't even notice all of the reporters and photographers gather around our team, which if we weren't so close and could see outside our circle, would be a pretty good hint to the fact that we had won.

The moment was finally here, second place was announced, and it wasn't our team, we were all started screaming and hugging each other, we were the 4A state champions. The long wait was well worth it. After we nearly lost our voices from screaming so loud, we all ran to the podium and squeezed as many of us as we could on the top, first place. The feeling was indescribable. I had goose bumps and a permanent smile on my face for the rest of the week. "First Place Redmond High School" as the sound peirced my ears I have never been filled w/ so much excitement

TO: [redacted]

Really good paper!! I feel like I was there with you, I got goosebumps!

Love, [redacted]

Nice job but conclusion just kind of ended take a paragraph to tell why it was so important you tell good description, but maybe describe your feelings a little more!

♡ you!

– [redacted]

[redacted]

January 18, 2006

English 101

This Is How I Remember It

The chalky air was starting to get to me after being in a closed gym all day. I was beginning to get quite cranky from the absence of sleep combined with nerves a very empty stomach. It was the first time I would have given almost anything to go outside and stand in the freezing cold temperatures with rain dumping down. By the sound of this, my most memorable moment doesn't sound too appealing, but it was just all my nerves acting together as my gymnastics team and I awaited the announcement of who won the state title.

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My team mates and I sat right smack in the middle of the floor with all the other teams filling in the gaps around us. We were so close to possibly becoming the first gymnastics team from our high school to ever make it to state, let alone win in. Suddenly, my nerves took over my growling stomach and throbbing headache when the

announcer came over to begin his dreadfully long speech before awards. At this point, the girls and I had been cooped up inside the exhibition part of the Tacoma Dome, and could hardly wait.

"And eighth place goes to..." the announcer began, and slowly my surroundings were becoming blurry. The moment we had worked so hard for all season was so close. We were sitting in a circle holding hands so tightly that we didn't even notice all of the reporters and photographers gather around our team, which if we weren't so close and could see outside our circle, would be a pretty good hint to the fact that we had won.

The moment was finally here, second place was announced, and it wasn't our team, we were all started screaming and hugging each other, we were the 4A state champions. The long wait was well worth it. After we nearly lost our voices from screaming so loud, we all ran to the podium and squeezed as many of us as we could on the top, first place. The feeling was indescribable. I had goose bumps and a permanent smile on my face for the rest of the week.

ALLISON

YOU DO A GREAT JOB OF STORYTELLING BY COMMUNICATING THE NERVOUSNESS AND THE UNNOTICED EXTERNAL REALITY OF THE PHOTOGRAPHERS. IT'S A BIT SHORT, AND COULD USE ANOTHER CAREFUL PROOFREADING. DO YOU REMEMBER WHAT THE FLOOR MUSIC WAS OR WHAT THE DREADFULLY LONG SPEECH WAS ABOUT? THESE MIGHT BE THINGS TO ANALYZE IN PAPER TWO. JA

Jan. 20

Reflective Commentary

- I changed a few minor things on my own before reading what my peers said. I re-read it out loud and I needed to structure a few sentances differently. My peers thought my paper was well written with lots of description so I left that. I didnt do too much because I thought what I wrote described my moment pretty well.

- I re-learned to re-read my writing a day later because almost always I can revise it to make it better. Personally, I don't think I am a good writer and I was really suprised that both my peers thought my paper was good.

February 13, 2006

English 101

Paper #2

Why I Remember the Things I Do

In our everyday lives memory seems to be such a natural instinct, that's why It's interesting why our memory decides what to remember and what slides through. Daniel Schacter's research and experiments are what helped me realized that our memories sometimes forget the small and insignificant, are frequently forgotten. "Our memory systems are built so that we are likely to remember what is most important to us" (Schacter, 46). Elaborative encoding may enhance the quality of a particular memory, but once your memory decides all of the essential information has been gathered, the encoding is cut short. After reading Schacter's chapter on memory, it led me to rethink what I thought was the most important memory that I've experienced, showing me that even my most memorable moment of my life had gaps of confusion.

"The sounds of floor music and cheering made the easy twenty minute wait seem like twenty hours" (,1). The little things like the floor music and cheering seem insignificant in a memory as huge as winning the State Championship for Gymnastics. "Associative retrieval occurs when a cue automatically triggers an experience of remembering. Everyone is familiar with this sort of experience: hearing a favorite song reminds you of where you were when you first heard it…" (Schacter 68). Hearing the instrumentals of Peter Gunn and Mission Impossible seem to always bring back the

memory of our championship. Before reading Schacter's chapter, the idea of associative retrieval never even crossed my mind, but now it makes perfect sense of the insignificant details. When stepping into a smoky or chalky area, most people would cough and think of how annoyed they were or how gross it is, but for me it brings back the foggy air of the exhibition center on the night of our championship. Usually these insignificant details would be left behind by anyone, but the retrieval process kicks in and automatically reminds me of my most memorable moment.

Although elaborative encoding implies that we are likely to remember what is most important to us, it also helps reconstruct locations to associate with other events that have happened in the past. Loci, a form of encoding, is discussed as a method of relating imagery to link it to a mental location. For me, it's the sight of reporters that triggers the happy thought of winning. "The sight of all the reporters and photographers had given our team some excitement and encouraged our hopes" (, 1). The preexisting presence of reporters now allow me to link my most memorable moment to an everyday occasion. Along with loci, Schacter writes, "Elaborative encoding is a critical and perhaps necessary ingredient of our ability to remember in rich and vivid detail what has happened to us in the past" (Schacter, 46). When I recall the dreadfully long speech, although not my favorite part of the day, the elaborative encoding triggers many details around and outside of the simple speech. For example, the excessive, annoying chatter coming from hundreds of girls, the fumes of hairspray falling from the fancy hair do's that were being taken out and the sounds of crinkling bags from the starving girls opening their long awaited snacks. These few details are so insignificant to the big picture yet picturing these details from the past make winning the state

championship that much more special. Schacter states that "elaborative encoding influences not only the quantity of what can be remembered but also the quality of our reccollective experience" (46). In paper one, I included numerous details about what I saw, what I could smell, what I was feeling, but failed to describe in detail several events of the day. Despite the lack of describing the different parts of the day, the details of the smaller things make my personal memory stronger.

I thought I remembered my most memorable moment completely accurately until reading Searching for Memory. Schacter's concepts of memory have helped me recall the up most important points from the beginning of the championship day and through the very end. His theory of elaborative encoding surprised me, but has given me the opportunity to remember picture perfect details from the championship. The simplest memory, like mine, could still have incomplete reflection until applying a few of Schacter's techniques of encoding. His theory of associative retrieval helped me access a part of my memory and make sense of it. When he discusses the most necessary ingredient of elaborative encoding to remember detail, it helped elaborate and explain the insignificant memories I had of chattering and the crinkling of bags. Through trials and tribulations I realized that my memory may seem completely accurate with some moments, although there is always room for failure of remembering, which then I could apply a few of Schacter's theories to trigger the different parts of my brain.

Quotes: frame quote (this opinion matters because...)
let reader know why important + why using quote

January 29, 2006
English 101
Paper #2

NO BOLD OR UNDERLINE NEEDED

Why I Remember the Things I Do

IS THIS REALLY IN HIS TEXT?

YOU MIGHT CONSIDER REVERSING THESE FIRST TWO SENTENCES.

"Finding's and ideas concerning brain mechanisms of retrieval are absolutely crucial to understanding memory's fragile power" (Schacter 69). It's interesting why our brains choose to remember the things they do. Daniel Schacter's research and experiments are what helped me realized that our memories sometimes forget the small and what may seem insignificant, are frequently forgotten. After reading Schacter's chapter on memory, it led me to rethink what I thought was the most important memory that I've experienced, showing me that even my most memorable moment of my life had gaps of confusion. GOOD THESIS

THE SMALL WHATS?

THIS IS TRICKY. A COUPLE OF SENTENCES MIGHT MAKE IT CLEARER.

"The sounds of floor music and cheering made the easy twenty minute wait seem like twenty hours" (Me). The little things like the floor music and cheering seem as insignificant in a memory as immense as winning the State Championship for Gymnastics. "Associative retrieval occurs when a cue automatically triggers an experience of remembering. Everyone is familiar with this sort of experience: hearing a favorite song reminds you of where you were when you first heard it…"(68).

ONE OF THESE "AS"S DOESN'T BELONG.

WHO ARE YOU QUOTING?

19

Hearing the instrumentals of Peter Gunn and mission impossible seem to always bring back the memory of our Championship on that wind chilling day. Before reading Schacter's chapter, this idea of associative retrieval never even crossed my mind, but now it makes perfect sense when it comes to the insignificant details that were left behind in such a significant moment.

"The method that involves encoding information into memory by conjuring up vivid mental images and mentally placing them in familiar locations" (47). This method, loci, as Daniel Schacter proposed is why I can remember specific and important details from that day, no matter how long ago it was. "My team mates and I sat right smack in the middle of the floor with all other teams filling the gaps around us" (Me). I can see this mental picture in my head anytime, night or day, it is encoded in my brain. I also see bright flashes all around the exhibition center from all the audience taking pictures of their children that they are so proud of. Although these bright flashes were everywhere blinding us, it didn't take our eyes, or our minds off what was really important, who was going to be the champions.

Schacter wrote "Elaborative encoding is a critical and perhaps necessary ingredient of our ability to remember in rich and vivid detail what has happened to us in the past". When I recall the dreadfully long speech, although not my favorite part

of the day, the elaborative encoding triggers many details around and outside of the simple speech. For example, the excessive chatter coming from 100 girls, the fumes of old hair spray falling from the fancy hair do's that were being taken out and the sounds of crinkling bags from the starving girls opening their long awaited snacks. These few critical details are insignificant in the big picture of my memory, yet make it much more appealing and far more special. (maybe elaborate more here about how Schacter's ideas apply to this)

OK, BUT AGAIN, WE COULD BENEFIT FROM SOME ANALYSIS OF WHY THESE DETAILS DID NOT APPEAR IN PAPER ONE.

What I thought were gaps of confusion in my most memorable moment, were clearly shown to be easily remembered by a few of Schacter's theories and ideas on the thought of memory. "Findings and ideas concerning brain mechanisms of retrieval are absolutely crucial to understanding memory's fragile power" (69). The simplest memory, like mine, could still have an incomplete reflection until applying a few of these minor techniques. Through trials and tribulations I realized that my memory may seem completely accurate with some moments, yet there is always room for error, which then would apply A? few of Schacter's theories to trigger different parts of our? my? brain.

DO YOU REALLY WANT TO USE THE SAME QUOTE TWICE IN SUCH A SHORT SPACE?

THIS IS NOT THREE PAGES.

(maybe Summarize which theories/ ideas of his you mentioned in the paper to make a stronger Conclusion)

Works Cited

Schacter, Daniel J. Searching for Memory. New York: Basic Books, 1996.

QUOTES, NOT UNDERLINE, FOR PAPER TITLES

"This is how I Remember it." Unpublished paper. Washington State University, 2006.

YOU'VE GOT A NICE THESIS. AND I REALLY APPRECIATE YOUR EFFORTS TO INCLUDE QUOTES FROM BOTH SCHACTER AND YOURSELF. WE NEED TO WORK ON SETTING UP AND FOLLOWING UP ON THE QUOTES, TO GIVE THEM SOME CONTEXT AND GET THE MOST MILEAGE FROM THEM. MAKE SURE TO BE CONSISTENT WITH YOUR IN-TEXT CITATIONS. AND PLEASE DO NOT USE COURIER FONT; THIS PAPER WOULD BE EVEN FURTHER FROM THE LENGTH REQUIREMENT IF IT WERE IN TIMES NEW ROMAN OR ARIAL.

IN FUTURE PAPERS, AND IF YOU REVISE THIS ONE FOR THE PORTFOLIO, TRY TO SLOW DOWN AND EXPLAIN WHAT YOU MEAN. THAT WILL MAKE YOUR PAPERS BOTH LONGER AND STRONGER.

JA

22

Reflective Commentary

- I made my paper much longer by adding specific details and used quite a few quotes from the reading. I hope the quotes will give the reader a better understanding about what I was writing.

- If I had more time, which I do, I will proof read several times to make appropriate changes. Also have other people read over for more opinions.

- I liked that the paper was about me because it made it easier to write and I was very knowledgeable about the topic. I didnt really like that we were tying it into the chapter on memory because I found the chapter a little confusing.

Allison Young

10760254

February 15, 2006

English 101

Paper #3

The Approaches Taken to Find My Memory

Memory has various ways of being approached. Daniel Schacter and Patricia Hampl, both professors, yet writing from extremely different communities, share their ideas and findings about memory. Schacter, a professor of psychology at Harvard writes, "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" (47). His scientific view points out detailed techniques that link to preexisting information to our memories. While Shacters scientific finding's help explain my most important memory of winning the Gymnastics State Championship, Hampl's creative writing and humanistic views seem to be more reflective, and aren't just bounced off of a theory. From a personal experience, she writes "This, we say somewhere deep within us, is something I'm hanging on to" (29). Both professors' views and studies of memory helped make sense of my most important memory, although I found myself comparing with Hampl's ideas and values of memory because they are personal, just like my memory.

Schacter's broad spectrum on memory fit with my memory of the State Championship because he uses several examples making it easier to compare with. He

provides an example discussing mental images that helped place my memory of the State Championship back to the exact date. "The method involves encoding information into memory by conjuring up vivid mental images and mentally placing them in familiar locations" (Schacter, 47). This particular method, loci, was a strong theory I found helpful in recalling the important and specific details from the State Championship. "It was the first time I would have given almost anything to go outside and stand in the freezing cold temperatures with rain dumping down" (Page 4). Using loci, I can picture the rain dumping down as a euphemism for every cold, rainy day in Tacoma. Furthermore, driving past the Tacoma Dome gives me a solid, physical picture that then triggers the exact memory of when we won the state title. Another scientific example Schacter introduced in Searching for Memory was that of Richard Semon, who worked on his own as a private scholar, and developed the term mneme. This term followed the thought of biological tissue that permitted the effects of a memory to be conserved over time. Semon then noted three stages of mneme because he believed that ordinary English was too misleading to be scientific. One of the three mneme's, engram, refers to the nervous system and the storing of the effects on the memory or experience over time. "Suddenly, my nerves took over my growling stomach and throbbing headache when the announcer came over to being his dreadfully long speech before awards" (2). After reading Schacter's *Searching for a Memory*, and one of his many outside examples, my most important memory was becoming more meaningful.

Although Schacter's scientific theories were particularly helpful and gave my memory further understanding, I found that Hampl's personal opinions of memory had a heavy impact on my memory of championship. She writes, "We store in memory only

images of value". Value is an extremely personal word, which I cherish, and I strongly agree with Hampl that our memory is valuable. She continued to be more in depth on a single memory, reflecting on the value and feelings. I found her enthusiasm on memory more compatible with mine because it's my memory, and personal to me. While writing this paper, I was able to relate to Hampl's idea of memoir.

> "Rather, I explored the mysterious relationship between all the images I could round up and the even more impacted feelings that caused me to store the images safely away in memory. Stalking the relationship, seeking the congruence between stored image and hidden emotion – that's the real job of memoir" (30).

My hidden emotions of the State Championship have been slowly revealing while writing my memory, rather than the casual thought. "We were sitting in a circle holding hands so tightly that we didn't even notice all of the reporters and photographers gather around our team, which if we weren't so close and could see outside our circle, would be a pretty good hint to the fact that we had won" (Me). I feel the goose bumps along with higher personal feelings. Winning the state title gives me feelings of friendship with my team mates, shock of winning news and undying love for the sport that I will always miss.

Schacter is extremely educated with brilliant ideas of memory, yet I found myself agreeing with Hampl and her personal values and ideas of memory. I believe that my most important memory is important to me because I choose to remember it, and don't need scientific reasoning to remember a valuable experience. Her values are more applicable to my personal memory; it is more utilitarian to understand rather than

scientific terms trying to provide reasons just to remember a favorite memory. Hampl represented her memory in a more personable attitude that led me to think about my own personal memory. Reading both chapters on memory, Hampl's helped me to make sense of my memory and know that I don't need a scientific explanation to help recall such an amazing moment.

Works Cited

Hampl, Patricia. I Could Tell You Stories. New York: W.W. Norton & Company, 1999.

Schacter, Daniel J. Searching for Memory. New York: Basic Books, 1996.

[illegible]. "This is How I Remember it". Unpublished paper. Washington State University.

February 13, 2006
English 101
Paper #3

Why I Remember the Things I Do

"Finding's and ideas concerning brain mechanisms of retrieval are absolutely crucial to understanding memory's fragile power" (Schacter 69). It's interesting why our brains choose to remember the things they do. Daniel Schacter's research and experiments are what helped me realized that our memories sometimes forget the small and what may seem insignificant, are frequently forgotten. After reading Schacter's chapter on memory, it led me to rethink what I thought was the most important memory that I've experienced, showing me that even my most memorable moment of my life had gaps of confusion.

"The sounds of floor music and cheering made the easy twenty minute wait seem like twenty hours" (Me). The little things like the floor music and cheering seem as insignificant in a memory as immense as winning the State Championship for Gymnastics. "Associative retrieval occurs when a cue automatically triggers an experience of remembering. Everyone is familiar with this sort of experience: hearing a favorite song reminds you of where you were when you first heard it…" (

Schacter 68). Hearing the instrumental's of Peter Gunn and mission impossible seem to always bring back the memory of our Championship on that wind chilling day.

At least 3

February 15, 2006
English 101
Paper #3

The Approaches Taken to Find My Memory

Memory has various ways of being approached. Daniel Schacter and Patricia Hampl, both professors, yet writing from extremely different communities, share their ideas and findings about memory. Schacter, a professor of psychology at Harvard writes, "My central point is that the core cogitative act of visual imagery mnemonics – creating an image and linking it to a mental location – is a form of deep elaborate encoding" (47). His scientific view points out techniques that link to preexisting information to our memories, yet different from other bits and pieces in that same memory. While Shacter's scientific finding's help explain my most important memory of winning the Gymnastics State Championship, Hampl's creative writing and humanistic views seem more reflective, not a bounce off of a theory. From a personal experience, she writes "This, we say somewhere deep within us, is something I'm hanging on to" (29). Both professor's views and studies of memory helped make sense of my most important memory. OK. BUT DID ONE HELP MORE?

GOOD JOB OF SETTING UP THE QUOTE.

? I DON'T UNDERSTAND EITHER OF THESE TWO SENTENCES. IF YOU READ THEM, DO YOU KNOW WHAT THEY MEAN? ?

Schacter's broad spectrum on memory fit well with my memory using several of his different memories provided with examples. "The method that involves encoding information into memory by conjuring up vivid mental images and mentally placing them in familiar locations" (Schacter, 47). This particular method, loci, was a strong theory I found helpful in buffering the important and specific details from the State Championship. "It was the first time I would have given almost anything to go outside

WE NEED AN INTRO FOR THIS QUOTE, ESPECIALLY SINCE IT'S NOT AN INDEPENDENT CLAUSE.

and stand in the freezing cold temperatures with rain dumping down" (Me). Using loci, I can picture the rain dumping down as a euphemism for every cold, rainy day in Tacoma. Furthermore, driving past the Tacoma Dome gives me a solid, physical picture that then triggers the exact memory of when we won the state title. Another scientific example Schacter introduced in Searching for a Memory was that of Richard Semon, who worked on his own private scholar, and developed the term mneme. This term followed the thought of biological tissue that permitted the effects of a memory to be conserved over time. Semon then noted three stages of mneme because he believed that ordinary English was too misleading to be scientific. One of the three mneme's, engram, refers to the nervous system and the storing of the effects on the memory or experience over time. "Suddenly, my nerves took over my growling stomach and throbbing headache when the announcer came over to being his dreadfully long speech before awards" (Me). After reading Schacter's *Searching for a Memory*, and one of his many outside examples, my most important memory was becoming more meaningful.

Although Schacter's scientific theories were particularly helpful and gave my memory further understanding, I found that Hampl's personal opinions of memory had a heavy impact on my memory of championship. "We store in memory only images of value" (Hampl 29). Value is an extremely personal word, which I cherish and strongly agree with Hampl that our memory is valuable. She continued to be more in depth on a single memory, reflecting on the value and feelings. I found her enthusiasm on memory more compatible with mine because its my memory, and personal to me. While writing this paper, I was able to relate to Hampl's idea of memoir.

PAGE #

THAT'S NOT THE TITLE.

AS A

WE NEED A PAGE CITATION FOR THIS SUMMARY.

DOES YOUR PAPER REALLY SAY THIS?

#

GREAT TRANSITION!

SHE WRITES,

PLEASE INSERT PAGE NUMBERS

WERE YOU GONE THE DAY WE TALKED ABOUT FORMATTING BLOCK QUOTES?

SINGLE SPACE

"Rather, I explored the mysterious relationship between all the images I could round up and the even more impacted feelings that caused me to store the images safely away in memory. Stalking the relationship, seeking the congruence between stored image and hidden emotion – that's the real job of memoir." (30)

My hidden emotions of the State Championship have been slowly revealing while writing my memory, rather than the casual thought. "We were sitting in a circle holding hands so tightly that we didn't even notice all of the reporters and photographers gather around our team, which if we weren't so close and could see outside our circle, would be a pretty good hint to the fact that we had won" (Me). I feel the goose bumps along with higher personal feelings. Winning the state title gives me feelings of friendship with my team mates, shock of winning news and undying love for the sport that I will always miss.

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VERY NICE CONCLUSION!

Works Cited

Hampl, Patricia. I Could Tell You Stories. New York: W.W. Norton & Company, 1999.

Schacter, Daniel J. Searching for Memory. New York: Basic Books, 1996.

This is How I Remember it". Unpublished paper. Washington State University.

WE JUST NEED DOUBLE, NOT QUADRUPLE SPACING.

THIS DRAFT HAS A LOT GOING FOR IT. I REALLY THINK YOU FOUND YOUR THESIS IN THE CONCLUSION. THAT HAPPENS SOMETIMES. THE TRICK IS TO THEN GO BACK AND INSERT THAT IN THE INTRODUCTION. I LIKE ALL OF YOUR QUOTES. BUT WE NEED TO KNOW WHO IS TALKING BEFORE WE START HEARING WHAT THEY HAVE TO SAY. TRY TO DO MORE INTRODUCING OF QUOTES, LIKE YOU DO WITH THE FIRST QUOTE BY SCHACTER.

I KNOW THIS IS STILL JUST A DRAFT, SO THERE'S PLENTY OF TIME FOR ATTENTION TO DETAIL. STILL, THAT'S NOT ALWAYS SOMETHING A WRITER CAN JUST TURN ON AT THE END OF A SEMESTER. THINGS LIKE INCORRECTLY TRANSCRIBING A QUOTE, MISSPELLING AN AUTHOR'S NAME, OR IGNORING THE INSTRUCTOR'S EXPLANATIONS OF HOW TO FORMAT QUOTES AND CITATIONS ARE ALL SIGNALS THAT YOU'RE NOT GIVING ENOUGH ATTENTION TO YOUR WORK. THE SOONER THAT CHANGES, THE MORE YOU'LL GET OUT OF THE DRAFTING PROCESS. JARED 33

Reflective Commentary

Critical Thinking

- Identify a problem or question in my thesis. I proposed that both views helped me make sense of my favorite memory.
- My position is that I like both findings, but Hampl's was more applicable to my particular memory. THEN THIS SHOULD BE YOUR THESIS.
- I used quotes from both professors
- the influences were in the fact that one professor was scientific while the other was personal
- my intro summerizes the big picture of how both view memory differently followed by the thesis which states the problem/analysis
- This paper used many quotes from both sources making it extremly effective on the rest of my paper. The material relates to the argument 100% b/c I am arguing both sources.

Rhetorical Awareness

- focus + purpose is to use both sources to prove and understand my memory from paper one
- I believe my tone was perfect for the audience, relaxed and personable yet appropriate.
- I think my paper does satisfy the requirements in the prompt.

Process of Writing

- I proof read a couple times as well as a peer edit in English 201 102?
- I reflected on my own paper in English 102 as well
- Some, this is my second draft of this paper, and plan to improve it more in English 102

Knowledge of Conventions

- I used MLA format and stuck with it.
- My structure is appropriate and followed the prompt. The tone was also appropriate.
- I provided a bibliography, MLA format as well as intext citations to give credit to the right source or author.

CB: the coolest cat around... obviously do I even need to say my name...

Allison Young
1079[illegible]

February 15, 2006
English 101
Paper #3

The Approaches Taken to Find My Memory

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Schacter's broad spectrum on memory fit well with my memory using several of his different memories provided with examples. "The method that involves encoding information into memory by conjuring up vivid mental images and mentally placing them in familiar locations" (Schacter, 47). This particular method, loci, was a strong theory I found helpful in buffering the important and specific details from the State Championship. "It was the first time I would have given almost anything to go outside

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good conclusion

Works Cited

Hampl, Patricia. I Could Tell You Stories. New York: W.W. Norton & Company, 1999.

Schacter, Daniel J. Searching for Memory. New York: Basic Books, 1996.

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March 8, 2006

English 101

Paper 4

Columbus: Social Memory in America

Columbus Day is a holiday celebrated on the second Monday in October here in the United States to commemorate his discovery and new arrival of the New World in 1492. Traditionally, he has been hailed for his heroism and bravery for sailing the dangerous unknown waters which followed with his title of The Admiral of the Ocean Sea. Growing up, I was always told the tale of Christopher Columbus and how the majority of the world thought the earth was flat, but it was he who believed otherwise, that the earth was in fact round. "Not only does our social environment influence the way we mentally process the present, it also affects the way we remember the past" (Zerubavel 81). When I was younger, my personal social memory had always been the thought of Columbus Day as a day of reenactment of how Columbus treated the Indians and how the white people were dominant over everyone. Before reading the chapters by bell hook and Eviatar Zerubavel, Columbus had always been talked up to be one of the most heroic men in history for his findings of our America. Both authors have made it evident with their writings that the things we remember about the past tell us something about who we are, and the events remembered by a community tell us what it means to be a part of that community. By being part of a mnemonic community in America and viewing the Christopher Columbus legacy as a hero, Columbus Day has

been distorted by mnemonic tradition and therefore must be celebrated and remembered appropriately.

Zerubavel talks about mnemonic tradition and how it isn't only what we remember as part of a community, but how we remember it as well. Remembering what Christopher Columbus did for America comes easy to all Americans. We were taught as young children that he sailed the ocean blue and came to find the New World, also known as the America we live in today. So, living in our social environment, it comes natural for us pass along the phenomenal story of Christopher Columbus to our friends and families. "Yet mnemonic traditions affect our memory even more significantly by prompting us to adopt a particular cognitive "bias" that leads us to remember certain things but not others" (Zerubavel 88). Although the actual event of the findings of the New World happened centuries ago, being part of a mnemonic community, we Americans believe it is important to identify ourselves with Christopher Columbus to share and celebrate the sense of pride he once experienced without any second thoughts.

Bell hook believes that "The nation's collective refusal to acknowledge institutionalized white supremacy is given deep and profound expression in the contemporary zeal to reclaim the myth of Christopher Columbus as a patriotic icon" (hook 198). She explains her views of those individuals who still celebrate and dedicate a national holiday as a villain. It is the Americans who will always look at Columbus as a hero for finding the New World, ignoring the other facts of his rape and brutality among the African Americans. Hook's views of white supremacy compliment Zerubavel's collective memory such that we view this historical event as a positive time in our

history, where as African Americans see Christopher Columbus as a rapist and imperialist. Collective memory involves several different events and pulls them together where all members of a particular community come to remember the event collectively. Zerubavel states:

> "America's collective memory of the Vietnam War, for example, is thus more than just an aggregate of all the war-related recollections of individual Americans, just as Israel's collective memory of the Holocaust is more than the mere sum of the personal recollections of all the Holocaust survivors living in Isreal" (96).

We must remember that a particular memory celebrated in our country could be extremely sensitive to another. This is why we are particularly careful of holidays celebrated in our country. Our collective memories are paired together with the mnemonic communities with a calendar to ensure the remembrance of our past events such as Columbus Day. It is obvious why the mnemonic community would keep Columbus Day on the calendar, but it was actually an issue as of whether or not to keep Martian Luther King Jr. on the calendar. Just like hook's views on the American's versus the African Americans, the American calendar was concerned about celebrating an African American on the American collective memory calendar. Battles like these are more often than not fought over the "correct" way of thinking historically. As we extend our collective memory, Americans lean towards agreeing with certain parts of history more so than others.

> "While many Americans regard Columbus as a hero who embodies the modern Western quest for knowledge and spirit of free enterprise, there are many others who claim that he should actually be remembered as the villainous spearhead of

the modern Western expansionist spirit that is responsible for both colonialism and the massive destruction of the environment" (Zerubavel 98).

Zerubavel and hook have extremely similar ideas focusing on cultural battles fought among Americans, as well as remembering Christopher Columbus a particular way, while others will debate and insist on remembering him in a negative way. It is easier for people to follow our collective memories, rather than taking white supremacy into consideration. Hook discusses that as a nation we have made very little, if any, progress to decrease the white supremacy, but we truly believe it is natural for a group such as ourselves to be so dominate over other groups.

Columbus Day is among the most important American traditional holidays, and is observed by millions each year. The true origins of Columbus Day are most often misrepresented in our culture, and the traditions we observe center around the myth. This misunderstanding is deeply rooted in the American legend, which is why living in a mnemonic community we grasp on to a significant memory and acquire it for part of our own social identity. Although taught early on that Christopher Columbus was a legend, his violent actions of rape and brutality towards the Indians should be what is being taught early on. If America doesn't start to introduce the truth about Christopher Columbus at an early age, the myth of his bravery and heroism will continue to carry on through collective traditions. Like bell hook says, "We do not choose to ignore or deny the significance of remembering Columbus because it continues to shape our destiny", then a partial piece of our destiny will carry on as a sham unless we start now to enforce the truth behind our traditional holiday.

Atleast 4 pages

March 8, 2006

Enlgish 101

Paper 4

Columbus: Social Memory in America

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like this

different phrase

-43

Zerubavel talks about mnemonic tradition and how it isn't only what we remember as part of a community, but how we remember it as well. Remembering what Christopher Columbus did for America comes easy to all Americans. We were taught as young children that he sailed the ocean blue and came to find the New World, also known as the America we live in today. So, living in our social environment, it comes natural for us pass along the phenomenal story of Christopher Columbus to our friends and families. "Yet mnemonic traditions affect our memory even more significantly by prompting us to adopt a particular cognitive "bias" that leads us to remember certain things but not others" (Zerubavel 88). Although the actual event of the findings of the New World happened centuries ago, being part of a mnemonic community, we Americans believe it is important to identify ourselves with Christopher Columbus to share and celebrate the sense of pride he once experienced without any second thoughts.

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> "While many Americans regard Columbus as a hero who embodies the modern Western quest for knowledge and spirit of free enterprise, there are many others who claim that he should actually be remembered as the villainous spearhead of the modern Western expansionist spirit that is responsible for both colonialism and the massive destruction of the environment" (Zerubavel 98).

Zerubavel and hook have extremely similar ideas focusing on the fact of Americans remembering Christopher Columbus one way, yet numerous other people remember him in a negative way. Hook discusses that as a nation we have made very little if any progress to decrease the white supremacy, but we truly believe it is natural for a group such as ourselves to be so dominate over other groups.

In our own social group it comes natural for us to have a collective memory or argue over the "correct" way to remember a specific significant event. In our case, remembering Christopher Columbus was always thought to be the remembrance and celebration of a hero. After reading both readings it is hard for me to say that America's social memory truly affects the way we remember and think of Columbus. Being an American

In ~~cont~~ the conclusion state a solution to the problem

Alison Young

10768254

March 8, 2006

Enlgish 101

Paper 4

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THIS QUOTE MAKES SENSE HERE, BUT IT STILL NEEDS SOME DISCUSSION.

OK.

47

Zerubavel talks about mnemonic tradition and how it isn't only what we remember as part of a community, but how we remember it as well. Remembering what Christopher Columbus did for America comes easy to all Americans. We were taught as young children that he sailed the ocean blue and came to find the New World, also known as the America we live in today. So, living in our social environment, it comes natural for us pass along the phenomenal story of Christopher Columbus to our friends and families. "Yet mnemonic traditions affect our memory even more significantly by prompting us to adopt a particular cognitive "bias" that leads us to remember certain things but not others" (Zerubavel 88). Although the actual event of the findings of the New World happened centuries ago, being part of a mnemonic community, we Americans believe it is important to identify ourselves with Christopher Columbus to share and celebrate the sense of pride he once experienced without any second thoughts.

SWITCH DOUBLES TO SINGLES WHEN QUOTING A QUOTE.

Bell hook believes that "The nation's collective refusal to acknowledge institutionalized white supremacy is given deep and profound expression in the contemporary zeal to reclaim the myth of Christopher Columbus as a patriotic icon" (hook 198). She explains her views of those individuals who still celebrate and dedicate a national holiday to such a villain. It is the Americans who will always look at Columbus as a hero for finding the New World, ignoring the other facts of his rape and brutality among the African Americans. Hook's views of white supremacy compliment Zerubavel's collective memory such that we view this historical event as a positive time in our history, where as African Americans see Christopher Columbus as a rapist and imperialist. Zerubavel states

HER NAME'S IN THE SENTENCE.

NATIVE

THIS SHOULDN'T BE A BLOCK QUOTE; ITS NOT MORE THAN FOUR LINES.

HOW DOES THIS QUOTE FIT IN THE DISCUSSION?

"America's collective memory of the Vietnam War, for example, is thus more than just an aggregate of all the war-related recollections of individual Americans, just as Israel's collective memory of the Holocaust is more than the mere sum of the personal recollections of all the Holocaust survivors living in Isreal" (96).

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SINGLE SPACE AND DROP QUOTATION MARKS FOR A BLOCK QUOTE

THIS ONE FITS A LITTLE BETTER.

"While many Americans regard Columbus as a hero who embodies the modern Western quest for knowledge and spirit of free enterprise, there are many others who claim that he should actually be remembered as the villainous spearhead of the modern Western expansionist spirit that is responsible for both colonialism and the massive destruction of the environment" (Zerubavel 98).

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49

In our own social group it comes natural for us to have a collective memory or argue over the "correct" way to remember a specific significant event. In our case, remembering Christopher Columbus was always thought to be the remembrance and celebration of a hero. After reading both readings it is hard for me to say that America's social memory truly affects the way we remember and think of Columbus. Being an American KIND OF AN ABRUPT ENDING...

Allison

I'M GLAD YOU'RE LOOKING TO WORK WITH THE OTHER AUTHORS. AND I THINK YOUR THESIS COULD WORK JUST FINE. NOW YOU NEED TO GO BACK AND MAKE EVERYTHING TIE IN TO THAT THESIS. SEVERAL OF THE QUOTES JUST SORT OF POP UP, WITHOUT EXPLANATION OF HOW THEY FIT IN WITH YOUR ARGUMENT. IF YOU THINK THEY DO, PLEASE EXPLAIN HOW THEY DO. THE OTHER THING TO CONSIDER IN REVISION WOULD BE INCLUDING ZINN. HE GIVES VIVID DESCRIPTIONS THAT WOULD HELP SUPPORT YOUR ARGUMENT ABOUT OUR NAIVETY IN REMEMBERING COLUMBUS UNCRITICALLY. ALL OF THIS WILL HELP SET YOU UP TO WRITE A CONCLUSION THAT SUMMARIZES THE EVIDENCE YOU'VE ARRAYED IN SUPPORT OF YOUR THESIS. JARED

50

ALMOST PERFECT!

Works Cited

hooks, bell. Outlaw Culture. New York: Routledge, 1994.

Zerubavel, Eviatar. Social Mindscapes. ~~Massacusetts~~ CAMBRIDGE, MA: Harvard University Press, 1997.

1. In paper 4, I demonstrate Rhetorical Awareness. I demonstrate identifing the focus by using quotes from both authors. This paper adapts to the different audiences because I wrote from different views of Columbus Day. The tone was appropriate because of the usage of both views of Americans and their mnemonic communities from Zeruvabal as well as hooks white supremacy.

2. My paper demonstrates the common formating of different texts, under the category Knowledge of Conventions. I used appropriate quotes in appropriate places to enhance the tone and knowledge of the subject. When talking about the past, I used Zeruvabals quote "Not only does our social enviroment influence the way we mentally process the present, it also affects the way we remember the past". In my paper I used the correct citations + documentations

1. I think my paper demonstrates some critical thinking but I didn't finish it because I wasn't sure if I identified the issue well enough in my thesis. Although it may not be quite on the right track, I did summerize the readings and address them to Columbus in a few different ways.

YES, YOU DID. BUT YOU'RE ON THE RIGHT TRACK IN THINKING YOU NEED TO TIGHTEN THE FOCUS.

Allison Young

10780254

March 27, 2006

English 101

Paper 5 Outline

Thanksgiving Day is among the most important American traditional holidays, and is observed by millions each year. The true origins of Thanksgiving are most often misrepresented in our culture, and the traditions we observe center around the myth. This misunderstanding is deeply rooted in the American legend of the holiday as a peaceful feast between the Native Americans and the European explorers who arrived on the Mayflower. Historical accounts vary in regards to whether or not this initial feast ever actually happened, but the legend maintains that Thanksgiving began in 1621 at Plymouth colony. In response to these myths, many historians have maintained that the holiday was not established until over two hundred years later, by President Abraham Lincoln. A magazine editor named Sarah Josepha Hale had urged presidents and leaders to establish a national day of thanksgiving and praise, but her efforts were unsuccessful until Lincoln's term. It is said that Lincoln agreed the country was in need of such a holiday, and declared the last Thursday of each November Thanksgiving. This date was designated by Lincoln to help with this time that legends say the Mayflower landed, but was later changed to the third Thursday of each November by President Franklin D. Roosevelt in 1939. This paper will investigate the myths surrounding Thanksgiving, and attempt to make sense of how and why the holidays true history have become so distorted by American tradition.

Annotated Bibliography

Etzioni, Amitai, and Jared Bloom. We are what we celebrate : understanding holidays and rituals. New York: New York University Press, 2004.

When I first looked into using this book on the computer at the library, it said it included information on Thanksgiving. When I looked it up, It turned out that the book really doesn't have very much information on Thanksgiving; it was a book about numerous holidays and how to celebrate them. I don't think I will use this source because not only does it not have very much information on Thanksgiving

Day, but it would be absolutely no help at all to my argument concerning the actual events of Thanksgiving.

Grace, Catherine O'neil. 1621 : a new look at Thanksgiving. Washington D.C.: National Geographic Society, 2001.

I think I will be able to use this book to help me write my paper on Thanksgiving. The book was designed for a younger age group with numerous illustrations, but included straight forward information on Thanksgiving Day. It discusses the idea of Thanksgiving about the peaceful feast with the Indians and Christopher Columbus. This book will help me present evidence that our country is being taught false information about Thanksgiving.

"Hale, Sarah Josepha." Encyclopædia Britannica. 2006. Encyclopædia Britannica Premium Service. 27 Mar. 2006 <http://www.britannica.com/eb/article?tocId=9038868>.

Sarah Josepha Hale is a major portion of my paper. She is the sole woman who wrote articles to President Lincoln urging him that our country was in need of a holiday, such as Thanksgiving. This article will really help me with this paper. It also has many other links to other articles concerning this topic as well as lots of information on Sarah Josepha Hale and partial quotes and copies of the articles she wrote to President Lincoln.

Lincoln, Abraham. The national Thanksgiving day: a proclamation by the president of the United States of America. 1863.

I am not sure if I will use this source either, it has a lot of useless information in it like useless dates of president terms and meetings held that discuss issues that would not fit in my paper. It also does not help support my argument about the

truth. I plan on researching further than just skimming over it, but I am pretty positive I will not be using this source.

Linton, Ralph. We gather together: the story of Thanksgiving. New York: Schuman, 1949.

This book is one of many of the books I found on Thanksgiving that are based on the myth of pilgrims and Indians having a peaceful feast. All of the stories based on the myths of Thanksgiving will help my argument of how we are taught at young age's false information, but the majority of these books all include the same information. I don't know if I will use this one in my paper number 5, but it certainly has useful information, unlike some other sources I found.

Loewen, James W. Lies my teacher told me: everything your American history textbook got wrong. New York: New Press, 1995.

This book will be one of my prime sources to help me write my paper. It has supportive information and is exactly what I am trying to prove in my paper. It discusses issues about how everyone grows up thinking Thanksgiving is something completely different than it really is. I can use quotes and information from this book to help write translation sentences from talking about all the false information being spread to going on to discuss the truth. I could use this source to help introduce truth and then carry on into Sarah Josepha Hale as well.

Murrow, Edward R."The Edward R. Murrow Television Collection.." Harvest of Shame. CBS Broadcast International, Beverly Hills. 1993. Video Archive. 27 Mar 2006 <>.

I thought this video would be helpful for me and writing my paper because of the title. I interrupted the title as harvest for thanksgiving and shame as the fact that

we celebrate for all the wrong reasons. However it turns out to be more focused on the working rights of women and migrant farm workers in the United States. When I searched for thanksgiving on the computer at the library it came up as one of the selections, but as I read further it was only shown on the list because it was broadcasted on Thanksgiving Day.

Niles, Lisa. Sarah Josepha Hale. May. 2003. Godey's Lady's Book . 27 Mar. 2006. < http://www.uvm.edu/~hag/godey/hale.html>

I searched the internet for Sarah Josepha Hale again to help find even more information about her and about her urges and wishes to President Lincoln about Thanksgiving. This website is going to help me write my paper in the sense that it has background information on her life as well as her journalism career before the Thanksgiving idea. I base most of my information from information provided by Sarah Josepha Hale so I know I will be using this source a variety of times throughout my paper.

Slapin, Beverly, and Doris Seale. Through Indian Eyes. Los Angeles: American Indian Studies Center, University of California, 1998.

I found this book in the library here at WSU, which seemed a little odd to me because it was designed for a younger age group. Although it was designed for the younger age group, it discusses and illustrates the feelings of the Indians throughout the whole Thanksgiving event. This is just another source that will help me with my paper and the proof of false information being spread across our country. I plan to use this book as a chance to point out how Thanksgiving

became so distorted through American tradition because there aren't much more traditional things for young ages rather than books.

"The History of Thanksgiving." The History Channel. 27 Mar. 2006 <http://www.historychannel.com/thanksgiving/>.

I searched Thanksgiving on Google, and this website was one of the selections that came up. This website has a lot of traditional information on Thanksgiving, like a lot of of the other sources I found. I think the facts given on this web page will help me set up my paper with the facts we are taught, and then I will be able to compare it to the truth using the information from the websites and sources about Sarah Josepha Hale.

Thesis: concise, clear, Debatable

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www.constitutionfacts.com

Allison Young

10780254

March 27, 2006

Paper 5 Outline

Thanksgiving Day is among the most important American traditional holidays, and is observed by millions each year. The true origins of Thanksgiving are most often misrepresented in our culture, and the traditions we observe center around the myth. This misunderstanding is deeply rooted in the American legend of the holiday as a peaceful feast between the Native Americans and the European explorers who arrived on the Mayflower. Historical accounts vary in regards to whether or not this initial feast ever actually happened, but the legend maintains that Thanksgiving began in 1621 at Plymouth colony. In response to these myths, many historians have maintained that the holiday was not established until over two hundred years later, by President Abraham Lincoln. A magazine editor named Sarah Josepha Hale had urged presidents and leaders to establish a national day of thanksgiving and praise, but her efforts were unsuccessful until Lincoln's term. It is said that Lincoln agreed the country was in need of such a holiday, and declared the last Thursday of each November Thanksgiving. This date was designated by Lincoln to help with this time that legends say the Mayflower landed, but was later changed to the third Thursday of each November by President Franklin D. Roosevelt in 1939. This paper will investigate the myths surrounding Thanksgiving, and attempt to make sense of how and why the holidays true history have become so distorted by American tradition.

Annotated Bibliography

Etzioni, Amitai, and Jared Bloom. We are what we celebrate : understanding holidays and rituals. New York: New York University Press, 2004.

I don't think I will use this source because it has little information on Thanksgiving. This book includes information on all holidays and the ways we choose to celebrate.

Grace, Catherine O'neil. 1621 : a new look at Thanksgiving. Washington D.C.: National Geographic Society, 2001.

I think I will use this book to help write my paper on Thanksgiving. Even though it was designed for ages 8-12, it discusses the myth and evolution of the holiday.

"Hale, Sarah Josepha." Encyclopædia Britannica. 2006. Encyclopædia Britannica Premium Service. 27 Mar. 2006 <http://www.britannica.com/eb/article?tocId=9038868>.

This is one of the other articles that will really help me with this paper. It has many links to other articles concerning this topic as well as lots of information on Sarah Josepha Hale.

Lincoln, Abraham. The national Thanksgiving day : a proclamation by the president of the United States of America. 1863.

I am not sure if I will use this source either, it has a lot of useless information in it. It does help support my argument about the truth though, so I plan on researching further than just skimming over it.

Linton, Ralph. We gather together : the story of Thanksgiving. New York: Schuman, 1949.

Many of these books I found on Thanksgiving are based on the myth of pilgrims and Indians having a feast, just like this book. I don't think I will use this one in my paper number 5.

Loewen, James W. Lies my teacher told me : everything your American history textbook got wrong. New York: New Press, 1995.

This book will be one of my prime sources to help me write my paper. It is exactly what I am trying to prove in my paper, about how everyone grew up thinking Thanksgiving was something completely different than what it really is.

Murrow, Edward R."The Edward R. Murrow Television Collection.." Harvest of Shame. CBS Broadcast International, Beverly Hills. 1993. Video Archive. 27 Mar 2006 <>.

I thought this video would be helpful to my paper, but it turns out to be more focused on the working rights of women and migrant farm workers in the United States. When I searched for thanksgiving it came up, but as I read further it was only shown on the list because it was broadcasted on Thanksgiving Day.

Niles, Lisa. Sarah Josepha Hale. May. 2003. Godey's Lady's Book . 27 Mar. 2006. URC

This website is going to help me write my paper very well. I base most of my information from information provided by Sarah Josepha Hale.

Slapin, Beverly, and Doris Seale. Through Indian Eyes. Los Angeles: American Indian Studies Center, University of California, 1998.

I found this book in the library here at WSU, which seemed a little odd to me because it was designed for children. Thought it was designed for children, it points out a couple good points about how the Indians felt about Thanksgiving, although my paper will prove that the whole pilgrim Indian feast is false.

"The History of Thanksgiving." The History Channel. 27 Mar. 2006 <http://www.historychannel.com/thanksgiving/>.

This website has a lot of information on Thanksgiving. I think the facts given on this web page will help me set up my paper with the facts we are taught compared to the real truth.

English 101
Spring 2006
Jared Anthony

Student: _____

Grade: C

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.
1 Present a position or argument concerning a problem or question.
1 Address other salient perspectives and positions in her or his argument.
1 Identify and consider the influence of varying cultural, social, and historical contexts on the issue.
1 Summarize and incorporate source material into an analysis of a problem.
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, 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.
1 Adequately address and satisfy all of the requirements outlined in the prompt.

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

1 Use revision to develop an essay, as opposed to conceiving of revisions as simply editing/proofreading.
2 Reflect on her or his own writing process.
1 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.
0 Demonstrate an adequate knowledge of conventions of structure, paragraphing, tone, and mechanics.
0 Employ appropriate documentation and citation of sources.

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