

**MY FAVORITE W2 WRITING
ASSIGNMENT:**

A Bates Faculty Panel

CARRIE DIAZ EATON, DCS

DCS S22: PAST, PRESENT, AND POSSIBLE DYSTOPIAN FUTURE
OF COMPUTING



Week 1 Writing Assignment

- Short term, film-based course in a learning community with Writing Assistant course.
- First week set up definitions of dystopia/utopia, afrofuturism, and decolonizing futurism, and teach/practice analytical writing in the context of film analysis and personal reflections.
- 3 writing assignments due in the first week, this is the second.
- Have watched 1) pilot to Star Trek: TNG, 2) Dirty Computer, 3) The 6th world, and 3) Black Panther & have done read writing on themes.

Dystopian Computing

Week 1 Writing Assignment

The driving content questions in this week revolve around utopian and dystopian film as a rhetorical tool to explore intersection technology/computing and humanity. To this end, we are watching and reading a variety of rhetorical approaches including short films, TV series, popular film, independent film, informative writing, research writing, and poetry.

The writing genre for this week is **analysis**. We will engage in literary analysis, comparative analysis and reflective analysis. Analysis is a genre that asks readers to form claims around a central thesis that is supported by specific evidence.

You will have 3 writing pieces to hand in after Week 1 (due on paper, Monday Week 2).

1. A literary analysis of *Star Trek: The Next Generation, Encounter at Fairpoint* (pilot, season 1, pt 1 & 2) in response to the question: Is this pilot utopian sci-fi or dystopian sci-fi?

Benchmarks

- a. In-class Monday: Watch in-class and take notes of supporting evidence.
- b. Homework after Monday: Read literature on dystopian fiction and its relationship to film?
- c. Due Tuesday AM on paper: Outline Thesis and 7-8 supporting claims with specific evidence from the film.
- d. Homework after Tuesday: Read literature on Literary Analysis, with an example on *Dirty Computer*.
- e. Due Thursday: Draft 2.5 page essay which includes an introduction, at least 6 specific evidence pieces for claims and a conclusion.
- f. In-class Thursday: Peer-review of draft essay
- g. Monday week 2: Revise draft and Final version due on paper in class

Rubric

10 points - followed instructions, clear message, deep analysis, shows editing/revision

2. A comparative literary analysis of *Dirty Computer* and *Black Panther* in response to the question: How is the intersection between the lives of marginalized humans and computing/technology portrayed?

Benchmarks

- a. In-class Tuesday: Watch *Dirty Computer* in-class and take notes of supporting evidence.
- b. Homework after Tuesday: Read literature on Literary Analysis, with an example on *Dirty Computer*.
- c. In-class Wednesday: Watch *Black Panther* in-class and take notes of supporting evidence.
- d. Homework after Wednesday: Read literature on Afrofuturism and Decolonizing sci-fi.

Carrie Diaz Eaton, DCS

DCS s22: Past, Present, and possible Dystopian future of Computing

- e. Due Thursday AM on paper: Outline Thesis and 5-6 supporting claims with specific evidence from each film (at least 10 specific evidence pieces total).
- f. Homework after Thursday: Draft 4 page essay which includes an introduction, at least 4-5 specific evidence pieces for claims for each film and a conclusion.
- g. By Sunday: Peer-review of draft essay and revise.
- h. Monday week 2: Final version due on paper in class.

Rubric

10 points - followed instructions, clear message, deep analysis, shows editing/revision

3. A reflective analysis on what you did this week. It should include a summary of activities, how you engaged with the process of writing (including who peer-reviewed your papers and whose papers you peer-reviewed), what you learned about your writing and writing process, and what you learned about the topic of the week. End with a conclusion that sets future goals, describes what you are looking forward to, and what questions you still have.

Benchmarks

- a. In-class Thursday: Discuss reflective analysis components.
- b. After Thursday's class and after revising items 1 & 2 above: Draft 1.5 page reflective analysis.
- c. Monday week 2: Final version due on paper in class.

Rubric

10 points - followed instructions, each point discussed, deep analysis/metacognition

ALISON MELNICK DYER, RELIGIOUS STUDIES

ASRE 348: EPICS OF ASIA



The New Epic Myth

- Students will engage and express their understanding of mythology - and the role of myth in religious contexts - through creative engagement.
- The assignment draws on students' understanding of one of the religious traditions covered in the course (Hinduism, Buddhism, Daoism, and Confucianism), and their familiarity with one of the epic myths (the *Ramayana*, the *Epic of Gesar*, and *Journey to the West* (Xi You Ji) that we discuss.
- It then calls on students to combine this knowledge with their theoretical understanding of mythology by creating a new interpretation of an epic myth.

Alison Melnick Dyer – Religious Studies

1. The name of the assignment you'll be presenting
The New Epic Myth
2. The name of the class that it's from
Epics of Asia: Myth and Religion (ASRE 348)
3. A few bullets on the assignment, for the presentation slides
 - 1) Goal(s) of the assignment: Students will engage and express their understanding of mythology - and the role of myth in religious contexts - through creative engagement.
 - 2) The assignment draws on students' understanding of one of the religious traditions covered in the course (Hinduism, Buddhism, Daoism, and Confucianism), and their familiarity with one of the epic myths (the *Ramayana*, the *Epic of Gesar*, and *Journey to the West* (Xi You Ji) that we discuss.
 - 3) It then calls on students to combine this knowledge with their theoretical understanding of mythology...
 - 4) ... by creating a new interpretation of an epic myth

MICHAEL ROCQUE, SOCIOLOGY

SOC 395: CRIME AND JUSTICE OVER THE LIFE COURSE



Blog Post Expansion Paper

- Students must take a blog post they submitted over the semester and expand into a two-three page paper.
- If they choose, they can opt to write a series of tweets with the hashtag #lifecoursecrim on a subject of relevance to the course.

Blog Post or Tweet Assignment

In addition to your research papers, you are also required to submit a two page blog post expansion paper *or* a series of life-course criminology related tweets. What is expected for both of these options is detailed below.

Blog Post Expansion

If you select the blog post expansion option, your assignment is to take one of your blog/discussion posts for the class and expand on it. For the most part, your discussion posts were 1-3 paragraphs long and informal, with the goal to generate discussion. You ended with a few questions for class to consider.

Your paper will be longer (2 pages double spaced, no more than 4 pages). Your paper will also be more formal, with an introduction, body, and conclusion and written with attention to grammar as well.

You will not need outside sources as the goal is to simply probe the topic in more depth. What is the topic? What interested you? What questions or criticisms do you have? Is it relevant to anything you may have seen in the news? These are ways in which you can expand the blog post.

Tweet

If you decide to submit tweets, you will compose 3-5 tweets on a life-course criminology topic. Note, there are several forms of tweeting: 1) retweet, which is simply reposting someone else's post, 2) retweet with comment, which is reposting someone's post but with your commentary attached, 3) original tweet, which is when you generate the content without connection to any other user's content. The first (retweet without comment) is not appropriate for this assignment. You will need to generate your own content, but you can provide links to stories or information that is relevant.

Note, tweets are limited in terms of "characters," with 240 representing the max. You can tweet with fewer characters but for this assignment, I would expect at least 200 characters to provide enough information. In addition, tagging others (using @ and the account's handle) can be used along with hashtags. Hashtags allow others to join the conversation and also signal the topic of your tweet. For this class, we are using #lifecoursecrim which will allow us to all participate.

What am I looking for? I am looking for a tweet that communicates something, an idea, a perspective, an analysis of a news item in an original and effective way. I am

not looking for a retweet with “this is interesting” as the comment. Here is an example for you:

<https://twitter.com/HitchMagee/status/1189624439190650880>

The screenshot shows a Twitter interface with a tweet from Michael Rocque (@HitchMagee) dated Oct 28. The tweet text reads: "Just discussed in class that graphs like these should adjust for exposure (e.g., number of children out and about). And also that there is increased risk on Halloween, with violent crime elevated by about 50% on Halloween night, according to @Jamesalanfox". Below the text is a link to a Washington Post article and a bar chart titled "Halloween is the deadliest day of the year for child pedestrians". The chart shows a significant spike in fatalities on Halloween compared to other days of the year. The tweet has 1 live and is being viewed by 1 person.

Halloween is the deadliest day of the year for child pedestrians
Pedestrians age 0 through 17 fatally struck by motor vehicles, total by day of year for 2004 through 2018

Day of Year	Fatalities
Other days	~30-40
Halloween	~55

JACOB LONGAKER, POLITICS

PLTC 377: EXPERIENCES IN THE POLICY PROCESS



Policy in Practice

- Real life policy problem case studies
- Policy memo writing
- 3 hour policymaking session with presentations
- Selection committee to rank proposals

EXPERIENCES IN THE POLICY PROCESS

Policy in Practice (2)

We will complete two case study briefs that simulate real life situations of policy analysis. The case studies will be tackled collaboratively in small groups. On the day of Policy in Practice, each *individual* member of groups should arrive to class with a policy analysis memorandum in response to the policy brief.

Policy in Practice sessions will be structured as follows:

- groups read individual memorandum (30+ minutes);*
- groups adjudicate between suggestions and alternatives (30 minutes)*
- groups devise a finalized list of policy suggestions (30 minutes)*
- groups develop a slideshow presentation (15 minutes)*
- break*
- groups present to the class in slideshow format (10 minutes each).*

Policy in Practice: Memorandum should include:

- Executive summary (purpose of brief with your recommendations)*
- Statement of Issue/Problem*
- Scope of the Problem*
- Analysis of Options*
- Policy Recommendations*

Policy in Practice: Memorandum should be:

- maximum of 3 pages, single spaced, 12 pt. font.*
- written with appropriate tone and style of a policy brief*
- include a title at the start, and if utilized, APSA reference at the end, and APSA parenthetical citations with page numbers throughout.*
- turned in at the beginning of class in hard copy form with copies for classmates*

EXPERIENCES IN THE POLICY PROCESS

Name	✓- ✓ ✓+
Executive Summary Clear and concise summary of the brief Indication of recommendations	
Statement of Issue/Problem Clear and concise issue/problem statement Appropriate for policy brief	
Scope of the Problem Establish the scope of the problem (severity, urgency, magnitude, targets, etc.) Appropriate use of facts, figures, and data from sources	
Analysis of Options Critique of current policy options (brief) Discussion of policy options (your own) Analysis of alternatives	
Policy Recommendations Clear and concise policy recommendations Clear justification of recommendations Logical connection to issue, scope, analysis of options, and case	
Formatting Guidelines Maximum 3 pgs, single spaced, 12 pt. Appropriate tone and style of brief Title at start References	
PIP Session Active contribution to collaborative session Clear, concise, and coherent recommendations (3) Presentation of ideas (written & oral)	

LAUREN ASHWELL, PHILOSOPHY

GS/PL 323D: FEMINIST EPISTEMOLOGY



- Students helped design assessment schedule; the design of the schedule involved reflections about writing.
- Questions they had to write on in thinking about this:
 - What do I want to get out of this class?
 - What is my plan for how I can achieve that?
 - What are my current strengths as a writer?
 - What can I work on in my writing to improve it?
 - What is my plan for improving my writing and what support would help me do that?

STEPHANIE PRIDGEON, SPANISH

SPAN 210: WRITING SPANISH



“Tell the story of a time you felt out of place.”

- Allows students to choose how personal/specific of an experience they want to share (being born, moving to a new place)
- Follow-up conversations about belonging and identity

THOMAS SAPSFORD, CMS

CM101: INTRODUCTION TO THE ANCIENT WORLD



Self-Grading Exercise

Assignment Aims:

- to encourage students to review their writing and to measure it against fixed criteria
- to allowed me to get a sense, early on in the course, of my students' writing and critical analysis skills
- to clarify for students how the overall grading process works, and how they might use that to their advantage

Self-Grading Exercise:

In *Writing Ancient History*, Neville Morley opens his book with a quote by the ancient writer Lucian (1999,11). Using the Oxford Reference research resource introduced last class, I asked you to put together a short paragraph contextualizing this source. I also asked you to include how biographical facts are known, and if any are uncertain.

After class, now upload your paragraph to Lyceum and assign yourself a grade according to the criteria given both in the syllabus and directly below. Add one sentence describing why this grade seems appropriate.

Grading Criteria:

A — Excellent. This piece of work shows a thorough understanding of course readings and class discussions; it addresses the paper prompt in detail. It successfully demonstrates a high level of critical engagement with sources and applies approaches introduced in class to produce some original analysis. All claims are substantiated by relevant evidence. This paper shows awareness of methodological issues and scholarly debates. The assignment is well-organized, features correct citations, and is clearly articulated throughout.

B — Good. This paper demonstrates a clear and correct understanding of the course materials. It addresses the paper prompt, discusses primary sources in some detail, and follows citation procedures (mostly) correctly. The writing is both organized and comprehensible.

C — Fair. This paper displays a general grasp of course readings and lectures. Claims are made with little or no supporting evidence; the paper prompt is addressed vaguely. Less mastery is shown in terms of argument structure, citation process, and clarity of communication.

D — Poor. This paper neither sufficiently understands course materials nor addresses the prompt adequately. Evidence is not discussed, citations are not used or are all incorrect. The paper is incoherent, or is under the page limit.

F — Fail. Work not submitted or is plagiarized.

KIRK READ, FRENCH

FRENCH 240: L'ENFANCE, VUE DU MAGHREB/CHILDHOOD IN
NORTH AFRICA



Final Writing Assignment

- a. Read or watch a work that is related to our course in content and write a review, paying attention to the genre (examples are linked) and making direct reference to three works from the course that you can bring to bear on your criticism and/or appreciation.
- b. Imagine a conference at the Arab World Institute in Paris that brings together three of the writers or filmmakers from our course (you may also introduce somewhat from outside the coursework, but related to the theme as moderator) and discuss "What the past can teach us about the future of childhood in North Africa."

The goals for the assignment are to:

- Apply the work they have done on material for the course to a new situation.
- Explore more deeply the genres of criticism and or public discourse in a new setting
- Extend their mastery of writing in French with attention to diverse audiences

Assignment 5: Creative essay that incorporates direct citation and imitation of genres and styles from texts for the course. 7 pages.

Discussion
animation

Observation
Question
Citation

Oral
presentation
in class

Assignment 4: Analytical essay with a research question that arises from your presentation and bibliography as applied to material we have read or viewed in class. 4-5 pages.

Discussion
animation

Observation
Question
Citation

Oral
presentation
in class

Observation
Question
Citation

Assignment 3: Annotated bibliography based on your oral presentation for the class. 10 sources, at least 4 in French.

Observation
Question
Citation

Oral
presentation
in class

Observation
Question
Citation

Oral
presentation
in class

Assignment 2: Comparative essay on two texts from the course based on your observations in Assignment 1.

Observation
Question
Citation

Discussion
animation

Observation
Question
Citation

Discussion
animation

Assignment 1: Low-stakes assignment on what you observe as issues in the topic of the course.

Observation
Question
Citation

Observation
Question
Citation

Observation
Question
Citation

Observation
Question
Citation

THANK YOU!

For supporting integrating these ideas in your courses, or for other ideas on writing in your W2 (or any other) courses, please contact us at writing@bates.edu.