

Bates

WRITING @ BATES

MY FAVORITE WRITING ASSIGNMENT:

A Bates Faculty Panel

KEIKO KONOEDA, JAPANESE
JPN 402 ADVANCED JAPANESE II



Biblio Battle/Book Review

- This is a twin assignment where speaking and writing assignments are organically related.
- It culminates in a Biblio Battle competition, a book review presentation genre that became popular in recent years in Japan.
- Scaffolds include reading book reviews and analyzing video recordings of a Biblio Battle competition for public speaking strategies.

JPN 402 Biblio Battle Project (English Translation)

1. Objectives

- Learn about a book-introduction speech competition genre popular in Japan called Biblio Battle, and participate in one.
- Learn to write a book review that introduces and evaluates a book.
- Learn to make an effective oral presentation.

What is Biblio Battle!??

Official Rules

1. Presenters each bring a book that they read and thought was interesting.
2. Presenters take turns and introduce their book in five minutes.
3. After each presenter, all participants (including non-presenters) discuss the book for 2-3 minutes.
4. After all the presentations, all participants (including non-presenters) vote for one book that they have come to feel like reading, and the most popular book becomes "The Champ Book."

With just these rules, this play can turn reading books into sports competition! Reading books becomes fun! You meet various books and your world becomes wider!

Also, when you introduce a book, use only the book and a countdown timer. Just talk about the book without a script to a live audience. Don't prepare a handout or PowerPoint slides. Just introduce it by live storytelling!

Why don't you enjoy such Biblio Battle!? Let's play Biblio Battle and have fun with friends and colleagues!

<http://www.bibliobattle.jp/>

2. Timeline

- | | |
|-------------------------------|---|
| Fri. Jan. 19 & Mon. Jan. 22 | Read example book reviews in class |
| Mon. Jan. 22 | Watch a past Biblio Battle competition video |
| Mon. Jan. 29 | Book review writing first draft due |
| Mon. Feb. 5 | Book review writing final draft due, Finalize Biblio Battle book choice |
| Fri. Feb. 9 | Outline for Biblio Battle talk due |
| Fri. Feb. 9 & Mon. Feb. 12 | Read example speech scripts in class |
| Wed. Feb. 14 & Thurs. Feb. 15 | Timed rehearsal with your instructor |
| Fri. Feb. 16 | Biblio Battle competition in class |

3. Expectations

- You may choose books of any genre, such as comics, novels, essay collections. You must bring a copy of the book to the Biblio Battle competition, so that the guests and classmates can vote on a book.
- The book you use in Biblio Battle talk needs to be a book that the audience can read in Japanese. You may choose a book you read in English, but there has to be a Japanese language version.
- You may choose the same book for the book review writing and the Biblio Battle talk but you don't need to.
- Book review writing and Biblio Battle talk each comprises 5% of the course grade.

JPN 402 Assignment 1 Book review (English translation)

1. Objectives

- Write in ways that those who read reviews would want to read the book
- Use metaphors, quotes, and expressions studied in the example reviews

2. Due dates

First draft: Monday, January 29

Final draft: Monday, February 5

3. Expectations

- Write as a column in a college newspaper in Japan.
- The readers are college students in Japan.
- Give a title to your book review.
- Include a full publication information (book title, author, publisher)
- Use expressions explained on textbook pages 58, 64-65.
- About 600 characters, in at least three paragraphs.
- Write on Google Doc. Share the file with the instructor and submit the fURL on Lyceum Assignment.
- You may choose the same book for the book review writing and the Biblio Battle talk but you don't need to.
- The book you use in Biblio Battle talk needs to be a book that the audience can read in Japanese. You may choose a book you read in English, but there has to be a Japanese language version.
- Both first and final drafts are graded. Together they are 5% of the course grade.
- Late submission will lower the assignment grade by 2.5% per 3 days.

	Exceeds Expectations (A+ / A / A-)	Meets Expectations (B+ / B / B-)	Does not meet Expectations (C / D)
1. Informative (Content 1)	Appropriate amount of details about the book.	Some details of the book to interest the reader.	Boring or not much details. Sounds generic.
2. Interesting (Content 2)	Viewpoint of the writer is clear and well supported.	Viewpoint can be inferred and some reasons.	Viewpoint is missing or no reasons to back up.
3. Organization (Structure)	Paragraphs are coherent, and the function of each paragraph is clear. Conjunctions work well to make paragraphs cohesive.	Paragraphs are coherent, and the function of each paragraph can be inferred. Some conjunctions are used and make paragraphs cohesive.	Paragraphs are not coherent. Organization is hard to follow. No intro or conclusion. Conjunctions are not used.
4. Expressions (Variety and complexity)	Good effort to integrate new expressions. Metaphor and quotes are used effectively.	Variety of expressions. Some use of new expressions. Effort to use metaphor and quotes.	Repeating limited expressions. No use of new expressions, metaphor, or quotes.
5. Comprehensibility (Errors)	Readily understandable to those who are not used to Japanese learners, as it has almost no errors.	Requires readers' little effort and inference, as there are only minimal errors in forms, spelling, and particles.	Requires readers' great effort and inference, due to the consistent errors in forms, spelling, and particles.

WILLIAM WALLACE, EDUCATION

FYS 460: ENVIR. & AND SOCIAL JUSTICE



Op-Ed On Lead in Lewiston

- Prompt #1: Formative paper on our first topic of the year. Introduces students to social justice and environmental issues, Comparing and contrasting. Involved peer review, but no PWSA
- Prompt #2: More of a summative paper building on Prompt #1. Introduces the concept of OP/ED. Did a 1st draft that was peer reviewed; then PWSA was consulted. Did a 2nd draft that was graded by WW. Chris Petrella agreed to review any OP/ED a student wanted to submit to LSJ. At the end of the semester Lindsay Tice, LSJ came to class to talk about the topic.

FYS-460 Environmentalism and Social Justice
William Wallace
Lecturer, Department of Education

Prompt #1

Based on our readings, our visit with Karyn Butts from the Maine CDC, our class discussions, and your own clear thinking, write a thoughtful two-page essay on the following:

How does the lead paint issue in older Lewiston-Auburn neighborhoods have similar environmental and social justice issues to the drinking water crisis in Flint, Michigan? How are the issues different? How has the response of public officials differed in each case?

Prompt #2

Following the OP/ED format I provided, the example of the New York Times OP/ED that we read about the Flint Water Crisis, and Chris Petrella's class visit and talk about his own writing on the topic of social justice and equity, write your own OP/ED on the environmental, health and social justice issues associated with the prevalence of lead paint in older neighborhoods in Lewiston.

Lewiston-Auburn

Auburn legislator highlights lead issue for landlords



Andrew Rice, Staff Writer

Lewiston-Auburn | Tuesday, August 8, 2017 at 9:24 pm

LEWISTON — A state representative and landlord invited people into one of her buildings Tuesday to point out its biggest flaw — the prevalence of toxic lead paint.

Bettyann Sheats, a Democrat from Auburn, owner of two abutting apartment buildings on Lisbon Street, took the proactive step in 2009 to have the lead abated, but one building was re-evaluated last year after a first-floor tenant's child tested high for lead poisoning.

Lead poisoning in children can cause serious health problems and affect physical and mental development.

Sheats held a walk-through of her property at 724 Lisbon St., where she recently spent about \$2,000 to use specialized lead-trapping paint on a very small portion of hallway and stairwell. It took two months to obtain a contractor to do the work, she said, and she pointed out other work that's being done before she hopes to have a tenant back in next month.

The event Tuesday, organized by Maine Conservation Voters, was meant to raise awareness of how common lead paint is in the Lewiston-Auburn area, which has an aging housing stock that has struggled to keep up with lead standards.

According to the organization, between 2009 and 2014, there were 467 children identified as having been poisoned by lead in Maine, with 97 of them from the Lewiston-Auburn area.

Sheats said "fluctuating regulations and inconsistent grants" make it difficult for local contractors to do the work needed by area landlords.

Kevin Leonard, manager of housing improvement service, energy, rehab and lead inspection for Community Concepts, who was also on hand Tuesday, said there are only a few contractors actively handling abatement projects in Maine. Leonard is part of a team that designs abatement projects in Lewiston-Auburn as well as Portland.

Opinion EDITORIAL

The Racism at the Heart of Flint's Crisis

By THE EDITORIAL BOARD (New York Times)

MARCH 25, 2016

An important new report makes clear the principal cause of the water crisis in Flint, Mich.: the state government's blatant disregard for the lives and health of poor and black residents of a distressed city.

The report released Wednesday by a task force appointed last year by Gov. Rick Snyder to study how Flint's drinking water became poisoned by lead makes for chilling reading. While it avoids using the word "racism," it clearly identifies the central role that race and poverty play in this story. "Flint residents, who are majority black or African-American and among the most impoverished of any metropolitan area in the United States, did not enjoy the same degree of protection from environmental and health hazards as that provided to other communities," the report said.

Mr. Snyder, a Republican, and many Republicans in Congress have tried to deflect and minimize the state's responsibility for the Flint crisis. Mr. Snyder has said the crisis represented a collective failure of local, state and federal governments. And congressional Republicans like Jason Chaffetz of Utah have sought to pin virtually all of the blame on the Environmental Protection Agency, which many of them oppose for ideological reasons.

The task force cut through to the truth and said the agency most at fault was the Michigan Department of Environmental Quality, which reports to Mr. Snyder. The agency failed to instruct officials in Flint, which was under state control at the time, to treat its water with chemicals that would have prevented lead from leaching from pipes and plumbing fixtures into the drinking water. The agency continuously belittled the concerns of local residents and independent experts, and lied to the E.P.A., telling it that Flint was properly treating the water.

Mr. Snyder's office comes in for harsh criticism for relying on the department's assurances that the water was safe despite mounting evidence that it was in fact poisoning residents. The emergency managers Mr. Snyder appointed to run Flint's city government decided to switch the city's water source to the Flint River from the Detroit water system and later refused requests by residents and the City Council to reverse that decision, because it would cost more money. The E.P.A. made mistakes, too, by not intervening forcefully enough until it issued an emergency order in January, even though some of its employees began raising concerns about Flint's water early last year.

The five-member task force, which includes two doctors, a water expert and two former state lawmakers, made 44 recommendations. It said that Mr. Snyder and the Republican-controlled Legislature should provide long-term health care to Flint residents who have lead poisoning and replace water lines in Flint and other Michigan cities. It also called for changes to the state emergency manager law to give residents a way to appeal decisions made by those managers.

Mr. Snyder says Michigan is making most of the recommended changes and is reviewing the rest. There is no doubt that many of these reforms will take years to carry out, but it is essential for the governor and the Legislature to demonstrate that they are up to the task. Mr. Snyder did not inspire confidence when he said on Wednesday that he did not know if race was a factor in the Flint disaster, even though the record shows that the concerns of poor and minority residents were dismissed by his administration in ways that would never have happened with rich white communities.

Congress, which has refused to invest sufficiently in the nation's public works and has been antagonistic to environmental protection, must also learn from the crisis. For years, poor and minority communities have suffered disproportionately from environmental degradation. Examples include the poorest neighborhoods of New Orleans after Hurricane Katrina and the breach of the levees in that city, communities in West Virginia that faced chemical spills and even Washington, D.C., which had its own lead contamination crisis about 10 years ago. Most of these disasters could have been avoided or mitigated by aggressive government action.

Lewiston and Auburn contract with Community Concepts to operate their lead abatement grant programs. Sheats has owned the buildings since 2004, but the work on the building in 2009 came from a lead abatement grant, which took care of most of the exterior work, where the paint was peeling, she said.

Sheats and Maine Conservation Voters are also concerned with proposed federal legislation, known as the Regulatory Accountability Act, that would make it more difficult to pass regulations, including those surrounding lead contamination.

"The regulations are there, in our opinion, to protect the health and safety of Maine citizens," said Beth Ahearn, political director for Maine Conservation Voters on Tuesday.

Sheats said she first got involved in politics because of finding lead in everyday household items at her Auburn home.

Maine's housing stock is the sixth oldest in the country. According to Community Concepts, unless testing has shown that a building does not contain lead paint, landlords should assume that all homes built before 1978 contain lead paint and require lead-safe work practices. Sheats' properties were built around 1904, she said.

Leonard said he never has time to really appreciate a completed abatement job because he is quickly on to the next one. But, he said, awareness has come a long way from when he started in the field in 1999.

However, he believes that many people have the mentality that lead isn't an important issue — until they're affected by it.

"Until it hits in your backyard, it's not a problem," he said.

He said just in the past year, he's seen a huge improvement in enforcement of lead issues.

Fowsia Musse, community outreach worker for Healthy Androscoggin, brings information on lead directly to people living in the area. She said she brings folders stuffed with info to hundreds of apartment units, often bringing along cleaning supplies and other items for families.

All funding for the local grant programs come from federal dollars. Earlier this year, Lewiston was awarded a \$3.4 million federal lead abatement grant that will essentially keep the local program afloat.

When the grant was announced in June, Lincoln Jeffers, Lewiston director of economic and community development, said there has been more demand lately from landlords, which could be in response to heightened standards regarding lead.

In 2015, state law created a lower blood-lead-level standard of 5 micrograms of lead per deciliter of whole blood, down from 15 micrograms.

When the results of a lead test on a child show high levels, and the apartment or dwelling of the child also tests hot for lead, the landlord is forbidden from renting the unit until abatement measures have occurred.

Sheats said certain areas of the first-floor unit tested hot, and she's now in the middle of renovating the second floor. Most abatement consists of covering up any exposed surface like cracking or peeling paint.

Travis Mills, program manager for the Lewiston-Auburn lead abatement grant program, said that as long as grant money keeps coming, the state will continue to build up the number of contractors who are licensed to do the work.

Lately, landlords have been seeking out their own training and certifications to do lead abatement work because of to the limited number of contractors available.

Mills said education outreach is possibly the most important factor.

"We're really finding that the education piece is our best ability to assist people in managing properties," he said.

Sheats said that while it's important to continue the discussion over lead regulations, programs and grant funding, there's also a "real life aspect" to the issue that's important to remember.

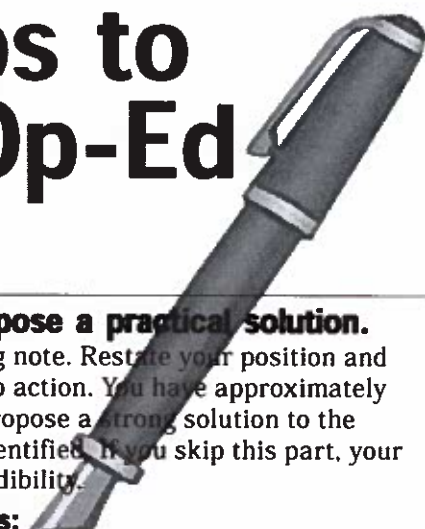
"At the end of all this, there's a child downstairs who's sick, and will be for the rest of his life," she said. "This is my building; this is my responsibility. But this is his home."

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ASSOCIATION OF
WASHINGTON CITIES

5 Easy Steps to Writing an Op-Ed



Step 1: Focus on an issue that affects your community.

Become an expert. Know your facts. Make sure you have the background to be acknowledged as an expert on this issue. Your issue has to be newsworthy now!

Step 2: Identify a specific problem.

Focus on how it affects your community.

Step 3: Be bold.

Your first sentence, the first paragraph has to say it all. Be clear and bold in expressing your opinion. Be timely but not outrageous. If you could only print this one paragraph, would you persuade your readers?

Step 4: Defend your statement.

This is the core of your op-ed where you bring in the facts, statistics and third party opinions that back up your bold statement (see Step 3). Since you have only 500 words for this portion, the key is to stay very, very focused:

- Boil your argument down to three major points.
- Keep everything directly tied to your opening statement.
- Include emotion to make people care about your facts.
- Include a short scenario, vignette to personalize the issue.
- Educate without preaching. Make your style personal and conversational.
- Write at a level that appeals to the average reader.

"A persuasive op-ed piece is focused, focused, focused."

Step 5: Propose a practical solution.

End on a strong note. Restate your position and include a call to action. You have approximately 100 words to propose a strong solution to the problem you identified. If you skip this part, your op-ed loses credibility.

Formatting tips:

- Use simple, short sentences. You don't have a lot of space for filler adjectives and adverbs.
- Avoid city-oriented jargon.
- Eliminate passive verbs.
- Make your paragraphs short—no more than three sentences each.
- End with a concise bio (no more than a short paragraph) that shows why you're qualified to write this op-ed.
- Put your name, address, phone and email address on the bottom of the page.

How to get published:

- Your op-ed MUST hook into a current event.
- The easiest way to set up your op-ed is call the editorial page or op-ed editor for your local media.
- Most op-ed/editorial page editors plan their section at least a week in advance.
- Be ready to concisely explain why the issue is important. Why would the readers care and why the paper would want to print it?
- Never submit the same op-ed to media in the same market. This upsets editors!
- You don't have to write an op-ed by yourself. It's ok to ask another person to work with you (like a ghost writer).
- Chances are good that they'll welcome your piece. When you're ready to send it (regular or email), include a cover letter that reminds the editor who you are, why you're submitting the piece and your contact information.
- Once it runs, call and thank the op-ed editor for publishing your piece.

New lead-safety law in effect

State increases testing, fines as part of effort to prevent poisoning

By SCOTT TAYLOR
STAFF WRITER

LEWISTON — Tough new lead safety rules call for more childhood blood testing, modification and fines for lead-tainted properties that don't get fixed, backers of the new rules said Wednesday.

It's all part of a state effort to curb lead poisoning.

"It is completely preventable, isn't it?" State Sen. Amy Volk, R-Scarborough, said at a news conference at Central Maine Medical Center. "Our goal here in the state of Maine should absolutely be the eradication of any lead-contaminated building that a child might ever find themselves poisoned by."

A group of local health officials, afford-

able housing advocates and government officials gathered in a Central Maine Medical Center conference room to introduce the rules and programs designed to make lead poisoning a thing of the past.

"It's far too easy for legislators to reduce the problems facing the state simply to dollars and cents," said state Rep. Peggy Rondino, D-Lewiston. "In order to stay focused on what is important and to get our housing priorities straight, we must put these dollars and cents represent real living and breathing people."

Legislators approved the measure in June 2015, but it became fully effective in September.

The new law lowers the trigger for state health department action on lead-tainted

properties. The new rule for state intervention is set at 6 micrograms of lead per deciliter in a child's blood.

Before, state programs were triggered by blood lead levels of 16 micrograms per deciliter. That's much too high, according to local pediatrician Dr. David Baker of Central Maine Medical Center.

"No amount of lead is safe for the human body, especially for the developing brains and nervous systems of infants and toddlers," Baker said. "Lead is a poisonous metal that is ever present and all around us."

Under the new rules, Maine Center for Disease Control & Prevention consultants



Erin Guay

will be sent to the child's home to look for lead hazards and figure out how to fix the problem when the level of lead in a child's blood is at the 6-microgram level.

The new law also lets state health officials fine landlords up to \$500 per day if they refuse to fix the issues.

Greg Payne, director of the Maine Affordable Housing Coalition, is encouraging Maine parents to have their children tested for lead poisoning at least every two years. Currently, only young children who receive MaineCare are routinely tested.

Healthy Androscoggin Executive Director Erin Guay said her group offers help to landlords and parents needing to clean up lead contamination.

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LEAD

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"It's important for folks to know that the burden for tackling this issue is not solely on landlords and parents," Guay said. "I don't want parents and landlords to feel alone in this. There are coalitions of partners working to support you here in L-A and statewide."

Guay said her group provides education and grants to fix problems. Parents can go to the cities of Lewiston and Auburn, local hospitals, Healthy Androscoggin, Community Concepts and others for help.

Lewiston has a \$8 million grant for landlords to help pay for lead testing and mitigation. That money can be used to replace exterior siding and windows and for paint to encapsulate lead on walls.



KEVIN LEONARD/SUN JOURNAL
Kevin Leonard, division manager at Community Concepts, speaks at Wednesday's news conference at Central Maine Medical Center in Lewiston. He and several other speakers applauded the efforts of state lawmakers, some of whom are in the back, who created legislation to help curb lead poisoning.

CLOWN

Continued from Page A1

most Halloween, so I didn't think too much about it."

Then the clown formed a gun shape with his fingers, the woman said, and mouthed the word 'bang.'

"I picked up my 8 mm I didn't point it at him directly," the woman said, "and said, 'Back at ya, clown.'"

The driver of the SUV decided Gamage Avenue was no longer the place for hijinks.

The woman, who did not want to be identified, reported the weird incident to police. She handled the clown encounter with finesse, she said, but once the SUV was gone, she started to feel unsettled.

There were people walking in the area when the encounter occurred, she said. There were children outside playing and she shuddered at the thought of how things might have

MYRA WRIGHT, ENGLISH
FYS 482: READING CATS & DOGS



Faulty Sentence

- Students identify a persistent problem with their own prose and intentionally write it into a sentence
- The exercise does double duty: gets them thinking about the reading and makes them reflect on their own writerly style
- Students practice being their own critics and have a chance to compliment each other in class
- We get to see a wide range of errors and infelicities when we examine the sentences together

Myra Wright, FYS 482

Submit directly to this folder one sentence of analysis on the subject of Keats' poem "To Mrs Reynolds' Cat." Your sentence, while being a thoughtful bit of interpretation, should feature one error or infelicity that has been identified in your reading notes. Print out the marking legend posted here on our Lyceum page. Look back at the reading notes that have been returned to you and find a correction I've made (perhaps more than once). Consult the marking legend to identify the problem, look it up in the relevant pages of the Norton Field Guide, and incorporate an error of the same kind into your sentence about this weekend's reading. You should come to class with your sentence printed out and be ready to describe the intentional error to your classmates. (Why is this a problem, and how can it be avoided?)

ADRIANA SALERNO, MATHEMATICS

CALCULUS II



What makes an expert?

- Students read the first chapter of Ken Bain's book, "What Makes an Expert?", then write a one to two-page response connecting the content of the reading with their own experience.
- Students describe themselves as learners, using terminology from the reading.
- Students articulate ways in which they can use feedback/information from the reading to improve their performance in the class.

**Ken Bain – What Makes an Expert?
(5% extra credit on exam grade)**

For this activity, you will write a reflection on the Second Midterm. In particular, tests don't only evaluate how much you have learned and can communicate about what you've learned, but they also teach us a lot about ourselves, what we know, and what we don't know.

First, read the chapter of Ken Bain's book, "What Makes an Expert?" Then, you will write a one to two-page response, connecting the content of the reading with your own experience with the exam. Specifically, in your essay you should address the following questions:

- 1) In the Chapter, Ken Bain profiles a few different successful people and their approaches to learning. Which of these stories did you relate to the most?
- 2) The chapter addresses different approaches that students take to work in their college courses. In particular, the chapter describes three kinds of learners: surface learners, strategic learners, and deep learners. Describe situations in which you have taken each of these approaches to learning. This should be short, one paragraph for each. If possible, use examples from your mathematics education past.
- 3) Specifically relating to your exam, what are some ways in which you can use the feedback/information you got to improve your performance in this class? If possible, use specific examples from your own test to illustrate these new approaches. In particular, are any of the mistakes you made on the exam traceable to being a surface learner or strategic learner? If so, how do you think you could use this information about yourself to change how you study for the Final?

BRETT HUGGETT, BIOLOGY

DENDROLOGY AND THE NATURAL HISTORY OF TREES



Natural History of a Tree

- Students provide photographs and in-depth information on identification, silviculture, and natural history characteristics in the form of a short essay for one campus tree species.
- Once completed, each student's tree is tagged with a small plate indicating species name, family, and a QR-code linking to a webpage with the student's pictures and natural history essay.
- Natural history essays are compiled on Bates Canopy (<https://www.bates.edu/canopy/>), a campus tree website created by students enrolled in BIES 271.

Bates Canopy

[Home](#)[Past and Present](#)[Species](#)[Map](#)[Tree Tags](#)[Tree Resources](#)[Plant Research@Bates](#)[Related Courses](#)[Contributors](#)[Bates](#)[Academics](#)[Bates Canopy](#)[Home](#)

About

The verdant campus of Bates College offers an opportunity to observe spectacular trees as they transition through the seasons. With hundreds of woody plant species, both native and non-native trees and shrubs, carefully maintained by experienced landscape architects, Bates Campus is essentially an arboretum begging to be explored.

The purpose of Bates Canopy is to offer a treasure trove of information on the botanical identification and natural history of trees on the campus of Bates College. This resource is intended for the use by members of the Bates community, including faculty, students, alumni, visitors, and neighbors, with the goal of deepening everyone's appreciation and knowledge of trees on campus and in New England.

In the fall of 2015, students enrolled in Dendrology and the Natural History of Trees (BIES 271) assisted in establishing, designing, and launching Bates Canopy: an online resource that, with interactive GIS mapping, documents many of the tree and shrub species on campus. With contributions by future students enrolled in courses offered in the Department of Biology, Bates Canopy will continue to expand in coverage and deepen as a resource for dendrology and the natural history of trees. Please contact Assistant Professor Brett Huggett with questions and/or comments regarding Bates Canopy.



STACY SMITH
FYS 440: THE ROOTS OF VIOLENCE



Toward a Philosophy of Nonviolence

- We explore the genres of an open, public letter and a prose essay that outlines an intellectual pilgrimage. Students choose one of these forms.
- I am interested in cultivating student voice and encouraging them to actively engage, through writing, with the conceptual knowledge they've been building as they've read course texts. As this point in the semester, students have finished reading the foundational pieces of writing that will inform their own emerging philosophy.
- We have explicitly focused on building skills of summary and analysis, and are now layering on synthesis, as we move toward a final, persuasive argument essay.
- In previous assignments students have been required to work with the course PWSA and to engage in peer review and they will be assigned a class peer to respond to their first draft of this assignment.

• Stacy Smith

Paper #3
Synthesis--Toward a Philosophy of Nonviolence

When asked after the Montgomery bus boycott which books most influenced him, Martin Luther King, Jr. cited Gandhi's *Autobiography*, Thoreau's "Civil Disobedience," and Richard Gregg's *Power of Nonviolence* (Hawken, 2007, p. 84).

You have now read each of these works.

You have also read King's chapter "Pilgrimage to Nonviolence" in *Stride Toward Freedom* and his "Letter from Birmingham Jail," in addition to Baldwin's "Letter to My Nephew."

In response, choose ONE of the following forms for your written response to this assignment:

A. Write a "Letter to Martin" engaging him in a written dialogue about his work, the influence of these authors and texts, their ideas, and their actions. What would you like to ask Martin Luther King, Jr? Ask it here. What would you like to say to Martin Luther King, Jr.? Say it here.

B. Write your own "Pilgrimage to/from Nonviolence" essay, entering the conversation with these writers and activists, citing key influences from this intellectual lineage. Which points do you view as essential or pivotal? Which do you reject or deem less important? Why?

In either form, explore the implications of these texts for your life and this historical moment--"the call of the times." Engage directly with course texts and authors: Thoreau, Gandhi, Gregg, and King, demonstrating your knowledge and understanding of the texts, as well as your questions about and responses to their ideas.

3-4 double-spaced pages, typed, MLA citation style

Resources on Synthesizing Ideas: *The Norton Field Guide*, pp. 473-477.

Resources on Citation: *The Norton Field Guide*, Section 52 and style.mla.org

Draft due Th, 11/15

Peer Review -- decide process and deadlines with partner/s to complete by Fri, 11/16

Revised due (with draft and peer review comments) T, 11/27

JOE HALL, HISTORY

ESII 301M: MAINE ENVIRONMENT AND HISTORY



Thinking about the Research Paper

- In no more than 4 pages, students must explain how two works (books, articles, or other secondary media) are helping them think about their 20-page research papers.
- The biggest challenge (and benefit) is that they must consider how the two materials speak to a common point.
- Because this assignment is building towards the final paper, the grade is replaced by the final research paper grade if the final paper grade is better.

Short Paper: Thinking about the research paper
4 pages, double-spaced, one-inch margins
Draft due Friday, October 5, in class.
Final draft due Friday, October 12, in class.

Consider two **secondary** sources that you are consulting for your final project. In a paper of four pages explain why you are interested in these two sources.

To write this paper, it is not necessary for you to read the works in their entirety if they are books. You should at least have read their Introductions and be familiar with their larger arguments. (It is appropriate to use book reviews to help you with this work, but you should still draw primarily on the works themselves rather than reviews about them.)

In your paper you should summarize the arguments of the two authors and then explain how they both help you think about your topic. These readings may offer conflicting interpretations of important ideas or they may parallel each other quite closely. They may discuss the same topic or quite different topics. What is most important is how these works help you think about your final project, at least as you understand the project at this point in the semester.

You are welcome to use any of the readings we have done in this class. Whatever you read, you should discuss it in terms of your anticipated research paper.

What makes a good paper?

Please see the other side of this sheet for my basic guidelines. I recognize, though, that by writing about your project at this very early stage, you are likely to be confused or uncertain about your own ideas or direction. This is perfectly fine. It is all right to incorporate your confusion or uncertainty into your explanation.

Please feel free to ask me for guidance, and plan to ask your classmates for some when we meet on October 3.

Dont' forgt too proorfead,.

A NOTE ON CITATIONS: Please cite with footnotes. For books and articles, you may copy the format, known as the Chicago or Turabian style, that I have provided in the syllabus. A link to a fuller explanation of this style of citations can also be found at <http://libguides.bates.edu/Chicago-Turabian>. Citations of class notes should read: Class notes, [date].

A NOTE ON GRADING: As I mention in the syllabus, this paper is part of a formative process bringing you towards your research paper. If you find that your ideas about the book review only become clear when you are writing the research paper, I will not count the grade for this paper if it is less than the grade for the final paper and will instead count the final paper grade for both assignments.

How I think about grading:

An "A" paper is going to be clearly written, has an interesting and clearly stated thesis, is well supported by appropriate and compelling details, and concludes with a point that is more than the sum of the parts. In other words, the paper is able to say something that neither of your readings could say by themselves. You might think of this last point as answering the nagging question, "So what?" A conclusion that answers this question is a good one.

A "B" paper has a few problems with writing but is clear enough nonetheless. There is a thesis, but it might not be so easy to discern or interesting. The evidence is there, but it is less well-organized or compelling. The conclusion wraps the paper up clearly but may lack some sparkle. In other words, this is a clear paper, but there are some places where it could be better.

"C" papers lack a thesis. Organization seems disjointed, and evidence is not clearly expressed. There are some interesting ideas, but the reader needs to work to piece them together.

"D" papers present some ideas but without a clear point. Organization and evidence are difficult to discern. Errors in grammar and thinking abound.

"F" papers lack coherence. Quite simply, they fail to convey an argument.

Keep in mind, that serious problems in one category can compromise a strong performance in another. The reverse is also true. Please take these guidelines as a framework for inspiration rather than dread. Write the best paper you can and then go over these guidelines to seek some suggestions for improvement before you hand it in. When in doubt, ask someone else for feedback.

LYNN MANDELTORT, CHEMISTRY
QUANTUM CHEMISTRY, CHEM 301



Reflective writing in quantum chemistry

- Student instructions in short: 1) describe your personal response to the initial strangeness of quantum theory and 2) describe our introduction to quantum theory. Feel free to also include additional questions you have. This writing should not simply be a string of definitions. Please construct concise, specific, logical prose connecting the ideas we have discussed thus far, while tying in your own experience.

Week 12: Writing assignment, final version

Read Chapters 5 and 6 of In Search of Schrodinger's Cat, and review the earlier chapters if necessary. As you read, you may wish to consider the following:

- How does the description of electrons from General Chemistry compare to that presented here?
- The first paragraph of the section entitled "A Break with the Past" (p 91) is particularly emphatic. What is your reaction to it?
- Does this reading clarify any questions which you had about the Schrödinger equation after reading the Atkins textbook? If so, how?
- How has your understanding of the atom and electrons changed since the beginning of the course? Consider your "initial impressions" and response to a blog post writing assignments.
- Does this reading clarify any conceptual challenges that you encountered when reading the Atkins textbook?

Using the questions above as a starting point, write a 2-3 page essay, loosely defined, in which you 1) describe your personal response to the initial strangeness of quantum theory and 2) describe our introduction to quantum theory. Feel free to also include additional questions you have. This writing should not simply be a string of definitions. Please construct concise, specific, logical prose connecting the ideas we have discussed thus far, while tying in your own experience. In contrast to the first assignment, you may choose to either include or omit the required definitions from before. Make a choice that best complements your prose.

JANE COSTLOW, ENV. STUDIES

ENVR 205 - LIVES IN PLACE



Lewiston Triptych

- This assignment asks students to reflect on the visibility and history of "nature" in Lewiston. It comes at the end of a unit of the course in which we have talked about environmental and human histories of Lewiston; the class has visited Museum L-A; and we have talked about the power of photography to shape our sense of place.
- I like asking students to focus on something MATERIAL at Museum L-A, and pair it with a photograph.
- This past semester was the first time I've used the assignment. I had paired it with a reading by Jenny Price (a very interesting public historian who writes about the "other" L-A, i.e. Los Angeles). She wants to startle her readers into thinking about how Nature is deeply embedded in urban spaces – and how our IDEAS about nature can get in the way of our seeing what's right in front of us.
- I like the Price essay, but this assignment has a fair number of moving parts (maybe too many) – and next time I might leave her out. Have to think about it!

Title of Course: ENVR 205 – Lives in Place (Environmental Humanities course, required of all ES majors; also attracts many who don't go on to major. Mostly first years and sophomores.)

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This assignment asks you to bring together three things: an object, an image and your own words. The point of the assignment is to reflect on the complexity of Lewiston as a place, and in particular on the ways in which “nature” – and histories of the use of nature - are visible. Your paper should include the following three things: 1) identify an OBJECT in Museum L-A that is an important symbol of the community. You should either take a picture of it or you might decide to DRAW it yourself. 2) take a picture of somewhere in Lewiston where you see nature (this may be one of the pictures that you submit for class). The picture should have a caption that identifies where it is, and uses a quote from Jenny Price to contextualize it. 3) Write a 300-word essay that *connects* the object and the place and offers your own reflection on “nature” in L-A.



MICHAEL SARGENT, PSYCHOLOGY

FYS 308: SEARCHING FOR THE GOOD LIFE



Podcast Guest Profile

- One purpose of this assignment is to lay a foundation for a podcast interview the students do in teams
- The assignment lays this foundation by prompting students to both learn about the work of the guest whom they are assigned, and to begin developing the bases for interview questions
- Another pair of purposes is related (but of secondary importance): to give them practice with source use, and to help them understand why it's important to properly credit sources

Podcast Guest Profile Assignment

Your second paper assignment is to write a short report related to a person's work. Rather than a biography, which attempts to touch on all aspects of someone's life, you will focus on something specific that's connected to their work. It might be a specific event that's directly connected, or a place that's connected, or it might be a specific aspect of their work.

Once you and the rest of your podcast episode group confirm your top choice of interviewee, you should plan to base your report on that person's work. I encourage each of you to consider a different topic related to that person's work (e.g., ideally, I don't want all of you writing about the training the person did for their job).

You should devote approximately two double-spaced pages to reporting on your chosen topic, in your own words, and with proper crediting of sources. You should close by spending up to a page describing and developing one or two questions that their work raises for you. Before you craft your questions, I urge you to look for themes you see in the person's work, and to pose questions in response to those themes.

Remember that your word limit is 750 words, and it should be done *double-spaced*, with 12 point font. The final submission must be a Word document.

THANK YOU!

writing@bates.edu