Welcome to ACDV B50 – Reading for Academic Success. This semester my goals are that your reading and critical thinking skills will improve, and that you’ll actually enjoy reading. I’ll provide strategies and activities to help you develop your reading skills; many things you learn in this class will also affect your general college success. I hope this is a positive journey for you! Feel free to ask questions any time! I am here to support your learning experience at BC and beyond.

Important Dates:
Aug. 22 Instruction Begins
Sep. 2 Last day for refunds for semester length classes
Sep. 5 Labor Day Holiday
Sep. 19 Last day to drop from semester length classes without receiving "W" grades
Oct. 31 Last day to withdraw from semester length classes and receive "W" grades
Nov. 11 Veterans Day Holiday
Nov. 23 Classes starting at 5:30 p.m. and after will not be held
Nov. 24 - Nov. 25 Thanksgiving Holidays
Dec. 3 - Dec. 9 Final Examinations

Course Description:
Units: 3.00. Prerequisite: Reading Level 4 or successful completion of ACDV B62. Description: Recommended for students who have not met the reading competency requirements at entrance or for those who wish to improve their skills in academic reading. Emphasizes critical reading and thinking, as well as reading flexibility with college-level material. The course focuses on application, analysis, synthesis, and evaluation in both oral and written form. Includes responding, summarizing, and outlining.

Required Texts & Materials:
- **ACDV B50 Summer/Fall 2011 Class Packet**, by Joyce Kirst. Only in BC Bookstore and on Professor Kirst’s web site.
- BC computer login account (free – available in Library/Computer Commons)
- BC Student ID Card required for Library use (free – available in Student Activities CC 3)

Notes:
- This class is designed to help you improve your reading and critical thinking. To do this you must attend all classes, arrive on time and complete assigned readings and activities.
- The instructor may drop a student after 4 absences or missed assignments, but it is the student’s responsibility to officially withdraw to avoid academic consequences.
Assignments and due dates are on your course sequence. You cannot make up in-class activities.

Academic Honesty is a critical component of the course. To avoid plagiarism, “cite it right”.

Respect your classmates: No cell phones, food or drink (except water bottles) in class.

If you have questions, concerns, or suggestions, please feel free to send me an email, leave a phone message, or see me in my office.

Course Student Learning Outcomes:
After completing ACDV B50 students will be able to do the following:

1. Reading Skills/Comprehension/Metacognition: Identify key concepts in introductory college level texts, explain the information, and demonstrate an understanding of those texts. Improved literal level reading comprehension. Able to interact with text, realize when understanding breaks down, and be able to apply strategies to improve comprehension.

2. Thinking Skills: Demonstrate proficiency in using critical thinking skills on a controversial issue by:
   - Naming the elements;
   - Explaining the meaning of each;
   - Determining the relevance of the issue to his/her own life;
   - Comparing at least two different viewpoints on the issue;
   - Assimilating the acquired information on the topic into a personal viewpoint; and
   - Judging the relative worth of each view.

3. Effective Student Behaviors: Judge the effectiveness of skills s/he uses to be successful, establish appropriate goals, and design plans for action.

4. Effective Communication: Communicate effectively through speaking, discussing, and writing. The student will be able to respond in writing to analytical questions.

5. Information Competency: Critically evaluate the logic, relevance, and validity of information. Locate, comprehend, and interpret various types of written information in the BC library and on the internet.

Grading:

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<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>20 Ten-Points Assignments</td>
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<tr>
<td>Biography Project</td>
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<td>Challenged Book Essay Project</td>
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<td>Challenged Book Group Project</td>
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<td>Contemporary Issue Project</td>
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<td><strong>Total</strong></td>
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Extra Credit: 10

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>350 – 400</td>
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<td>B</td>
<td>310 – 349</td>
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<td>C</td>
<td>270 – 309</td>
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<td>D</td>
<td>230 – 269</td>
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Note: Grade calculations are based on 400 points. Extra credit is earned by attending up to two Critical Academic Skills (CAS) or Library Orientation workshops (5 points each, total = 10 points of extra credit). The 50-point projects cannot be skipped, and will earn no more than ½ credit if submitted after class time of due date. Please talk with me about unusual circumstances that may cause necessary absences.

Students who believe they may need accommodations are encouraged to contact Disabled Student Programs and Services ASAP in the Counseling Center on the first floor of the Student Services Building, 395-4334, to ensure that accommodations are made in a timely fashion.
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<th>Monday/Wednesday Curriculum</th>
<th>Pages</th>
<th>Due</th>
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<tr>
<td>1</td>
<td>Aug 22</td>
<td>First Day of Fall Semester Syllabus, Packet, Books, Assignments</td>
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<td>Attend First Class Session</td>
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<td>Aug 24</td>
<td>Academic Honesty. MLA Citation.</td>
<td>5-10</td>
<td>Bring Class Packet</td>
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<td>Reading History</td>
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<td>Discuss Biography Project in Packet</td>
<td>12-13</td>
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<td>Student Learning Outcomes Pre-Test</td>
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<td>2</td>
<td>Aug 29</td>
<td><strong>Shared Reading (Children of the Dustbowl)</strong></td>
<td>14-16</td>
<td>Personal Reading History (11)</td>
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<td>Reading Strategies – Questioning Instrctor approves biographies</td>
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<td>Bring Children of the Dustbowl</td>
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<td>Bring your biography</td>
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<td>Bring your biography</td>
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<td>Aug 31</td>
<td><strong>Pair &amp; Share Children questions</strong></td>
<td>17-24</td>
<td>3 questions for Children: (16)</td>
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<td>Reading Strategies – “How to Read a Book”</td>
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<td>Sept 5</td>
<td>Labor Day NO SCHOOL</td>
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<td>Sept 7</td>
<td>Reading Strategies – Reading a Textbook</td>
<td>25-26</td>
<td>2 Strategies: “How to Read” (24)</td>
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<td>Reading Strategies – Chunking Text</td>
<td>27-28</td>
<td>Read chapter 1 of biography</td>
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<td>Reading for Acad. Success – Chunk text – in class group activity, not to be turned in</td>
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<td>Biography Response #1 (13)</td>
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<td>Bring Rdg. for Academic Success</td>
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<td>4</td>
<td>Sept 12</td>
<td><strong>Genre: Lyrics – Brother, Can you Spare…</strong></td>
<td>29</td>
<td>Preview Chap 25 in Rdg for Academic Success (26)</td>
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<td>Reading Strategies – Clarifying Confusion – choose a card; match with others in group; discuss strategies for that reading problem</td>
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<td>Reading Strategies – Annotation</td>
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<td>Biography Response #2 (13)</td>
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<td>Sept 19</td>
<td>Reading Strategies – Mnemonics</td>
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<td>Annotate 1 Speech (32-40)</td>
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<td>Reading Strategies – Research – Evaluating Web Info – 2 per laptop – evaluate 2 web sites: Great Depression</td>
<td>44-47</td>
<td>2 Associations: (41 or 42)</td>
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<td>Sept 21</td>
<td>Reading Strategies – Themes</td>
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<td>Evaluate 2 web pages regarding</td>
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<td>Genre: Poetry</td>
<td>49-53</td>
<td>The Great Depression (47)</td>
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<td>Genre: Photo Essays</td>
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<td>Biography Response #3 (13)</td>
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<td>Sept 26</td>
<td>Biography Presentations</td>
<td>12</td>
<td>Biography Essays Due (12)</td>
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<td></td>
<td>Sept 28</td>
<td>Biography Presentations Continued</td>
<td>12</td>
<td>Biography Essays Due (12)</td>
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<td>6</td>
<td>Oct 3</td>
<td>Intro to Challenged Book Project – join a book group based on your choice of novel</td>
<td>57-67</td>
<td>Analyze Poem (53) OR Evaluate 2 Photo Essays (54)</td>
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<td>Select a Challenged Book</td>
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<td>Oct 5</td>
<td>Reading Strategies – Learning Styles</td>
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<td>7</td>
<td>Oct 10</td>
<td>First Amendment: Freedom of Speech</td>
<td>77</td>
<td>Complete 2 Learning Style Inventories &amp; Write Study Strategies for Your Styles (68)</td>
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<td>Reading Strategies – Analyze an Argument</td>
<td>78-81</td>
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<td>Research <em>The Bluest Eye</em> in group activity</td>
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<td>Oct 12</td>
<td><strong>Challenged Book Group Discussion #1</strong></td>
<td>64</td>
<td>Analyze Argument (78 &amp; 81)</td>
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<td>Evaluate Challenged Book Discussion #1</td>
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<td>Bring Notes for Discussion #1 &amp; Evaluate Discussion (64 &amp; 65)</td>
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<td>Oct 17</td>
<td>Guest Librarian introduces periodical search techniques for research on censorship</td>
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<td>Oct 19</td>
<td>Genre: Screenplay “The Street Cleaner”</td>
<td>84-96</td>
<td>3 MLA Citations (83)</td>
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ACDV B50 Course Sequence Fall 2011 Monday/Wednesday
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<td>Groups – Discuss Issues from Film &amp; Script Genre: Professional Email Etiquette Activity – Group Email to Screenwriter</td>
<td>97 Read “The Street Cleaner” Script. List 10 Issues &amp; Respond to Critical Thinking Question (96)</td>
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<tr>
<td>Oct 26</td>
<td>Groups: Check Emails from Screenwriter Intro to Contemporary Issues Project</td>
<td>98-103</td>
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<td>Oct 31</td>
<td>Challenged Book Discussion #2 Evaluate Challenged Book Discussion #2</td>
<td>64 66 Bring Notes for Book Discussion #2 (64) &amp; Evaluation #2 (66)</td>
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<td>Nov 2</td>
<td>Challenged Book Essay Due Challenged Book Discussion #3 – Work on Presentations Evaluate Challenged Book Discussion #3</td>
<td>62 64 67 Challenged Book Essay (62) Bring Notes for Book Discussion #3 (64) Turn in Evaluation #3 (67)</td>
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<tr>
<td>Nov 7</td>
<td>Group Presentations: Challenged Books &amp; evaluate each others' presentations</td>
<td>63 Presentations (63)</td>
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<td>Nov 9</td>
<td>Group Presentations: Challenged Books</td>
<td>63 Presentations (63) continued</td>
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<td>Nov 14</td>
<td>Genre: Humor Genre: Documentary – Political Cartoonist (on-line video) Groups – Share &amp; categorize humor samples</td>
<td>104 Bring A Sample of Humorous Writing. Turn in Your Humorous Writing with Group’s Categorizations (104)</td>
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<td>Nov 16</td>
<td>Reading Strategies – Research Work on Contemporary Issues</td>
<td>103</td>
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<td>Nov 21</td>
<td>Research Contemporary Issue Prepare Presentations for next week</td>
<td>103 4 MLA Sources &amp; Biases for Your Contemporary Issue (103)</td>
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<tr>
<td>Nov 23</td>
<td>Student Learning Outcomes Post-Test</td>
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<td>Nov 28</td>
<td>Contemporary Issue Presentations</td>
<td>102 Contemporary Issue Projects (102)</td>
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<td>Nov 30</td>
<td>Contemporary Issue Presentations</td>
<td>102 Contemporary Issue Projects Continued (102)</td>
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<td>Dec 5</td>
<td>2:35 – 4:00 Class: Final Exam Monday Dec 5th 2:00 to 3:50 p.m. 4:10 – 5:35 Class: Final Exam Monday Dec 5th 4:00 to 5:50 p.m.</td>
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## ACDV B50 – Summer/Fall 2011
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<td>Agenjo Article: Presentation to Kern HS Board</td>
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Note: Changes will be posted to [http://www2.bakersfieldcollege.edu/jkirst/](http://www2.bakersfieldcollege.edu/jkirst/)
## BAKERSFIELD COLLEGE
### KERN COMMUNITY COLLEGE DISTRICT
### 2010-2011 ACADEMIC CALENDAR

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ACDV B50 Summer/Fall 2011 Packet
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<td>May 21 – Instruction Begins, Summer</td>
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<td>48 total days of instruction, Summer</td>
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<td>27</td>
<td>28</td>
<td>July 27 – Summer Session Ends</td>
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</table>
Academic Honesty

Academic Honesty is essential in college. It leads to authentic learning and scholarly inquiry. It sets the stage for honest decision-making on the job and in other areas of life. It’s the right thing to do.

Penn State’s web site explains why plagiarism is wrong. It says that when you copy work that is not yours (without citing it), you hurt both yourself and others. You lower your self-esteem because deep down you know that you are doing something wrong. You deny yourself the chance to get feedback on your ideas because the ideas were not yours. You don’t get to practice proper citation techniques that might be needed in other classes or on a job. You also take someone else’s thoughts without giving credit for their work, and you show your classmates and instructor disrespect because they are not worth your honest efforts. In short, it shows everyone that you are a fraud. ("Why Plagiarism is Wrong." Teaching and Learning with Technology. The Pennsylvania State University; 13 Feb 2009; 9 Jan 2011.)

In this class you will learn how to properly cite both word-for-word and paraphrased selections. Plagiarism is unacceptable and will be detected if it occurs. To avoid plagiarism, “cite it right”. Review the policy on plagiarism in the B.C. catalog, and follow the MLA (Modern Language Association) guidelines available in various locations: printed in your ACDV B50 Packet, posted on the BC Library web site, and printed on the handout from the BC Library. If you need help citing something properly, ask your Professor, a Librarian, or another faculty member at BC; we’re here to help you.

If any part of an assignment shows evidence of academic dishonesty, you will receive an “F” for the assignment. You may also be referred for further disciplinary action. Dishonesty includes work that is:

- plagiarized (copied or used without giving credit to the author),
- copied (as in copied from a classmate’s work),
- created with a classmate, unless directed to do so,
- written or substantially revised by a friend,
- purchased,
- re-used (such as submitting a project you wrote for another class),
- downloaded from the Internet,
- or otherwise dishonestly submitted or prepared.

For examples of plagiarism (and proper citation techniques to avoid plagiarism), see the web site by Indiana University’s Professor Frick: https://www.indiana.edu/~istd/examples.html or

Google: “Plagiarism Examples” and select www.indiana.edu/~istd/example1paraphrasing.html or http://www.tlt.psu.edu/plagiarism/tutorial
Modern Language Association Citation Guidelines
Based on the MLA Handbook for Writers of Research Papers 7th Ed. Full text & handout available in BC Library.

- Double-space essay (Ctrl + 2)
- One space follows a period throughout essay.
- After quote or paraphrase in essay, identify author’s last name and year of publication in parentheses (Author 2010)
- For Works Cited Page:
  - Use hanging indent format. First line aligned left; all other lines are indented .5 inch. In MS Word: Right-click, <Paragraph> Under Indentation, Special <Hanging Indent>
  - Alphabetize the entries by the authors’ last names (Last name, First name)
  - If more than one author, only invert the first author’s name
  - If more than 3 authors, Last name, First name of 1st author, then et. al.
  - If no author is listed, list the source in alphabetical order by title
  - Capitalize each word in titles (except articles, prepositions, and conjunctions – unless one is the first word of a title or subtitle)
  - Italicize titles of books, journals, magazines, etc. (Underlining is no longer acceptable)
  - Use quotation marks around the titles of articles in journals, magazines, and parts of web pages
  - Specify the “medium” of the resource: Print. Web. Followed by the date of access for web pages
  - Identify the database provider, such as EBSCOhost or Gale (this is a BC standard and may not be required elsewhere)
  - Abbreviations for missing information:
    - n.p. – No place of publication given
    - n.d. – No date of publication given
    - n.p. – No publisher given
    - n. pag. – No pagination given

1. **Book**: Author(s). *Title*. Place of publication: Publisher, Year. Medium.
2. **Article**: Author(s). “Article Title.” *Publication* Date of Publication: Pages. Medium.
3. **Article from online database**: Author(s). “Article Title.” *Periodical* day Month Year: pages. *Database*. Database Provider. Web. Day Month Year of access.

NOTE: If you cannot find some of this information, cite what is available.

<table>
<thead>
<tr>
<th>Books in Print</th>
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<tbody>
<tr>
<td>Two or three authors</td>
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<tr>
<td>Type of Source</td>
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**MLA Format:**

**MLA Example:**
Modern Language Association: MLA Essay Style

When revising your essay, make sure your paper follows MLA style format. These pages contain some general guidelines for the physical arrangement of your pages.

MLA STYLE

- In English, we follow the MLA standard for research papers and essay writing through the college years and beyond.

- Times New Roman Font and 12 point size must be used.

- All information is double spaced. Control + A to highlight all; then Control + 2.

The Heading is on the left side at the top of the page; no commas are used and all items below are typed in the following order:

1st name last name
Instructor title and last name
Class name: meeting days and time
Due date in European style

Example:
Jane Doe
Professor Schaefer
ACDV50: T/R 4:10 p.m.
1 Feb. 2011

The Header, your last name and page number is on the right hand side of the page. Go to View – Header – CTRL+R to align right– put in last name – space – insert page number on header tool bar. Next page will be “2”

Title is centered with Center Icon or CTRL+E – The first word in the title and any word in the title that is 5 letters or more in length should be capitalized. No bold or underline should be used.

Title of Assignment

If you have Headings for your paragraph, font must be all caps (copperplate). Note that the 1st letter is slightly higher.

English Novelists
Only the first page should include the whole heading and title. All margins--top, bottom, and sides--should be set to one inch (1") throughout the whole paper. Don't add extra spaces between the heading and the title, or extra spaces between the title and the body of the paragraph.

Do not add extra spaces between paragraphs. Continue indenting paragraphs one-half inch (the usual tab default setting).

After quote or paraphrase in essay, identify author’s last name and year of publication in parentheses. This will help you avoid plagiarism.

Next time….Citations and Works Cited Page
YOUR PERSONAL READING HISTORY

Name: ____________________________________  Class: ____________________

STUDENT:
Which type of work do you like to read? – Fiction (novels, stories) or Non Fiction (histories, biographies) Why?

From what medium (books, journals, magazines, and web) do you do most of your reading?

What was the last book that you read? Was it for pleasure or required?

What is your all time favorite book? Why?

Who or what supported your reading development? How? Did anyone or anything discourage your reading development?

Write about some key moments or events in your development as a reader. What experiences stand out for you?

PAIRS:
• Share some highlights of your reading history with a partner.
• Each of you should read or tell your story uninterrupted before you respond to what you’ve heard.
• After you have both shared and discussed, talk about what you learned from each other. What are the similarities? What are the differences?

WHOLE CLASS:
• Share highlights and insights.
The purpose of this Biography Project is to:

- Review the main areas of your subject’s life by selecting a few examples from his or her experiences, words, or work that represent a life pattern. Include at least one quote from your person or the author of the biography;

- Identify your subject’s philosophy of life;

- Communicate life lessons you learned from your subject by carefully reflecting on your personal connections to the subject. It is a way to pull together your responses to the critical thinking questions; and

- Show your scholarship and professionalism in a 2 page typed essay and brief oral report.

Your Biography Project is worth 50 total points. Projects that earn the highest value for each criterion will reflect a thorough understanding of the material, be neat, and follow the rubric below. You will write a 2-page essay and present a 1 minute oral report.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Available Points</th>
<th>Your Points</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Author, title of book, date of publication</td>
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<td></td>
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<tr>
<td>2 pages, typed, double spaced, 12 point font, 1” margins, plus 1 works cited page</td>
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<td>Proper citation for quotes in essay and references (Works Cited Page)</td>
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<td>Freedom from errors (proofread!)</td>
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<td>Main events/experiences of subject. Summarize; don’t plagiarize.</td>
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<td>Subject’s philosophy of life (in essay &amp; oral report). Give examples as evidence</td>
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<td>Life lessons you learned from your person (in essay and oral report). Connections to your world.</td>
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<td>Clear, concise oral report</td>
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<td><strong>Total</strong></td>
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Response Questions for Biography

Book Title & Subject: _________________________________________________________

Author & Date of Publication: ______________________________________________________________________

The purpose of responding to a book is to show the "tracks of your thinking" while reading, including your reactions (your questioning, visualizing, predicting, inferring, reacting) and your connections.

Response #1
Due: _______________

After reading Chapter 1 of your biography, identify what makes this person's life worth reading about. Why are YOU interested in this person?

Response #2
Due: _______________

After reading the first half of your biography, describe two or more people who influenced your person, and how.

Response #3
Due: _______________

After completing your biography, what were the positive or negative effects of the person's life on society? Don't write about how society affected your person; rather, think about how he or she impacted the world.
Reading Strategies – Questioning
Literal, Inferential, Critical Thinking

Levels of Questions:
- **Literal** Level Questions: Questions that are answered in the text
  - **FACTS**
  - Usually will answer who, what, when, where
  - Most readers will agree on the answer because it’s in the text.
  - Read the lines.

Example: What materials did the three pigs use to build their houses?

- **Inferential** Level Questions:
  - Questions whose answers can be understood from the text because the author leaves clues
  - We infer a lot in everyday life
  - There is not always one right answer
  - Answers are not found in the text, but can be supported by information given in the text
  - Questions that are answered from background knowledge (schema) without use of own opinions to affect meaning intended by author
  - Inferential questions are directed by the author
  - Answers “why” or “how”
  - Read between the lines

Example: Why did the 1st little pig build his house with straw?

- **Critical** Level Questions:
  - Questions whose answers go beyond the text. Questions that include other places, times, or people (perhaps yourself) in “what if” scenarios
  - Reader uses prior knowledge and applies it to what is read to formulate new ideas beyond what the author intended
  - Reader will not find answer in the text
It requires an opinion
- Answers “what if” or “should”
- Read beyond the lines

Example: Should the wolf be punished for his bad deeds?

Developing Good Questions
- Be specific
  - List names and avoid pronouns
  - Include subject and verb
- Anticipate an answer
- Critical application requires an opinion

Most tests in school are literal or inferential. But advanced students take the next step in their reading and develop Critical Thinking questions.

Use all three types of questions to:
- enhance your learning,
- check your comprehension, and
- develop your critical thinking skills.

Short Story: Avery delighted in the crunch and crackle of the red, orange and yellow leaves under her feet as she walked home from school, but she failed to look both ways before crossing the street.

1. A literal question can be answered solely by referencing the text itself. "What colors were the leaves?" (Red, orange and yellow).

2. An inferential question cannot be answered by looking at the text itself, but can be answered by inference or reference to some outside information. An example from the above text is, "What season was it?" (Autumn).

Or “What happened to Avery when she crossed the street?” (?)

3. A critical evaluative question seeks a judgment by the answerer, such as the value, worth, or truth of the text or its contents. An example question from the above text is, "What if Avery had just come from a safety class; would she have used more caution?"

Or “What if you saw Avery beginning to cross the street; what would you have done or felt?”
Reading Strategies – Questioning
Literal, Inferential, Critical Thinking

Name: ________________________________  Class: __________________

Write 3 questions for Children of the Dustbowl:

• 1 Literal Question (fact-based: who, what, when, where)

• 1 Inferential Question (“why” or “how”)

• 1 Critical Level Question (“what if”)
How can you learn the most from a book — or any other piece of writing — when you’re reading for information, rather than for pleasure?

It’s satisfying to start at the beginning and read straight through to the end. Some books, such as novels, have to be read this way, since a basic principle of fiction is to hold the reader in suspense. Your whole purpose in reading fiction is to follow the writer’s lead, allowing him or her to spin a story bit by bit.

But many of the books, articles, and other documents you’ll read during your undergraduate and graduate years, and possibly during the rest of your professional life, won’t be novels. Instead, they’ll be non-fiction: textbooks, manuals, journal articles, histories, academic studies, and so on.

The purpose of reading things like this is to gain, and retain, information. Here, finding out what happens — as quickly and easily as possible — is your main goal. So unless you’re stuck in prison with nothing else to do, NEVER read a non-fiction book or article from beginning to end.

Instead, when you’re reading for information, you should ALWAYS jump ahead, skip around, and use every available strategy to discover, then to understand, and finally to remember what the writer has to say. This is how you’ll get the most out of a book in the smallest amount of time.

Using the methods described here, you should be able to read a 300-page book in six to eight hours. Of course, the more time you spend, the more you’ll learn and the better you’ll understand the book. But your time is limited.

Here are some strategies to help you do this effectively. Most of these can be applied not only to books, but also to any other kind of non-fiction reading, from articles to websites. Table 1, on the next page, summarizes the techniques, and the following pages explain them in more detail.
Table 1. Summary of reading strategies and techniques

<table>
<thead>
<tr>
<th>Strategies and techniques</th>
<th>Rationale</th>
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<tbody>
<tr>
<td><strong>Read the whole thing</strong></td>
<td>Major arguments and evidence matter more than details. Grasping the structure of the whole is more important than reading every word.</td>
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<tr>
<td><strong>Decide how much time you will spend</strong></td>
<td>Real-world time is limited. If you know exactly how long you can actually spend on reading, you can plan how much time to devote to each item.</td>
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<tr>
<td><strong>Have a purpose and a strategy</strong></td>
<td>You'll enjoy reading more, and remember it better, if you know exactly why you're reading.</td>
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<tr>
<td><strong>Read actively</strong></td>
<td>Never rely on the author's structures alone. Move around in the text, following your own goals.</td>
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<tr>
<td><strong>Read it three times</strong></td>
<td>First time for overview and discovery. Second time for detail and understanding. Third time for note-taking in your own words.</td>
</tr>
<tr>
<td><strong>Focus on parts with high information content</strong></td>
<td>Tables of contents, pictures, charts, headings, and other elements contain more information than body text.</td>
</tr>
<tr>
<td><strong>Use PTML (personal text markup language)</strong></td>
<td>Mark up your reading with your own notes. This helps you learn and also helps you find important passages later.</td>
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<tr>
<td><strong>Know the author(s) and organizations</strong></td>
<td>Authors are people with backgrounds and biases. They work in organizations that give them context and depth.</td>
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<tr>
<td><strong>Know the intellectual context</strong></td>
<td>Most academic writing is part of an ongoing intellectual conversation, with debates, key figures, and paradigmatic concepts.</td>
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<tr>
<td><strong>Use your unconscious mind</strong></td>
<td>Leave time between reading sessions for your mind to process the material.</td>
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<tr>
<td><strong>Rehearse, and use multiple modes</strong></td>
<td>Talking, visualizing, or writing about what you've read helps you remember it.</td>
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**Read the whole thing!**
In reading to learn, your goal should always be to get all the way through the assignment. It's much more important to have a general grasp of the arguments or hypotheses, evidence, and conclusions than to understand every detail. In fact, no matter how carefully you read, you won't remember most of the details anyway.

What you can do is remember *and record* the main points. And if you remember those, you know enough to find the material again if you ever do need to recall the details.

**Decide how much time you will spend**
If you know in advance that you have only six hours to read, it'll be easier to pace yourself. Remember, you're going to read the whole book (or the whole assignment).

In fact, the more directly and realistically you confront your limits, the more effective you will be at practically everything. Setting time limits and keeping to them (while accomplishing your goals) is one of the most important life skills you can learn. So never start to read without planning when to stop.
Have a purpose and a strategy
Before you begin, figure out why you are reading this particular book, and how you are going to read it. If you don’t have reasons and strategies of your own — not just those of your teacher — you won’t learn as much.

As soon as you start to read, begin trying to find out four things:

- Who is the author?
- What are the book’s arguments?
- What is the evidence that supports these?
- What are the book’s conclusions?

Once you’ve got a grip on these, start trying to determine:

- What are the weaknesses of these arguments, evidence, and conclusions?
- What do you think about the arguments, evidence, and conclusions?
- How does (or how could) the author respond to these weaknesses, and to your own criticisms?

Keep coming back to these questions as you read. By the time you finish, you should be able to answer them all. Three good ways to think about this are:

  a) Imagine that you’re going to review the book for a magazine.
  b) Imagine that you’re having a conversation, or a formal debate, with the author.
  c) Imagine an examination on the book. What would the questions be, and how would you answer them?

Read actively
Don’t wait for the author to hammer you over the head. Instead, from the very beginning, constantly generate hypotheses (“the main point of the book is that...”) and questions (“How does the author know that...?”) about the book.

Making brief notes about these can help. As you read, try to confirm your hypotheses and answer your questions. Once you finish, review these.

Read it three times
This is the key technique. You’ll get the most out of the book if you read it three times — each time for a different purpose.

a) Overview: discovery (5-10 percent of total time)
Here you read very quickly, following the principle (described below) of reading for high information content. Your goal is to discover the book. You want a quick-and-dirty, unsophisticated, general picture of the writer's purpose, methods, and conclusions.

Mark — without reading carefully — headings, passages, and phrases that seem important (you’ll read these more closely the second time around.) Generate questions to answer on your second reading: what does term or phrase X mean? Why doesn’t the author cover subject Y? Who is Z?
b) **Detail: understanding (60-70 percent of total time)**

Within your time constraints, read the book a second time. This time, your goal is understanding: to get a careful, critical, thoughtful grasp of the key points, and to evaluate the author’s evidence for his/her points.

Focus especially on the beginnings and ends of chapters and major sections. Pay special attention to the passages you marked on the first round. Try to answer any questions you generated on the first round.

c) **Notes: recall and note-taking (20-30 percent of total time)**

The purpose of your third and final reading is to commit to memory the most important elements of the book. This time, make brief notes about the arguments, evidence, and conclusions. *This is not at all the same thing as text markup;* your goal here is to process the material by translating into your own mental framework, which means using your own words as much as possible. Cutting and pasting segments of text from the book will not do as much for you as summarizing very briefly in your own words. Include the bare minimum of detail to let you remember and re-locate the most important things. 3-5 pages of notes per 100 pages of text is a good goal to shoot for; more than that is often too much. Use some system that lets you easily find places in the book (e.g., start each note with a page number.)

Notebooks, typed pages, handwritten sheets tucked into the book, can all work. However, notes will be useless unless you can easily find them again. A very good system — the one I use — is to type notes directly into bibliography entries using software such as Endnote or Bookends (for Mac). This way the notes and the citation information always remain together; over time you accumulate a library of notes you can easily consult, even when away from your paper files. You can also keep URLs and PDFs in these programs.

**On time and timing.**

First, because human attention fades after about an hour, you’ll get more out of three one-hour readings than you could ever get out of one three-hour reading. But be careful: to get one full hour of effective reading, you need to set aside at least one hour and fifteen minutes, since distraction is inevitable at the beginning (settling in) and end (re-arousal for your next task) of any reading period.

Second, make a realistic plan that includes how much time you will devote to each of the three stages. For a 250-page book, I might spend 15 minutes on overview, 4 hours on detailed reading, and 1 hour on taking notes, but I’d adjust these periods up or down depending on how difficult the text is, how important it is to me, and how much time I have.

**Focus on the parts with high information content**

Non-fiction books very often have an “hourglass” structure that is repeated at several levels of organization. More general (broader) information is typically presented at the beginnings and ends of:

- the book or article as a whole (abstract, introduction, conclusion)
- each chapter
- each section within a chapter
- each paragraph
More specific (narrower) information (supporting evidence, details, etc.) then appears in the middle of the hourglass.

The Hourglass Information Structure

Once you know this, you can make the structure work for you. Focus on the following elements, in more or less the following order:

- **Cover**
- **Table of contents**
- **Index**: scan this to see which are the most important terms
- **Bibliography**: tells you about the book’s sources and intellectual context
- **Preface** and/or **Introduction** and/or
- **Abstract**
- **Conclusion**
- **Pictures, graphs, tables, figures**: images contain more information than text
- **Section headings**: help you understand the book’s structure
- **Special type or formatting**: boldface, italics, numbered items, lists

Use PTML (personal text markup language)

Always mark up your reading. Underlining and making notes in the margins is a very important part of active reading. Do this from the very beginning — even on your first, overview reading. When you come back to the book later, your marks reduce the amount you have to look at and help you see what’s most significant.

Don’t mark too much. This defeats the purpose of markup; when you consult your notes later, it will force you to re-read unimportant information. As a rule, you should average no more than two or three short marks per page. Rather than underline whole sentences, underline words or short phrases that capture what you most need to remember. The whole point of this exercise is to distill, reduce, eliminate the unnecessary. Write words and phrases in the margins that tell you what paragraphs or sections are about. Use your own words.

Page vs. screen

Printed material has far higher resolution (~600 dpi) than even the best computer screens (~72 dpi). For this reason you will read more accurately, and with less fatigue, if you stick with the
paper version. Still, the advantages of portability and high-volume storage mean that we inevitably read much more screen-based material now.

![Figure 1. 300 dpi (left) vs. 600 dpi.](image)

**Using PTML on the screen:** It is still quite difficult to mark up screen-based materials effectively; the extra steps involved are often distracting, as is the temptation to interrupt reading to check email or web-surf. However, if you're disciplined, the most recent versions of Adobe Acrobat, Apple Preview, and a few shareware PDF handlers such as PDFpen allow you to add comments and highlighting to PDFs. If you don’t want to resort to printing everything, I suggest investing in the (expensive) Acrobat software, but even that is far from perfect. For example, even Acrobat still (2008) will not allow you to print your marked-up text in any really usable way.

It remains far easier to mark up a printed copy. An awkward but workable solution might be to print; mark up the text; then scan it back in.

**Note-taking on the screen:** When taking notes about something you're reading (as opposed to marking up the text), you'll be tempted to cut and paste the original text in lieu of making your own notes in your own words. Cut and paste *can* sometimes work well, especially for things you might want to quote later.

**However:** in general it defeats the two main purposes of note-taking:

a) learning and remembering (by rephrasing in your own terms), and
b) condensing into a very short form.

The same is true of hyperlinks: though useful for keeping track of sources, keeping a URL will not *by itself* help you remember or understand what's there, even though it may feel that way.
Know the author(s) and organizations

Knowing who wrote a book helps you judge its quality and understand its full significance.

Authors are people. Like anyone else, their views are shaped by their educations, their jobs, their early lives, and the rest of their experiences. Also like anyone else, they have prejudices, blind spots, desperate moments, failings, and desires — as well as insights, brilliance, objectivity, and successes. Notice all of it.

Most authors belong to organizations: universities, corporations, governments, newspapers, magazines. These organizations each have cultures, hierarchies of power, and social norms. Organizations shape both how a work is written and the content of what it says. For example, university professors are expected to write books and/or journal articles in order to get tenure. These pieces of writing must meet certain standards of quality, defined chiefly by other professors; for them, content usually matters more than good writing. Journalists, by contrast, are often driven by deadlines and the need to please large audiences. Because of this, their standards of quality are often directed more toward clear and engaging writing than toward unimpeachable content; their sources are usually oral rather than written.

The more you know about the author and his/her organization, the better you will be able to evaluate what you read. Try to answer questions like these: What shaped the author’s intellectual perspective? What is his or her profession? Is the author an academic, a journalist, a professional (doctor, lawyer, industrial scientist, etc.)? Expertise? Other books and articles? Intellectual network(s)? Gender? Race? Class? Political affiliation? Why did the author decide to write this book? When? For what audience(s)? Who paid for the research work (private foundations, government grant agencies, industrial sponsors, etc.)? Who wrote “jacket blurbs” in support of the book?

You can often (though not always) learn about much of this from the acknowledgments, the bibliography, and the author’s biographical statement.

Know the intellectual context

Knowing the author and his/her organization also helps you understand the book’s intellectual context. This includes the academic discipline(s) from which it draws, schools of thought within that discipline, and others who agree with or oppose the author’s viewpoint.

A book is almost always partly a response to other writers, so you’ll understand a book much better if you can figure out what, and whom, it is answering. Pay special attention to points where the author tells you directly that s/he is disagreeing with others: “Conventional wisdom holds that x, but I argue instead that y.” (Is x really conventional wisdom? Among what group of people?) “Famous Jane Scholar says that x, but I will show that y.” (Who’s Famous Jane, and why do other people believe her? How plausible are x and y? Is the author straining to find something original to say, or has s/he genuinely convinced you that Famous Jane is wrong?) Equally important are the people and writings the author cites in support of his/her arguments.
Use your unconscious mind

An awful lot of thinking and mental processing goes on when you’re not aware of it. Just as with writing or any other creative thought process, full understanding of a book takes time to develop.

Like the body, the mind suffers from fatigue when doing just one thing for many hours. Your ability to comprehend and retain what you read drops off dramatically after an hour or so. Therefore, you should read a book in several short sessions of one to two hours apiece, rather than one long marathon.

In between, your unconscious mind will process some of what you’ve read. When you come back for the next session, start by asking yourself what you remember from your previous reading, what you think of it so far, and what you still need to learn.

Rehearse, and use multiple modes

Reading is exactly like martial arts, baseball, or cooking in the sense that learning and memory depend crucially on rehearsal.

So — after you’ve read the book, rehearse what you’ve learned. Quiz yourself on its contents. Argue with the author. Imagine how you would defend the author’s position in your own writing.

Reading, writing, speaking, listening, and visualizing all engage different parts of the brain. For this reason, the best forms of rehearsal use multiple modes of thinking and action. Don’t just contemplate privately. Instead, talk about the book with others. Bring it up in classes. Write about it. Visualize anything that can be visualized about its contents. All of this helps fix your memory and integrate your new learning into the rest of your knowledge.

Hang in there!

When I give presentations on these ideas, students often tell me a few weeks later that they “tried it a few times and just couldn’t do it,” so they stopped. You will have to practice these techniques for a considerable length of time — at least a few months — before they come to seem natural, and they will never be easier than the comfortable, passive way we’ve all been reading for many years.

But hang in there. The rewards of these techniques are great. Learning to read like this can be key to a successful career as a student, scholar, or professional in almost any field.

Assignment: On separate paper identify the two most useful textbook reading strategies for you (from this article) and why they will be good for you.
Reading Strategies – Reading A Textbook

1. Preview: Look for all the learning and study aids the textbook/chapter contains (see preview form on next page).

2. Question: Turn the headings and other features into questions.

3. Read:
   a. Chunk the text into small sections. Read and summarize each section. See if your questions from step two are getting answered.
   b. Annotate: Mark the text or make notes on separate paper as you read.

4. Study:
   a. Use memory techniques (also called “mnemonics”) as you study.
   b. Combine your textbook notes with your in-class notes. Use sticky notes.
   c. Make flash cards, number lines, charts, graphs, etc.
   d. Recite key terms or concepts into a tape recorder.
   e. Meet with a study partner or group.
   f. Quiz: Create a quiz either for yourself or for your study partners (write the correct answers and page numbers on separate paper). If you are in a study group, exchange quizzes, try to complete the quiz without looking back at your notes, check answers, discuss areas of concern with the group.

5. Review: After a classroom test, review your study notes and strategies. Modify your technique as needed for the next test.
Textbook Preview Form

Name: ____________________________________ Date: __________________

Name of History Textbook: ________________________________________________

Chapter Number: _______ Chapter Title: ______________________________________

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<td>Table of contents</td>
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<td>References/works cited</td>
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1. Use this form to preview Chapter 25 regarding “The Great Depression” in Reading for Academic Success.

2. Write a list of the 5 or 6 most useful aids for you when you are reading textbooks.

3. Choose 4 different Section Headings in Chapter 25. Turn each heading into a question. Your questions must include 1 literal, 1 inferential, and 1 critical thinking level question. The fourth question may be any level.
Reading Strategies – Chunking Text

When text is difficult or uninteresting, experienced readers stop frequently and check their comprehension. A reader can do this by chunking the text. The harder the text, the smaller the chunks should be.

To check your comprehension see if you can:

• Remember something you’ve read
• Ask a question
• Make a connection to something you know
• Give your opinion
• Retell what you have read

If you can, continue reading the next chunk.

If you can’t do any of the above, try rereading with a purpose in mind.

Rereading the same way you read in the first place won’t help. Chunking makes the rereading shorter and by giving yourself a purpose to reread, you will be able to focus on your reading.

Some reading is so voluminous that it needs to be broken down. Each person in a small work group is responsible for reading one chunk and carefully summarizing it for the rest of the group. Everyone learns the main points from every chunk, but only reads and summarizes one part. This practice is common in law school, politics, and other high-content fields.
Chunking Text Worksheet

Title of Chapter or Subsection: ____________________________________________

In small groups, read your assigned chunk of text from *Reading For Academic Success* (pages 10 – 14). Briefly summarize your chunk of text after you read it. List questions you still have, too. Don’t write in complete sentences. As other groups share their chunks, fill in the chart.

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"Brother, Can You Spare a Dime," lyrics by Yip Harburg, music by Jay Gorney (1931)

They used to tell me I was building a dream, and so I followed the mob,
When there was earth to plow, or guns to bear, I was always there right on the job.
They used to tell me I was building a dream, with peace and glory ahead,
Why should I be standing in line, just waiting for bread?

Once I built a railroad, I made it run, made it race against time.
Once I built a railroad; now it's done. Brother, can you spare a dime?

Once in khaki suits, gee we looked swell,
Full of that Yankee Doodly Dum,
Half a million boots went marching through Hell,
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.
Why don't you remember, I'm your pal? Brother, can you spare a dime?

Once I built a railroad, I made it run, made it race against time.
Once I built a railroad; now it's done. Brother, can you spare a dime?

Once in khaki suits, gee we looked swell,
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Say, don't you remember, they called me Al; it was Al all the time.
Don't you remember, I'm your pal? Brother, can you spare a dime?

Brother, Can You Spare a Dime?
http://www.youtube.com/watch?v=ei67rlGNhU - Bing

http://www.youtube.com/watch?v=4F4yT0KAMyo - Al Jolson
Reading Strategies – Clarifying Confusion

How do you know you’re stuck? How do you know when your understanding is breaking down?

• The voice inside your head stops its conversation with the text, and you only hear your voice pronouncing the words.

• The camera inside your head shuts off, and you can no longer visualize what is happening as you read.

• Your mind begins to wander, and you catch yourself thinking about something far removed from the text.

• You cannot remember or retell what you have read.

• You are not getting your questions answered.

CONSTRUCTING MEANING: Fix-up Strategies

When you are confused or do not understand what you are reading, you have several choices:

• Ignore what you don’t understand and read on if you know enough to keep going.

• Make an educated guess and check your hypothesis from context clues.

• Keep reading to see if the meaning gets clearer.

• Reread what is unclear.

• Get outside help (look it up, ask someone, etc.)

• Abandon the piece if it is too difficult (requires more background knowledge or vocabulary than you have or can acquire), uninteresting (not all writing is equally good), or doesn’t meet your needs.

When you decide to reread, reread with a purpose!

• Try to connect the unclear part to something you already know or have read before.

• Ask yourself a question and read to answer it.

• Visualize.
Reading Strategies – Annotation

Annotation: How to Mark a Book or Article
by Mortimer J. Adler
From *The Saturday Review of Literature*, July 6, 1941.

There are many ways to mark a book intelligently. Here are a few of the more common techniques to help you make a book *yours!*

**Underline**

|| Vertical Lines in the margin

🌟 Star

❗ Exclamation Mark

Fold page corner or use sticky note

➊➋➌ - Number key ideas

# Numbers of other pages

Circle key words

Write in the margin

See page #123

ANANSI Academic Advancement Program: The Office of Black Student Affairs
http://www.cuc.claremont.edu/obsa/howtomarkabook.pdf
President Hoover, Mr. Chief Justice, my friends:

This is a day of national consecration. And I am certain that on this day my fellow Americans expect that on my induction into the Presidency, I will address them with a candor and a decision which the present situation of our people impels. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure, as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself -- nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life, a leadership of frankness and of vigor has met with that understanding and support of the people themselves which is essential to victory. And I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunk to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; and the savings of many years in thousands of families are gone. More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

And yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered, because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply.

Primarily, this is because the rulers of the exchange of mankind's goods have failed,
through their own stubbornness and their own incompetence, have admitted their failure, and have abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True, they have tried. But their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit, they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They only know the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

Yes, the money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of that restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy, the moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days, my friends, will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves, to our fellow men.

Recognition of that falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, and on unselfish performance; without them it cannot live.

Restoration calls, however, not for changes in ethics alone. This Nation is asking for action, and action now.

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing great -- greatly needed projects to stimulate and reorganize the use of our great natural resources.

Hand in hand with that we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. Yes, the task can be helped by definite efforts to raise the values of agricultural products, and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, the State, and the local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the
unifying of relief activities which today are often scattered, uneconomical, unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities that have a definitely public character. There are many ways in which it can be helped, but it can never be helped by merely talking about it.

We must act. We must act quickly. And finally, in our progress towards a resumption of work, we require two safeguards against a return of the evils of the old order. There must be a strict supervision of all banking and credits and investments. There must be an end to speculation with other people's money. And there must be provision for an adequate but sound currency.

These, my friends, are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the 48 States.

Through this program of action we address ourselves to putting our own national house in order and making income balance outgo. Our international trade relations, though vastly important, are in point of time, and necessity, secondary to the establishment of a sound national economy. I favor, as a practical policy, the putting of first things first. I shall spare no effort to restore world trade by international economic readjustment; but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not nationally -- narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in and parts of the United States of America -- a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that recovery will endure.

In the field of world policy, I would dedicate this Nation to the policy of the good neighbor: the neighbor who resolutely respects himself and, because he does so, respects the rights of others; the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize, as we have never realized before, our interdependence on each other; that we can not merely take, but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress can be made, no leadership becomes effective.

We are, I know, ready and willing to submit our lives and our property to such discipline, because it makes possible a leadership which aims at the larger good. This, I propose to offer, pledging that the larger purposes will bind upon us, bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in times of armed strife.
With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

Action in this image, action to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple, so practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has ever seen.

It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations. And it is to be hoped that the normal balance of executive and legislative authority may be wholly equal, wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But, in the event that the Congress shall fail to take one of these two courses, in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis -- broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. For the trust reposed in me, I will return the courage and the devotion that befit the time. I can do no less.

We face the arduous days that lie before us in the warm courage of national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded, a permanent national life.

We do not distrust the -- the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication -- In this dedication of a Nation, we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

http://www.americanrhetoric.com/speeches/fdrfirstinaugural.html
http://www.youtube.com/watch?v=MX_v0zxM23Q FDR
My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you've bestowed, mindful of the sacrifices borne by our ancestors.

I thank President Bush for his service to our nation -- as well as the generosity and cooperation he has shown throughout this transition.

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often, the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because we, the people, have remained faithful to the ideals of our forebears and true to our founding documents.

So it has been; so it must be with this generation of Americans.

That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many -- and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet. These are the indicators of crisis, subject to data and statistics. Less measurable, but no less profound, is a sapping of confidence across our land; a nagging fear that America's decline is inevitable, that the next generation must lower its sights.
Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this America: They will be met.

On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn-out dogmas that for far too long have strangled our politics. We remain a young nation. But in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

In reaffirming the greatness of our nation we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted, for those that prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things -- some celebrated, but more often men and women obscure in their labor -- who have carried us up the long rugged path towards prosperity and freedom.

For us, they packed up their few worldly possessions and traveled across oceans in search of a new life. For us, they toiled in sweatshops, and settled the West, endured the lash of the whip, and plowed the hard earth. For us, they fought and died in places like Concord and Gettysburg, Normandy and Khe Sahn. Time and again these men and women struggled and sacrificed and worked till their hands were raw so that we might live a better life. They saw America as bigger than the sum of our individual ambitions, greater than all the differences of birth or wealth or faction.

This is the journey we continue today. We remain the most prosperous, powerful nation on Earth. Our workers are no less productive than when this crisis began. Our minds are no less inventive, our goods and services no less needed than they were last week, or last month, or last year. Our capacity remains undiminished. But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions -- that time has surely passed. Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America.

For everywhere we look, there is work to be done. The state of our economy calls for action, bold and swift. And we will act, not only to create new jobs, but to lay a new foundation for growth. We will build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together. We'll restore science to its rightful place, and wield technology's wonders to raise health care's quality and lower its cost. We will harness the sun and the winds and the soil to fuel our cars and run our factories. And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. All this we will do.
Now, there are some who question the scale of our ambitions, who suggest that our system cannot tolerate too many big plans. Their memories are short, for they have forgotten what this country has already done, what free men and women can achieve when imagination is joined to common purpose, and necessity to courage. What the cynics fail to understand is that the ground has shifted beneath them, that the stale political arguments that have consumed us for so long no longer apply.

The question we ask today is not whether our government is too big or too small, but whether it works -- whether it helps families find jobs at a decent wage, care they can afford, a retirement that is dignified. Where the answer is yes, we intend to move forward. Where the answer is no, programs will end. And those of us who manage the public's dollars will be held to account, to spend wisely, reform bad habits, and do our business in the light of day, because only then can we restore the vital trust between a people and their government.

Nor is the question before us whether the market is a force for good or ill. Its power to generate wealth and expand freedom is unmatched. But this crisis has reminded us that without a watchful eye, the market can spin out of control. The nation cannot prosper long when it favors only the prosperous. The success of our economy has always depended not just on the size of our gross domestic product, but on the reach of our prosperity, on the ability to extend opportunity to every willing heart -- not out of charity, but because it is the surest route to our common good.

As for our common defense, we reject as false the choice between our safety and our ideals. Our Founding Fathers faced with perils that we can scarcely imagine, drafted a charter to assure the rule of law and the rights of man -- a charter expanded by the blood of generations. Those ideals still light the world, and we will not give them up for expedience sake.

And so, to all the other peoples and governments who are watching today, from the grandest capitals to the small village where my father was born, know that America is a friend of each nation, and every man, woman and child who seeks a future of peace and dignity. And we are ready to lead once more.

Recall that earlier generations faced down fascism and communism not just with missiles and tanks, but with the sturdy alliances and enduring convictions. They understood that our power alone cannot protect us, nor does it entitle us to do as we please. Instead they knew that our power grows through its prudent use; our security emanates from the justness of our cause, the force of our example, the tempering qualities of humility and restraint. We are the keepers of this legacy. Guided by these principles once more we can meet those new threats that demand even greater effort, even greater cooperation and understanding between nations. We will begin to responsibly leave Iraq to its people
and forge a hard-earned peace in Afghanistan. With old friends and former foes, we'll work tirelessly to lessen the nuclear threat, and roll back the specter of a warming planet.

We will not apologize for our way of life, nor will we waver in its defense. And for those who seek to advance their aims by inducing terror and slaughtering innocents, we say to you now that our spirit is stronger and cannot be broken -- you cannot outlast us, and we will defeat you.

For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus, and non-believers. We are shaped by every language and culture, drawn from every end of this Earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.

To the Muslim world, we seek a new way forward, based on mutual interest and mutual respect. To those leaders around the globe who seek to sow conflict, or blame their society's ills on the West, know that your people will judge you on what you can build, not what you destroy.

To those who cling to power through corruption and deceit and the silencing of dissent, know that you are on the wrong side of history, but that we will extend a hand if you are willing to unclench your fist.

To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty, we say we can no longer afford indifference to the suffering outside our borders, nor can we consume the world's resources without regard to effect. For the world has changed, and we must change with it.

As we consider the role that unfolds before us, we remember with humble gratitude those brave Americans who at this very hour patrol far-off deserts and distant mountains. They have something to tell us, just as the fallen heroes who lie in Arlington whisper through the ages.

We honor them not only because they are the guardians of our liberty, but because they embody the spirit of service -- a willingness to find meaning in something greater than themselves.

And yet at this moment, a moment that will define a generation, it is precisely this spirit that must inhabit us all. For as much as government can do, and must do, it is ultimately the faith and determination of the American people upon which this nation
relies. It is the kindness to take in a stranger when the levees break, the selflessness of workers who would rather cut their hours than see a friend lose their job which sees us through our darkest hours. It is the firefighter's courage to storm a stairway filled with smoke, but also a parent's willingness to nurture a child that finally decides our fate.

Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends -- honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism -- these things are old. These things are true. They have been the quiet force of progress throughout our history.

What is demanded, then, is a return to these truths. What is required of us now is a new era of responsibility -- a recognition on the part of every American that we have duties to ourselves, our nation and the world; duties that we do not grudgingly accept, but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character than giving our all to a difficult task.

This is the price and the promise of citizenship. This is the source of our confidence -- the knowledge that God calls on us to shape an uncertain destiny. This is the meaning of our liberty and our creed, why men and women and children of every race and every faith can join in celebration across this magnificent mall; and why a man whose father less than 60 years ago might not have been served in a local restaurant can now stand before you to take a most sacred oath.

So let us mark this day with remembrance of who we are and how far we have traveled. In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river. The capital was abandoned. The enemy was advancing. The snow was stained with blood. At the moment when the outcome of our revolution was most in doubt, the father of our nation ordered these words to be read to the people:

"Let it be told to the future world...that in the depth of winter, when nothing but hope and virtue could survive... that the city and the country, alarmed at one common danger, came forth to meet [it]."

America: In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations.

Thank you. God bless you. And God bless the United States of America.

http://abcnews.go.com/Video/playerIndex?id=6690067
http://www.youtube.com/watch?v=VjnygQ02aW4 Obama
Reading Genre: Speeches

Assignment:
• Annotate either speech using the techniques from page 28 (highlighting doesn’t count). Turn in the whole speech with your annotations.

• Identify and explain the similarities and differences between FDR’s and Obama’s speeches. You may write the associations below or use the diagram on the next page.

1.

2.
Reading Genre: Speeches

Assignment:
• Annotate either speech using the techniques from page 26 (highlighting doesn’t count). Turn in the whole speech with your annotations.

• Identify and explain the differences and similarities between FDR’s and Obama’s speeches. You may write the associations on the previous page or use the diagram below.

[Diagram of Venn diagram with circles labeled FDR's Speech and Obama's Speech, with the intersection labeled Both.]

Explain:
## Reading Strategies – Using Mnemonics for Memory

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example</th>
<th>When to Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acronym</strong> – an invented combination of letters with each letter acting as a cue to an idea you need to remember</td>
<td><strong>BRASS</strong> is an acronym for how to shoot a rifle: Breathe, Relax, Aim, Sight, Squeeze</td>
<td>For information involving key words or lists</td>
</tr>
<tr>
<td><strong>Acrostic</strong> – an invented sentence where the first letter of each word is a cue to an idea you need to remember</td>
<td><strong>Every Good Boy Does Fine</strong> – is an acrostic to remember the order of the G-clef notes on sheet music: E, G, B, D, F</td>
<td>For information involving key words (if order matters, sentence will trigger sequence of key words)</td>
</tr>
</tbody>
</table>
| **Rhyme Keys** – a 3-step memory process: 1. Memorize key words that can be associated with numbers 2. Create an image of the number-related items you need to remember 3. Associate the numbers & images with key words you need to remember | **Number=Image**  
One = Bun  
Two = Shoe  
Three = Tree  
Four = Door  
Five = Hive | For ordered lists |
| **Loci Method** – Imagine placing the items you want to remember in specific locations in a room or on your body | **To remember Presidents:**  
Place a dollar bill (Washington) on the door. Walk into the room and see Jefferson on a sofa and Nixon at the table. Use actual pictures. | For approximately 20 unrelated items |
| **Image-Name Technique** – Invent a relationship between the name and the physical characteristics or actions of the person | **Shirley Temple** – picture her curly hair around her temples (Shirley rhymes with curly) | For remembering names |
| **Chaining** – Create a story where each word or idea you have to remember will cue the next idea. | **Middle East Countries** – Story: Oh man (Oman)! I can’t wait (Kuwait)! I ran (Iran) to Saudi Arabia to buy an eye-rag (Iraq), a Turkey with syrup (Syria), a guitar (Qatar), and an afghan (Afghanistan), to pack on a stand (Pakistan). |  |

Adapted from Bob Nelson at [www.iss.stthomas.edu/studyguides/memory.htm](http://www.iss.stthomas.edu/studyguides/memory.htm)
Reading Strategy – Evaluating Web Information

Tip: The more questions you can answer, the more reliable the web site.

WHO is the author of the information?
WHO is the host or sponsor of the web site?

• What information do they provide about themselves?
• Can you contact them? Is there an e-mail or street address?
• If you can’t tell who is behind it…don’t use it!

WHY was the site created? Does it have a specific purpose?

• Does it state a purpose or mission? What is it? To sell? To inform? To persuade? Other? (Look for an “About Us” link.)
• What type of site is it? (.com = commercial, .gov = government, .org = non-profit organization, .edu = educational, .net = network)

WHAT is the point of view?

• What is the bias or slant? Bias is the point of view.
• Are there links to other viewpoints? Does it present 2 sides of the issue?

HOW credible is the source?

• Does the author or organization have expertise on the topic? What education, degrees, or work experience does the author have?
• Who is the intended audience? College students? Consumers? Children?
• Is it scholarly—that is, written by a researcher or expert for a college or academic audience?
• Are the sources credited with a bibliography, works cited list, or references?
• Are there any obvious errors or misinformation? If so, don’t use it.
• Is it a collaborative site such as Wikipedia to which anyone can post or edit information? If so, it should NOT be used for scholarly research.
• Is it a social networking site like Facebook? If so, it should NOT be used for scholarly research unless your research topic is related to social networking.

WHEN was it last updated?

• Is the information current? When was it last revised? What is the copyright date?
• Are there many broken links?

WHERE can I find more information?

What can you find out about the author or site using other Internet sources or library reference materials? Some suggestions are Librarians’ Internet Index (www.lii.org), Contemporary Authors, Gale Literature Resource Center, Encyclopedia of Associations, and Magazines for Libraries.
THE FIVE W’S OF WEB SITE EVALUATION

**WHO**
Who wrote the pages and are they an expert?
Is a biography of the author included?
How can I find out more about the author?

**WHAT**
What does the author say is the purpose of the site?
What else might the author have in mind for the site?
What makes the site easy to use?
What information is included and does this information differ from other sites?

**WHEN**
When was the site created?
When was the site last updated?

**WHERE**
Where does the information come from?
Where can I look to find out more about the sponsor of the site?

**WHY**
Why is this information useful for my purpose?
Why should I use this information?
Why is this page better than another?

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## Scholarly and Non Scholarly Website Examples

<table>
<thead>
<tr>
<th>Web Site</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.english.illinois.edu/maps/depression/depression.htm">http://www.english.illinois.edu/maps/depression/depression.htm</a></td>
<td>Non-scholarly: Only shows the author; no other info</td>
</tr>
<tr>
<td><a href="http://history1900s.about.com/od/1930s/p/greatdepression.htm">http://history1900s.about.com/od/1930s/p/greatdepression.htm</a></td>
<td>Non-scholarly: Collaborative site written by anyone who wishes to contribute and be paid! Lots of ads.</td>
</tr>
<tr>
<td><a href="http://www.42explore2.com/depresn.htm">http://www.42explore2.com/depresn.htm</a></td>
<td>Non-scholarly: Website for kids by kids – not college level</td>
</tr>
<tr>
<td><a href="http://en.wikipedia.org/wiki/Great_Depression">http://en.wikipedia.org/wiki/Great_Depression</a></td>
<td>Non-scholarly: Collaborative site where anyone can add and edit (see bottom… About Wikipedia)</td>
</tr>
<tr>
<td><a href="http://www.amatecon.com/greatdepression.html">http://www.amatecon.com/greatdepression.html</a></td>
<td>Non-scholarly: Non-professional person who is interested in the Great Depression</td>
</tr>
<tr>
<td><a href="http://www.econlib.org/library/Enc/GreatDepression.html">http://www.econlib.org/library/Enc/GreatDepression.html</a></td>
<td><strong>Scholarly</strong>: Answers 5 W’s. Written by experts at The Library of Economics and Liberty Organization</td>
</tr>
<tr>
<td><a href="http://www.pbs.org/wgbh/americanexperience/films/dustbowl/">http://www.pbs.org/wgbh/americanexperience/films/dustbowl/</a></td>
<td><strong>Scholarly</strong>: Public Broadcasting Service Organization (PBS) Investigative Report on The Dustbowl</td>
</tr>
</tbody>
</table>
INTERNET EVALUATION FORM

Name: __________________________________________ Date: _________________

Evaluate 2 web sites regarding The Great Depression

1. What is the web address of the site? ______________________________

2. What is the mission or purpose of the site? (Look for “about us”,” “contact us,”.)
   ______________________________________________________________
   ______________________________________________________________

3. Does the site show a particular bias? Explain. ______________________________

4. Would you use this site for scholarly research? Why or why not?
   __________________________________________________________________

5. When was the site last updated? ________

Web Site #2

1. What is the web address of the site? ______________________________

2. What is the mission or purpose of the site? (Look for “about us”,” “contact us,”.)
   ______________________________________________________________
   ______________________________________________________________

3. Does the site show a particular bias? Explain. ______________________________

4. Would you use this site for scholarly research? Why or why not?
   __________________________________________________________________

5. When was the site last updated? ________
Reading Strategies – Understanding Themes

**Themes** involve concepts about life, people, the human condition, and other broad, philosophical ideas. Try to pick out the concepts that the writer is discussing. Themes are stated using concept words such as love, courage, peace, freedom, dignity, defeat, pride, survival, understanding, forgiveness, anger, sadness, hope, etc.

Think about the following concept words:

<table>
<thead>
<tr>
<th>Love</th>
<th>Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom</td>
<td>Dignity</td>
</tr>
<tr>
<td>Defeat</td>
<td>Pride</td>
</tr>
<tr>
<td>Survival</td>
<td>Understanding</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Aggression</td>
</tr>
<tr>
<td>Success</td>
<td>Fear</td>
</tr>
<tr>
<td>Peace</td>
<td>Compassion</td>
</tr>
<tr>
<td>Prejudice</td>
<td>Discrimination</td>
</tr>
<tr>
<td>Anger</td>
<td>Sadness</td>
</tr>
<tr>
<td>Hope</td>
<td></td>
</tr>
</tbody>
</table>

**Tips:**

1. Choose the term you feel is the major (dominant, repeated) subject of the story.

2. What is the author saying about this idea? This is the theme or the message. Write it in the form of a sentence.

3. List 2-3 pieces of specific evidence from the story that explain why you think this is the theme (message) of the story, poem or novel.
Reading Genre: Poetry

What is poetry? Let's start by defining what poetry is not.

**Poetry is not prose.** It is not a series of declarative sentences to be read quickly in order to, as Robert Frost said, "get the meaning by glances."

**Poetry can, but need not, rhyme. Poetry is to be read aloud.** It is to be heard; the sounds of the words resonate with each other within the poem to please or displease the ear of the reader. Poets develop dominant sounds to lines and stanzas.

**Poetry most often uses visual images to represent ideas.**

**Poetry is brief in comparison to prose** (though there are many successful long poems). Due to its usual brevity, the figurative language (metaphor, simile, personification, allusion) and symbolism within the poem gain a greater focus than figurative language within prose. (see the figurative language lessons for definitions and examples of figurative language)

**Poetry is filled with connotative words – words with important references or meanings.** It follows that the word choices in poems also receive greater focus from the poet and reader. Words that have multiple meanings (connotations) allow the poem to say more in fewer words.

**Poetry will use sound to** organize the words in an order that instructs the reader how to **hear** the tone of the line or stanza. Short lines make you read faster and imply quick action or thoughts in the poem; long lines or even long words do the opposite.

An acronym helpful for students who are learning to write and read poetry is **F.I.C.T.S.**:

- **Figurative Language** (see next page),
- **Imagery**,
- **Connotations**,
- **Tone**, and
- **Sound Devices**.

This acronym helps new poets and new readers of poetry remember the essential components of poems and encourages them to read poems for these poetic devices and employ them in their own poems.

[http://www.piclits.com/lessonplans/what_is_poetry.aspx](http://www.piclits.com/lessonplans/what_is_poetry.aspx)
Figurative Language

A **simile** is a comparison that often uses the words like or as. **Examples**: “Jamie runs as fast as the wind.” OR “The rain seemed like an old friend who had finally found us.”

A **metaphor** is a comparison made between things which are essentially not alike. It is similar to a simile, but does not use like or as. **Examples**: “Nobody invites Edward to parties because he is a wet blanket.” OR “My father was the sun and the moon to me.”

**Personification** is when something that is not human is given human-like qualities. **Examples**: “The leaves danced in the wind on the cold October afternoon.” OR “The curtain was waving to everyone every time the wind blew through the open window.”

**Hyperbole** is exaggeration, often in a humorous way, to make a particular point. **Examples**: “My eyes widened at the sight of the mile-high ice cream cones we were having for dessert.” OR “I was so hungry that I even ate the plate.”

**Onomatopoeia** is when you name an action by imitating the sound associated with it. **Examples** “The bees buzz angrily when their hive is disturbed.” OR “Smash”, when the cup fell off the table.”
Figurative Language – Quick Quiz

1. “The tree shook its branches angrily.”
   A) Metaphor
   B) Personification
   C) Onomatopoeia
   D) Hyperbole

2. “Drip, Drop, Drip, Drop went the rain drops falling on the roof of the house.”
   A) Metaphor
   B) Onomatopoeia
   C) Personification
   D) Hyperbole

3. “Her head was so full of ideas that it was ready to burst wide open.”
   A) Personification
   B) Metaphor
   C) Alliteration
   D) Hyperbole

4. “The baby was like an octopus, grabbing for everything in sight.”
   A) Simile
   B) Metaphor
   C) Hyperbole
   D) Personification

5. “He was a library of information about baseball.”
   A) Personification
   B) Simile
   C) Alliteration
   D) metaphor

6. “Silly Sally sang a sad summer song.”
   A) Onomatopoeia
   B) Alliteration
   C) Metaphor
   D) Personification
Thoughts Pointing the Way  
*Ralph Marston*

What you think influences what you see.
What you think influences what you do.
What you think influences what you learn.
What you think influences how you feel.
What you think has an enormous impact on the way you experience life.
What you think determines the very nature of the world you create for yourself.
Thoughts have no physical mass, yet they do indeed have power.
And there are no restraints or limitations upon what you can think.
Consider all the many places to which your thoughts have carried you.
Imagine the limitless possibilities of where your thoughts can now enable you to go.
Choose positive, creative, loving, life-affirming thoughts.
And with those thoughts pointing the way, you can fill your world with value.
The Road Not Taken

Robert Frost, 1875–1963
Written during his “Mountain Interval”. 1920

TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I marked the first for another day!
Yet knowing how way leads on to way
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I,
I took the one less traveled by,
And that has made all the difference.

http://www.bartelby.com/119/1.html

Assignment:

1. What is the author saying **literally** (as a child would understand it)?

2. What is the author saying **figuratively** (life lessons)?

3. Give examples of at least 3 “F.I.C.T.S.” poetry techniques that the author used to convey his message.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Example from Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figurative Language</td>
<td></td>
</tr>
<tr>
<td>Imagery</td>
<td></td>
</tr>
<tr>
<td>Connotations</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
</tr>
<tr>
<td>Sound Devices</td>
<td></td>
</tr>
</tbody>
</table>

Note: Either complete this Poetry Analysis or the Photo Essay Reactions on the next page.
Name: ______________________________________ Date: ______________________

Reading Genre: Photo Essays

Photo Essays on The Great Depression
Note: Either complete the Poetry Analysis on the previous page or these Photo Essay Reactions

Assignment:
1. Follow this link to access a photo essay of the Great Depression.
   http://www.english.illinois.edu/maps/depression/photoessay.htm

2. After viewing the photos and reading the narration, select 2 photos and captions (photo essays) that spoke to you. Print the two photos.

3. Describe the photos. Explain what you saw and read.

4. Write how you felt or what you thought about them. Explain how you reacted.

<table>
<thead>
<tr>
<th>Photo Description (attach photos)</th>
<th>Your Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Strategies – Making Connections

Connections help readers call on their background knowledge. The more connections a reader makes to the text, the better his or her comprehension is.

Make connections between the text and your life, your knowledge of the world, or another text.

1. **Text to self:**
   Some pieces remind the reader of his or her own life. Connections can be made between the text and the reader’s experiences and memories. The more experiences and memories a reader has about a topic, the easier the material is to read.

2. **Text to world:**
   Some pieces are beyond the reader’s personal experience; they are about different times, people, or settings than the reader already knows. They require some awareness of history or people in general. The writing requires connections the reader makes between the text and what he or she knows about the world (facts and information). Some pieces are designed to introduce the reader to new or different aspects of the world.

3. **Text to text:**
   Some writers refer to other texts either directly or indirectly. The reader is asked to make connections between two or more types of texts. Other texts might be movies, songs, stories, poems, newspaper articles, or television shows. The reader may make connections about content, characters, structure, style, ideas, etc. If the author makes reference to outside materials that are unfamiliar, sometimes it helps to briefly research the background material; other times, the reference serves to broaden the reader’s base knowledge and continue reading.
Dear Mrs. Roosevelt,

During the Great Depression, thousands of young people wrote to First Lady Eleanor Roosevelt for help. They asked for clothing, money, and other forms of assistance.

Robert Cohen of the University of Georgia tells us the story.

Follow the link below:
http://newdeal.feri.org/eleanor/index.htm
CHALLENGED BOOK PROJECT

Pretend that a group of parents who feel strongly about the need to protect their children from exposure and access to controversial materials have approached the local School Board with a demand to ban the following books from the school system.

- The Chocolate War by Robert Cormier
- Fallen Angels by Walter Myers
- Forever by Judy Blume
- Harry Potter by J.K. Rowling
- I Know Why the Caged Bird Sings by Maya Angelou
- Whale Talk by Chris Crutcher

This means removing these books from all school libraries, prohibiting their use in the curriculum, and prohibiting students and teachers from having the books on school property. The School Board will conduct a public hearing on this important issue at its next meeting. Therefore, the School Board has appointed some committees of citizens to research the pertinent issues, attend the hearing, and make a recommendation to the School Board on how it can support freedom of speech and respond to the proposal to ban these books. You have been asked to be a member of one of the citizens committees.

Task
As committee members, you will:
- read and discuss the book,
- learn about a variety of viewpoints on book banning in general,
- learn when, where and why this particular book has been challenged.

Each individual member will:
- use logical and ethical reasoning to stand up to efforts to ban the book
- express that reasoning in a two page persuasive essay.

Finally, the committee members will:
- explain the book and the various viewpoints about banning to the school board,
- provide a reasoned response for the School Board against the proposal to ban the book,
- make a presentation to the “School Board” (your ACDV 50 classmates).

The presentation will answer the questions, “Why has the book been challenged?” and “How can the School Board use logical and ethical reasoning to respond to efforts to ban the book?”

Goals
As your committee answers these questions, you are striving to achieve the following goals:
- To develop an understanding of alternative viewpoints regarding book banning.
- To critically evaluate the book and its challenges, including biases and errors in reasoning.
- To develop and support a position against banning books.
- To compare, contrast, listen, evaluate and problem-solve as you work as a team.
- To create a presentation to the class.

Conclusion
After completing this project, the members of your group will have:
- an understanding of the issue of banned books and freedom of speech,
- a view of the issue from different perspectives,
- presented your group’s support of free speech.
Challenged Book Decision Form

Go to each book station around the room. Read the book covers to decide which challenged book you wish to read. Write notes for each book to help you decide. Note: Choose a book that you have not read.

<table>
<thead>
<tr>
<th>Title &amp; Author</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Chocolate War</td>
<td></td>
</tr>
<tr>
<td>By Robert Cormier</td>
<td></td>
</tr>
<tr>
<td>Fallen Angels</td>
<td></td>
</tr>
<tr>
<td>By Walter Dean Myers</td>
<td></td>
</tr>
<tr>
<td>Forever</td>
<td></td>
</tr>
<tr>
<td>By Judy Blume</td>
<td></td>
</tr>
<tr>
<td>Harry Potter &amp; The Sorcerer’s Stone</td>
<td></td>
</tr>
<tr>
<td>By J. K. Rowling</td>
<td></td>
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<tr>
<td>I Know Why the Caged Bird Sings</td>
<td></td>
</tr>
<tr>
<td>By Maya Angelou</td>
<td></td>
</tr>
<tr>
<td>Whale Talk</td>
<td></td>
</tr>
<tr>
<td>By Chris Crutcher</td>
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</tr>
</tbody>
</table>
Challenged Book Preliminary Research

Your Challenged Book: ___________________________  Author: __________
- After selecting your Challenged Book, join your book group for preliminary internet research regarding your book’s author.
- Decide where the half-way point is in your book (read first half for Discussion #1)
- Exchange contact information with your group members.

<table>
<thead>
<tr>
<th>Group Members</th>
<th>Contact Info</th>
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<tbody>
<tr>
<td></td>
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</table>

- Pair up within your group. Each pair needs one laptop.
- Go to Google.com.
- Type the name of your author.
- Follow the link to his/her own web site or the publisher’s site (don’t go to Wikipedia because collaborative encyclopedias are not usually used for scholarly research).
- Complete the following table

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of your challenged book</td>
<td></td>
</tr>
<tr>
<td>Author’s name</td>
<td></td>
</tr>
<tr>
<td>An interesting fact about your author</td>
<td></td>
</tr>
<tr>
<td>Awards your author earned</td>
<td></td>
</tr>
<tr>
<td>Reference from their web site to challenged books, freedom of information, banned books, etc.</td>
<td></td>
</tr>
</tbody>
</table>
CHALLENGED BOOK PROJECT

Project Summary:

1. Select a group based on your choice of a novel.  
2. Participate in three group discussions about the novel. 30 points __________
3. Complete a library assignment about challenges to book. 10 points __________
4. Analyze an argument on book banning 10 points __________
5. Write an essay based on your individual reasoning 50 points __________
6. Create and present your group’s recommendation 50 points 150 points __________

Project Detailed Description:

1. Select a group that will read a novel that has been challenged in the past.
2. Participate in three group discussions about the novel. (3 @ 10 points = 30 points)
3. For each group discussion, prepare for discussion by summarizing the novel and writing responses to the assigned topics. Also write any questions or comments you have. Hand in your discussion evaluation form and your written notes at the end of each discussion. **Your book must be completed before the second discussion.**
4. Analyze an argument. (10 points) Read two articles regarding book banning, and complete an “Analyze an Argument” worksheet for one.
5. Complete a library assignment. (10 points) The purpose of the library assignment is for you to discover why your book was challenged, what happened to the challenges, and what reasoning can dissuade book banning efforts.
6. Write an argumentative essay based on your individual reasoning. (50 points) Your argument should include:
   1. Your conclusion or claim (thesis), with reasoned, clear main points against book banning,
   2. Concrete, specific evidence from your reading and research that lead to your thesis,
   3. At least one quote
   4. An evaluation of alternate points of view (pros and cons of banning)
   5. A works cited page with at least 4 sources (your book and research)
   6. The paper must be 2 pages, double spaced in 12 point font, and free from mechanical and grammatical errors.
7. Group presentation (50 points) With the other members of your group, give an overview of the book, identify the positive aspects of the book (lessons that can be learned, etc), the various opinions about book banning, and how the School Board can stand up for freedom of speech.
CHALLENGED BOOK PRESENTATION

As a group, prepare the following:

**Each member of your group must have a part in the presentation.** If a member does not want to speak in front of the class, he/she must prepare a PowerPoint presentation or poster as a visual aid for his/her part of the presentation. (Or come up with another creative way to avoid speaking to the class!)

**Your presentation must include:**

1. **The setting** (where and when) of the novel and necessary background information.
2. **Character profiles** of the main characters.
3. A **summary of the plot.** Include positive aspects of the book, such as lessons that can be learned, seeing the world from others’ points of view, etc.
4. **The arguments.** Give a review of incidents when your book was challenged and the results of the challenges. Tell reasons that some people say the book should be banned and reasons that it should not be banned. Remember to cover both sides of the argument. Identify possible supports the school can employ to enhance students’ learning even though some of the book’s themes or language may be provocative (e.g., extra counseling for students, parent-child discussion packets, alternate assignments, etc.).
5. **Your conclusion.** Identify how the School Board can support freedom of speech.

Hand in neat, legible notes for all parts of the presentation.

**Have a backup for each responsibility in case someone is absent during the final presentation time.**
Challenged Book Essay - Scoring Rubric

The purpose of your essay against banning a Challenged Book is to:

- Demonstrate “information competency” by evaluating the logic, relevance and validity of information. You will research:
  a. book banning issues in general,
  b. why your book has been challenged, and
  c. what biases were evident in your research.

- Develop and support an argument: Communicate your opinion in a two page persuasive essay that answers the questions: How can the School Board support the First Amendment and respond to efforts to ban this book?

- Properly cite all reference materials.

Your Challenged Book Essay is worth 50 total points. Projects that earn the highest value for each criterion will reflect thorough research with proper citations, a cohesive argument with support, and college-level writing skills.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Available Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author, Title of Challenged Book, Date</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 page, double-spaced, word processed essay with 12 pt font + works cited page</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLA citation for quotes &amp; references (must have a quote &amp; works cited page)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freedom from errors. Proofread!</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your conclusion or claim (thesis)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of your main points against banning the book</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Summary of research: when and where was the book challenged; results</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of opposing arguments or alternate views (pros and cons)</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>50</td>
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</table>
Challenged Book Group Presentation - Scoring Rubric

The purpose of your group presentation is to help the School Board respond to efforts to ban a Challenged Book:

- Summarize your book’s setting, characters, and plot for the class (playing the role of a school board)
- Explain book banning in general, with various viewpoints. Cite specific examples of when your book has been challenged, the biases, errors in reasoning evident in those examples, and the results of the challenges
- Take a committee position that answers the questions: How can the School Board support freedom of speech and respond to a proposal to ban this book?
- Demonstrate cooperation, effective communication, and positive group dynamics.

Your Challenged Book Group Presentation is worth 50 total points – all group members will earn the same score. Projects that earn the highest value for each criterion will reflect an understanding of the book and of book banning issues, present and support a logical argument against banning your book, include all group members, and show college-level communication skills.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Available Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting &amp; background of the book</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character profiles</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot summary</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research: List the arguments for and against banning the book. Evaluate both sides of the argument.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your conclusion for freedom of speech; use logical reasoning. Identify supports the school can use to promote learning without banning the book.</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
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</tbody>
</table>
CHALLENGED BOOK DISCUSSIONS

DISCUSSION #1

As you read the first half of the challenged book that you selected, explore the ways in which the novel focuses on controversial issues. **Write your response to at least two** of the following areas (bring summary notes from your book AND a written response to 2 question below):

- Identify any stereotyping that appears in the novel
- Explain the sensitive topics that are explored
- Tell the reasons this book might be considered offensive
- Identify the theme(s) of the novel (what is the story about?)
- Share any life lessons that are taught
- List techniques the writer uses to express his or her opinion through the novel (e.g., first person, dialog, flashbacks, suspense, action, etc.)
- Describe how the book might be useful in helping students understand differences between themselves and others

DISCUSSION #2

As you read the second half of the book, explore the ways in which the novel focuses on controversial issues. **Write your response to two** of the following questions:

- Why do you think some people have wanted to ban your book?
- Why might a particular group or person want to protect a high school student from some of the ideas in this challenged book?
- Why might it be important for students to read a book that explores the controversial or sensitive topics in your book?
- How might your controversial book be used to break down stereotypes and bias?
- What can the school do to help parents/students who find this book too disturbing?

DISCUSSION #3

When you have completed the book, discuss your research and how you will help the school district resist the request to ban your book. Discuss why the book has been challenged in the past. What positive life lessons can be learned from the book? Refer to selections from the novel and from your research. (Bring written notes)

GUIDELINES FOR COLLABORATION

1. No hitchhiking. **Everyone participates.** If you miss more than 1 discussion, you will not be able to join your group for the final presentation; you may create your own instead.
2. Be critical of ideas, not people. Restate what someone said if it is not clear.
3. If there are two sides to an issue, try to understand both sides.
4. Listen to everyone’s ideas, even if you do not agree with them. It often takes more skill to listen than it does to share.
GROUP DISCUSSION EVALUATION #1

1. Did you complete the reading? Did you bring summary notes and your written responses to 2 of today’s discussion questions? (attach your notes)

2. Did everyone in your group participate in the discussion? If not, what were the circumstances?

3. What was the most effective aspect of your group’s discussion today?

4. What did you contribute to your discussion today?

5. How will you prepare for your next discussion in order to make it even more effective?

On a scale from 1 to 10, rate your participation in your discussion today. ______
GROUP DISCUSSION EVALUATION #2

1. Did you complete the book? Did you bring a written summary of the book and your written responses to 2 of today’s discussion questions? (attach notes)

2. Did everyone in your group participate in the discussion? Explain.

3. What was the most effective aspect of your group’s discussion today?

4. What did you contribute to your discussion today?

5. How will you prepare for your next discussion in order to make it even more effective? Remember that during the next discussion you will prepare your presentation.

On a scale from 1 to 10, rate your participation in your discussion today. ______
GROUP DISCUSSION EVALUATION #3

1. Did you prepare ahead of time for today’s discussion? (attach notes)

2. Did everyone in your group participate in the discussion? Explain.

3. What was the most effective aspect of your group’s discussion today?

4. What did you contribute to your discussion today?

5. What will you do between now and presentation day to make your presentation effective?

On a scale from 1 to 10, rate your participation in your discussion today. _____
Reading Strategies: Understanding Learning Styles

For this assignment, you will take two inventories to help you identify and understand your own personal style of learning.

First:

1. Go to Diablo Valley College: http://www.metamath.com/lsweb/dvclearn.htm
2. Complete the Learning Styles Survey on line.
3. Print your learning style summary.
4. Read the learning styles information on the web site or in your packet: “The Four Learning Styles in the DVC Survey”.

Then:

5. Go to N. Carolina State: http://www.engr.ncsu.edu/learningstyles/ilsweb.html
6. Complete the Index of Learning Styles Questionnaire
7. Print your Learning Styles Results.
8. Read “Learning Styles and Strategies” (N. Carolina State pages in packet)

Finally:

9. Identify your top learning style from each survey and write at least 2 study strategies for that style. Connect each strategy to your style! Attach both inventory printouts to your strategies.

<table>
<thead>
<tr>
<th>Your Learning Styles</th>
<th>Study Strategies for this Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diablo Valley Survey</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>N. Carolina State Survey</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>
The Four Learning Styles
In the Diablo Valley College (DVC) Survey

The Visual/ Verbal Learning Style
The Visual/ Nonverbal Learning Style
The Tactile/ Kinesthetic Learning Style
The Auditory/ Verbal Learning Style

The Visual/ Verbal Learning Style
You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Learning Strategies for the Visual/ Verbal Learner:
To aid recall, make use of "color coding" when studying new information in your textbook or notes. Using highlighter pens, highlight different kinds of information in contrasting colors.

Write out sentences and phrases that summarize key information obtained from your textbook and lecture.

Make flashcards of vocabulary words and concepts that need to be memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.

When learning information presented in diagrams or illustrations, write out explanations for the information.

When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.

Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.

Before an exam, make yourself visual reminders of information that must be memorized. Make "stick it" notes containing key words and concepts and place them in highly visible places --on your mirror, notebook, car dashboard, etc.
The Visual/ Nonverbal Learning Style
You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities having to do with visual art and design.

Learning Strategies for the Visual/ Nonverbal Learner:
Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture' of the information.

Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.

When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.

Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.

Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and database software to further organize material that needs to be learned.

As much as possible, translate words and ideas into symbols, pictures, and diagrams.
The Tactile/ Kinesthetic Learning Style
You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can manipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside the classroom.

Strategies for the Tactile/ Kinesthetic Learner:
To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.

When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud.

Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, historical site, or job site) to gain first-hand experience of your subject matter.

To learn a sequence of steps, make 3’x 5’ flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards -- anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.

When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.

Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.

Listen to audio tapes on a Walkman tape player while exercising. Make your own tapes containing important course information.
The Auditory/Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange.

Strategies for the Auditory/Verbal Learner:

Join a study group to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams.

When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.

Tape record your lectures. Use the 'pause' button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particularly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen to hours and hours of lecture tape.

Use audio tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can.

When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

Web Version of the Learning Styles Survey © Copyright 2000 by Suzanne Miller, Instructor Contact me via: smiller@dvc.edu or phone: (510) 685-1230 ext 830 or fax: (510) 687-2557 Diablo Valley College 321 Golf Club Road, Pleasant Hill, CA 94523 latest update October 25, 2000.
ACTIVE AND REFLECTIVE LEARNERS

• Active learners tend to retain and understand information best by doing something active with it—discussing or applying it or explaining it to others. Reflective learners prefer to think about it quietly first.
• ”Let’s try it out and see how it works” is an active learner’s phrase; ”Let’s think it through first” is the reflective learner’s response.
• Active learners tend to like group work more than reflective learners, who prefer working alone.
• Sitting through lectures without getting to do anything physical but take notes is hard for both learning types, but particularly hard for active learners.

Everybody is active sometimes and reflective sometimes. Your preference for one category or the other may be strong, moderate, or mild. A balance of the two is desirable. If you always act before reflecting you can jump into things prematurely and get into trouble, while if you spend too much time reflecting you may never get anything done.

How can active learners help themselves?

If you are an active learner in a class that allows little or no class time for discussion or problem-solving activities, you should try to compensate for these lacks when you study. Study in a group in which the members take turns explaining different topics to each other. Work with others to guess what you will be asked on the next test and figure out how you will answer. You will always retain information better if you find ways to do something with it.

How can reflective learners help themselves?

If you are a reflective learner in a class that allows little or no class time for thinking about new information, you should try to compensate for this lack when you study. Don’t simply read or memorize the material; stop periodically to review what you have read and to think of possible questions or applications. You might find it helpful to write short summaries of readings or class notes in your own words. Doing so may take extra time but will enable you to retain the material more effectively.
SENSING AND INTUITIVE LEARNERS

- Sensing learners tend to like learning facts, intuitive learners often prefer discovering possibilities and relationships.
- Sensors often like solving problems by well-established methods and dislike complications and surprises; intuitors like innovation and dislike repetition. Sensors are more likely than intuitors to resent being tested on material that has not been explicitly covered in class.
- Sensors tend to be patient with details and good at memorizing facts and doing hands-on (laboratory) work; intuitors may be better at grasping new concepts and are often more comfortable than sensors with abstractions and mathematical formulations.
- Sensors tend to be more practical and careful than intuitors; intuitors tend to work faster and to be more innovative than sensors.
- Sensors don't like courses that have no apparent connection to the real world; intuitors don't like "plug-and-chug" courses that involve a lot of memorization and routine calculations.

Everybody is sensing sometimes and intuitive sometimes. Your preference for one or the other may be strong, moderate, or mild. To be effective as a learner and problem solver, you need to be able to function both ways. If you overemphasize intuition, you may miss important details or make careless mistakes in calculations or hands-on work; if you overemphasize sensing, you may rely too much on memorization and familiar methods and not concentrate enough on understanding and innovative thinking.

How can sensing learners help themselves?

Sensors remember and understand information best if they can see how it connects to the real world. If you are in a class where most of the material is abstract and theoretical, you may have difficulty. Ask your instructor for specific examples of concepts and procedures, and find out how the concepts apply in practice. If the teacher does not provide enough specifics, try to find some in your course text or other references or by brainstorming with friends or classmates.

How can intuitive learners help themselves?

Many college lecture classes are aimed at intuitors. However, if you are an intuitor and you happen to be in a class that deals primarily with memorization and rote substitution in formulas, you may have trouble with boredom. Ask your instructor for interpretations or theories that link the facts, or try to find the connections yourself. You may also be prone to careless mistakes on test because you are impatient with details and don't like repetition (as in checking your completed solutions). Take time to read the entire question before you start answering and be sure to check your results.
VISUAL AND VERBAL LEARNERS

Visual learners remember best what they see--pictures, diagrams, flow charts, timelines, films, and demonstrations. Verbal learners get more out of words--written and spoken explanations. Everyone learns more when information is presented both visually and verbally.

In most college classes very little visual information is presented: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally.

How can visual learners help themselves?

If you are a visual learner, try to find diagrams, sketches, schematics, photographs, flow charts, or any other visual representation of course material that is predominantly verbal. Ask your instructor, consult reference books, and see if any videotapes or CD-ROM displays of the course material are available. Prepare a concept map by listing key points, enclosing them in boxes or circles, and drawing lines with arrows between concepts to show connections. Color-code your notes with a highlighter so that everything relating to one topic is the same color.

How can verbal learners help themselves?

Write summaries or outlines of course material in your own words. Working in groups can be particularly effective: you gain understanding of material by hearing classmates' explanations and you learn even more when you do the explaining.

SEQUENTIAL AND GLOBAL LEARNERS

- Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly "getting it."
- Sequential learners tend to follow logical stepwise paths in finding solutions; global learners may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it.
Many people who read this description may conclude incorrectly that they are global, since everyone has experienced bewilderment followed by a sudden flash of understanding. What makes you global or not is what happens before the light bulb goes on. Sequential learners may not fully understand the material but they can nevertheless do something with it (like solve the homework problems or pass the test) since the pieces they have absorbed are logically connected. Strongly global learners who lack good sequential thinking abilities, on the other hand, may have serious difficulties until they have the big picture. Even after they have it, they may be fuzzy about the details of the subject, while sequential learners may know a lot about specific aspects of a subject but may have trouble relating them to different aspects of the same subject or to different subjects.

**How can sequential learners help themselves?**

Most college courses are taught in a sequential manner. However, if you are a sequential learner and you have an instructor who jumps around from topic to topic or skips steps, you may have difficulty following and remembering. Ask the instructor to fill in the skipped steps, or fill them in yourself by consulting references. When you are studying, take the time to outline the lecture material for yourself in logical order. In the long run doing so will save you time. You might also try to strengthen your global thinking skills by relating each new topic you study to things you already know. The more you can do so, the deeper your understanding of the topic is likely to be.

**How can global learners help themselves?**

If you are a global learner, it can be helpful for you to realize that you need the big picture of a subject before you can master details. If your instructor plunges directly into new topics without bothering to explain how they relate to what you already know, it can cause problems for you. Fortunately, there are steps you can take that may help you get the big picture more rapidly. Before you begin to study the first section of a chapter in a text, skim through the entire chapter to get an overview. Doing so may be time-consuming initially but it may save you from going over and over individual parts later. Instead of spending a short time on every subject every night, you might find it more productive to immerse yourself in individual subjects for large blocks. Try to relate the subject to things you already know, either by asking the instructor to help you see connections or by consulting references. Above all, don't lose faith in yourself; you will eventually understand the new material, and once you do your understanding of how it connects to other topics and disciplines may enable you to apply it in ways that most sequential thinkers would never dream of.
FIRST AMENDMENT TO THE CONSTITUTION
Freedom of Speech

Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Ratified 12/15/1791. (http://www.usconstitution.net/const.html#Am1)

Many Americans think that the First Amendment is the single most important part of the Constitution. It protects some of the most basic human rights and reflects a view of the dangerous places government might tread.

The ability to speak your mind is a right that Americans take for granted. Imagine being too frightened by the possible consequences of speaking out to actually do so. Your opinion would not matter - even your vote would be corrupted.

As for the press, the authors regarded a free press as almost a fourth branch of government, constantly keeping tabs on the government's activities and actions. The job of the press is to report freely on the activities of the government. How objective do you think a reporter can be when his (or her) life could be ended because of a critical story? (http://www.usconstitution.net/constnotes.html#Am1)

**Definition:**
redress v. 1. To set right, remedy or rectify. 2. To make amends for. n. 1. Satisfaction for wrong done; reparation. 2. Correction. Source: American Heritage Dictionary
Reading Strategies – ANALYZE AN ARGUMENT

1. Article Citation (Author, Title):

2. What is the message or thesis? Sum it up in 1 or 2 sentences.

3. What are at least 3 key points?
   a.
   b.
   c.

4. Who is the audience?

5. What do you know about the author?

   Explain what you know about the author:

   What do her/his style and/or language tell you about him/her?

   Do you trust this author? Why or why not?

6. Counter-arguments: (think “yes, but…”)

   Alternate viewpoints (identify at least 3 views that oppose the author’s thesis):

   1.

   2.

   3.
BANNING BOOKS SUPPRESSES IDEAS AND DEVELOPING MINDS

By Christina Y. Chang

On-line Forty-Niner commentary

Wednesday, October 23, 1996

The right to speak our mind and express ourselves freely is not something that should be taken lightly. Therefore, when someone tells me that I can't express myself through writing nor can I read others' ideas or more specifically, when the topic of book banning is brought up, I feel it necessary to make sure the freedom of speech is kept alive. The freedom of speech is a prized privilege we all have in this country. It is given to us in the First Amendment of the U.S. Constitution.

I remember when I was younger, one of my favorite books was Lewis Carroll's "Alice's Adventures in Wonderland." I read that book over and over again. Alice's adventures were so mind-blowing. It was so much more interesting than going to school. Alice got to attend tea parties with the Mad Hatter and talk to the White Rabbit. She had peculiar friends like the Cheshire Cat and she got to hang out with a caterpillar who liked to smoke out. Only in Wonderland was life so extraordinary. The book opened my mind to creativity. I no longer saw things the way they were supposed to be. Instead, I would think in terms of "what if?" scenarios. What if animals could really talk? What if I shrunk down to the size of a key? These what-if scenarios are what inspired me to write my thoughts and to write stories. They also made me question things in life.

Years later when I started college, I read that my favorite book had been banned in China in 1931. "Animals should not use human language," quoted the "Banned Books Week '92" packet for one of my English classes. "It [would be] disastrous to put animals and human beings on the same level."

Unbelievable! That banned book was the book that helped shape my creativity. Without it, I would be living a hum-drum, linear life with hum-drum, linear thoughts. Sure, life might be more simple, but it would also be boring.

By banning books, our world becomes a little smaller. Books, whether they be fiction or non-fiction, expand our minds with ideas, opinions and knowledge. They bring us to places we've never been. They open windows to other lifestyles which then open our eyes to our own lifestyles. From books, we can see others' points of view and be more acceptable of all the different people in our growing world. Without books, there would be less to compare with our own lives. There is less chance we would question ourselves. Without the opportunity to question ourselves, there is also less opportunity to improve ourselves.

Christina Y. Chang is a student reporter for the Daily Forty-Niner.
Example: ANALYZE AN ARGUMENT

1. Article Citation (Author, Title):

2. What is the message or thesis? Sum it up in 1 or 2 sentences.
Christina Chang believes book banning is wrong because it limits freedom of speech and thought.

3. What are at least 3 key points?
   a. Reading books builds creativity and teaches us to ask questions.
   b. The world becomes smaller (in a bad way) when books are banned.
   c. Reading books helps us to improve ourselves.

4. Who is the audience?
   College students and faculty

5. What do you know about the author?
   Explain what you know about the author:
   Christiana Chang is a college student who cares about freedom of speech
   What do her/his style and/or language tell you about him/her?
   She uses an informal style with some slang. She is not a professional.
   Do you trust this author? Why or why not?
   Yes, as a person with an informed opinion, but not as an expert.

6. Counter-arguments: (think “yes, but…”)
   Alternate viewpoints (identify at least 3 views that oppose the author’s thesis):
   1. We need to limit the experiences of minors. They are exposed to too much violence and explicit sexuality in the movies and on television, so we have to stop them from reading about it, too.
   2. Creativity can be developed without exposing minors to harsh circumstances.
   3. Children and adolescents do not need to learn how to question life; they need to learn to be more obedient to rules and traditions.
PRESENTATION TO KERN HIGH SCHOOL DISTRICT SCHOOL BOARD
By Anna Agenjo
Bakersfield College Librarian and Concerned Parent

My name is Anna Agenjo and I am the parent of a sophomore GATE student at East High School.

I oppose Mrs. Porter’s request that *The Bluest Eye* be banned from the Kern County High School District curriculum. Although I support Mrs. Porter’s right and responsibility as a parent to monitor her child’s education and to decide what her child should read and discuss, her parental privilege does not extend to my child or to the thousands of other high school students in the District.

I am not here to defend the merits of *The Bluest Eye*. As you know, it’s a critically acclaimed novel written by Toni Morrison, winner of the Nobel Prize for Literature. It is also included in the California State Reading List for High School Students.

*The Bluest Eye* presents some ugly and all too real social issues – injustice, poverty and racism – and it contains a sexually explicit passage depicting incest. I can understand that many parents and students might object to such a work. The teacher at East High also understood, and she invited the student to choose an alternative book to read and study. Mrs. Porter has chosen not to accept that offer.

But to deny other students the right to read and study the book is to pretend that the very real social problems presented in the book do not exist and that our high school students somehow remain unaware of these issues in a world that bombards them every day with evidence to the contrary.

What better place to confront these topics than in literature, in a classroom, led by a teacher who can help guide these students to some understanding of what the events in the story mean for their own lives? This kind of discussion, both verbal and written, helps equip our students to compete in college. And it prepares them for the real world that they will soon enter.

There is another important consideration here, and that is censorship. Freedom of speech also includes the right to read what is written. I object when someone tries to remove or infringe that right. Besides *The Bluest Eye*, wonderful books like *To Kill a Mockingbird* and *The Adventures of Huckleberry Finn* have been challenged or banned at various times and places in America. Children’s classics like *In the Night Kitchen* and *A Wrinkle In Time* have also come under the same attacks by people who don’t want other people to read them.

Many years ago, a small but very vocal group managed to have *The Grapes of Wrath* banned from this county for a short time. Its author, too, won the Nobel Prize, but people in Kern County could not find this acclaimed novel on their own public library shelves. Last year, *The Grapes of Wrath* was selected for One Book One Bakersfield.

To those who would ban books, I would like to say: Read or don’t read, but leave me and my family out of it! To do otherwise is un-American.

I urge the trustees of the Kern High School District not to repeat the mistakes of the past. Please do not ban *The Bluest Eye*. The District has a process for reviewing curriculum, and I hope you will allow it to work.
A Book Challenged: The Bluest Eye

As active members of a committee recommending to the school board NOT to ban your challenged book, you are very interested in doing research on *The Bluest Eye*, a book that was challenged by a parent of the Kern High School District in Bakersfield, California.

Your committee decides to research answers to questions about *The Bluest Eye* case.

1. What year(s) was this case brought to the attention of the Kern High School District?
   a. Years:
   b. Source:

2. What was the decision/result decided by Kern High School District?
   a. Decision:
   b. Source:

3. What were the viewpoints of the media and other parents?
   a. Viewpoints:
   b. Source:

4. Explain why you do or why you don’t support the KHSD’s decision from today’s perspective.
Name: ___________________________ Date: ________________

Challenged Book: ___________________________ Author: ____________

**CHALLENGED BOOK LIBRARY ASSIGNMENT**

**Using a periodical database search or book source, find 3 sources:**

1. An article or book source that tells why your book was challenged,
2. A source on book censorship/banning/challenges in general, and
3. Another source of your choice: either another about your book or another general article.

Write the MLA citation of the article or book where you found the information. Write the reason(s) for the challenge. Note: When typing, italicize the titles of all books or articles; when handwriting, underline your sources.

**MLA Format:**


Access date.

**MLA Example:**


1. **MLA Citation regarding challenges to your book:**

   a. Brief summary of reasons for challenges/results of challenges:

2. **MLA Citation regarding book censorship in general:**

   a. Brief summary:

3. **MLA Citation regarding your book OR censorship in general:**

   Brief summary:
Reading Genre: Screenplays

Definitions of screenplay on the Web:

- a script for a film including dialogue and descriptions of characters and sets. [wordnetweb.princeton.edu/perl/webwn](http://wordnetweb.princeton.edu/perl/webwn)

- A screenplay or script is a blueprint for producing a motion picture. It can be adapted from a previous work such as a novel, play or short story, or it may be an original work in and of itself. Every year, the Academy of Motion Picture Arts and Sciences hands out Oscars in both original screenplay and adapted screenplay categories. [www.wordiq.com/definition/Screenplay](http://www.wordiq.com/definition/Screenplay)

- A script for a television program is sometimes called a teleplay.

Creating a Screenplay Concept

Every great screenplay begins with a STORY concept. Writers invent conflict, characters, and action, and mold them into a beginning, middle, and end.

There is a working methodology you can use to find a story idea and shape it into a compelling plot. This methodology consists of three steps.

**Step: 1.** Read newspapers, magazines, and Internet news articles about everyday people who have survived traumatic events.

**Step: 2.** Choose a news article about an event that is similar to experiences from your own life. Search the article for instances in which two survivors of a traumatic event struggled with each other over a person, place, or thing. One of these people will be the protagonist (hero) in your script. The other person will be the antagonist (villain).

**Step: 3.** It may take a few days or even weeks to find a news article describing a traumatic event with two people who fit the roles of hero and villain. Research takes time and patience.

The next and final step of creating your story concept is to structure the real-life event you've read about into a beginning, middle, and end.

http://www.scriptologist.com/Magazine/Tips/Concept/concept.html#
Screenplay: The Street Cleaner

THE STREET CLEANER is an award winning short film that was written by Nathaniel Nauert. While working in Boston, Massachusetts, he followed a story about a serial killer who targeted prostitutes. This experience inspired his screenplay, THE STREET CLEANER.

In 2006, he settled in Savannah, Georgia, where he teamed up with his brother, Eric Nauert, and good friend, Jody Schiesser to create Perpombellar Productions. The company’s first short film release in 2007 was THE STREET CLEANER, which won several best film awards and screened in over 20 film festivals around the world.

Story Theme
As prostitutes disappear from Savannah's Historic District, one savvy streetwalker believes it could never happen to her.

http://www.thestreetcleanermovie.com/
The Street Cleaner
Screenplay by Nathaniel Nauert
Perpombellar Productions 2007
http://www.thestreetcleanermovie.com/
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FADE IN: EXTERIOR (EXT.)  SALUDA PUBLIC PARK – MORNING
ON-SCREEN TEXT:  “Saluda, North Carolina – Today”
WIDE AERIAL (CRANE) SHOT

It’s a quiet early morning in the clean little mountain town of Saluda. A young boy chases butterflies with a net, as his mother sits on a nearby park bench, reading a book. The camera follows the boy from above as he darts around some high shrubs. On the other side he stops dead in his tracks, spotting a young woman lying in the grass right at his feet. From the way the woman is sprawled there, motionless and disheveled, she appears to be dead. The boy shouts for his mother, as he stares at the body.

BOY: Mamma! There’s a lady!

INTERIOR (INT.)  CHEAP MOTEL ROOM – LATE NIGHT / NEAR DAWN.
ON-SCREEN TEXT:  “Savannah, Georgia – Two months ago”
CUT TO:

Tight close-up: A young woman’s eyes open suddenly. The eyes belong to JAMIE, an attractive, but somewhat unhealthy looking young woman. Clothing is scattered across the dingy carpet. Jamie jumps out of bed, and frantically begins to get dressed. Jamie is in her early twenties.

JAMIE: Shit! What time is it?

A man’s chubby hand grabs her arm. This is WALTER. He is a large middle-aged man, but he is soft-spoken. He is her “client.”

WALTER: Aw, don’t go yet, baby.

Jamie jerks her arm free of Walter’s grip as she continues to get dressed.

JAMIE: I can’t believe I fell asleep. I never fall asleep!

WALTER: You could stay here, y’know.

JAMIE: You know that’s not an option.

She is finished getting ready now, dressed in a provocative outfit. She looks down at Walter, and her eyes ask a question.

WALTER: Fine. It’s in my wallet. In my jeans.
She picks his jeans up off the floor, and locates the wallet. She digs out two bills, and stuffs them into her shirt. She puts the wallet back in his pants, and folds them nicely. She walks over to Walter and kisses him on the forehead.

JAMIE: I'll see you Thursday, Sweetie.

She heads quickly out the door.

OPENING CREDITS: EXT. DOWNTOWN SAVANNAH – DAWN

Jamie walks quickly through the dimly-lit streets of Savannah. She pauses for a moment at a newspaper stand. A headline has caught her eye: “SAVANNAH SERIAL KILLER?” And under the headline: “Six escorts missing in six months. Zero suspects and zero arrests. Chatham County Police baffled.” As she reads further, she is suddenly startled by a loud noise. A street sweeper roars past her. The windows of the vehicle are far too dark to see who’s inside. This distracts her from the article, and she resumes her brisk walk.

CUT TO: INT. THE BISHOP’S HOUSE – EARLY MORNING

THE BISHOP is Jamie’s pimp. He sits watching TV, with a scantily-clad teenage girl sleeping in his lap. Jamie walks in the door. She walks over to him and gives him a kiss on the cheek.

THE BISHOP: You’re late.

She digs into her shirt, pulls out a wad of bills, and hands it to The Bishop. He quickly counts the money and nods his approval.

THE BISHOP: Good girl.

He stuffs the cash into his coat pocket, and retrieves a balloon filled with heroin from his other pocket. He reaches it toward her, but as she grabs for it, he pulls it back. He teases her with it again, pointing to his neck. She kisses his neck. He points to his lips. She gives him a deep kiss on the mouth. Finally he hands her the heroin, and she leaps up the stairs to her room. He swats her on the butt and chuckles as she races past him.

CUT TO: INT. JAMIE’S ROOM – MORNING

Jamie sits on the floor of her tiny room. Another young girl sleeps on a bed beside her. Jamie eagerly opens the balloon The Bishop gave her, and packs the heroin into a homemade tinfoil “pipe.” She smokes it, staring out the window at the morning sky. Her eyes glaze over with euphoria, as she watches a street sweeper slowly drive by.

CUT TO: EXT. PUBLIC WORKS HEADQUARTERS – MORNING
The same street sweeper reaches the parking lot of the Savannah Public Works Department. The sweeper parks, and a middle-aged man, JEREMY COOPER, gets out of the vehicle. He walks into the building, reaches a time clock, and punches his card. He grunts a goodbye to a couple other employees, and strolls back out into the bright morning sunlight.

FADE TO WHITE. FADE IN: EXT. RIVER STREET – LATE NIGHT

Jamie walks the sidewalk with her roommate, VANESSA. They are both dressed in revealing outfits, and are trying to keep their balance in high-heeled shoes on cobblestone. They giggle to each other as they pass drunken frat boys exiting the bars. Vanessa catches the eyes of two of them, and makes her move.

VANESSA: Hey boys; where’re your girlfriends tonight?

Jamie is still a short distance behind her friend and the drunk guys. A car slowly pulls up beside her, and the passenger window rolls down. The driver, “STRANGER,” leans across the seat, and says something to her (This should be shot from a distance, so their conversation is inaudible). She bends down to speak with him, and within a few moments, she gets in the car. It drives away, and Vanessa smiles at Jamie as she rides past.

INT. STRANGER’S CAR – MINUTES LATER

The car is now parked in a vacant alleyway near River Street. The stranger’s face is hidden in shadows, but his silhouette reveals a bushy moustache. He turns off the headlights. A song plays on the radio. The man digs into his pocket, removes a small wad of cash, and hands it over to Jamie. She quickly counts the money, and smiles up at the man as she stuffs it into her bra. She leans toward his lap, and fiddles with his belt. He reaches up to his visor, retrieves a handkerchief and a small bottle of liquid. He quickly drenches the cloth in the liquid, grabs Jamie’s head, and slaps the handkerchief to her face. She struggles at first, but within seconds she slumps down in her seat, unconscious. He turns the headlights back on, and drives slowly back onto the main road.

FADE TO BLACK. FADE IN: INT. STRANGER’S HOME – NIGHT

Jamie is now lying unconscious on the floor of the stranger’s home. The man wipes Jamie’s face with a wet washcloth, removing her heavy makeup. Then he tosses the cloth into a wastebasket, and picks up a pair of scissors. He carefully cuts Jamie’s shirt from her unconscious body. He breathes heavily as he does this. The room is so dimly lit that it’s impossible to make out any details. The man’s face is still hidden from view. He throws her shirt into the trash.

FADE IN AND OUT OF BLACK
The stranger continues to undress Jamie. He removes her stiletto-heeled shoes. He cuts away her skirt. He is still breathing heavily.

FADE IN AND OUT OF BLACK: EXT. RIVER STREET – CONTINUOUS

Vanessa is still out walking the beat, though the area is much quieter now. She looks concerned as she glances down at her watch and then scans the area, looking for her friend.

FADE IN AND OUT OF BLACK: INT. STRANGER’S HOME – CONTINUOUS

Jamie is now down to her bra and underwear. The Stranger raises the scissors to her bra. With a snip, the bills he gave her earlier fall to the floor.

FADE IN AND OUT OF BLACK: EXT. SAVANNAH – MORNING

The sun rises over the Talmadge bridge.

DISSOLVE TO: INT. STRANGER’S BASEMENT – MORNING

_Tight close-up:_ Jamie’s eyes burst open. She is lying in an Army-issue cot, in a small dark room. The walls of the room are covered in black foam sound-proofing material. A sink and a toilet sit in one corner of the room, and an empty plastic cup rests on the sink. The only light comes from a ceiling fixture just above the cot. There are no windows, and the walls are blank, except for one photo of a quaint little park in Saluda, North Caroline, taped just above Jamie’s head. Jamie is now dressed in a long T-shirt. She is lying on her back. She doesn’t even move her head as she surveys the unfamiliar surroundings with her eyes. Suddenly she leans over the side of the bed and vomits onto the floor. Once she regains her composure, she struggles to get up from the bed. She makes her way to the door, and yanks at the handle. It’s locked from the outside. She doesn’t give up.

JAMIE: Hey! Hey!

She frantically jiggles the handle.

JAMIE: Where the fuck..?! Help!

She pounds on the door with her fists. She backs away from the door and tries to kick it, but she is too weak to have much impact.

JAMIE: I don’t...what the...shit..?
She bangs on the walls and claws at the foam material. She is crying now, and begins to lose her energy. She notices a slot near the bottom of the door. She is able to pry it open slightly, and continues yelling through the slot.

JAMIE: Hey Asshole! Let me out! This isn’t fucking funny!

She begins to dry-heave. She spots the toilet in the corner, and darts over to it. She just makes it down to her knees in time for the vomit to hit the inside of the bowl.

CUT TO: INT. THE STRANGER’S STUDY – CONTINUOUS

The study is a tiny room with a long table and one chair. Two small black and white video monitors sit on the table. The stranger enters the room and sits in the chair, facing the monitors. His face is out of frame. The image on each of the monitors is similar, an aerial view of a girl in a small sound-proofed room. The girl on the right screen is sleeping on a cot. The girl in the left is shaking as she flushes a toilet and begins pacing the room. She is yelling, but there is no audio. The girl is Jamie. The man lifts his hand, and turns the monitor off.

CUT TO: INT. THE BISHOP’S HOUSE – MORNING

The Bishop is in the midst of a temper tantrum. He storms through the house, searching for Jamie. He barges into the bathroom, yanks open the shower curtain, and looks inside. He opens a hall closet and clicks on the light. He slams it shut again. He races past the couch, where Vanessa sits beaten and sobbing. She flinches as he passes. He enters Jamie’s room, and scans the area. He goes over to her bed, grabs the mattress, and throws it across the room, shattering a lamp in the process.

DISSOLVE TO: EXT. DOWNTOWN SAVANNAH – DUSK

The sun quickly sets behind the Savannah skyline. Street sweepers trudge through the city, sucking up the day’s debris, and cutting through the empty silence. They conclude their nightly dance as the sun begins to rise again.

A SERIES OF QUICK CUTS WITH NATURAL SOUND:

Jeremy parks his street sweeper.

He clocks out.
Jeremy arrives home, with his arms full of groceries.
He slices vegetables.
He sautés chicken on the stove.
He prepares a nice looking plate of healthy food.
He carries the plate on a tray as he descends a staircase. Jeremy is “The Stranger.”

INT. JEREMY COOPER’S BASEMENT – MORNING
The tray slides through the slot in Jamie’s door with a clunk. It lands near two other trays of food, neither of which has been touched. Jamie is sitting in the opposite corner of the room, clutching her knees to her chest. She is shaking and sweating. She sips water from the plastic cup. As she notices the tray, she looks up and yells out.

JAMIE: Hey! Hey, wait!

She makes her way over to the door, kicks the new tray across the room, and crashes to her knees. She again yells through the slot in the door.

JAMIE: What do you want from me?!

She waits a moment for a response.

JAMIE: Whatever you want, I’ll fucking do it! Whatever kinky shit you’re into…
I just need one hit.
(then softly to herself) I’ll do anything.
(pause, then loudly) Who are you?!

CUT TO: INT. JEREMY COOPER’S STUDY – CONTINUOUS

Jeremy watches Jamie on the monitor as she yells through the slot in the door. She finally runs out of steam, and curls into a ball on the floor. Jeremy rubs his fingers against the screen, as if he’s caressing her hair.

MONTAGE:
Street sweepers clean the city.
Trays of food pile up on the floor of Jamie’s room.
Jeremy changes the sheets on a cot.
Jamie throws up.
The Bishop stares out the window of Jamie’s old room.
Jamie sweats and shivers as she stares up at the photo on the wall.
Jeremy watches Jamie on the monitor. The room shown in the monitor next to hers is now empty.
Jamie finally begins to pick at the food, nibbling a bit.

END OF MONTAGE.
INT. THE BISHOP’S HOUSE – DAY
ON-SCREEN TEXT: “Savannah, Georgia – Yesterday”

Vanessa is watching a report on the local news. The reporter is doing his stand-up.

REPORTER: When you think of River Street, most people picture trolley buses and candy shops. Thousands of curious visitors walk these cobblestones every day. But
River Street is also the spot where five of this year’s seven missing call girls…were last seen alive. (now V.O. under video of “Eve”)

Meet Eve. She’s lived as a professional escort for the last…

Vanessa sees The Bishop approaching, and quickly changes the channel. She smiles at him.

VANESSA: Hey baby.

CUT TO: INT. JEREMY COOPER’S BASEMENT – MORNING

Jamie lies on her cot, with her head hanging over the edge. She is staring upside down at the picture of Saluda. She looks much healthier now. She gets up, eats a bit of leftover food from a tray resting on the sink, and walks closer to the photo.

INT. JEREMY COOPER’S KITCHEN – CONTINUOUS

Jeremy whistles as he prepares another gourmet feast. He carefully decorates the plate, like a professional chef. This time he adds one final touch: he opens a bottle of pills, breaks two of them open, and sprinkles the powder into the food.

INT. JEREMY COOPER’S BASEMENT – MORNING

Jamie is now touching the picture. She smiles slightly as she runs her finger along the lines of the scene. Suddenly the slot in the door flips open and a tray slides into the room. This jars her from her daydream, and she walks over to collect the food.

CUT TO: EXT. SALUDA PUBLIC PARK -- MORNING

ON-SCREEN TEXT: “Saluda, North Carolina – Today”

The boy and his mother (from earlier) stand over the girl’s body in the park. She lies frozen in the grass. The girl is Jamie.

Tight close-up: Suddenly Jamie’s eyes burst open. She looks up at the little boy and his mother. They stare at her in silence as she attempts to get her bearings and slowly rise to her feet. She finally manages to stand, and begins to stagger away from the family. The mother calls out to her.

MOTHER: Miss…are you all right?

Jamie brushes the grass off of her clothes. She finds that she is dressed rather conservatively in jeans, a simple blouse, and a light jacket.

JAMIE: Yeah. I think so.

CUT TO: EXT. SAVANNAH CEMETERY – CONTINUOUS
ON-SCREEN TEXT: “Savannah, Georgia – Today”

Jeremy Cooper drives slowly through the cemetery. He stops his car near a cluster of graves, and opens the door.

CUT TO: EXT. SALUDA PUBLIC PARK -- CONTINUOUS

Jamie stumbles out of the park and onto a quiet little street. She is in the center of town. It is the same town that she saw in the photograph in Jeremy Cooper’s basement. She wanders aimlessly for a bit, and then she spots a bus station. She enters the building.

INT. BUS STATION – CONTINUOUS

Jamie heads to a sign that shows destinations and fares. The information reveals that she is in Saluda. She reads, “One Way – Savannah, GA - $34” She walks over to the ticket booth, reaching into her pockets instinctively. She pauses, confused by what she feels inside the pocket of her jeans. Finally she brings her hand out, slowly opens her fist, and finds that she’s holding a huge roll of $100 bills! There are at least a few thousand dollars worth. She tries to contain her excitement and confusion. She digs into her other pockets. She finds some more cash in her jeans. In her jacket, she finds a keychain with the words, “60 Days” printed on it. In another pocket she discovers a brochure for the local chapter of Narcotics Anonymous, and a few other pamphlets listing apartments and jobs available in the Saluda area. The CLERK at the ticket booth is ready to serve her.

CLERK: Ma’am? You doin’ some travelin’?

Jamie quickly hides the money and material back in her pockets.

JAMIE: Yes, uh, one way to Savannah.

CLERK: That’ll be thirty-four dollars, ma’am.

She fishes one of the c-notes out of her pocket and hesitantly hands it over to the clerk. He makes change and prints out her ticket as he explains the schedule.

CLERK: Now that bus won’t be headin’ out for about another hour here. If you’re hungry, there’s an excellent diner right across the road. Tell Rosie you’re waitin’ on a bus, an’ she’ll usually throw a slice of her key lime in fer free. Here ya go. You have a nice day now, y’hear?

JAMIE: Uh, okay. Thanks.

Jamie heads back outside, and crosses the street to the diner.
CUT TO: EXT. CEMETERY – CONTINUOUS

Jeremy is kneeling on the grass in front of a tombstone. It reads, “Stephanie Cooper, Beloved Daughter.” His body trembles.

DISSOLVE TO: FLAHSBACK SEQUENCE: INT. JEREMY COOPER’S HOME – NIGHT

Jeremy holds his wife, AMANDA COOPER back from their front door. Their daughter, STEPHANIE COOPER, bangs loudly on the outside of the door. Everyone yells at once.

STEPHANIE (Off-Screen): Daddy, let me in! I’m clean, Daddy!

AMANDA COOPER: She says she’s clean.

JEREMY: You know she’s high; you can hear it in her voice. We have to be strong.

AMANDA COOPER: Shit, Jeremy. She’s gonna die out there.

STEPHANIE (O.S.): Mom? Why do you hate me, Mamma? Why do you hate me?!

JEREMY: The therapist said…

STEPHANIE: I jus’ wanna come home!

AMANDA COOPER: To hell with the therapist! She’s our daughter.

Amanda lunges for the door, but Jeremy stops her. They both fall to their knees. Amanda begins to cry hysterically. Stephanie continues to pound and yell from behind the door.

JEREMY: If we keep throwing her a life preserver, she’ll never learn to swim on her own. You know this is right. He never said it would be easy, but it’s the only way.

AMANDA: You don’t love her like I love her! You just don’t love her…

Amanda breaks down in a fit of tears. Jeremy stares up at the door, and fights back tears of his own.

END OF FLASHBACK SEQUENCE.
DISSOLVE TO: EXT. CEMETERY – DAY

Jeremy Cooper hugs his daughter’s tombstone, closing his eyes tightly.

CUT TO: INT. DINER – CONTINUOUS
Jamie enjoys her last bite of key lime pie, and a final swig of coffee. She leaves a twenty-dollar bill on the table, and stands up. She heads to the front door and notices a “Help Wanted” sign facing the outside. The waitress, ROSIE, calls out to her.

ROSIE: You need change, honey?

JAMIE: Oh, no thanks.

Rosie notices Jamie looking at the sign.

ROSIE: Pretty girl like you could make a lot of money here.

Jamie chuckles to herself. She smiles at Rosie, and walks out the door.

EXT. MAIN STREET – CONTINUOUS

Jamie walks to the center of the road and stops. She looks around at this quiet friendly little town. She sees locals greeting each other with smiles and waves. She reaches into her pocket and fishes out the Narcotics Anonymous information. She looks at the bus station and a sign for “Trips to Savannah.” She glances back to the diner. She sees the “Help Wanted” sign, and notices a sign in a window upstairs that reads, “Room For Rent.” She looks down at her clothing, the brochures in her hand, and the “60 Days” keychain. She looks up to the bus station, and to the diner, and to the park, and back down to her own feet.

Tight Close-Up: Jamie’s foot takes one step forward.

END

Assignment:

1. On separate paper, list at least ten controversial or contemporary issues from the film and screenplay.

Respond to this question: Even though there are many controversial issues in the film, what positive life lessons make it worth viewing and reading? Explain.
The Street Cleaner Discussion

In small groups, discuss the “The Street Cleaner” screenplay and film.

1. What did you think about the story?

2. What does the title, “The Street Cleaner” mean literally and figuratively?

3. What controversial issues were portrayed in the film and screenplay?

4. There were many symbols used in the film. Explain the symbolism of the following:
   a. The butterfly
   b. The railway tracks photo
   c. The bug on the floor
   d. The street cleaning machine
   e. The final photograph of a long pier beside a body of water

5. Why did the street cleaner do what he did? How does the theory of “tough love” fit into the story?

6. Discuss whether you consider the street cleaner to be a hero? Give examples from the story or real life to support your opinion.

7. What decision do you think Jamie makes at end of the story? Why?

8. Should this film be banned or censored (limited) because of its adult content, language, violence, drug use, etc.? Explain.

9. What life lessons are taught in the film? Do these positive lessons outweigh the controversial issues in questions 3 and 8?

Email:
1. Go to Perpombellar Productions>Short Film>The Street Cleaner>Official Website

2. Or click this link: http://www.TheStreetCleanerMovie.com/

3. Read the “Director Statement”

4. As a group, create an email to your professor about your opinions about the film and a conclusion. Give reasons for your ideas.

5. Your email must follow email etiquette guidelines

6. Type the names of your group members
CONTEMPORARY ISSUE PROJECT

There are many significant contemporary and controversial issues worth examining. In this final project, you will choose one particular aspect of a problem. For example, given the environmental crisis, you might explore the problem of rising sea levels for island countries. Or you might research and write about the a particular form of alternate energy. Ideally, you will choose a topic that both interests and concerns you, one you truly care about! However, you might choose a problem that is unfamiliar, that you do not understand. In any case, keep an open, questioning mind. Challenge your own attitudes and expectations.

For the final project in this class, you will conduct the following activities:

1. Select a Topic. It should be narrow and focused.
2. Research. 10 points.
   You will investigate by finding and reading four sources. Identify the bias or perspective for each source.
   a. Read newspaper, periodical, book and internet articles (at least one print source is required).
   b. Watch television programs, videos, or blogs that report on direct experience with the problem.
   c. Compose a series of interview questions, interview an expert in the field you have chosen, and write a summary of the interview.

   You do not have to copy these sources, but you must give a complete MLA citation for each source.

3. Project. 50 points (Choose one format below)
   a. Write a 2-3 page essay, plus a works cited page. Present an oral report based on your essay (with visual aids as appropriate) to inform your classmates about your research and your point of view on the issue. (maximum 2 minutes)
   b. Compose a letter to a responsible public official, such as the editor of a newspaper or some other appropriate recipient, expressing your opinions about the subject. Include your research and take a position regarding the problem. (maximum 2 pages + works cited page). Present it to the class.
   c. Develop another creative project appropriate to your issue. Format must get instructor approval first.

Choose the medium that uses your strengths. Your presentation will explain the problem, your opinion, and your proposed solution(s).
Contemporary Issue Project GUIDELINES

1. Introduction: Statement of Problem
   a. Background
   b. Definition of problem
   c. How you learned about the issue/why you are concerned

2. Explanation of the Problem
   a. What is the problem? Explain it.
   b. Why is it a problem? Present the impact on the environment, society, individuals, animals, etc.
   c. Causes of the problem
   d. Contributing factors.
   e. Costs
      Suggestion: Show it. Use your skills to illustrate your problem with words, images, graphics, art, tables, and charts so that we can see a polluted river, where a homeless person sleeps, etc.

3. Possible Solutions
   a. Present a brief overview of possible solutions.
      Suggestions: Discuss past, present, and proposed solutions. What has been done? What did and did not work? Why? Is it still being tried? Why or why not? What else might be tried? What would be necessary to try it?

4. Your Conclusion
   a. Present your conclusion based on your research.
      Suggestions: Explain completely. Why should it be tried? How will it work? How does this problem fit into the “big picture?” Is there any hope? What do you want us to remember about your study?

TOTAL POINTS FOR THE PROJECT: 50 points
Web sites for contemporary issues project:

http://www.bakersfieldcollege.edu/library/
http://find.galegroup.com/ovrc/start.do?prodId=OVRC&userGroupName=bcgydbl_main
http://directory.google.com/
http://www.publicagenda.org/
http://www.pbs.org/newshour/topic/
http://www.democracynow.org/
http://www.procon.org/
http://globalsolutions.org
http://www.grist.org
http://www.planetforward.org/
http://www.salon.com/
http://www.npr.org/

Other sites:
Contemporary Issue Project Worksheet

1. Decide on an issue or problem that interests or concerns you. Write that issue here:

2. If your topic is broad, narrow your issue to one aspect of the larger issue. (If the general issue is the environment, your focused issue might be global warming.) Write your narrowed issue here:

3. How will you proceed? What sources do you think will help you find opposing viewpoints on this topic?

SHOW ME YOUR FOCUSED ISSUE BEFORE YOU CONTINUE!

Be ready to answer the question, “How will you proceed with your research?” before you bring me the worksheet

Instructor signature: ___________________________
Contemporary Issue Project – Scoring Rubric

Student: _________________________________   Date  ____________

Topic _____________________________ Format __________________

The purpose of this Contemporary Issue Project is to:

- Identify an issue or problem that concerns you,
- Investigate the issue from various viewpoints, address biases or prejudices evident in your sources,
- Communicate the facts you learned and summarize your opinions regarding the topic. Reflect your personal connections to the subject, how your opinion was affected by your research, and what the future holds for your issue.
- Show your scholarship and professionalism.

Your Contemporary Issue Project is worth 50 total points. Projects that earn the highest value for each criterion will reflect a thorough understanding of the material, be neat, and include an oral report. You may write a letter to a public official or newspaper, or write a 2-3 page essay. In either case, include a works cited page. Present your issue to the class.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Available Points</th>
<th>Your Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of Project</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background information</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Why you are concerned about the issue</td>
<td>2</td>
<td></td>
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<tr>
<td>MLA citation for quotes and at least 4 references (Works Cited Page)</td>
<td>2</td>
<td></td>
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<tr>
<td>Freedom from errors. Proofread.</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of the problem or issue. Summarize; don’t plagiarize!</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causes of the problem, contributing factors, costs</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of the issue on people, animals, environment, you, etc.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possible solutions based on research: evaluate various viewpoints</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your conclusion</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Contemporary Issue Research: Sources & Biases

10 points

Find 4 or more sources for your topic. Read an internet page, periodical, or other printed-related source that explains your contemporary issue. Cite the source in MLA format, identify the bias (point of view) of the source, and summarize the information. Locate at least 3 other sources (at least one must be a print source). Provide the citation, identify the bias, and summarize the information.

4 research sources

   MLA Citation: ________________________________

   Summary & Biases:

2. Circle source: Periodical, Book, Web, Blog, Video, TV, Interview, Other: _____
   MLA Citation: ________________________________

   Summary & Biases:

   MLA Citation: ________________________________

   Summary & Biases:

   MLA Citation: ________________________________

   Summary & Biases:
If I had a nickel for every time I’ve had to apologize for running over your pets and burying them in your yard before you came home, I would have ten cents.-Tyson Wiebe

http://www.collegehumor.com/

There are many, different types of humor. Here are some of the more common ones.

**Puns** are a classic play on words that sound similar but have different meanings. For example, what do you have if you have 20 rabbits all in a row and they all back up one step? A receding hare line.

**A practical joke** is a joke put into action. A bucket spilling when a door is opened is an example of this.

**A wisecrack** is a clever remark about a person or a thing.

**A parody** is a humorous version of a well-known thing. "Saturday Night Live" often does these types of skits.

**A joke** is a short story ending with a humorous twist.

**Irony** is when you say the opposite of what you mean and the listener believes the opposite of what was said.

**Banter** is good-natured back and forth joking.

**A caricature** is a funny representation in art form of someone.

**An editorial cartoon** is a visual satire aimed at current political events

**Activity #1: View Video on Political Cartoonist, Tom Engelhardt:**
http://www.youtube.com/watch?v=QBaHCw4kp3I

**Activity #2: In small groups, share the sample of humorous writing you brought to class. Classify the type of humor each person in your group brought. Turn in your humor sample with the classifications from your group written on the page.**
Name: ___________________________  Grade Calculation Form

<table>
<thead>
<tr>
<th>ACDV B50 Assignments</th>
<th>Page</th>
<th>Due Date</th>
<th>Possible Points</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reading History</td>
<td>11</td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>3 questions for Children: 1 literal, 1 inferential, and 1</td>
<td>16</td>
<td>10</td>
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<tr>
<td>critical thinking</td>
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<tr>
<td>“How to Read a Book” – 2 strategies</td>
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<tr>
<td>Biography Response #1</td>
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<td>Chapter 25 Preview in Reading for Academic Success</td>
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<tr>
<td>*FDR’s 1st Inaugural Address annotations OR</td>
<td>32-35* or 36-40*</td>
<td>10*</td>
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<tr>
<td>*Obama’s 1st Inaugural Address annotations</td>
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<tr>
<td>*Associations between FDR’s &amp; Obama’s speeches</td>
<td>41* or 42*</td>
<td>10*</td>
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<tr>
<td>Evaluate 2 web sites regarding “The Great Depression”</td>
<td>47</td>
<td>10</td>
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<tr>
<td>*Analyze poem “The Road Not Taken” OR</td>
<td>53* or 54*</td>
<td>10*</td>
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<tr>
<td>*Evaluate Photo Essay on The Great Depression</td>
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<td>Biography Response #3</td>
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<td>3 study strategies based on your learning style</td>
<td>68</td>
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<tr>
<td>Analysis of Argument for Agenjo article on book banning</td>
<td>78 &amp; 81</td>
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<tr>
<td>Challenged book discussion notes and evaluation #1</td>
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<td>Library assignment – 3 MLA citations regarding censorship</td>
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<tr>
<td>“The Street Cleaner” film &amp; script; critical thinking</td>
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<tr>
<td>Challenged book discussion notes and evaluation #2</td>
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<tr>
<td>Challenged book discussion notes and evaluation #3</td>
<td>64 &amp; 67</td>
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<tr>
<td>Bring humorous writing &amp; categorize group’s humor</td>
<td>103</td>
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<tr>
<td>4 sources and their biases for your contemporary issue</td>
<td>102</td>
<td>10</td>
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<tr>
<td>Biography Project</td>
<td>12</td>
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<tr>
<td>Challenged Book Essay Project</td>
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<tr>
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<tr>
<td>Extra Credit:</td>
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</tbody>
</table>

Note: Grade calculations are based on 400 points plus 10 points of extra credit. Extra credit is earned by attending up to two Critical Academic Skills or Library Orientation workshops (5 points each, total = 10 points of extra credit). The 50-point projects may be skipped, and will earn no more than ½ credit if submitted between the class time of the due date and 1 week later.
Music B22
Mozart-Amadeus Assignment

Use this sheet to take notes for each of the themes listed below. Complete your full essays and turn in one full week from the completion of the viewing of the film.

1. How is the relationship between tradition and innovation explored in this film?

2. How is the relationship between talent and genius explored in this film?

3. How is the relationship between art and making a living explored in this film?

4. Using terms you have learned in class, describe Mozart’s music: what is his aesthetic, and how can you tell it’s Mozart?
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1. Abbe Charles Michel De l’Eppe (1712-1789), the “Father of the Deaf.”
2. Thomas Hopkins Gallaudet (1787-1851), for whom Gallaudet University is named.
3. Laurent Clerc, a Deaf Frenchman who had an inestimable impact on American Deaf culture.
4. The American School for the Deaf in Hartford, Conn. (founded in 1817), the first Deaf school in the U.S. and still in operation today.
5. Gallaudet students protesting at the U.S. Capitol, demanding a Deaf president be named to head Gallaudet University for the first time in its 124-year history.
6. Deaf students at a residential school signing a song, likely a hymn or patriotic tune.
7. Robert McGregor, the first president of the National Association of the Deaf, performing for a film in 1915, designed to preserve Sign Language.
8. Gallaudet students and supporters marching on the U.S. Capitol in the Deaf President Now protest.
9. Two Deaf children who, although wearing hearing aids, communicate in their natural language, ASL.
CATALOG DESCRIPTION


COURSE RESOURCES

1. Course Information
   • ASL B2 CRN# 30987
   • Time: TTh 2:35 – 5:05 p.m.
   • Room: LA 203

2. Required Materials:
   • Register online for ASL 2 at CyberASL.com. For those who prefer to avoid e-commerce, prepaid cards are available in the BC bookstore.

3. Instructor Contact:
   • Tom Moran
     Dept. Chair, Foreign Languages / ASL
     Professor, American Sign Language
     Office: LA 215D
     Phone: 661.395.4537 v 661.369.8829 vp
     Email: tmoran@bakersfieldcollege.edu
     Website: www2.bakersfieldcollege.edu/tmoran
     Office Hours: M 3:00 - 5:00 p.m.
                  T 10:30 – 1:30 p.m.
                  W 12:00 – 2:00 p.m.
                  Th 10:30 – 1:30 p.m.
                  And by appointment

I am difficult to reach by phone outside of office hours. It is much easier for you to contact me by email, and you are assured of a quicker response. However, should you choose to call me, before your message, speak slowly and clearly, telling me your name, class, and phone number. And please be patient in waiting for a response.
COURSE PHILOSOPHY

ASL is a language, just like Spanish, German, or Russian; therefore, ASL B2 is a language workshop. Unlike most other languages, it is visual-spatial with no written form. Our text, Signing Naturally—which you will use in both ASL 1 and 2—is written by authors who are pioneers in the field of ASL instruction. They have organized the curriculum to reflect the visual nature of the language while at the same time encouraging you to have fun in your language workshop. In order to learn sign language in the most authentic and efficient manner possible, there will be a minimum of talking in class. Failure to comply with our “NO TALKING” policy will result in disciplinary action, which may include being dropped from the course. In order for you to become immersed in ASL and Deaf culture, I have six suggestions:

1. **You must come to every class meeting.**
   - Before coming to class, review the previous class lesson.
   - Come to class early.
   - Sign before, during, and after class.
   - Avoid using your voice at all costs.

2. **Early in the semester, choose two or three classmates to form a study group.**
   - Meet regularly with these study partners.
   - Develop questions to ask your instructor for the following class meeting.
   - Always sign in the presence of your study partners.

3. **Seize every opportunity to interact with members of the Deaf community.**
   - Attend Deaf events often; write a one-page report and turn it in within one week (see pg. 6).
   - NEVER pretend to be deaf.
   - ALWAYS sign when in the presence of a Deaf person (even if not communicating directly with him or her).
   - Don’t wait until the end of the semester to do your community hours; by then, it’s too late.

4. **If you begin to feel behind or lost...**
   - visit your instructor in his office.
   - see a tutor for help.
   - sign with members of the Deaf community.
   - sign with members of the class.

5. **Always do your homework.**
   - Complete all homework on time.
   - Don’t look up answers in the back of the book (getting the right answer is not the goal).
   - Watch your videotape/DVD as often as necessary.
   - Do your homework every day, not just once or twice a week.
   - Exposure and repetition is the goal.

6. **I know you are excited to be in ASL 2, BUT**
   - don’t correct other teachers’ students regarding sign choices.
   - never correct a Deaf person regarding sign choices.
STUDENT LEARNING OBJECTIVES
Upon completion of ASL 2, students will:

1. Produce fluently and comprehend 5-6 letter fingerspelled words.
2. Engage in spontaneous conversations producing various sentence types in ASL, including Y/N, WH, and, rhetorical questions, negative, complex, and conditional statements.
3. Demonstrate ability to produce and understand spatial referencing.
4. Engage in basic conversational strategies, including getting attention, negotiating signing environment, maintaining clear sightline, asking for repetition, interrupting, providing feedback, and opening and closing conversations.
5. Produce and understand moderately complex directions using ASL classifiers, including descriptive, locative, and body-part classifiers.
6. Produce narratives using appropriate role-shifting techniques to discuss at least two characters.
7. Demonstrate ability to produce and comprehend inflecting verbs.
8. Demonstrate ability to produce and comprehend numbers 101-1,000, clock numbers, and money numbers.

CLASS ATTENDANCE
ASL B2 is a language workshop; if you are to learn this language, your attendance is mandatory. I do understand, however, that the circumstances of your life may occasionally prevent you from attending class. I will allow a maximum of four absences, the equivalent of two weeks’ instruction. If you are absent more than four times, I may drop you from the course.

To encourage your promptness and attendance over the course of the semester, I will regularly assign homework, or in-class work, and I will give pop quizzes. I will drop the lowest score (including 0); as a result, under no circumstances will I give make-ups. If you are absent, for whatever reason, it is your responsibility to contact a classmate to see what work has been assigned or to turn in your homework for you. Quizzes and homework assignments are worth 15% of your grade. See Student Absences on page 9.

I offer you my personal guarantee that I will treat every student in my course equally and objectively. I promise that I will assign to you the grade that you earn, without resorting to favoritism or consideration of extenuating circumstances. You, alone, are the primary determinant of your grade. I will assist you in any way that I can, during the course of the semester, to achieve the highest grade that you can attain. At the conclusion of the semester, I will total your points and assign to you the grade that you have earned using the scale listed on page 6. I wish you good luck and stand ready to assist you.
STUDENT EVALUATION
American Sign Language is often thought of as a “fun” class, and rightfully so, it is; however, it is also an academic study of the language of an American culture—and a university-level transfer course. As such, it is a serious enterprise as well. I take the study of ASL seriously and so should you. Work hard, complete all assignments, study outside of class, practice signing every day, and attend all class sessions. This will help you to achieve the grade you deserve.

In calculating your grade, I will consider your completion of all the course requirements based on:

• demonstrated mastery of course objectives;
• correct use of ASL grammar and syntax;
• thoroughly written and verifiable deaf community event reports;
• overall academic performance (tests, class participation, no voice);
• promptness in completing all assigned work;
• meeting all other requirements listed.

GRADING SCALE

Homework, quizzes ................................................................. 20%
Exams................................................................................. 30%
*Deaf Community Participation....................................... 15%
**Final Exit Interview..................................................... 35%
Total .................................................................................. 100%

GRADING STANDARD

A (outstanding) ................................................................. 90-100%
B (superior) ................................................................. 80-89%
C (average) ................................................................. 70-79%
D (barely passing) ................................................................. 60-69%
F (failure) ...................................................................... 59-0%

*One requirement of this course is to attend Deaf community events, interact with members of the Deaf community, and report on the activity—in writing—to your instructor within one week. The requirement is for 15 hours over the course of the semester and accounts for 15% of your grade. I will provide you with a number of opportunities, and you may discover your own. Events of your own choosing must be approved in advance; otherwise, no credit may be given. One of the most frequent reasons that students do not pass this course is failure to complete their Deaf community hours. Please plan early to complete this essential course requirement.
** The final exit interview will be a one-to-one conversation with your instructor. This interview will be the instrument to determine if you have mastered the course outcomes sufficiently to progress to ASL 4. Students earning an A, B, or C before the interview will be eligible for assessment. Students who fail the interview will receive a D or an F in the course. Students earning a D or an F before the interview will not be eligible for assessment and will receive that grade in the course.

NUTS AND BOLTS
There are a few behavioral standards you must adhere to:

- ALWAYS keep your entire face visible. You may not wear hats or hoods or sunglasses and you must groom your hair off of your forehead. In addition, I strongly recommend against excessively long fingernails. Each of these fashion statements impedes visual communication.
- NEVER cheat on an exam. When you are caught cheating, you will be dealt with swiftly and harshly.
- NEVER turn in a report for an event that you did not attend. Turning in fictional deaf community event reports will result in the loss of all Deaf community hours for the semester, effectively lowering your grade by one and one-half letter grades.

ACCESSIBILITY
Supportive Services helps to ensure that all students have access to the college and its programs by providing accommodation and support services for students with documented disabilities. Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services (661-395-4334), FACE 16, as soon as possible to better ensure such accommodations are implemented in a timely fashion. In addition, if you have a disability that you feel may impact your performance in this class, PLEASE bring it to my attention in the first two weeks of class. I am interested in your success and I want to help you.

This class embodies a multicultural philosophy that reflects the makeup of our college and our society at large. All students are encouraged to participate and to reflect on the norms of our society as well as those of our individual ethnic or cultural groups and the culture we are to study. We are all here to learn from each other.

Should you, for whatever the reason, decide to stop attending this class, it is YOUR responsibility to officially drop the course through A&R. Do not assume that I will do this. Every semester, several students who stop attending and do not drop the course earn an “F” in my class. Please don’t be one of them.
IMPORTANT DATES

Jan. 19 ................................................................. First day of instruction
Jan. 29 ................................................................. Refund deadline for semester-length classes
Jan. 30 ...... Last day to add semester-length class with approved enrollment exception form
Feb. 12 ................................................................. Lincoln’s Birthday Holiday
Feb. 15 ................................................................. Washington’s Birthday Holiday
Feb. 19 ................. Deadline to withdraw from semester-length courses w/o a W
Mar. 29 – Apr. 2 ...................................................... Spring Break
Apr. 5 ......................... Deadline to withdraw from semester-length classes w/ a W
Apr. 5 ......................................................... Deadline to file for graduation
May 10 - 14 ......................................................... Final Examinations
May 14 ................................................................. Commencement

• Every semester I am approached by students who inform me that they have a conflict with the final exam. Sometimes they tell me that they have a final for another class. This is not possible, as finals are coordinated with class times. If you have an instructor offering a final during my scheduled time, he or she is doing so at the wrong time. Bring it to your instructor’s attention, or mine, so I can inform him or her. Another excuse I often hear is that students must take an English exit exam; these exams are offered at multiple times. If your FEE conflicts with my final, you must reschedule your FEE.

YOUR INSTRUCTOR

I am a hearing person from a hearing family. My parents and two of my siblings are hearing and my eldest sister is Deaf. Her husband, two of their children, two of their spouses, and one of their grandsons are Deaf. Most of them are retired from, or currently work in, the field of deaf education, as does my wife. Since 1989, I have been a professional sign language interpreter and hold certificates of interpretation and transliteration through RID, the Registry of Interpreters for the Deaf. Since 1995, I have also been a college instructor; I have a BA in creative writing and an MA in rhetoric and composition theory. I have taught courses and workshops in English, interpreting, and ASL at California State University, Northridge, San Diego Mesa College, Bakersfield College, and professional conferences throughout the country. When I’m not teaching or interpreting, I am a husband, father, photographer, motorcycle rider, and pipe smoker.

For information on BC’s ASL Program or your instructor, check out:
http://www2.bakersfieldcollege.edu/asl
http://www2.bakersfieldcollege.edu/tmoran
STUDENT ABSENCES
In the event of your absence, contact a classmate to find out what took place in class and what assignments or homework is due. Absence is not an excuse for late or missing work.

PHONE LIST

<table>
<thead>
<tr>
<th>Classmate</th>
<th>Phone Number</th>
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LIFE HAPPENS
Every effort has been made to produce a syllabus that contains accurate and up-to-date Information; however, this syllabus is tentative and subject to change. Furthermore, it is your responsibility to attend class and remain current with any assignments or changes in course requirements or other information.

LAST WORD
Remember, as your instructor, it is my job to help you. If you find yourself struggling, don’t go it alone. Ask me for help. I’m available to you in person, by email, or by phone, during my office hours or a previously arranged appointment. I like teaching and I like students and I want to help you.
<table>
<thead>
<tr>
<th>Week</th>
<th>Units</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit 9 “Making Requests”</td>
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<tr>
<td></td>
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<tr>
<td>2</td>
<td>Unit 9 “Making Requests”</td>
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<td>Unit 7 “Giving Directions”</td>
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<td>Unit 7 “Giving Directions”</td>
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<td>2.2/2.4</td>
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<td>4</td>
<td>Midterm Examination #1</td>
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<td>Unit 11 “Attributing Qualities to Others”</td>
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<td></td>
<td>2.9/2.11</td>
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<td>Feb. 19 Last day to drop w/o a W</td>
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<td>6</td>
<td>Unit 8 “Describing Others”</td>
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<td>9</td>
<td>Unit 10 “Talking About Family and Occupations”</td>
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<td>4.20/4.22</td>
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<tr>
<td>14</td>
<td>Cumulative Review</td>
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<td>4.27/4.29</td>
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<tr>
<td>15</td>
<td>Final Exit Interviews by individual appointment</td>
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<td></td>
<td>5.4/5.6</td>
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<tr>
<td>16</td>
<td>Final Exit Interviews by individual appointment</td>
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<td>Tuesday, May 11 2:00 – 3:50 p.m.</td>
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<td>5.11</td>
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</tbody>
</table>
Meeting Times: Tuesdays and Thursdays 8:00 am to 9:25 am
Classroom: MS 26
Instructor: Susan Scaffidi
Office: Fine Arts 67
Office Hours: Tu-Th 9:35-10:35, and by appointment
Email: sscaffid@bakersfieldcollege.edu
Phone: FA Office: 395-4404


*Make sure your purchase includes the 4-CD package.*

**Goal of this Course:** At the completion of this course, you will have the information, criteria and vocabulary to identify and evaluate Western European art music across a wide variety of eras and genres.

**Student Learning Outcomes:**

1. Students will describe the different functions of music as measured by exam and correct usage in written assignments and class discussions.

2. Students will identify recorded examples of music by the historic style period through active listening as measured by exam and written assignment, and in class discussions.

3. Students will define terms that help to describe music as measured by exam and correct usage in written assignments and class discussions.

4. Students will compare the main differences of historic style periods as illustrated in written assignments and class discussions.

5. Students will identify the sound of musical instruments as demonstrated by exam and correct identification in written assignments and class discussions.

**Activities used to accomplish objectives:**

- Lecture/demonstration.
- In-class assignments and online quizzes.
- Concert reviews.
- Homework assignments.
- Final exam.
- PLEASE NOTE: Most of the in-class activities are graded and require the use of your study guide. Please bring your books to class each day or you will not be able to do most of the assignments.
Course Outline:

Lecture #1—Course overview; musical terms; instruments and ensembles; musical genres; important concepts

Lecture #2—The Medieval World

Lecture #3—Medieval Music

Lecture #4—The Renaissance

Lecture #5—Renaissance Music

Lecture #6—the Baroque Period

Lecture #7—Baroque Music

Lecture #8—The Classical Period

Lecture #9—Classical Music

Lecture #10—The Romantic Period

Lecture #11—Romanticism in Music

Lecture #12—The United States and the Americas

Lecture #13—Music from the New World

Lecture #14—Moving into the 20th Century

Lecture #15—“Modern” Music

Concert Reports: Due October 6, November 10, December 1

FINAL: December 8, 8 – 9:50 am

Disclaimer: With the exception of the final and concert review due dates, this schedule may be revised based on class needs. I will discuss these changes with you should they have to be made.
Grading:

Because of the large number of graded assignments, I do not offer extra credit. Consistent attendance to class, completion of all assignments on time, bringing (and using) your books and reading and studying your text and notes will earn you a far better grade than trying to submit last minute extra credit work.

Value of graded assignments:

• In-class assignments, listening tests, reading/online quizzes = 35% of total points possible
• Concert reviews = 35% of total points possible
• Final = 30% of total points possible

Grading Scale:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
Below 60% = F

Please Note: Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services (661-395-4334), FACE 16, as soon as possible ensure such accommodations are implemented in a timely fashion.

Late assignments and make-up work:

You are responsible for all work assigned, in class and as homework. If you have an excused absence you are not excused from the work that is due on that date. If you are absent on a day when an assignment is due, you are still responsible for any graded work assigned in class.

If you know you have to miss a class due to a college event (competition, performance, etc.), work conflict, etc., please notify me IN ADVANCE so we can arrange for you to make up any work you will miss. You must provide verification.

Class Participation:

To ensure participation and listening, please turn off your cell phone, pager, watch alarm, MP3 player or any other device until class is over. If these devices are used during class time, they will be confiscated until the end of the class period. Repeated violations will result in your being “excused” from the class for the remainder of the session. You are responsible for work missed.
Class will start at 8 am. It is important to be in class by that time. Please be aware that parking is difficult to find at that hour, so allow at least 15-20 extra to get to campus and find a spot. Recurring tardiness will affect your grade, especially if you are late for a quiz—I will not be able to give you time to catch up! You will be responsible for any information you missed.

Behavior that disrupts the class cannot be tolerated: this includes side conversations, speaking out of turn, and other behaviors that interfere with class activities. Repeated disruptions will result in your being “excused” from the class for the remainder of that session and the next scheduled class meeting. You will still be responsible for any missed work.

**Attendance Policy:** I will follow the attendance policy as stated in the college catalog.

Source: Bakersfield College 2008-09 Catalog, p. 21. Please see the complete description.

While it is the responsibility of instructors to communicate attendance policies and to apply them equally to all students, it is the responsibility of students to know the policy in each of their classes and to be aware of their current attendance status. Students who have been absent from a class should notify the instructor of the reason for the absence. Absence in no way relieves students of responsibility for work missed.

Excessive absence may result in the student being dropped from the course. Instructors may drop a student from a course when absences number the equivalent of two weeks of class recorded from the first day of instruction. If particular circumstances warrant and can be justified academically, faculty members may drop students after less than two weeks of absences.

If you are forced to miss a number of classes due to a college event, prolonged illness, work conflict, etc., please discuss this with me and we can review options to preserve your academic standing. If you choose to drop this class, please complete and verify the transaction with Admissions and Records—don’t get caught with an “F” on your transcript because you didn’t check.

**Plagiarism and Cheating**

Source: Regulations at California State University, Long Beach, General Catalog, 1990-1991, p. 56.

**Plagiarism** is defined as the act of using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another, failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even part thereof; close and lengthy paraphrasing of
another’s writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor.

**Cheating** is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination include, but are not limited to, the following: copying, either in part or in whole, from another’s test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an examination without the permission of the instructor; using or displaying notes, cheat sheets, or other information or devices inappropriate to the prescribed test conditions, as when a test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. AAlso included is plagiarism as defined and altering or interfering with the grading procedures.

Every instructor has the responsibility and authority for dealing with such instances of cheating and plagiarism as may occur in class. An instructor who determines that a student has cheated or plagiarized has a range of many available options which may be as severe as giving the student a failing grade for the course. Furthermore, the student may face other penalties as stated in the college’s Student Conduct Policy. Finally, it must be understood that a student who knowingly aids in another student’s cheating or plagiarism e.g., permitting the other student to copy a paper or examination question, is as guilty as the other of the offense.

A student charged with cheating or plagiarism is entitled to appeal that charge by means of the college’s Student Conduct Policies and Procedures.
Instructor: Joe Saldivar; Ph. D.  
Office: SE-49B  
Office Phone: (661) 395-4099  
e-mail: jsaldiva@bakersfieldcollege.edu

CRN #74583  
Lec.  MW  1:00 – 2:25 PM  
Lab  M  2:35 – 5:45 PM  

Office Hours  
TR  8:30 AM - 9:30 AM

Note: If these office hours conflict with your class or work schedule, contact me to make other arrangements. The instructor will not answer any questions on the same day of the exam or the due date of the assignment.

Text Materials:  
Previous editions are fine. I also have several copies of the text in the BC Library on reserve.

ISBN; 978-1-4000-5217-2

Biology 11 Lab Manual ©  
• This can be purchased in the BC Bookstore.

I also recommend colored pens or pencils if you are a visual learner.

Attendance  
“Regular class attendance is expected of all students enrolled in the college. It is especially important that students attend the first session of each class for it is at this time that instructors may distribute syllabi and course requirements, and explain what is expected in terms of attendance.” You cannot make-up a lab if you are absent. Showing up for the lab quiz and leaving early is considered an absence. There is a direct correlation between attendance and your grade in the class.
Student Conduct
- Cheating or plagiarism in any form is not tolerated and will result in a zero on the assignment, quiz or exam. Please see the BC Catalog for definitions. The work you submit must be original: your work and your words. You may discuss lab work and collaborate on data but the final writing must be independent and originally yours. Common wording is considered plagiarism. You must cite any authors whose information or artwork you use, copy, paste or quote.
  - First offense: Zero on the assignment, quiz or exam.
  - Second offense: Report to Dean of Students.
- Turn off all cellular phones. You will be penalized 3-points when your cell phone rings during class! (Please contact me if you are expecting an important call.)
- Video and Audio recording of classes are allowed for educational purposes. Sharing recordings on the internet/email is not permitted.
- No Ipods, cell phones or computers may be used during quizzes or exams.

Grades
Lab Quizzes (11 @ 10 points each)
A weekly quiz will be given promptly at the beginning of the lab. It will cover the previous lab material as well as the day’s lab. Lab quizzes cannot be made-up.

Lecture Quizzes (10 @ 10 points each)
A weekly quiz will be given promptly at the beginning of Wednesday’s lecture. It will cover material that may be seen on the upcoming exam. There are no make-up quizzes.

Exams (3 @ 225 points each and 1 cumulative final @ 250 points)
There will be 3 exams worth 225 points each and one cumulative 250-point final exam. One hundred points come from the Course SLOs (Student Learning Objectives in the syllabus) and one hundred points will be from the final lecture material. The final exam is optional (See final exam policy). Make sure you bring the appropriate ‘Blue Book’ on the day of each exam!

Exam #1 Wednesday September 21st
Exam #2 Wednesday October 19th
Exam #3 Wednesday November 16th
Final Exam Wednesday December 7th (Noon – 1:50 PM)

Lab Reports (13 @ 10 points each)
There will be lab write-ups for each lab. You will be penalized 5 points if your lab report is not stapled. Place the lab reports in the “GREY-TUB”. The lab reports are due at the beginning of the next lab period. I will NOT accept late lab reports without a “No Questions Asked”. It is due by the following lab period.

Lab Exam (160 points)
There will be a cumulative lab exam during the last week of instruction. It’s an open lab-report exam. You will not need a ‘Blue Book’ for this exam. I will provide the answer sheet.
Projects (4 @ 25 points each.)
Choose 4 projects from the following list.

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Red Queen Lab Write-up</td>
<td>1 week after lab</td>
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<tr>
<td>Cell Brochure</td>
<td>1 week after lab</td>
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<tr>
<td>Metabolism Write-up</td>
<td>1 week after lab</td>
</tr>
<tr>
<td>Punnett Project</td>
<td>1 week after lab</td>
</tr>
<tr>
<td>Product Comparison Report</td>
<td>September 21</td>
</tr>
<tr>
<td>San Simeon Kayak Trip $30 (Saturday, Sept. 17)</td>
<td>September 21</td>
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<tr>
<td>CALM (On your own)</td>
<td>October 5</td>
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<td>Internet Project</td>
<td>October 26</td>
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<td>Oral Report</td>
<td>October 26</td>
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<tr>
<td>Feline Breeding Compound (On your own)</td>
<td>October 26</td>
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<tr>
<td>LA Zoo (On your own)</td>
<td>October 26</td>
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<tr>
<td>Library Workshop</td>
<td>November 16</td>
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<tr>
<td>Blood Donation Project</td>
<td>November 16</td>
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<tr>
<td>Long Beach Aquarium $10 (Saturday Nov. 19)</td>
<td>November 23</td>
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<tr>
<td>Santa Barbara Whales (On your own)</td>
<td>November 23</td>
</tr>
</tbody>
</table>

Don’t Procrastinate!
You can do as many projects as you wish, but I only take the top 4 scores. You also can do turn in any project early if you wish. You must provide proof if you complete project on your own in order to get credit: Example…CALM, Blood Donation, LB Aquarium, Feline Breeding Compound, SD Wild and LA Zoo. You cannot turn in any project after the due date! Not even with a coupon.

HeLa Quizzes (11 @ 20 points each)
We will have a weekly quiz on each chapter of the book. The quiz will be given orally during at the beginning each Monday lecture. There are no make-up quizzes!

Here is Quiz Schedule:
Quiz 1; Prologue-Ch. 2 (pg. 1-26)
Quiz 2; Ch. 3 – Ch. 7 (pg. 27-62)
Quiz 3; Ch. 8 – Ch. 11 (pg. 63-86)
Quiz 4; Ch. 12 – Ch. 15 (pg. 89-117)
Quiz 5; Ch. 16 – Ch. 19 (pg. 118-151)
Quiz 6; Ch. 20 – Ch. 22 (pg. 152-176)
Quiz 7; Ch. 23 – Ch. 25 (pg. 179-206)
Quiz 8; Ch. 26 – Ch. 29 (pg. 207-240)
Quiz 9; Ch. 30 – Ch. 32 (pg. 241-267)
Quiz 10; Ch. 33 – Ch. 35 (pg. 268-293)
Quiz 11; Ch. 36 – Ch. 38 (pg. 294-310)

Syllabus Quiz (25 points)
You will be given a take-home quiz regarding the Bio-11 web site. The quiz is due Wednesday August 24, 2011.
Grade Check (2 @ 15 points each)
You will check your grade on-line and submit your % and ‘Grade’ you have during the course of the semester.

Therefore:

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<tr>
<th></th>
<th>Total pts with Final Exam</th>
<th>Total pts w/o Final Exam</th>
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<tr>
<td>Lab Quizzes</td>
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<tr>
<td>Lecture Quizzes</td>
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<td>Exams</td>
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<td>Lab Reports</td>
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<td>Lab Exam</td>
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<td>Projects</td>
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<tr>
<td>HeLa quizzes</td>
<td>220 pts</td>
<td></td>
</tr>
<tr>
<td>Syllabus quiz</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>Grade check</td>
<td>30 pts</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1800 pts</td>
<td>1550 pts</td>
</tr>
</tbody>
</table>

Grading Breakdown
Including the Final Exam  Not Including the Final Exam
Above 1620 A               Above 1395 A
1440-1619 B                1240 – 1394 B
1260-1439 C                1085 – 1239 C
1080-1259 D                930 – 1084 D
Below 1079 F               Below 929 F

Late and Make-up Policy
- You can always turn anything in early!!!
- I do NOT accept any late projects.
- You may use a “No Questions Asked Coupon” to turn in only late lab reports.
- Coupon must be redeemed by the next lab period.
- Unused coupons are worth 1 bonus point each at the end of the semester. Three coupons earn an extra 2 bonus points (5 bonus points possible).
- Quizzes, labs and exams cannot be made up.
- If you know you will be absent for an exam, PLEASE contact me so we can make other arrangements.

Final Exam Policy
- If you are content with your grade leading into the Final Exam, you may take that grade as your FINAL GRADE.
- It is possible to improve or hurt your grade by taking the Final Exam.

Syllabus Statement
Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (FACE-16), 395-4334, as soon as possible to better ensure such accommodations are implemented in a timely fashion. It is your responsibility to make these arrangements well in advance of any exam or assignment.

Final words
- An “A” doesn’t equal hard work. An “A” = Mastery of the Subject
Bio-11 Laboratory Safety Rules

- No smoking in the classroom, hallways or labs. Smoke only in designated areas, outside.

- Memorize the location of the emergency eyewash station, emergency shower, fire blanket and fire extinguisher. In the event of a fire smother it with a blanket. If it involves your clothing or hair, never run! Stop, drop and roll.

- In the case of a fire, explosion, earthquake or disaster there are procedures posted on the bulletin board. Evacuate the classroom immediately and check in with the instructor. Do not leave the area until you have informed the instructor.

- Work in the lab only when supervised.

- Be prepared for each upcoming lab, perform only authorized experiments and be aware of the safety measures required for each lab.

- Keep the area clear for the experiment, wear appropriate clothing, lab coats, goggles and tie hair back if necessary.

- Report any accident immediately to the instructor regardless of how minor it may appear. Be cautious if there is any bleeding or if a chemical is spilled or glass is broken.

- A broken thermometer is considered a Hazardous Materials spill. Do not attempt to clean it or any other possible hazard up. Notify the instructor immediately.

- Become familiar with the MSDS (Material Safety Data Sheet) file, its location, purpose and use.

- Check all labels of chemicals for contents and concentration before use. Use gloves when appropriate. Never return a chemical to the original bottle contaminating the stock supply.

- Should a chemical spill on your skin or in your eyes, flush immediately with water and have someone notify the instructor.

- Clean up your area and return all supplies to the appropriate locations after every lab. You and your lab partners will lose 5 points if you do not clean your lab area.
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Lab</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22-26</td>
<td>Syllabus; Introduction (Ch 1)</td>
<td>Jelly-Side Down (Scientific Method)</td>
<td></td>
</tr>
<tr>
<td>Aug-Sept 29-2</td>
<td>Ecology and Populations (Ch 18)</td>
<td>Red Queen Lab (Predator/Prey &amp; Adaptations)</td>
<td></td>
</tr>
<tr>
<td>Sept 5-9</td>
<td>Ecosystems (Ch 19) Evolution (Ch 13)</td>
<td><strong>No lab This Week</strong></td>
<td>Labor Day (9/5)</td>
</tr>
<tr>
<td>Sept 12-16</td>
<td>Human Impact (Ch 20) Chemistry (Ch 2)</td>
<td>Betta Lab (Animal Behavior &amp; Evolution)</td>
<td>Kayak Trip (9/17)</td>
</tr>
<tr>
<td>Sept 19-23</td>
<td>Biol. Molecules (Ch 3)</td>
<td>The Microscope &amp; Cells</td>
<td>Exam #1 (9/21)</td>
</tr>
<tr>
<td>Sept 26-30</td>
<td>Cells (Ch 4 and 5)</td>
<td>Diffusion and Osmosis</td>
<td></td>
</tr>
<tr>
<td>Oct 3-7</td>
<td>Plants (Ch 28 and 29)</td>
<td>Exergonic/Endergonic Rxns &amp; Fishing for Cell Resp.</td>
<td></td>
</tr>
<tr>
<td>Oct 10-14</td>
<td>Photosynthesis (Ch 7)</td>
<td>Mitosis/Meiosis</td>
<td></td>
</tr>
<tr>
<td>Oct 17-21</td>
<td>Cell Resp. (Ch 6)</td>
<td>Marriage Lab</td>
<td>Exam #2 (10/19)</td>
</tr>
<tr>
<td>Oct 24-28</td>
<td>Mitosis/Meiosis (Ch 8)</td>
<td>DNA Lab</td>
<td></td>
</tr>
<tr>
<td>Oct-Nov 31-4</td>
<td>Genetics (Ch 9)</td>
<td>Owl Pellet</td>
<td></td>
</tr>
<tr>
<td>Nov 7-11</td>
<td>DNA (Ch 10)</td>
<td>Epidemiology</td>
<td>Exam #3 (11/16)</td>
</tr>
<tr>
<td>Nov 14-18</td>
<td>Biotech (Ch 12)</td>
<td>Seeing, Bleeding, Breathing</td>
<td>LB Aquarium (11/19; 11:00 AM)</td>
</tr>
<tr>
<td>Nov 21-25</td>
<td>A &amp; P (Ch 21-27)</td>
<td>Lab Review</td>
<td></td>
</tr>
<tr>
<td>Nov-Dec 28-2</td>
<td>A &amp; P Continued (Ch 21-27)</td>
<td>Lab Final</td>
<td></td>
</tr>
<tr>
<td>Dec 5-9</td>
<td></td>
<td>Final Exam (12/7)</td>
<td>(12:00 – 1:50 PM)</td>
</tr>
</tbody>
</table>
Bakersfield College Biology-11 Course Student Learning Outcomes
(Revised February 26, 2004)

Students that successfully complete the course will be able to do the following:

1. Scientific method
   The students will be able to:
   -- research a topic, design experiments, synthesize and evaluate the information, justify and express their opinions.

2. Microscope
   The students will be able to:
   -- properly use the microscope as a tool to study microscopic organisms and cellular structures.
   -- gain a perspective of the invisible biological world by using the microscope.
   -- differentiate between the microscope and microscopic objects, discover, locate and compare and contrast size of microscopic organisms.

3. Group work
   The students will be able to:
   -- conduct a lab assignment, dividing tasks, valuing input and collaboration, and producing a final report.

4. Study skills
   The students will be able to:
   -- effectively study, analyze, and evaluate biological information, to assemble and articulate scientific data.

5. Critical thinking
   The students will be able to:
   -- analyze abstract information and present related data appropriately so as to arrive at a conclusion based on evidence including, but not limited to graphs computer skills, numerical data, text, lecture, and information from outside sources.

6. Cell theory
   The students will be able to:
   -- identify various cells and their structural components.
   -- differentiate the functions of each of their components.

7. DNA and heredity
   The students will be able to:
   -- understand the significance of DNA as the basis for heredity, structure, function and disease in living organisms.
   -- describe the DNA molecule and explain how it is used in living systems to create proteins.
   -- describe how proteins function in living cells.

8. Basic human anatomy and physiology
   The students will be able to:
   -- describe the organs found in human organ systems, then explain the role played by each organ in the overall functioning of that system.

9. Diversity of organisms
   The students will be able to:
   -- compare/contrast characteristics of various organisms particularly related to energy sources (feeding style), cellular composition, reproduction and relationship to the ecosystem.

10. Ecology and the environment
    The students will be able to:
    -- describe the flow of energy through the ecosystem, then construct a food web, placing specific species of organisms at each level.
    -- choose a common ecosystem disturbance of human origin and predict the effects of that disturbance on a food web.
    -- understand the complexity of ecosystems and environmental issues.

11. Real world/Current event applications
    The students will be able to:
    -- recognize, value, and apply major biological concepts contributing to current issues in the biological realm.
    -- apply critical thinking skills to formulate and defend a position on a controversial issue of biological importance.
Assessment Rubric for Essays

(How are essays graded?)

This is the scoring rubric that I use when I grade your answers to lab report and essay exam questions. Assume the answer is worth 5 points:

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Quality of Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>You have submitted a full and complete description or explanation. I have no more “how” or “why” questions and all of the appropriate vocabulary has been included</td>
</tr>
<tr>
<td>4</td>
<td>Your explanation is fairly complete; however I may still be able to ask you “how” or “why” at least once. Appropriate vocabulary has been incorporated in your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Your explanation is partially complete or correct; however I may still be able to ask you “how” or “why” more than once. Not enough appropriate vocabulary has been incorporated in your answer.</td>
</tr>
<tr>
<td>2</td>
<td>Your answer is underdeveloped in terms of explanations and use of appropriate vocabulary</td>
</tr>
<tr>
<td>1</td>
<td>Your written work does not address the question that has been asked.</td>
</tr>
<tr>
<td>0</td>
<td>Not even in the “ballpark” with your answer or you didn’t even attempt an answer.</td>
</tr>
</tbody>
</table>
Instructor: Joe Saldivar; Ph. D.
Office: SE-49B
Office Phone: (661) 395-4099
e-mail: jsaldiva@bakersfieldcollege.edu

CRN #74621 TR Lec. 9:35 - 11:00 AM SE-30
TR Lab 1:00 - 4:10 PM SE-30

Office Hours
TR 8:30 AM – 9:30 AM
If these office hours conflict with your class or work schedule, contact me to make other
arrangements. I will not answer questions on the same day of an exam or the due date of
an assignment.

Text Materials:
(ISBN: 978-0-321-55814-5) Previous editions or other texts used in BIOL-3A are acceptable.

(ISBN; 978-1-4000-5217-2)

When a Gene Makes You Smell Like a Fish…and Other Tales About the Genes in Your

Biology-3B Lab Manual © (Purchase the lab manual in the BC Bookstore.)

I also recommend colored pens or pencils and a stapler for the course.

Attendance
“Regular class attendance is expected of all students enrolled in the college. It is especially important that
students attend the first session of each class for it is at this time that instructors may distribute syllabi and
course requirements, and explain what is expected in terms of attendance.” You cannot make-up a lab if
you are absent. Showing up for the lab quiz and leaving early is considered an absence. There is a direct
correlation between attendance and your grade in the class.
Student Conduct

- Cheating or plagiarism in any form is not tolerated and will result in a zero on the assignment, quiz or exam. Please see the BC Catalog for definitions. The work you submit must be original: your work and your words. You may discuss lab work and collaborate on data but the final writing must be independent and originally yours. Common wording is considered plagiarism. You must cite any authors whose information or artwork you paraphrase, copy, paste or quote.
  - First offense: Zero on the assignment, quiz or exam.
  - Second offense: Report to Dean of Students.
- Turn off all cellular phones. You will be penalized 3-points when your cell phone rings during class! (Please contact me if you are expecting an important call.)
- Video and Audio recording of classes are allowed for educational purposes. Sharing recordings on the internet/email is not allowed. ©
- No Ipods, cell phones or computers may be used during quizzes or exams.

Grades

Quizzes (16 @ 10 points each)
A quiz will be given promptly at the beginning of each lab. It will cover the previous lab material, the material from the day’s lab. Quizzes cannot be made-up.

Exams (3 @ 300 points each & 1 Final @ 300 points)
There will be 3 exams worth 300 points each and a 300-point final exam. The final exam will include lecture material (150 pts) and concepts from the Course SLO’s (150 pts).
Make sure to bring a large “Blue Book” for each exam.
- Exam #1 Thursday September 22nd
- Exam #2 Thursday October 20th
- Exam #3 Thursday November 17th
- Final Exam Tuesday December 6th (10:00 – 11:50AM)

Lab Reports (23 @ 10 points each)
Each report is worth 10 points. You will be penalized 5 points on your lab report if it is not stapled. I will not have staples available. The lab reports are due at the beginning of the lab period. Place the lab in “Grey tub”. I will NOT accept late lab reports without a “No Questions Asked” Coupon. It is due by the following lab period.

Lab Exams (2 @ 200 points each)
There will be two lab exams. These lab exams will cover material from laboratory exercises. Make sure you understand the objectives of the labs.
**Projects (3 @ 25 points each)**

Choose projects from the following options:

<table>
<thead>
<tr>
<th>Project</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific Method Product Comparison</td>
<td>September 22</td>
</tr>
<tr>
<td>San Simeon Kayak Trip (Saturday, Sept. 17)</td>
<td>September 22</td>
</tr>
<tr>
<td>Metabolism Exp. Project</td>
<td>October 20</td>
</tr>
<tr>
<td>Los Angeles Zoo (on your own)</td>
<td>October 20</td>
</tr>
<tr>
<td>Santa Barbara Whales (On your own)</td>
<td>October 20</td>
</tr>
<tr>
<td>Design your own project (See me first)</td>
<td>October 20</td>
</tr>
<tr>
<td>Internet Project</td>
<td>October 20</td>
</tr>
<tr>
<td>GATTACA Project</td>
<td>November 17</td>
</tr>
<tr>
<td>Exotic Feline Breeding Facility (on your own)</td>
<td>November 17</td>
</tr>
<tr>
<td>Blood Donation</td>
<td>November 17</td>
</tr>
<tr>
<td>Library Workshop</td>
<td>November 17</td>
</tr>
<tr>
<td>Long Beach Aquarium $10 (Saturday, November 19)</td>
<td>November 22</td>
</tr>
<tr>
<td>Journal Article Review</td>
<td>November 22</td>
</tr>
</tbody>
</table>

- All projects are worth 25 points. Worksheets for all of the projects are in the back of the lab manual. You will also have to provide proof for any project that you do “On our own”.

**Syllabus Take-Home Quiz (25 points)**

Some of you may have a personal computer. As a BC student, you have access to many computers throughout the campus. You will be given a take home quiz with regards to the Bio-3B web-site. The quiz is due Thursday August 25, 2011.

**The Immortal Life of Henrietta Lacks (11 @ 20 points each)**

We will have a weekly quiz on each chapter of the book. The quiz will be given orally during at the beginning each Monday lecture. There are no make-up quizzes!

- Quiz 1: Prologue-Ch. 2 (pg. 1-26)
- Quiz 2: Ch. 3 – Ch. 7 (pg. 27-62)
- Quiz 3: Ch. 8 – Ch. 11 (pg. 63-86)
- Quiz 4: Ch. 12 – Ch. 15 (pg. 89-117)
- Quiz 5: Ch. 16 – Ch. 19 (pg. 118-151)
- Quiz 6: Ch. 20 – Ch. 22 (pg. 152-176)
- Quiz 7: Ch. 23 – Ch. 25 (pg. 179-206)
- Quiz 8: Ch. 26 – Ch. 29 (pg. 207-240)
- Quiz 9: Ch. 30 – Ch. 32 (pg. 241-267)
- Quiz 10: Ch. 33 – Ch. 35 (pg. 268-293)
- Quiz 11: Ch. 36 – Ch. 38 (pg. 294-310)

**When a Gene Makes You Smell Like a Fish... (7 quizzes @ 20 points each)**

You will be quizzed on this book. This book describes the intricate relationships between genes and how they are involved with different aspects of our lives.

- Quiz 1: Introduction/When a Gene Makes You Smell Like a Fish (pg. 1-11)
- Quiz 2: Ch. 1
- Quiz 3: Ch. 2
- Quiz 4: Ch. 3
- Quiz 5: Ch. 4
- Quiz 6: Ch. 5
- Quiz 7: Ch. 6
Oral Report (150 points)
You will present a 10-12 minute oral report on a biology/science article from a reputable scientific journal. NO REFERENCE Material PLEASE! Please see the “Oral Presentation Feedback Form” for a grading rubric found in your lab manual. This is what I will use to grade you during your presentation.

Grading Breakdown
Lab quizzes 160 pts.
Exams 900 pts.
Final exam 300 pts.
Lab reports 230 pts.
Lab exams 400 pts.
Projects 75 pts.
HeLa quizzes 220 pts.
Fish quizzes 140 pts.
Syllabus quiz 25 pts
Oral Report 150 pts.
Total 2600 pts.

Grade Scale

Above 2340 A
2080 - 2339 B
1820 - 2079 C
1560 - 1819 D
Below 1559 F

Late and Make-up Policy
- I do NOT accept late projects.
- You may only use a “No Questions Asked Coupon” to turn in a late lab reports by the next lab period. Coupons are not valid for any other assignments or projects.
- Unused coupons are worth 1 bonus point each at the end of the semester. Three coupons earn an extra 2 bonus points (5 bonus points possible).
- Quizzes, labs and exams cannot be made up.

Students with Disabilities
- Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services (FACE-16), 395-4334, as soon as possible to better ensure such accommodations are implemented in a timely fashion. It is your responsibility to make these arrangements well in advance of any exam or assignment.

Some Final Words…
- An “A” does not equate with hard work. An “A” is mastery of the subject.
  - Know your strengths and weaknesses
  - Preparation
    - Study strategies
    - Office hours
    - Study groups
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Lab</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22-26</td>
<td>Intro &amp; Sci. Meth (1)</td>
<td>T – Jelly Side Down</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry (2)</td>
<td>R – Betta Lab</td>
<td></td>
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<tr>
<td></td>
<td>Water (3)</td>
<td></td>
<td></td>
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<tr>
<td>Aug-Sept 29-2</td>
<td>Carbon (4)</td>
<td>T – Properties of Water</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Macromolecules (5)</td>
<td>R – Enzyme-Substrate Model</td>
<td></td>
</tr>
<tr>
<td>Sept 5-9</td>
<td>Membranes ((7)</td>
<td>T – Proteins, pH and High Temps</td>
<td>Kayak Trip (9/17)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R – Enzymes (Jello)</td>
<td></td>
</tr>
<tr>
<td>Sept 12-16</td>
<td>Cell (6)</td>
<td>T – Dead Cells Tell…</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R – Membrane Perm.</td>
<td></td>
</tr>
<tr>
<td>Sept 19-23</td>
<td>Cell Commun. (11)</td>
<td>T - Diffusion/Osmosis</td>
<td>Exam #1 (9/22)</td>
</tr>
<tr>
<td>Sept 26-30</td>
<td>Metab/Enzy. (8)</td>
<td>T – Cell Size Limit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cell Resp. (9)</td>
<td>R – Cell Resp./Yeast Metabolism</td>
<td></td>
</tr>
<tr>
<td>Oct 3-7</td>
<td>Photosyn. (10)</td>
<td>T - Transpiration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R - <strong>Lab exam #1</strong></td>
<td></td>
</tr>
<tr>
<td>Oct 10-14</td>
<td>Mitosis (12)</td>
<td>T - DNA Lab</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meiosis (13)</td>
<td>R – Translating Genetic…</td>
<td></td>
</tr>
<tr>
<td>Oct 17-21</td>
<td>DNA &amp; Genes (19)</td>
<td>T – Mitosis/Meiosis</td>
<td>Exam #2 (10/20)</td>
</tr>
<tr>
<td>Oct 24-28</td>
<td>Gene to Protein (17)</td>
<td>T - DNA Restriction Enz. Lab</td>
<td></td>
</tr>
<tr>
<td>Oct-Nov 31-4</td>
<td>Microbes (18)</td>
<td>R – DNA Fingerprint</td>
<td></td>
</tr>
<tr>
<td>Nov 7-11</td>
<td>Biotech (20)</td>
<td>T – PCR Based VNTR</td>
<td><strong>Exam #3 (11/17)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>R – No Lecture/Lab</td>
<td>LB Aquarium (11/19)</td>
</tr>
<tr>
<td>Nov 14-18</td>
<td>Devel (21)</td>
<td>T – HIV/ELISA Assay</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>R – <strong>Exam #3</strong></td>
<td></td>
</tr>
<tr>
<td>Nov 21-25</td>
<td>Genetics (14-16)</td>
<td>T – Bacterial Transformation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>R – No Lecture/Lab</td>
<td></td>
</tr>
<tr>
<td>Nov-Dec 28-2</td>
<td>Circu. System (42)</td>
<td>T – Chick Embryology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Immune System (43)</td>
<td>R – <strong>Lab Exam #2</strong></td>
<td></td>
</tr>
<tr>
<td>Dec 5-9</td>
<td></td>
<td></td>
<td>Final Exam; December 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10:00 – 11:50 AM</td>
</tr>
</tbody>
</table>
Bio-3B Laboratory Safety Rules

- No smoking in the classroom, hallways or labs. Smoke only in designated areas, outside.

- Memorize the location of the emergency eyewash station, emergency shower, fire blanket and fire extinguisher. In the event of a fire smother it with a blanket. If it involves your clothing or hair, never run! Stop, drop and roll.

- In the case of a fire, explosion, earthquake or disaster there are procedures posted on the bulletin board. Evacuate the classroom immediately and check in with the instructor. Do not leave the area until you have informed the instructor.

- Work in the lab only when supervised.

- Be prepared for each upcoming lab, perform only authorized experiments and be aware of the safety measures required for each lab.

- Keep the area clear for the experiment, wear appropriate clothing, lab coats, goggles and tie hair back if necessary.

- Report any accident immediately to the instructor regardless of how minor it may appear. Be cautious if there is any bleeding or if a chemical is spilled or glass is broken.

- A broken thermometer is considered a Hazardous Materials spill. Do not attempt to clean it or any other possible hazard up. Notify the instructor immediately.

- Become familiar with the MSDS (Material Safety Data Sheet) file, its location, purpose and use.

- Check all labels of chemicals for contents and concentration before use. Use gloves when appropriate. Never return a chemical to the original bottle contaminating the stock supply.

- Never inhale a chemical. Use the wafting technique. Never taste a chemical.

- Should a chemical spill on your skin or in your eyes, flush immediately with water and have someone notify the instructor.

- Dispose of all materials in the appropriate containers. Clean up your area with the sponges provided and return all supplies to the appropriate locations.

- Please clean your lab bench at the end of every lab session. Your entire lab table will lose 5 points if anyone leaves a mess (includes the sink).
Bakersfield College Biology-3B Student Learning Outcomes
(Revised 11/2009)

A student that successfully completes this course will be able to do the following:

1. **Scientific Method:** This process involves gathering data to formulate and test naturalistic explanations for natural phenomena.
   - **Objective:** The students will be able to research a topic, design experiments, synthesize and evaluate the information they find and will be able to justify and express their opinion on virtually any topic.

2. **Structure and Function of the Cell Membrane:** The cell membrane is a dynamic array of organic macromolecules that allow the cell to migrate, divide, commit suicide, communicate with the surrounding environment and influences the regulation of genetic information within the nucleus.
   - **Objective:** The students will be able to describe the phospholipid bilayer and associated membrane proteins involved in the processes previously mentioned.

3. **Metabolism:** All proteins, carbohydrates, lipids and nucleic acids (organic macromolecules) are polymers of smaller organic subunits.
   - **Objective:** The students will be able to describe the metabolic pathways used for catabolism or anabolism of these macromolecules in plants and animals.

4. **Complexity of DNA:** Although the structure of DNA is quite simple, the function of DNA is extremely complex. Approximately 90% of DNA is considered “junk DNA” since it will never produce a protein. Genes are not just turned “off” or “on”, but instead act like a “dimmer” switch. How can 2% difference in the genetic code allow for such a dramatic difference between humans and chimpanzees?
   - **Objective:** The students will be able to explain the following with regards to DNA:
     a) Structure
     b) Transcription of DNA to mRNA
     c) Translation of mRNA to a protein

5. **Biotechnology:** New discoveries in cell and molecular biology are occurring almost every day.
   - **Objective:** The students will be able to do the following procedures:
     a) Isolate DNA
     b) Prepare agarose gels for electrophoresis
     c) Load and run electrophoresis gels
     d) Polymerase Chain Reaction (PCR)
     e) Bacterial transformation

6. **Identify and describe cell structures and explain their functions.**

7. **Compare and contrast cellular reproductive processes in prokaryotes and eukaryotes.**

8. **Explain mechanisms of inter-cellular and intra-cellular communication.**
Assessment Rubric for Essays
(How are essays graded?)

This is the scoring rubric that I use when I grade your answers to lab report and essay exam questions. Assume the answer is worth 5 points:

<table>
<thead>
<tr>
<th>Point Value</th>
<th>Quality of Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>You have submitted a full and complete description or explanation. I have no more “how” or “why” questions and all of the appropriate vocabulary has been included.</td>
</tr>
<tr>
<td>4</td>
<td>Your explanation is fairly complete; however I may still be able to ask you “how” or “why” at least once. Appropriate vocabulary has been incorporated in your answer.</td>
</tr>
<tr>
<td>3</td>
<td>Your explanation is partially complete or correct; however I may still be able to ask you “how” or “why” more than once. Not enough appropriate vocabulary has been incorporated in your answer.</td>
</tr>
<tr>
<td>2</td>
<td>Your answer is underdeveloped in terms of explanations and use of appropriate vocabulary.</td>
</tr>
<tr>
<td>1</td>
<td>Your written work does not address the question that has been asked.</td>
</tr>
<tr>
<td>0</td>
<td>Not even in the “ballpark” with your answer or you didn’t even attempt an answer.</td>
</tr>
</tbody>
</table>
Course Information

James Dethlefson
661.330.2705
FA 73 D
jdethlef@bakersfieldcollege.edu

Lab meets in room FA 73 E Fall
Mondays 1pm - 4pm
Thursdays 9:00am - 12:00pm
Office hours Thursdays 9am - 9:30am in lab.

Course Description

A computer-based, positive attendance course featuring self-pacing programmed system instruction in one of two self-directed music technology areas:

- Reading, transcribing, and performing rhythmic, harmonic, and melodic elements of music.
- Generating, manipulating editing, and producing digital audio content by gaining experience with digital audio workstations (DAWs). Offered on a Pass/No Pass basis.

Class Student Learning Outcomes (SLO's)

Upon completion of MUSC 230abc successful students will achieve one or more of the following:

- Execute practice for Ear Training software
- Notate music with Notation Software
- Develop coherent musical sequences
- Record, Mix, and Produce audio recordings
- Demonstrate competency with accessing the Internet and Mac OS

Requirements

Students are expected to meet the following requirements:

- **Mandatory Lab Meetings** (must attend at least one) - Aug. 22, 25, 30.
- Circumaural, Sealed or Closed-back headphones with 1/8th and 1/4 inch plug.

Reading List (Recommended)


Grading Pass/No Pass (P/NP)

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;27 Hours</td>
<td>P</td>
</tr>
<tr>
<td>&lt;27 Hours</td>
<td>NP</td>
</tr>
</tbody>
</table>

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (661-395-4334), as soon as possible to better ensure such accommodations are implemented in a timely fashion.
**Instructor:** René Trujillo Jr., Ph.D.  
**Course:** Phil. B6A: Introduction to Philosophy  
Bakersfield College/ Fall 2011  
**Office Hours:** M-W: 12:45-1:45P.M., T-TH: 2:30-3:30P.M., and by Appointment  
**Office Location:** H 17  
**Office Phone Number:** 395-4725  
**Email:** rtrujill@bakersfieldcollege.edu or rtrujillo56@bak.rr.com

**Description:**  
This course explores the methods, problems, and multicultural approaches to philosophy in a historical and thematic manner. It includes an introduction to Epistemology (what we can know), Metaphysics (what exists), Ethics (what is good & free will/responsibility), Social and Political Philosophy (justice and rights/duties), Aesthetics (philosophy of art and the experience of art), Philosophy of Mind (personal identity, artificial intelligence), and the Philosophy of Religion from both traditional Western and non-Western sources.

We will discuss issues concerning the nature, meaning and significance of our lives. We will explore how we should live together and the nature of our responsibilities and rights. In the end, we will examine how it is possible for rational people to disagree and what it is you stand for as an individual.

**Required Text:** *Voices of Wisdom*, 7e, Gary Kessler, Wadsworth, Publishing, 2010

**Student Learning Outcomes:**
1. Students will demonstrate the ability to: recognize and relate the major areas of philosophy, recognize and explicate major philosophical positions, and recognize and explain basic philosophical concepts and definitions, as assessed by written assignments and oral presentations.

2. Students will be able to express basic philosophical concepts and definitions in written and oral form. They will demonstrate the ability to: identify, explain and analyze an argument, interpret and apply a specific philosophical position, and construct analogies in order to explicate abstract concepts. These abilities will be assessed through written assignments and oral presentations.
3. Students will complete several college level essays for a total of not less than 2500 words, 10 pages) (identifying and explaining a specific philosophical problem or issue.

Requirements:
2 Study Papers (400 points, 200 points each),
Island Project (250 points, group paper and oral presentation)
Classroom Participation (200 points, includes discussion and 2 oral presentations)
Final Examination (150, group oral presentation)

Reading Assignments:
This is a reading intensive class, and it is imperative that you carefully read the assignments prior to the class. The readings will often be challenging and may require more effort than materials with which you are familiar. You will benefit greatly by coming to class well prepared and ready to participate in our discussions. The study questions provided in the textbook for each assignment are a helpful guide to preparing yourself.

Classroom Participation:
Active and thoughtful participation in classroom discussions is a necessary element in this class. You will be challenged to express your ideas to others and to respond to those of your classmates. At all times, we will maintain a respectful environment in which it is safe to express ourselves. Cell phones must be turned off or placed on “vibrate” mode.

Oral Presentations:
The Island Project and Final Examination will be in a group oral presentation format. You will also participate in two other group oral presentations as a part of classroom participation. Students will be provided essay questions to study prior to the oral presentations. I am not interested in “surprising” you with the examination questions; rather, I am expecting thoughtful answers that demonstrate your understanding of the material and your personal response to it. You will discuss your ideas within work groups and refine your positions by responding to challenges. Students will receive individual grades for their individual performance on these group projects.
**Papers:**
You are required to write two individual, three-page papers in the course of this class. In addition you will be required to complete several shorter written assignments. You are encouraged to share drafts of your papers with me for comments and suggestions prior to their due date. In addition, there will be several short written assignments equaling another four pages (i.e., Island Project, Group Presentation notes, and so on). The final submissions must be typed, double-spaced, stapled and checked for grammar and punctuation. You are encouraged to have someone proofread your papers prior to submission.

**Make-up Examinations and Paper Extensions:**
No make-up examinations or extensions to paper deadlines will be given unless the cause is clearly beyond your control. Failure to adequately prepare for your assignments, or mere inconvenience, is not an excuse. When a difficulty arises prior to an assignment due date or examination, you should consult with me immediately.

**Academic Honesty/Definition of Plagiarism:**
I will not tolerate academic dishonesty in any form: you must present your own work. The contributions that you make are unique and indispensable to the enrichment of our study together. Therefore, you must always show the utmost respect for the efforts of others. Even more importantly, you must respect your own abilities and strive to do your very best. Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were ones own, without giving credit to the source. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, whether in part or in whole, completed by another, failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even part thereof; close and lengthy paraphrasing of another’s writing. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Both quoted and paraphrased materials must be given proper citations.
Grading:
A: 900-1000
B: 800-899
C: 700-799
D: 600-699
F: 599 or below

Students with Disabilities:
Disabled Student Programs & Services
Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (661-395-4334), as soon as possible to better ensure such accommodations are implemented in a timely fashion.

DSP&S New Location:
Student Services Building
1st Floor, Counseling Center
661-395-4334 (same phone number)
(DSP&S office operations, DSP&S Counselors, Learning Disability, and DSP&S Director)

DSP&S services that remain in the same locations are:
Deaf Services (Michelle Begendik)...Location: FA-56, Phone Voice/TTY/VP: 395-4296
Alternate Media (Terri Guerra).........................Location: FACE-13, Phone: 395-4686
High Tech Center (Adie Geiser).......................Location: L-145, Phone: 395-4771

Director:
Angelica Gomez, Director of Disabled Student Programs & Services
Bakersfield College
Student Services Building
1st Floor, Counseling Center
661-395-4334

The College Catalogue and Student Handbook describe student’s rights and responsibilities.
Selected Resources Available to You as a Student at BC:
Learning Center 395-4433
The Jerry Ludeke Learning Center, on the second and mezzanine floors at the west end of the Student Services Building, is comprised of various learning opportunities and well-trained instructors and tutors. The center offers tutorial services; reading and writing classes; learning and study skills courses; open-entry math classes; a basic skills computer lab; and testing, evaluation, services and courses for students with disabilities.

Computers for Student Use 395-4696
Use of the instructional computers by students at Bakersfield College is encouraged. Access to academic computing services is a privilege enjoyed by all students. The Computer commons, located in the Library, is an open lab. Student workers are available to assist students in the use of these computers. In Delano, computers are available in DST and the Randolph Center.

Readings & Assignments
(Course readings will be selected from the readings listed below and will be tailored to the interests and concerns that develop throughout our discussions this semester. The selected readings will be a subset of the readings listed below.)

(Tu) 1/18: Course Requirements and Success Criteria & Introduction to Areas of Philosophical Enquiry

(Th) 1/20: Introduction to the Study of Philosophy
Part I: INTRODUCTION.
1. What is Philosophy? (pp. 1-28)

(Tu) 1/25: 2. Ethics
2. How Should One Live? (pp. 31-79)

**Instructions for Social & Political Philosophy/Justice as Fairness-The Island Project (Form Groups)**

(Tu) 2/1: 3. How Can I Know What Is Right? (pp. 80-125)

(Th) 2/3:
**Instructions for Issue Papers Discussed Today**
Island Project Group Work Day #1

(Tu) 2/8:

(Th) 2/10:
Justice as Fairness-The Island: Group Work Day #2

(Tu) 2/15: (Continued: pp. 126-188) **The Original Position**.

(Th) 2/17:
Justice as Fairness-The Island: Group Work Day #3 (Final Preparation for Presentations)
**Study Paper #1 on Ethics Due**
(Tu) 2/22: HOLIDAY-President’s Day (Washington) (NO CLASS)

(Th) 2/24:
The Island: Group Oral Presentations (Groups 3 & 4)

(Tu) 3/1:
The Island: Group Oral Presentations (Groups 1 & 2)

(Th) 3/3:
5. Is Justice for All Possible? (pp. 189-260)

(Tu) 3/8: 6. What is Aesthetic Value? (pp. 261-304)

(Th) 3/10: Are Religious Claims True?
13. Is There a God? (pp. 570-610)

Study Paper #2 on Social Justice or Aesthetics Due
(Tu) 3/15: Group Project #1:
1) 9. Are We Free or Determined? (1 & 2: pp. 456-502)
   Introduction. Do We Have Real Choices? Richard Taylor: Freedom
   and Determinism. We are Determined. Robert Blatchford: Not
   Guilty. We Are Free.
   Radhakrishnan: We Are Both Free and Determined.
   Introduction. Is Certainty Possible? René Descartes:
   Meditations I and II. Empiricism and Limited Skepticism. David
   Hume: An Enquiry Concerning Human Understanding.
4) Should We Believe Beyond the Evidence? William K. Clifford: The
   Ethics of Belief. William James: The Will to Believe. Feminist
   Epistemology. Lorraine Code: Knowledge and Subjectivity.
5) 3. How Can I Know What Is Right? (pp. 80-125)
   Society Just? (pp. 126-188) Introduction. God and Justice. Khaled
   Karl Marx and Friedrich Engels: Manifesto of the Communist Party

(Th) 3/17: Group Work Day

(Tu) 3/22: Group Presentations: Groups #1 and #2 Present

(Th) 3/24: Group Presentations: Groups #3 and #4 Present

(Tu) 3/29: Group Project #2
1) 8. Does Science Tell us the Whole Truth and Nothing But the
   Truth? (1 & 2: pp. 361-408)
   Introduction. How Do We Come to Believe? Charles Sanders Peirce:
   The Fixation of Belief. The Growth of Scientific Knowledge. Karl R.
   Popper: Conjectures and Refutations. Scientific Revolutions. Thomas
   S. Kuhn: The Structure of Scientific Revolutions. Science and
   Traditional Thought.
2) Kwame Anthony Appiah: Old Gods, New Worlds. The Will to
   Truth. Michel Foucault: The Discourse on Language and Truth and
   Power.
(Tu) 3/29: Group Project #2 (Continued)


5) 5. Is Justice for All Possible? (pp. 189-260)

(Th) 3/31: Group Work Day

(Tu) 4/5: Group Presentations: Groups #3 and #4 Present

(Th) 4/7: Group Presentations: Groups #1 and #2 Present

(Tu) 4/12: Group Project #3


3) 12. Who Am I? (3 & 4: pp. 536-569)

Gloria Anzaldúa: How to Tame a Wild Tongue. Gender Identity.
Deidre (Donald) N. McCloskey: Crossing.

5) Are Religious Claims True? 13. Is There a God? (pp. 570-610)
(Th) 4/14: Group Work Day #1

SPRING BREAK: M-F, APRIL 18-22 (NO CLASSES)

(Tu) 4/26: Group Work Day #2

(Th) 4/28: Final Group Presentations: Groups 1 & 2 Present

(Tu) 5/3: Final Group Presentations: Groups 3 & 4 Present

(Th) 5/5: The Island Project: Jury Process & Defense of Positions (All Groups)

Finals: Final Discussion of Course Issues
TTh 8-9:25A.M. Class: Thursday, May 12th, 8-9:50A.M.
Learning Outcomes /Assignment Details:
The purpose of these assignments is two-fold: first, to learn to summarize the related readings from the course in your own words, and secondly, to critically respond with your own ideas to the topic of the readings. The assignments are designed to help you:
1) Learn and demonstrate how to explain philosophical topics/readings
2) Critically analyze writings (systematically summarizing thesis, arguments and conclusions)
3) Critically respond to readings/positions (supporting and or presenting alternatives that incorporate your own ideas)
4) Organize a written and oral presentation that demonstrates these processes.

Papers:
You are expected to write two, three page papers in the course of the group project portion of this class. You are encouraged to share drafts of your papers with me for comments and suggestions prior to their due date. The final draft must be typed, double-spaced, stapled and checked for grammar and punctuation. You are encouraged to have someone proofread your papers prior to submission.

Papers must include the following elements:
1) Introduction (1 paragraph) - Why is this issue important, controversial and relevant to individuals in their lives?
2) Explication: explain the conclusion and main elements of the position from the articles selected for the paper. (1 ½ pages)
3) Analysis: explain why you either support or take issue with the argument you explained under “2.” (1 ½ pages)
4) Critique (1 paragraph) - Identify the weakest element of your own position and an argument that might be posed against it.

These papers are due as noted on the syllabus.
**Oral Presentations:**
Time limits will be established by the instructor prior to the presentations. Each assigned presentation must include the following elements:

1) Introduction: Why is this issue important, controversial and relevant to individuals in their lives?
2) Explain the conclusion and main elements of the articles in the section assigned to the group.
   (Several group members will be assigned to this element.)
3) Respond to the study questions related to the articles assigned to the group.
   (Several group members will be assigned to this element.)
4) Group Conclusion: thoughts of group members on assigned issues, including basis for agreement or disagreement.

Dates and times for each presentation will be arranged by the instructor. Each member will give a 3 minute presentation for each project assigned to the group.

**Final Group Folder (Due in class on the last day of regular instruction):**
Group Folders must include:

1) Outlines from each member for each individual presentation made with the group. (3 minute presentations)
2) Individual Questions/Comments from each member for each presentation made from all other groups.
3) Group attendance sheet for all group work and presentation days.
Description:
This course explores the ethical dimensions of various issues facing human beings concerning their lives, ailing and death. The focus will be the practical and philosophical dimensions of the decisions we make in a variety of contexts. We will discuss topics that include medical informed consent, caring for the dying and allowing to die, and the meaning of our lives and deaths in relationship to each other. Special emphasis will be placed on the relationship of professional care-givers and family towards the infirm and dying. Finally, we will examine how it is possible for rational people to disagree concerning these issues, and what it is you stand for as an individual.

Required Text:
The Death of Ivan Ilych, Leo Tolstoy (In The Kreutzer Sonata and Other Short Stories), Dover Books, 1993)

Student Learning Outcomes:
1. Students will be able to communicate their ideas more effectively verbally and in written form, as assessed through written assignments and oral presentations.

2. Students will be able to express basic philosophical concepts and definitions and in turn utilize them to demonstrate the ability to appreciate the complexity and significance of life and death issues, as assessed through written assignments and oral presentations.

3. Students will complete several college level essays (for a total of not less than 2500 words, ten pages) identifying and explaining a specific philosophical problem or issue as it relates to issues of living and dying and the relationship between them.
Requirements:
Advance Directives Project (200 points)
Funeral Project (200 points),
Issue-oriented Group Project Paper (200 points),
Final Examination Oral Presentation (150 points, 4th Project Presentation is Final Examination),
& Classroom/Group Participation- 4 Projects (250 points)

Reading Assignments:
This is a reading intensive class, and it is imperative that you carefully read the assignments prior to the class. The readings will often be challenging and may require more effort than materials with which you are familiar. You will benefit greatly by coming to class well prepared and ready to participate in our discussions. In the *Taking Sides* book, the study questions provided in the textbook for each assignment are a helpful guide to preparing yourself.

Classroom Participation:
Active and thoughtful participation in classroom discussions is a necessary element in this class. You will be challenged to express your ideas to others and to respond to those of your classmates. In addition, you will have in-class group projects that will require active discussion with your classmates. At all times, we will maintain a respectful environment in which it is safe to express ourselves. Cell phones must be turned off or placed on “vibrate” mode.

Projects:
There will be six projects in this class. One will be an individual project concerning the planning for one’s own death and funeral; another will be an individual project planning for advance directives concerning medical care. Four will be group, issue-oriented debate projects. For the group projects, students will be given assigned questions to answer and will meet in groups to discuss their understanding of the material. Groups will be required to turn in attendance sheets, discussion notes and questions/comments in response to the presentations from other groups to the instructor. Each group will make an oral presentation in class on their assigned issue-oriented position. In addition, one project will require an individual, three-page, paper on the issues covered. The final oral presentation will count as the Final Examination for the course. Additional instructions will be discussed in class prior to the individual and group project assignment dates.
**Final Examination Presentation:**
I am not interested in "surprising" you; rather, I am expecting thoughtful answers that demonstrate your understanding of the material and your personal response to it. You are encouraged to discuss your ideas within study groups and to refine your positions by responding to challenges; however, your answers must be your own. The Final Examination will be comprised of the 4th Group Presentation and a discussion with the instructor on this material.

**Paper Extensions:**
No extensions to paper deadlines will be given unless the cause is clearly beyond your control. Failure to adequately prepare for your assignments, or mere inconvenience, is not an excuse. When a difficulty arises prior to an assignment due date or examination, you should consult with me immediately.

**Academic Honesty/Definition of Plagiarism:**
I will not tolerate academic dishonesty in any form: you must present your own work. The contributions that you make are unique and indispensable to the enrichment of our study together. Therefore, you must always show the utmost respect for the efforts of others. Even more importantly, you must respect your own abilities and strive to do your very best. Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were ones own, without giving credit to the source. Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the submission of a work, whether in part or in whole, completed by another, failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even part thereof; close and lengthy paraphrasing of another’s writing. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Both quoted and paraphrased materials must be given proper citations.

**Grading:**
- **A:** 900-1000
- **B:** 800-899
- **C:** 700-799
- **D:** 600-699
- **F:** 599 or below
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Disabled Student Programs & Services
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DSP&S New Location:
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High Tech Center (Adie Geiser)..................Location: L-145, Phone: 395-4771

Director:
Angelica Gomez, Director of Disabled Student Programs & Services
Bakersfield College
Student Services Building
1st Floor, Counseling Center
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skills computer lab; and testing, evaluation, services and courses for students with disabilities.

**Computers for Student Use 395-4696**
Use of the instructional computers by students at Bakersfield College is encouraged. Access to academic computing services is a privilege enjoyed by all students. The Computer commons, located in the Library, is an open lab. Student workers are available to assist students in the use of these computers.

**Readings & Assignments**

**(Tu) 8/23:** Introduction to class objectives, materials, requirements and grading
Introduction to Ethical Theories/Basic Principles: Normative Discourse, Egoism/Altruism, Rights/Duties, Utilitarianism, Deontology, Social Contract and Virtue Ethics

**(Th) 8/24:** Tolstoy, *The Death of Ivan Ilych*, pp. 15-40
Discussion Questions for Tolstoy and Kubler-Ross Given Out

**(Tu) 8/30:** Tolstoy, *The Death of Ivan Ilych*, pp. 40-63

**(Th) 9/1:** On Death and Dying, pp. 11-25 &
Kubler-Ross, *On Death and Dying*, pp. 25-50

**(M) 9/5:** Labor Day Holiday: NO CLASSES

**(Tu) 9/6:** Kubler-Ross, *On Death and Dying*, pp. 51-63
Instructions for Funeral Project Given Out

**(Th) 9/8:** Kubler-Ross, *On Death and Dying*, pp. 63-93

**(Tu) 9/13:** Kubler-Ross, *On Death and Dying*, pp. 93-123

**(Th) 9/15:** Discussion of Funeral Project in Class
Funeral Project Due

**(Tu) 9/20:** Kubler-Ross, *On Death and Dying*, pp. 123-147
Instructions for Advance Directives Given Out
(Th) 9/22: Kubler-Ross, *On Death and Dying*, pp. 147-163


(Th) 9/29: Discussion of Advanced Directives Project in Class
Advance Directives Project Due

(Tu) 10/4:
Instructions for Group Projects/Final Examination Presentations Given Out

(Th) 10/6: Group Project 1: (All Issues From Taking Sides Book)
Issue 1: Is Informed Consent Still Central to Medical Ethics?
Issue 2: Should Truth-Telling Depend on a Patient’s Culture?
Issue 3: Does Direct-to-Consumer Drug Advertising Enhance Patient Choice?
Issue 4: Have Advanced Directives Failed?
Issue 5: Is “Palliative Sedation” Ethically Different from Active Euthanasia

(Tu) 10/11: Group Project 1: Continued

(Th) 10/13: Group Presentations 1,2 &3 for Project 1

(Tu) 10/18: Group Presentations for 4 & 5 for Project 1

(Th) 10/20: Group Project 2
Issue 6: Should Physicians Be Allowed to Assist in Patient Suicide?
Issue 7: Is Abortion Immoral?
Issue 8: Should a Pregnant Woman Be Punished for Exposing her Fetus to Risk?
Issue 9: Should Adolescents Be Allowed to Make Their Own Life and Death Decisions? (pp. 162-177)
Issue10: Is It Ethical to Use Steroids and Surgery to Stunt Disabled Children’s Growth?
(Tu) **10/25: Group Project 2 : Continued**

(Th) **10/27: Group Presentations 4 &5 for Project 2**

(Tu) **11/1: Group Presentations for 1,2 &3 for Project 2**

Issue Paper Due (On either 1\textsuperscript{st} or 2\textsuperscript{nd} Group Project Topics)

(Th) **11/3: Group Project 3:**

Issue 11: Should Vaccinations for HPV Be Mandated for Teenage Girls?
Issue 12: Is Genetic Enhancement an Unacceptable Use of Technology?
Issue 13: Do the Potential Benefits of Synthetic Biology Outweigh the Possible Risks?
Issue 14: Should New Drugs Be Given to Patient’s Outside Clinical Trials?
Issue 15: Does Community Consultation in Research Protect Vulnerable Groups?

(Tu) **11/8: Group Project 3: Continued**

(Th) **11/10: Group Presentations 1,2 &3 for Project 3**

(Tu) **11/15: Group Presentations for 4 & 5 for Project 3**

(Th) **11/17: Group Project 4:**

Issue 16: Is It Fair to Require Individuals to Purchase Health Insurance?
Issue 17: Should There Be a Market in Human Organs?
Issue 18: Does Military Necessity Override Medical Ethics?
Issue 19: Should Performance-Enhancing Drugs Be Banned from Sports?
Issue 20: Should Pharmacists Be Allowed to Deny Prescriptions on Grounds of Conscience?

(Tu) **11/22: Group Project 4: Continued**
(Th) 11/24: Thanksgiving Holiday: NO CLASSES

(Tu) 11/29: Group Presentations 4 & 5 for Project 4

(Th) 12/1: Group Presentations for 1,2 & 3 for Project 4

Final Examination: Final Discussion Of Course Topics:
TR 9:35-11AM: Tuesday, December 6th, 10-11:50AM
TR 11:10AM-12:35PM: Thursday, December 8th, 10-11:50AM
TR 1-2:25PM: Thursday, December 8th, Noon-1:50PM
Learning Outcomes /Assignment Details:
The purpose of these assignments is two-fold: first, to learn to summarize the related readings from the course in your own words, and secondly, to critically respond with your own ideas to the topic of the readings. The assignments are designed to help you:
1) Learn and demonstrate how to explain philosophical topics/readings
2) Critically analyze writings (systematically summarizing thesis, arguments and conclusions)
3) Critically respond to readings/positions (supporting and or presenting alternatives that incorporate your own ideas)
4) Organize a written and oral presentation that demonstrates these processes.

Papers:
You are expected to write several three page papers in the course of the group project portion of this class. You are encouraged to share drafts of your papers with me for comments and suggestions prior to their due date. The final draft must be typed, double-spaced, stapled and checked for grammar and punctuation. You are encouraged to have someone proofread your papers prior to submission.

Papers must include the following elements:
1) Introduction (1 paragraph) - Why is this issue important, controversial and relevant to moral individuals?
2) “Yes” or “No” Position (1 ½ pages) - Explain the conclusion and main elements of the position from the Taking Sides book.
3) Response (1 ½ pages) - Explain why you either support or take issue with the side you explained under 2.
4) Critique (1 paragraph) - Identify the weakest element of your own position and an argument that might be posed against it.
These papers are due as noted on the syllabus.
**Oral Presentations:**
Time limits will be established by the instructor prior to the presentations. Each assigned presentation must include the following elements:

1) Introduction: Why is this issue important, controversial and relevant to moral individuals?
2) “Yes” side: Explain the conclusion and main elements of the position from the Taking Sides book.
3) Outside sources on the “Yes” side: Internet or Library sources with bibliography.
4) “No” side: Explain the conclusion and main elements of the position from the Taking Sides book.
5) Outside sources on he “No” side: Internet or Library sources with bibliography.
6) Group Conclusion: Thoughts of group members including basis for agreement or disagreement.

Dates and times for each presentation will be arranged by the instructor. Each member will give a 3 minute presentation for each project assigned to the group.

**Final Group Folder (Due in class on the last day of regular instruction):**
Group Folders must include:

1) Outlines from each member for each individual presentation made with the group. (3 minute presentations)
2) Individual Questions/Comments from each member for each presentation made from all other groups.
3) Group attendance sheet for all group work and presentation days.
INTERPERSONAL COMMUNICATION

Fall 2011

Professor: A. Todd Jones, M. A.  
Email: atjones@bc.cc.ca.us 
Office: Fine Arts 48  
Phone: 661-395-4606

Office hours: By appointment


Required Packet: Interpersonal Communication packet for Professor A Todd Jones. To be purchased at Minuteman Press located at 4500 Easton Drive just north of California Ave and just West of the 99 Freeway.

My Interpersonal Communication classes are: MW 9:35 and 11:10, and TR 9:35 and 11:10.

Course Objectives: Effective interpersonal communication requires an understanding of how people interact with each other. This course will cover the principles and processes of interpersonal communication, including self-concept, social attraction, stages of relational development, types of relationships, nonverbal communication, conflict resolution, and improving communication just to name a few. You will also interpersonally interact within the class and within an assigned group – your “Ohana”. We will also discuss the attitudes and skills necessary for effective dyadic communication. With careful study and participation, you will:

1. Students will develop skills and concepts to develop a positive self image.
2. Students will develop effective relational communication strategies.
3. Apply critical thinking skills when listening, analyzing, and evaluating messages.
4. Develop, organize and support ideas with personal experience and cited research for informative and persuasive oral presentations.
5. Evaluate contexts, attitudes, values and responses of different audiences.
6. Identify and apply different styles of presentation utilizing effective delivery techniques and presentation aids.
7. Manage communication apprehension.
8. Become familiar with, and gain knowledge and skills in the areas listed above and on the schedule at the back of this syllabus.
9. Become a better communicator over all.
To be successful in this class, you should be able to:
- Read at the college level
- Write at the college level
- Take notes in class
- Have a basic understanding of how to use a computer (including spell check)
- Send and receive E-mail with attachments
- Be responsible
- Follow directions
- The ability to take quizzes and exams online

If you don’t have these skills, here is where you can get them:

Skills: BC classes that teach this skill:
- Reading Level 5 or 6: ACDV B62, B50, B201A
- Writing Level 5 or 6: ACDV B68, ENGL B60
- Note taking: ACDV B70B
- Textbook reading: ACDV B70C
- College level vocabulary: ACDV B70F
- Research: ENGL B34
- Computer Keyboarding: OFFT B252
- Word Processing: OFFT B253,

How to survive and thrive in this class
- Keep up on the reading (You may even want to get ahead)
- Keep up with the online quizzes & exams.
- Be in class on time everyday, and stay for the full class every time.
- Keep up on when things are due, and be prepared
- Take notes in class

To pass this course you will have to:
- Complete all of the major assignments which include:
- Take both online Exams
- The semester Book Project
- Miss less than seven point earning activities
- Take part in all three speeches with your group

Course Policies

You will be required to have a notebook or binder with pockets. You will be required to keep all assignments, etc. that are passed back to you in these pockets for the entire semester. You should bring your binder/notebook, your packet, something to write with and on, and your textbook to class every day – even on speech days. If you show up to class without these things, you will be asked to go get them.

Students who miss the equivalent of two weeks of class or more may be dropped from the class in accordance with college policy. Students who miss the equivalent of five days of class WILL be dropped from the class. Of course, we all are human and run into situations where it is almost impossible to make it to class. However, these times are rare. If you can, try to attend another one of my classes – ask me first. If there is a problem where you will miss class, you must let me know before, or shortly (one day) after the class. The only excused absences will be medical or serious family situations. You should not miss this class for work, other classes or other BC activities. The bottom line is this: I want you to treat this class like a job. If you don’t perform, or simply don’t show up at a job, you will be reprimanded or fired. A similar concept applies here.

Attendance and late students will be noted on Engrade. Any assignments due on the day a student is absent or late will be considered late and will receive half credit.

Participation is required to earn points for each assignment. A significant portion of class will be dedicated to discussion and experiential learning, that is, working with others in the classroom. This class is interactive, rather than just a lecture, speech, test format. You will need to be in class to receive points for each activity and assignment. Be aware that there may be days where there is more than one opportunity to earn points. There will be points available every day of class. If you miss 4 of these point earning activities (or have four strikes against you), the highest grade you will be able to earn for the class will be a B. 5 missed point earning activities, a C, 6 a D, 7 an F – even if the points you have otherwise earned signify a higher grade.
**Appearance:** Dress appropriately for presentations. Parts of this course are business-oriented and you are your own best visual aid! **For your speeches, you should dress as if you were going to a job interview in a professional office.** Jeans, T-shirts, shorts, hoodies, and revealing clothing—regardless of cost or brand name associated with them—decrease speaker credibility and should not be worn when you are presenting. If in doubt about what you should wear, please ask.

Hats should not be worn during presentations. On regular class days, baseball caps may be worn backwards only. Also, please don’t wear sunglasses or hoods in class—especially with a hood over your hat. As the instructor, I need to see your face and eyes. This applies to both men and women. Also, as funny as this may sound, I don’t want to know what kind, color, brand, etc. your underwear is. Please make sure you are dressed appropriately for class (Guys, pull up your britches – absolutely NO sagging. Ladies, cover yourself, etc.) This is a matter of respect to the class and to the professor.

**You will be assigned to a group or “Ohana”.** You will know which day your Ohana is scheduled to present. You should be prepared to present on your scheduled day. **If you are not prepared, and don’t have a valid excuse, you will loose 20% of the points available for that speech.** Again, this is huge – this could be the difference between an A and a C. YOU MUST PRESENT ON YOUR ASSIGNED DAY! If you would like to trade speaking days with another Ohana, you need to inform me at least one day before you are scheduled to speak, and everyone needs to be in agreement.

**Ohana Council:** An Ohana council is a meeting where the members of the group discuss how much each has contributed to a major assignment before confidentially assigning peer points to yourself and your peers. Ohana council will also take place in the event of unacceptable performance of a fellow group member. (This should only happen in cases where a peer isn’t pulling his or her weight on an assignment, and the entire group is suffering as a consequence.) Ohana members have the option to vote on the percentage of group points the troubled tribe member will receive on a particular assignment. **This should only be done in extreme circumstances and with instructor approval.** If it is obvious to the instructor that a student has not participated in a group project, that student will receive no points for that particular assignment.

You will be held accountable for anything discussed in class. **You will not be able to make up some points earned in class.** Students are expected to be on time. Constant and repeated tardiness is unacceptable. Chances are if you are late, you’ll have to give an impromptu speech on a topic of my choosing – right then & there – SCARY!

You are also expected to remain in the classroom until class is over. **Students who miss more than 20 minutes of class will be considered absent.** Any assignments due on that day will be considered late. Also, you should not come and go in and out of class as you please. Be on time, and wait until class is over to pack up and leave.

**Academic Integrity:** Please refer to the Academic Integrity policy for definitions and repercussions of dishonest activity. **You will be referred to the Dean for any dishonest activity in class.** Basically, if you cheat in my class I will fail you.

**Readings:** It is important that you come to class prepared. You are responsible for the material in the readings. Lectures, class discussion, and activities will frequently include material that supports and extends information in the text. Additional readings or assignments may be assigned. Students will be given ample notice when and if this occurs.

**Clear communication:** If at any time a student does not understand a concept discussed in class, for whatever reason, it is the responsibility of the student to ask for clarification. Students may be held responsible for any concepts discussed in class, in the text, and information presented in student presentations.
**Taking notes:** All students are required to take notes in class. Copies of overheads for class discussions are in your packet. Please use these to take class notes (not on a regular notebook). The information on the overheads is not enough to get you by in the class. Your notes will be a part of your portfolio at the end of the semester.

**E-Mail:** Each student must have an e-mail address. Bakersfield College should have your current e-mail address associated with your records. If you need to update with BC please do so on line or go to the Admission and Records office. I will periodically send group e-mail with reminders of assignments, study guides, assignment clarification, etc. Students would be wise to check their e-mail daily during the week and once on the weekend. If you don’t have an e-mail address, or don’t know how to use e-mail, see me immediately. Please e-mail me in complete sentences, use correct capitalization, and punctuation, and avoid chat room abbreviations (such as “u r” for “you are” or “4” for “for”). Also, please remember that spell check is our friend.

**Cell phones** are to be turned off during class. Students should not leave class to answer the phone. **There is absolutely no text messaging ever in this class – don’t even try to sneak a text. My Jedi powers will alert me far before you have a chance to hit send.** You would be wise to hide the very existence of your cell phone from me. If I become aware that you have a cell phone with you – even if it is turned off – I will take it from you until the end of the class (or sell it on e bay...)

**Appropriate Communication:** Professionalism and open appropriate communication will be expected at all times during class. As the instructor, I expect to be respected in and out of the classroom. You should expect the same. Racism, sexism, homophobic, anti religion, and otherwise offensive remarks (Such as the notorious “F word”, the word “God” or “Jesus” used as slang words, or any other inappropriate words), behaviors, or language will not be tolerated in class, during speeches, or on written assignments. If anyone is ever made to feel uncomfortable in class, please see me. Each member of the class is expected to treat everyone with respect and professionalism.

No disruptive behavior will be tolerated. Disruptive may be defined (but not limited to) coming and going in and out of the room while class is in session, texting, whining, reading other materials during class, resistance to class activities, talking while others are speaking, falling asleep, a ringing phone, and arriving late. At the instructor’s discretion, any student whose behavior prevents other students from learning may be dropped from the class, or asked to leave for that day forfeiting any points that may have been available for that day. The basic rule is that when someone else (the Prof, or another student) is speaking, you should listen. **If students persist in chatting when they shouldn’t, they will be asked to move to another spot in the room. Hmmmm, how embarrassing!**

**Missed Exams:** Both exams are given on line just like quizzes. You will have approximately a week to take each exam. If you fail to take the exam on line, you will have to take it in written form and it will not be open book.

**Late Assignments:** Assignments are due at the beginning of class on the due date noted on the schedule. Once class has begun and the class has turned the assignment in, it will be considered late. Late assignments are worth half. Being professional means completing the job on time. Computer and/or printer problems will not be accepted as a valid excuse. Please don’t ask me to print assignments for you. Printers are available in the library.

“**Get out of jail free card**” If you hand in ALL assignments on time, miss no quizzes, miss no exams, are never late, participate in every point earning activity, and miss no days of class I will give you two percentage points at the end of the semester. This is often the difference between an A or a B, a B or a C, etc. Students would be very wise to take advantage of this opportunity. If you miss class you will be required to have a Dr.’s note, funeral program, etc. to keep this “card” intact. The cut off between grades will be strictly adhered to – even if you have become my new best friend, and you and your current/future
spouse move next door to me so that we may grow old together, our children marry, and our kingdoms unite. In other words – you'll get the grade you earn.

**Grade Appeals:** I will not discuss grades or test items on the day a test, a paper, or a speech grade is returned. The only exception to this policy is a miscalculated grade (e.g. an addition error). All other discussion of answers or grades will occur at least one day (24 hours) after the return of a test and/or paper. If you receive a grade that you feel is unfair, please e-mail me, no later than four days after the assignment has been returned, with an argument why you feel you deserve a different score. If your concern is from a test, explain which question was bad and why you chose the answer that you did rather than the one I felt was correct. I will comment on your argument by either agreeing or disagreeing with you. If I agree, you will receive the points. If I disagree, you have an opportunity to make an oral argument in my office. (This means no arguing with me on the day graded speeches and assignments are returned).

**Group presentations:** All students must be present during group presentations, even if it is not your tribe’s day to present. Students must participate in all three speeches to pass the class.

**Assignment Descriptions**

**Reading Guides** are in your packet. There is a reading guide for all eleven chapters. Each reading guide is worth four points when turned in on time, and two points when turned in late. You are held accountable for 24 points. If you turn them all in on time, you will have earned 20 extra credit points.

**Paper checklist:** When writing your journals and assignments, please edit for spelling (use spell check), clarity, paragraphs, focus and grammar. Word count must also be included. Papers that contain excessive spelling, grammar, and clarity problems will be returned for editing without a grade. You are expected to write at the college level.

**Exams:** There will be two exams in this class. They will include multiple choice, matching, true / false, and short answer. The final will not be cumulative. Each exam is worth about 70 points and will be online and will be open book. You may take each exam up to three times on line. You will be given the highest score of the three.

**Quizzes:** You will be required to take quizzes on line using the classroom system Moodle. Don’t worry this will be a breeze! Most of these quizzes will be worth 10 points, and they will be timed. You will have up to three tries to take the quiz online. If fail to take the quiz you will need to make up the quiz by writing a 500-word application paper. This should not be a simple summary, but an application of the concepts discussed in the chapter to your personal life. These make up papers are worth half of the available points for the quiz.

**Go to:** The BC web site and click on “Inside BC” to sign up for Moodle.

**Book Application Journal Assignment:** During the course of the semester, each of you should develop an in depth understanding of at least one area of interpersonal communication. To accomplish this, you should select and carefully read an in depth book (usually a paperback, not a text book) that is related to your area of interest. The entire book must be read, not skinned. The instructor should approve the book. There will be more details to follow on this assignment. You will write about this in your journal. This assignment is required to pass the class.

**“Teach the Class” Group Assignment:** Your group will be assigned to teach a full class period lecture complete with visual aids, and a class activity. The instructor will give you direction on this assignment.

**Case Study group assignment and presentation:** More details will be given on this fun assignment.
Portfolio
At the end of the semester you will show me a portfolio of all of your class notes, and journals. These should be organized in a binder of some kind. Please note that you are required to take notes in class. Students who don’t take notes in class will not receive full credit for the portfolio. See the syllabus for due date.

Other Assignments/Activities: Other assignments and activities may be added throughout the semester.

Other Stuff:
Students with disabilities who believe they may need accommodations in this class are encouraged to contact Supportive Services in FACE 16, 395-4334. Also, please talk to me sometime during the first two weeks of the semester. I will do the best I can to make accommodations for you.

Appointments: Students who need to meet with me outside of class should come to see me during my office hours. If this is not convenient another time may be arranged.

The Bottom Line: Your grade in this class will depend a lot on your ability to follow directions, and your ability to be responsible. If you can do these two things, it will be difficult to fail the course. I don’t give grades - you earn grades. I believe that we all make choices. Some of the choices you make this semester will largely determine your success in this class. Don’t confuse the casual atmosphere of the class as an invitation to be a slacker.

I want nothing more than for you to succeed in this class. I am a very accessible guy. Whatever help you need, I am here for you. Please ask for my help in class discussion, or in private. You can come to my office during office hours, or make an appointment. I am confident that if you put forth the effort, you will not only learn a lot, but you will have a great time in this class!

A – Exceptionally well done. Work was almost completely free of flaws and demonstrated a mastery of the material. You have the ability to critically evaluate information and provide unique insight.
B – Good work. More than was required. Student exhibits an above average knowledge and ability to apply course information in relevant situations.
C – Requirements were met. Work demonstrates an average knowledge and ability level. Basic understanding is obvious but no exceptional insight is provided. Some flaws.
D – Below average. Work does not meet basic requirements. Work contains many flaws. No clear understanding of the material is apparent.
F – Failing. Far below average. Work contains many errors and demonstrates very limited knowledge of the course material.
Tentative Points available:

2 Exams 140 (about 70 points each – may be curved)
Attendance/Activities/Quizzes 110
Reading Guides 24
Special Topic presentation 150
“Teach the class” Group Presentation 140
Case Study Group Presentation 150

Journals

1. What I want to get out of this class 8
2. What controls your life survey 4
3. Who am I list 8
4. Goals and bucket list 8
5. Social attraction survey 4
6. Deal breakers list 4
7. Family patterns paper #1 20
8. Family patterns paper #2 20
9. What makes you a man/woman 10
10. Value communication chart 4
11. Dyadic conversation 10
12. What is your love style survey 4
13. Stimulation theory paper 10
14. Rules of style 4
15. Book application paper 10

Tentative TOTAL 842
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPICS</th>
<th>ASSIGNMENTS DUE</th>
<th>CLASS ACTIVITY</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>Aug M22/T23</td>
<td>• Course Introduction</td>
<td>• Assign food, etc. for class mingle</td>
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<td></td>
<td>• Class principals</td>
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<td></td>
<td>• The importance of Interpersonal Communication</td>
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<tr>
<td>W24/R25</td>
<td>• Class Professional Mingle Party</td>
<td>• “What I want to get out of this class” – Journal 1</td>
<td>• Cards for Ohana assignment</td>
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<td>Week 2</td>
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<tr>
<td>M29/T30</td>
<td>• Defining Communication</td>
<td>• Syllabus Quiz online due</td>
<td>• Assign Ohana Groups</td>
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<td></td>
<td>• The Communication Model</td>
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<td>W31/R1</td>
<td>• Breaking out of your Comfort Zone</td>
<td>• Chapter 1 Quiz online</td>
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<td>Sept</td>
<td>• Who am I</td>
<td>• What controls your life survey – Journal 2</td>
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<td></td>
<td>• Locus of Control</td>
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<td>Week 3</td>
<td>Labor Day – No class</td>
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<td>M5</td>
<td>• Shyness</td>
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<td>T6/W7</td>
<td>• Improving your self esteem</td>
<td>• Ch 1 RG due</td>
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<td>• Who Am I Lists due – Journal 3</td>
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<td>Week 4</td>
<td>• Being happy &amp; setting goals</td>
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<td>R8/M12</td>
<td>• Self presentation, our statements,</td>
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<td></td>
<td>• Assertiveness</td>
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<td>T13/W14</td>
<td>• Preparing for Group Presentations</td>
<td>• Chapter 2 Quiz online</td>
<td>• Give Special Topic Speaking Assignment</td>
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<td></td>
<td>• Perception</td>
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<td></td>
<td>• Understanding another person’s understanding</td>
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<td>Week 5</td>
<td>• Special Topic Presentations</td>
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<td>R15/M19</td>
<td>• Read the outline checklist from your packet</td>
<td>• How to write a speech</td>
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<td>• Chapter 3 Quiz online</td>
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<td>• Social Attraction survey</td>
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<tr>
<td>T20/W21</td>
<td>• Special Topic Presentations</td>
<td>• Ch 3 RG due</td>
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<td>Week 6</td>
<td>• Special Topic Presentations</td>
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<tr>
<td>R22/M26</td>
<td>• Social Attraction</td>
<td>• Give Family patterns Journal assignment</td>
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<td>• Chapter 4 Quiz online</td>
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<td>• Deal Breakers List – Journal 6</td>
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<td>Week 7</td>
<td>Oct R29/M3</td>
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| T27/W28 | Social Attraction continued  
|         | How to be Popular  
|         | Ch 4 RG due |
|         | Grading your peers |
| Week 7 | Oct R29/M3 |
| T4/W5  | Verbal Abuse  
|         | Thinking clearly about relationships – avoiding myths  
|         | Emotion  
|         | Chapter 5 Quiz online  
|         | First Family patterns due - Journal 7 |
| Week 8 | R6/M10 |
| T11/W12 | “It’s a guy thing”  
|         | “It’s a girl thing”  
|         | Chapter 6 Quiz online  
|         | Read Boys to Men article in packet  
|         | What makes you a Man/Woman Journal 9 |
| Week 8 | R6/M10 |
| T11/W12 | Language & Gender  
|         | Ch 6 RG due  
|         | Value Communication Chart Due - Journal 10  
|         | Teach the class proposal due |
|       | Guy’s Chat  
|       | Woman’s Chat |
| Exam 1 on line | Oct 10-16 |
| Week 9 | R13/M17 |
| T18/W19 | Culture  
|         | Chapter 7 Quiz online |
| Week 9 | R13/M17 |
| T18/W19 | Friendship  
|         | Ch 7 RG due |
| Week 10 | R20/M24 |
| T25/W26 | Listening  
|         | Chapter 8 Quiz online  
|         | Dyadic Conversation Due Journal 11 |
| Week 10 | R20/M24 |
| T25/W26 | Styles of Love  
|         | Ch 8 RG due |
| R27 | Stimulation theory  
|       | Professionalism  
|       | Chapter 9 Quiz online (Due Nov 2)  
|       | What is your love style journal 12  
|       | Grading your peers |
| Week 11 | M31/ T1 Nov |
| R27 | Group Work Day  
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<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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| W2 / NOV     | • Stimulation theory  
• Professionalism  
• Chapter 9 Quiz online  
• What is your love style journal 12  
• Grading your peers |
| Week 12      | R3/M7  
• Professionalism continued  
• Nonverbal Communication  
• Using eye contact  
• Ch 9 RG due  
• Give theory journal assignment  
• Theory Journal assignment due 13 |
| T8/W9        | • Nonverbal Continued  
• Self presentation  
• Chapter 10 Quiz online  
• Rules of Style – Journal 14 |
| Week 13      | R10/M14  
• Relational maintenance  
• Privacy  
• Intimacy  
• Rules of style |
| T15/W16/     | R17 NCA  
• Group Work Days |
| Week 14      | M21/ T22  
• How to say I’m Sorry  
• Tactful Criticism  
• Relational disengagement and termination  
• Ch 10 RG due |
| W23          | • Group Work Day  
• Chapter 11 Quiz online |
| R24          | • Thanksgiving break |
| Nov 26-      | Dec 4  
• Exam 2 on line |
| Week 15      | M28/ T29  
• Self Disclosure  
• Johari Window  
• Managing Conflict (fighting effectively)  
• Case Study Group Presentation (One Group)  
• Case Study Proposal due  
• Book Application paper due – Journal 15  
• Self Disclosure activity (if time) |
| W30/R1      | Dec  
• Case Study Group Presentation (Two groups)  
• Portfolios due  
• Ch 11 RG due |
| Finals       | WEEK 16  
• Case Study Group Presentation (Two groups)  
• Class Party  
• A Todd’s Philosophy of Life  
• MW 9:35 - Mon., Dec 5 from 10-11:50  
• MW 11:10 - Wed., Dec 7 from 10-11:50  
• TR 9:35 - Tues., Dec 6 from 10-11:50  
• TR 11:10 - Thurs., Dec 8 from 10-11:50  
• Grading your peers |

This Schedule is tentative and subject to revision by the instructor.
Statistics for the Behavioral & Social Sciences  
Fall 2011

Ail respect faith, but doubt is what gives you an education. & - Wilson Mizner, American Dramatist

Professor: Lora Larkin  
Office Phone: 395-4380/ LA215A  
Email: llarkin@bakersfieldcollege.edu  
Office Hrs: Mon-Thur 10:45 - 11:15am or by appt

Course/CRN: PSYC B5 #75667 & 75671  
Class Day/Time: M/W & T/Th 8:30-10:30am in SE Bldg Rm7  
Website: www2.bakersfieldcollege.edu/llarkin  
In case of absence: refer to my website for course updates  
In emergency: Call BC security at 395-4554 (also for an escort to your vehicle)

WELCOME TO STATISTICS!

This course is intended to provide you with the skills necessary to critically evaluate information that you are exposed to on a daily basis. Regardless of your career goal, you should be educated consumers of information. To do well in this course, you must understand the basics in the beginning; so be sure to ask questions if you do not understand. The only dumb question is the one you do not ask! Statistics does not have to be your worst class, and you do not need to be a math genius to do well in this course. In fact, mathematics is only a small portion of your course content. You might also be assured to know that I hate Math! But I have found that statistics is one of my favorite courses to teach. And, yes, it is possible to enjoy yourself in this class!

If you have difficulty with time management (remember: this is a 5-unit class!), reading independently, listening attentively, working with others in a group setting, or cannot/ will not buy the book, then this course is not for you. The skills you are expected to practice in this class are the same skills that will be expected of you within your careers. As you read further, you will learn that I do not take too kindly to issues of attendance and tardiness either. However, I will do everything I can to not only help you through this course, but for you to take away some valuable learning tools as well.

Course Description:
Statistics as applied to the behavioral and social sciences: Introduces basic terminology and measurement scales associated with basic statistics used in behavioral and social research: Emphasizes appropriate application and interpretation of measures of central tendency, variation, and correlation in the use of parametric and nonparametric statistical hypothesis testing. Prerequisites include Math BD & Intro to Psych, Soc, Anthr, Econ, or Poli Sci. The units earned are also transferable to UC, CSU, and private colleges. Recommended English Level 5 and Reading Level 5.

Student Learning Outcomes:
By the end of this class you will be able to do each of the following...

1. Identify and explain the levels of measurement and terminology used in statistical analysis
2. Explain and effectively apply descriptive and inferential statistics for each level of data
3. Interpret statistical analyses based on behavioral and social research problems
Text/Materials:
- Scientific Calculator: ...must have square root and squaring function keys.
- #2 Pencils - no pens!!! (Work written in pen will NOT be accepted)
- Scantron #AS 100 (x7 for exams) & # AS 15 (x7 for quizzes)
- Texts and Supplemental resources are also on reserve in the BC library.

Students with Disabilities:
If you have a disability and believe you may need additional accommodations in this class, you are encouraged to contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (395-4334) AS SOON AS POSSIBLE to better ensure such accommodations are implemented in a timely fashion.

Academic Integrity:
Plagiarism occurs when you use the exact written or spoken words, a summary of written or spoken words, and/or the ideas that someone else has produced without giving the original author credit. When you use another author’s material you must give that person credit by indicating the source of the material in your text. Buying a paper or having someone write your paper is also considered plagiarism. A plagiarized paper will receive no (0%) credit.

EVALUATION:
Exams will consist of M/C and short answer questions. Each exam may be comprised of content from the text as well as lecture discussion, including concept/application questions as well as calculations. You may use a 5x7 index card for each exam to use for quick reference notes, however, no more than 1 ½ hours is allowed for each exam. WARNING: If you are more than 15 minutes late for an exam, you will not be allowed to take the exam. No make-up exams will be given. NO EXCEPTIONS! The lowest exam score will be dropped at the end of the semester. Most exams will have approximately 50 MC questions (worth 1 point each) and at least 2 short answer questions (worth 5-10 points each).

Quizzes will be administered on each review day at the beginning of class, and will also include M/C questions from each of the required chapters taken from the online quizzes on your textbook publisher’s website. There is also a link to these quizzes provided on my website. If you are late for a quiz, you will not be allowed to take the quiz. No make-up quizzes will be given. NO EXCEPTIONS! The lowest quiz score will also be dropped at the end of the semester. Each quiz will have approximately 10 questions, worth 1 point per question.
Assignments will include in-class/out-of-class handouts, group activities, and SPSS (Statistical Program for the Social Sciences) data entry and analysis. Most assignments are due either the same class period they were assigned or the following class period at the start of class. To avoid point deduction, late (after class has begun) or illegible assignments or assignments without work shown will be accepted if accompanied by additional coursework attached to the required assignment within one week of the original due date (additional coursework to be discussed with me). Take-home work must also be neat (i.e., no perforated edges) and pre-stapled (no, I do not bring a stapler with me to class). Most assignments are graded on a 10 point scale based on work shown rather than correct responses. It is your responsibility to verify correct responses.

A Survey will be completed throughout the semester as an opportunity for you to synthesize the information you learn in this class into one activity. There are five parts to the survey, and each part will be due as the material for that section is covered in the class (see outline for corresponding due dates). For example, Part I relates to chapter 1 & 2; Part II relates to chapters 3 & 4 and so on. This 150 points assignment is worth 15% of your grade, with the final section due in the last weeks of the class.

A Journal Critique includes a 65-point typed summary of an empirical journal source written in APA (not MLA) style, including a description of the researcher=s hypotheses and variables, method of data collection, multivariate statistical analysis, and results. You will also include your comments and reactions to either the way the research was conducted or to the findings from the research. Instructions for finding articles and examples of empirical journal sources are available on my website. You will also present your study to your peers for an additional 10 points, discussing the purpose of the study and why the particular statistical analysis was chosen. This 75 point assignment is worth 15% of your grade (i.e. you cannot pass this course without completing a journal critique). Late critiques will be accepted, but will be deducted 10% each late day.

Participation will be noted daily. Many assignments involve working in GROUPS of at least four (4) individuals, though you are responsible for your own assignments. Which group you will participate in will be decided by you early in the semester, and you will remain in this group (unless there are extenuating circumstances, such as students dropping or not working well together) throughout the course.

**You should be advised that the combined writing assignments (including weekly assignments, journal critique, and short-answer portion of your exams) for this class will total no less than 10 pages.

IMPORTANT TO READ
(BEFORE you discuss your absence with me)!

Attendance will be taken daily. Do not enroll in the course if you are unwilling or unable to attend ON-TIME for the ENTIRE class period. You are allowed no more than four (4) excused or unexcused absences to avoid being dropped from the course. NOTE: In fairness to the waitlisted students, if you are absent for any of the classes within the first week of the semester without communicating with me, you will be automatically dropped from the course and will not be reinstated. Absences and late coursework are strongly discouraged.

Absence Make-up Policy: You are expected to inform me in advance of any anticipated absences. If an absence is excused (e.g. documented illness, death, participation in an academic event), you may make-up take-home course work for full
credit. Make-up course work must be completed the class period prior to or immediately upon returning to class. If I was not notified prior to the excused absence, course work CANNOT be made-up for full credit (unless the absence was due to an emergency situation).

**Late Coursework** (excluding your journal critique): You must have been in attendance when the assignment was distributed or made arrangements with a classmate to receive a copy of the assignment. To avoid point deduction for your late work (after class has begun), you will be given one week to return additional work (in proportion to the late work and to be discussed at the time of your tardy) along with your required assignment before any points for the assignment will be given. Keep in mind, no more than (3) assignments will be accepted late.

**PLEASE TAKE NOTE:** Computer/Printer/Childcare/Car problems DO NOT constitute a change in my policies. I prefer not to be placed in a position of evaluating personal lives, though I will be more than willing to discuss your difficulties should they arise.

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>89.5-100</td>
<td>A</td>
<td>40%</td>
<td>Exams</td>
</tr>
<tr>
<td>79.5-89.4</td>
<td>B</td>
<td>10%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>69.5-79.4</td>
<td>C</td>
<td>20%</td>
<td>Assignments (In/Out-of-Class)</td>
</tr>
<tr>
<td>59.5-69.4</td>
<td>D</td>
<td>15%</td>
<td>Journal Critique</td>
</tr>
<tr>
<td>0-59.4</td>
<td>F</td>
<td>15%</td>
<td>Survey</td>
</tr>
</tbody>
</table>

**Grade Calculation:** __%\((40\%)\) + __%\((10\%)\) + __%\((20\%)\) + __%\((20\%)\) + __ %\((10\%)\) =__% out of 100% possible...

HINT: use decimals rather than % to calculate your final grade.

Grades may be curved at my discretion. You are responsible for keeping all returned, graded work and must keep all graded assignments until after final grades have been reported to Admissions and Records in the event that a grade is missing from the gradebook or has been miscalculated. Otherwise the final grade will remain in effect. Grade summaries will be handed out at Midterm and towards the end of the semester for clarification. It is also your responsibility to collect all assignments by the end of the semester.

**Borderline Final Grades:**
If your grade percentage is near a higher letter grade (e.g., 78.9% is a C, but near a B) you will earn the higher grade if throughout the semester you have missed no more than two classes, completed all assignments, and have demonstrated good classroom participation.

**REMEMBER:** I will be evaluating you on more than exams, quizzes, and assignments. I will also be taking mental notes on your ATTITUDE and HOW YOU APPROACH THIS CLASS!!!

THE MORE CHATTER IN THIS CLASS THE BETTER!
Show me that you are not afraid to HAVE FUN LEARNING!!!
Extra Credit:
NOTE: You are allowed no more than 2% of your total semester grade from extra credit assignments. Extra credit opportunities (each worth 1%) will be announced throughout the semester and may include an additional typed or presented empirical journal critique (see above), a scheduled meeting with me for (approx 10 min) outside of class time to discuss course related material (i.e., paper assignments, career objectives related to psychology, etc.); providing recent newspaper/magazine articles, comic strips, etc. with a brief typed explanation of how it relates to course content or to discuss within class; taking the learning styles quiz on my intro psych webpage and typing a discussion of the results and application to this class; and/or completing a time management activity from my intro psych webpage to better prepare you to be more successful in this course (see me if you need more details).

In addition, you may also attend the library workshops and critical academic skills workshops offered periodically throughout the regular semester (see BC library homepage and BC academic development for schedule of workshops). Be sure to let the workshop personnel know that you wish to receive credit for “Lora Larkin’s Statistics Course” so that I may receive notification of attendance from the personnel.

You can also get involved in campus activities (see www2.bakersfieldcollege.edu/culture & BC event calendar for more details), including plays, concerts, sporting events, student government activities, and guest lectures. Keep your ticket stubs, brochures, or handouts and type a half-page discussing your experience—what you liked/didn’t like, etc.

Student Contact Information (Who you can call when you are absent or need help; Please complete by the end of the 2nd week of the semester):

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
<th>Availability</th>
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<tbody>
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NOTE: This personal information is NOT to be used for any other purpose besides clarifying course content for your statistics course (i.e. this is not my attempt at matchmaking for your dating pleasure). 😊
## ATENTATIVE@ COURSE SCHEDULE
### Fall 2011 - [Mon/Wed]

<table>
<thead>
<tr>
<th>Day of Class</th>
<th>Discussion</th>
<th>*Assignments Due Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug - 22</td>
<td>Ch 1: Introduction to Statistics</td>
<td>Read/Outline Ch 1&amp;2</td>
</tr>
<tr>
<td>24</td>
<td>Ch 2: Research</td>
<td>Workbook/Online Quiz Ch 1&amp;2</td>
</tr>
<tr>
<td>29</td>
<td>Quiz/ Journal Discussion</td>
<td>Study for Exam #1</td>
</tr>
<tr>
<td>31</td>
<td>EXAM #1 - Ch 1-2</td>
<td>Read/Outline Ch 3</td>
</tr>
<tr>
<td>Sept - 7</td>
<td>Ch 3: Frequency Distributions</td>
<td>Survey Part I Due 9/7</td>
</tr>
<tr>
<td>12</td>
<td>Ch 4: Meas. of Central Tendency</td>
<td>Read/Outline Ch 4</td>
</tr>
<tr>
<td>14</td>
<td>Quiz/Review</td>
<td>Workbook/Online Quiz Ch 4-5</td>
</tr>
<tr>
<td>19</td>
<td>EXAM #2 - Ch 3-4</td>
<td>Study for Exam #2</td>
</tr>
<tr>
<td>21</td>
<td>Ch 5: Meas. of Variability</td>
<td>Read/Outline Ch 5</td>
</tr>
<tr>
<td>26</td>
<td>Ch 6: z-scores &amp; the Normal Curve</td>
<td>Study Up to 1% of EXTRA CREDIT</td>
</tr>
<tr>
<td>28</td>
<td>Quiz/Review</td>
<td>Only 2% will be added to overall grade (see EX CR in syllabus)</td>
</tr>
<tr>
<td>3</td>
<td>EXAM #3 - Ch 5-6</td>
<td>Read/ Outline Ch 6</td>
</tr>
<tr>
<td>Oct - 5</td>
<td>SPSS Data Entry/Analysis</td>
<td>Read/Outline Ch 7</td>
</tr>
<tr>
<td>10</td>
<td>Ch 7: Correlation</td>
<td>Workbook/Online Quiz Ch 5-6</td>
</tr>
<tr>
<td>12</td>
<td>Ch 8: Regression</td>
<td>Study for Exam #3</td>
</tr>
<tr>
<td>17</td>
<td>Quiz/Review</td>
<td>Read Appendix B p392-401</td>
</tr>
<tr>
<td>19</td>
<td>EXAM #4 - Ch 7-8</td>
<td>Survey Part IIa &amp; b Due 9/21</td>
</tr>
<tr>
<td>Nov - 24</td>
<td>Ch 9: Infer Stats/Journal Discussion</td>
<td>Read/Outline Ch 10</td>
</tr>
<tr>
<td>26</td>
<td>Ch 10: Hypothesis Testing</td>
<td>Workbook/Online Quiz Ch 9-10</td>
</tr>
<tr>
<td>31</td>
<td>Quiz/Review</td>
<td>Study for Exam #4</td>
</tr>
<tr>
<td>2</td>
<td>EXAM #5 - Ch 9-10</td>
<td>Read/Outline Ch 9</td>
</tr>
<tr>
<td>7</td>
<td>Ch 11: t-tests/Correlations</td>
<td>Read/Outline Ch 12</td>
</tr>
<tr>
<td>9</td>
<td>Ch 12: Independent Samples t-tests</td>
<td>Survey Part IV Due 11/14</td>
</tr>
<tr>
<td>14</td>
<td>Ch 12: Related Samples t-tests</td>
<td>Workbook/Online Quiz Ch 11-12</td>
</tr>
<tr>
<td>16</td>
<td>Quiz/SPSS</td>
<td>Survey Part V Due 11/16 (end of class)</td>
</tr>
<tr>
<td>21</td>
<td>EXAM #6 - Ch 11-12</td>
<td>Journal Critique Due 11/21</td>
</tr>
<tr>
<td>Dec - 7</td>
<td>Ch 13: ANOVA/SPSS</td>
<td>Study for Exam</td>
</tr>
<tr>
<td>23</td>
<td>Ch 15: Nonparametric tests/ SPSS</td>
<td>Read/ Outline Ch 13</td>
</tr>
<tr>
<td>28</td>
<td>Quiz/Journal Presentations</td>
<td>Prepare for Journal Presentation</td>
</tr>
<tr>
<td>30</td>
<td>EXAM #7 - Ch 13-15</td>
<td>Study for Exam #7</td>
</tr>
</tbody>
</table>

*NOTE: Readings, Outlines, and Study Workbook are NOT REQUIRED, but are RECOMMENDED to increase your chance for success in this course. You may also use these assignments for up to 1% of EXTRA CREDIT each. Only 2% of extra credit will be added to your overall semester grade total (see EX CR in syllabus).
# Tentative Course Schedule

## Fall 2011 - [Tue/Thur]

<table>
<thead>
<tr>
<th>Day of Class</th>
<th>Discussion</th>
<th>*Assignments Due Next Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
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<tr>
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<td>Ch 2: Research</td>
<td>Workbook/Online Quiz Ch 1&amp;2</td>
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<tr>
<td></td>
<td>Quiz/ Journal Discussion</td>
<td>Study for Exam #1</td>
</tr>
<tr>
<td></td>
<td>EXAM #1 - Ch 1-2</td>
<td>Read/Outline Ch 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey Part I Due 9/6</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Ch 3: Frequency Distributions</td>
<td>Read/Outline Ch 4</td>
</tr>
<tr>
<td>8</td>
<td>Ch 4: Meas. of Central Tendency</td>
<td>Workbook/Online Quiz Ch 4-5</td>
</tr>
<tr>
<td>13</td>
<td>Quiz/Review</td>
<td>Study for Exam #2</td>
</tr>
<tr>
<td>15</td>
<td>EXAM #2 - Ch 3-4</td>
<td>Read/Outline Ch 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey Part Ila &amp; b Due 9/20</td>
</tr>
<tr>
<td>20</td>
<td>Ch 5: Meas. of Variability</td>
<td>Read/Outline Ch 6</td>
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<td>22</td>
<td>Ch 6: z-scores &amp; the Normal Curve</td>
<td>Workbook/Online Quiz Ch 5-6</td>
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<tr>
<td>27</td>
<td>Quiz/Review</td>
<td>Study for Exam #3</td>
</tr>
<tr>
<td>29</td>
<td>EXAM #3 - Ch 5-6</td>
<td>Read Appendix B p392-401</td>
</tr>
<tr>
<td>Oct 4</td>
<td>SPSS Data Entry/Analysis</td>
<td>Survey Part Ila &amp; b Due 10/4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read/ Outline Ch 7</td>
</tr>
<tr>
<td>6</td>
<td>Ch 7: Correlation</td>
<td>Read/Outline Ch 8</td>
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<td>11</td>
<td>Ch 8: Regression</td>
<td>Workbook/Online Quiz Ch 7-8</td>
</tr>
<tr>
<td>13</td>
<td>Quiz/Review</td>
<td>Study for Exam #4</td>
</tr>
<tr>
<td>18</td>
<td>EXAM #4 - Ch 7-8</td>
<td>Read/Outline Ch 9</td>
</tr>
<tr>
<td>Nov 1</td>
<td>Ch 9: Infer Stats/Journal Discussion</td>
<td>Read/Outline Ch 10</td>
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<td>Ch 10: Hypothesis Testing</td>
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<td></td>
<td>Quiz/Review</td>
<td>Study for Exam #5</td>
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<td></td>
<td>EXAM #5 - Ch 9-10</td>
<td>Read/Outline Ch 11</td>
</tr>
<tr>
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<td>Ch 11: t-tests/Correlations</td>
<td>Read/Outline Ch 12</td>
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<td>Ch 12: Independent Samples t-tests</td>
<td>Survey Part IV Due 11/10</td>
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<td>10</td>
<td>Ch 12: Related Samples t-tests</td>
<td>Workbook/Online Quiz Ch 11-12</td>
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<tr>
<td>15</td>
<td>Quiz/SPSS</td>
<td>Survey Part V Due 11/15 (end of class)</td>
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<tr>
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<td></td>
<td>Journal Critique Due 11/17</td>
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<tr>
<td></td>
<td>EXAM #6 - Ch 11-12</td>
<td>Study for Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read/Outline Ch 13</td>
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<tr>
<td></td>
<td></td>
<td>Survey Part VI Due 11/22</td>
</tr>
<tr>
<td>Dec 1</td>
<td>Ch 13: ANOVA/SPSS</td>
<td>Read/ Outline Ch 15</td>
</tr>
<tr>
<td>6</td>
<td>Ch 15: Nonparametric tests/ SPSS</td>
<td>Prepare for Journal Presentation</td>
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<tr>
<td></td>
<td>Quiz/Journal Presentations</td>
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<tr>
<td></td>
<td>EXAM #7 - Ch 13-15</td>
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Chicano Studies / History 30A (3 units)  
Fall 2011 (1:00-2:25 p.m. L147 & Delano)

Instructor: Rosa Zuñiga Garza  
Office: Humanities H 38  
Office hours: M-TR 1:00-3:00. I am usually in my office most times when I am not in classes, so please check any time or call.  
Phone: 395-4456 – please leave a message if I am not available.  
E-mail: rogarza@bakersfieldcollege.edu

Make sure you have a Bakersfield College e-mail address, because I or the school will communicate with you in this way, not through any other account like Yahoo. If you e-mail me through any other e-mail address, your e-mail will go into the junk bin and will be erased. The reason for this policy is because of virus issues Bakersfield College has had in the past. It is your responsibility to check your BC e-mail account on a regular basis for any possible messages from me or Bakersfield College.

Welcome to History / Chicano Studies 30A, an adventure through time!

Course Description: This three-unit course surveys the history of Chicanos from Pre-Columbian times until 1848. It examines the social, economic, and political evolution of Mexico and the Southwest emphasizing the inter-relationships between the histories of the U.S. and Mexico. This class examines significant events in at least 3000 years of history, the relationship of regions within the U.S. area, the relationship with external regions, and powers, the role of major ethnic groups, the continuity of the American experience and the derivation from other cultures. This course is transferable to UC, CSU, and private colleges and meets the requirements in American History, Social Studies, and multiculturalism.

Recommended: Eligibility for English 1 and Reading level 5 or 6. Students are expected to be able to read and write at college level.

(All of this books with the exception of the study guide are available on the internet and I highly recommend that you buy them through the Internet because they may be cheaper.)

All of the textbooks and study guide are on reserve in the library for one hour at a time, so there are no excuses for not reading the material if you cannot afford to buy the books.  

Note: This class has no textbook that contains all of the information in the class, so it is extremely important that you attend class each day. If you do find yourself missing a class, get notes from another student. I also have the book on reserve in the library called, The Course of Mexican History, by Michael C. Meyer, William L. Sherman, and Susan M. Deeds. You can reserve them for an hour at a time.
Websites: The following websites may also be helpful in this course.

http://www.history.com/states.do?action=detail&contentType=State_Generic&state=All%20About%20Mexico&contentId=57104&parentId=MEXICO
This is the History Channel website

Mayan Ruins: http://www.snowcrest.net/goehring/maya/

http://www.delange.org/ArchMuseum1/ArchMuseum1.htm
This is a website on the National Museum of Anthropology in Mexico City

This is another site on ancient Mexico

For the third part of the class, read this website for background
http://www.digitalhistory2.uh.edu/voices/voices_content.cfm?vid=3

For the Mexican American War:
http://www.pbs.org/kera/usmexicanwar/index_flash.html

Syllabus: Your syllabus is a contract with me and enrollment in this class is considered acceptance of this contract. This means that you agree to abide by the rules in this document

Student Learning Outcomes:
The student will be able to
1. Analyze major forces, events, and people instrumental in shaping Chicano History.
2. Examine past and social-cultural value systems which have formed a basis for human beliefs and challenges to those beliefs in Chicano History.
3. Analyze the various racial, ethnic, and social sub-groups which have played a role in the shaping of Chicano History.
4. Evaluate historical evidence using both primary and secondary sources.

Academic/Probation/Disqualification Policy: Students whose cumulative grade point average falls below 2.0 will be placed on academic probation. If students fall into this category, they should meet with their counselors to talk about a course of action. In addition, the computer may delete them. Improvement entails tutoring, meeting with professors, study groups, improving basic skills, and limiting units to 12. If the GPA improves, students may add more units. A second-time probation entails seven units. If there is improvement students can move up to 12 units. If the GPA drops to 1.0 – 1.99, the students is disqualified. There is an appeal process, of circumstances, of sickness, or death in the family. The circumstances must be documented. Again, please remember this if you are on financial aid or participate in extracurricular activities.
**Attendance:** Students absent the equivalent of two weeks (four days for MW, TR classes, or two days for summer school) will be dropped. Students who are absent two days in the first two weeks (first week for summer school) of the semester will be dropped unless they have a medical excuse and have contacted me through e-mail or phone. Please try to attend class each day. It has been found that absences relate directly to failure rates. Doctor appointments, baby-sitting problems or anything that is not a medical emergency is not a valid excuse for an absence. Please plan ahead for such contingencies. A medical emergency will require a doctor’s note. Excess absences will affect your participation points and you will miss more quizzes. A combination of excess absences and failing grades will lead to being dropped from the class. Please remember this if you are receiving financial aid or are involved in sports. If you have extenuating circumstances, please talk to me.

**Dropping classes:** It is the student’s responsibility to drop a class through Banner. Dropped students will not be reinstated under any circumstances. Again, please remember this if you are receiving financial aid or are involved in sports.

**Incompletes:** Incompletes are not given to students who are failing in class. Incompletes will only be given for medical or extreme cases.

**Tardiness:** Tardiness will not be tolerated and be noted for purposes of participation. It is your responsibility to check with me so that I will remove your absence for that day. Otherwise you will be marked absent for that day. However, I will put an “L” in the place of an absence for purposes of participation points which can lead to a lower grade especially if quizzes are missed. Three days of tardiness will equal one absence.

**Cheating and plagiarism:** Those engaging in cheating or plagiarizing will face serious consequences. Those cheating on tests will forfeit the entire points for that quiz or exam. Plagiarized papers will not be given any credit. Plagiarizing includes similar sentence structure and leaving out or adding substitute words in sentences taken from textbooks or articles. Plagiarism may be referred to the Dean and is reason for expulsion from Bakersfield College.

**Format:** This course contains lectures, films, readings, discussions, and writing assignments in order to accommodate the different modes of learning. You will be tested on any and all information covered in this course.

**Exams:** Exams cannot be made up. In situations where the student will be absent for the exam, the exam may be taken before, but not after the exam date. Exams will cover lectures, films, discussions, and readings, even if I have not gone over them in class. The general format for exams includes fill-ins, multiple choice, true or false, and short essays. If you have a medical emergency, you must have a doctor’s note and take the exam during the first week of your return during my office hours.

**Quizzes:** Quizzes will be given at random throughout the course and will not be announced beforehand. Quizzes cannot be made up under any circumstances, even if you are tardy. If you walk in while the quiz is being taken, I may still give you the quiz, but you must hand in yours at the same time that I collect them. Once I have collected the quiz, no one will be allowed to take it. Please do not ask for any exceptions.

**Writing assignments:** Any written assignments must be typed and double-spaced. Use third person and past tense as needed. Please use font 12. Your first page should contain your name, date, and time of class.
Certificates and late papers: A certificate contained in the last page of your study guide will entitle you to turn in one late questionnaire paper to be handed in with your certificate any time after the due date. This certificate can be used one time and only for questionnaires. Any other late work without a certificate will not be accepted.

Students who have turned in all questionnaires on time may redeem certificates for ten extra points at the end of the semester.

It is your responsibility to pick up assignment handouts if there are any. If you miss an assignment as a result of failing to pick up your handout, it cannot be made up.

Excused absences or illness does not excuse a late paper otherwise. If you cannot make it to class, make arrangements to give it to me before your class time or try e-mailing it, but you are still responsible for checking if I received it. Make sure to use Microsoft Word and send your work as an attachment to preserve the format. If you do not receive a reply to your e-mail, I have not received your assignment, so be prepared to bring a hard copy to class on the due date. You may also bring a copy on a zip drive, but you must be prepared to follow me to my office after class, so that I can print it out. If I cannot open your attachment, you will not receive any credit for the assignment.

Conferences: Each student is required to see me in my office some time after the first exam and before finals. Ten points are attached to this activity.

Ask for help: If you are having problems with your academic work, please ask me for help. That is what I am here for. If I am unable to help, I can refer you to someone who can help you. Please do not feel shy about asking for help. The Jerry Ludeke Learning Center is available for tutoring, student success labs, and workshops. Their address is:

http://bcacademicdevelopmentdepartment.weebly.com/index.html

Please contact the tutoring center at 395-4430. Bakersfield College also offers various other academic and personal services in the Student Services building. Do check them out.

Student with disabilities: Students with disabilities including learning disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs located at the Student Services Building, 1st floor, Counseling Center (661-395-4590) as soon as possible to better ensure such accommodations are implemented in a timely fashion. Students who suspect they may have a learning disability should ask me for a testing referral.

Delano students should contact your representative in Room 1001, 720-2000.

Students with disabilities who are in need of live captioning in this interactive class are encouraged to contact the Disabled Students Programs and Services at 661-395-4590 as soon as possible to better ensure such accommodations are implemented in a timely fashion or for any other accommodation request. The contact person is Angelica Gomez at 395-4590, angegome@bakersfieldcollege.edu

A few words on etiquette:

1. Please be on time! Being late disturbs the instructor as well as the students, so please be courteous and sit at a place closest to the door if you are late.
2. Children are not allowed in class.
3. Please turn off beepers and phones while in class. Please do not text while in class, you will be asked to leave.
4. Please do not talk in class while I am lecturing or showing films. You will be asked to leave.
5. Please do not put your things away until class is dismissed.
6. Unless you are ill or have an emergency, do not leave early, or you will be marked absent. In addition, it is rude to me and the rest of the students.
7. Disruptive students will first be given a verbal warning followed by a written warning with a copy sent to the dean of students. The last step will be expulsion from class.

**Student Handbook:** Please refer to the Bakersfield College Catalog and Student Handbook for more information on students’ rights and responsibilities.

**Point distribution**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>2</td>
<td>Exams (50 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Quizzes (10 pts. ea. –2 dropped)</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Questionnaires (20 pt. ea.)</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>Team discussions (10 pts. ea. plus positions 20 pts.)</td>
<td>60</td>
</tr>
<tr>
<td>1</td>
<td>Conference with professor</td>
<td>10</td>
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<tr>
<td></td>
<td>Final</td>
<td>50</td>
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<tr>
<td></td>
<td><strong>Total points</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Extra Credit**

(1) Bibliographic paper over an approved topic – Up to 50 points

Topics that have not been approved will not be accepted or credited. Guidelines are available in the study guide. If you are thinking of doing a research paper, an idea paper is due during the week after the first exam, a bibliography page during the week of the second exam, and a draft two weeks before the last regular day of class. The final draft is due on the last meeting date before the final.

(2) Other opportunities for extra credit include visits to such historic sites as: a mission, The Cesar Chavez Center in Keene, the Teatro Campesino in San Juan Capistrano, Museums with Chicano exhibits locally or out of town, and various local events if offered. You receive the extra credit points when you write a one to two page essay on what you learned and connect it to Chicano History. You will also need documentation such a ticket stub, flyer, or pamphlet from the site. Students may choose two local assignments for then points each or one out-of-town assignment for twenty points. All extra credit work must be arranged with me beforehand.

**Grading is always based on percentage points as follows:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Scale for 20-point questionnaire</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>A = 20 – 18</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>B = 17 – 16</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>C = 15 – 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D = 13 – 12</td>
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**Scale for 50 points exams and papers:**

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<th></th>
<th>Points</th>
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<td>45 – 50</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>40 – 44</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>35 – 39</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>30 – 34</td>
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</table>

**Scale for total course points:**

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>360 – 400</td>
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<tr>
<td>B</td>
<td>320 – 359</td>
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<tr>
<td>C</td>
<td>280 – 319</td>
</tr>
<tr>
<td>D</td>
<td>240 – 279</td>
</tr>
</tbody>
</table>
Discussions: Questionnaires will be over the articles for the discussions. Students who turn in papers and leave for the discussion will not be credited for the papers or for participation for that day. There will be more on the discussions later.

Questionnaire Guidelines

- Read your background in your textbook, description of the source, or lecture notes before reading your discussion assignments and filling in your questionnaire at the end of this syllabus.
- Use a one inch margin all around and font 12 for your questionnaire. Type your name, date, and time of class, (MW 9:35, for example).
- Write no more than two pages.
- Use past tense
- Use third person
- Write in proper sentence structure writing complete sentences If you have more than one source combine them into one questionnaire not several.
- Do not leave out a source or your paper will be considered incomplete.
- Do not copy. Copied or plagiarized questionnaires will not be credited.
- Most of all, write your critique containing your ideas, not a summarization for question # 12.

These questionnaires are your individual work. Do not work on your questionnaires with other students because there is a tendency to copy or get the same answer. If your answers are very similar in word usage or sentences, I will consider the questionnaire to have been copied and both students will be given zero points for their work. If copied papers are made up, students will have to use their late certificate.

Late questionnaires will not be accepted. Late papers are those turned in after the beginning of class. If you attempt to e-mail a questionnaire it is your responsibility to make sure I have received it. Make a follow-up e-mail or phone call if you do not receive an e-mail informing you that I have received it. E-mailed questionnaires must be received by class time or will be considered late.

Discussions

- The class will be divided into teams of at least five students.
- Participation is a requirement of this course.

On the day of the discussion

- Each team will select members for the following positions.
- The facilitator will conduct the discussion and earn an additional five points to his/her participation points for that day. His/her responsibilities are: to coordinate the discussion; to make sure that the participants contribute to the discussion; to keep track of contributions; and to pace the discussions so that all points have been covered adequately in the time allowed.
- The recorder will take down the information and earn an additional five points. Be sure to write clearly for the next person.
- The reporter will report the information to the rest of the class and will earn an additional 10 points. The reporter is to read the group paper, not the prepared questionnaire. The reporter may report in Spanish if they more comfortable, but a second reporter needs to translate.
- Start the discussion by introducing yourself and going once around with each member making a comment about the readings.
- Point distribution for discussions –
  10 points for participation in each discussion
  5 points each for the recorder (writer) and facilitator (leader)
  10 points for the reporter (speaker)
  For a grand total of 60 points
- **All students are required to take a turn at each of the positions.**
- **Students who are late to discussions will only get partial points for that day.**

**Tentative schedule:** It is a good idea to read the assigned material before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 22, Mon.</td>
<td>Introductions; People Hunt; Sample of Questionnaire assignment, p. 211 &amp; 240; Personal essay assignment</td>
<td></td>
</tr>
<tr>
<td>Aug. 29, Mon.</td>
<td>Les. 1 cont’d</td>
<td></td>
</tr>
<tr>
<td>Sept. 2: Last day for refunds</td>
<td></td>
<td></td>
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<tr>
<td>Sept. 5, Mon.</td>
<td>No School – Labor Day</td>
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</tr>
<tr>
<td>Sept. 7, Wed.</td>
<td>Les. 2: Part 2, The Maya</td>
<td></td>
</tr>
<tr>
<td>Sept. 12, Mon.</td>
<td>Les. 3: Post Classic Period</td>
<td></td>
</tr>
<tr>
<td>Sept. 14, Wed.</td>
<td>Les. 4: The Aztecs</td>
<td></td>
</tr>
<tr>
<td>Sept. 19, Mon.</td>
<td>Les. 4 cont’d</td>
<td>Last Day to withdraw without a “W”</td>
</tr>
<tr>
<td>Sept. 21, Wed.</td>
<td>Les. 5: The Southwest</td>
<td></td>
</tr>
<tr>
<td>Sept. 26, Mon.</td>
<td>Les. 6: The Spanish Invasion</td>
<td></td>
</tr>
<tr>
<td>Sept. 28, Wed.</td>
<td><strong>Discussion # 1 / Questionnaire # 1 Due (Articles are from <em>Victors and Vanquished</em>)</strong></td>
<td>Remember, read the background in the book, specific chapters, and class lecture notes. Concentrate on the primary source, the words of the people from that time, not description of the source unless it answers some questions. If you have more than one source, do only one questionnaire.</td>
</tr>
<tr>
<td></td>
<td>Team 1: Fray Bernardino de Sahagún p. 31-33 and Fray Martín de Jesús de la Coruña p. 33-34 (two sources)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team 2: Diego Durán p. 34-39</td>
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<tr>
<td></td>
<td>Team 3: Bernal Diaz p. 43-53 (stop 2/3 down page)</td>
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<td></td>
<td>Team 4: Bernal Diaz p. 53-63 (from last third page)</td>
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<td></td>
<td>Team 5: Bernal Diaz, p. 63(bottom)-74</td>
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<tr>
<td></td>
<td>Team 6: Hernán Cortés, Letters to Charles V, p. 75-78</td>
<td></td>
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<tr>
<td></td>
<td>Team 7: Hernán Cortés, Letters to Charles V, p. 80-84</td>
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<tr>
<td></td>
<td>Team 8: Bernal Díaz, p. 84-91</td>
<td></td>
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<tr>
<td></td>
<td>Team 9: Fray Bernardino de Sahagún, p. 91-99</td>
<td></td>
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<tr>
<td></td>
<td>Team 10: Bernal Díaz, p. 103-115</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Source</td>
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<td>------------</td>
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</tr>
<tr>
<td>Oct. 3, Mon.</td>
<td>Les. 5 cont’d</td>
<td></td>
</tr>
<tr>
<td>Oct. 5, Wed.</td>
<td><strong>Discussion # 2 / Questionnaire # 2 Due (From Victors and Vanquished)</strong></td>
<td>Team 1: Andrés de Tapia p. 115-119 and Fray Bernardino de Sahagún, p. 119-123 (two sources)</td>
</tr>
<tr>
<td>Oct. 10, Mon.</td>
<td><strong>Exam # 1</strong> If you are doing a research paper, your idea paper is due this week.</td>
<td></td>
</tr>
<tr>
<td>Oct. 12, Wed.</td>
<td>Les. 6: The Colony of New Spain/Film “Cabeza de Vaca”</td>
<td></td>
</tr>
<tr>
<td>Oct. 17, Mon.</td>
<td>Les. 6 cont’d</td>
<td></td>
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<tr>
<td>Oct. 24, Mon.</td>
<td>Les. 8: The Colonial Church Finish “La Otra Conquista”</td>
<td></td>
</tr>
<tr>
<td>Oct. 26, Wed.</td>
<td>Les. 9: Colonial Society, Culture and Daily Life</td>
<td></td>
</tr>
<tr>
<td>Oct. 31, Mon.</td>
<td>Les. 10: The Bourbon Reforms &amp; Society Last day to withdraw with a “W”</td>
<td></td>
</tr>
<tr>
<td>Nov. 2, Wed.</td>
<td>Les. 10 con’td</td>
<td></td>
</tr>
<tr>
<td>Nov. 7, Mon.</td>
<td><strong>Discussion # 3 / Questionnaire # 3 is due</strong> Sources for teams 1-4 are from Victors and Vanquished.</td>
<td>Team 1: Bernal Diaz p. 217-221 Team 2: Don Domingo de San Antón, p. 230 and Title of Acalan-Tixel, p. 232 (two sources) Team 3: Town Council of Huejotzingo p. 233</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The following sources are from Mexican American Voices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team 4: Alvar Nuñez Cabeza de Vaca, p. 22 and Francisco Vásquez de Coronado, p. 24 (two sources)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team 5: Don Antonio de Otermin, p. 27 Team 6: Captain Beechey, p. 30</td>
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<tr>
<td></td>
<td></td>
<td>Team 7: Pablo Tac, p. 34 and Eulali Perez, p. 35 (two sources)</td>
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<tr>
<td></td>
<td></td>
<td>Team 8: Two sources by Junípero Serra: “The Importance</td>
</tr>
</tbody>
</table>
Nov. 9, Wed. | Exam #2  
Bibliography for the research paper is due this week.  
Mexican American Voices, p. 41 to end.  
| than one source, do only one questionnaire.  

Nov. 14, Mon. | Les. 11: Independence & First Mexican Empire  
|  

Nov. 16, Wed. | Les. 12: Early Mexican Republic  
|  

Nov. 21, Mon. | Les. 13: Santa Anna & the Centralized State, Film  
|  

Nov. 23, Wed. | Les. 14: The Mexican-American War  
See U.S. Mexican War website  
|  

Nov. 28, Mon. | Les. 14: cont’d  
|  

Nov. 30, Wed. | Discussion #4 / Questionnaire #4 Due  
From Mexican American Voices  
Team 1: Jose Maria Sanchez and A Member of Tejano Elite, p. 45-47 (two sources)  
Team 2: Narcisco Duran, p. 48  
Team 3: General Manuel de Mier & Teran, p. 53  
Team 4: Juan Seguin and Jose Maria Tornel, p. 55-56 (two sources)  
Team 5: Stephen Austin and Juan Seguin, p. 57-60  
Team 6: Antonio Lopez de Santa Anna and Vicente Filisola, p. 62-64 (two sources)  
Team 7: John L. Sullivan and Jose Maria y Tomel, p. 69-71 (two sources)  
Team 8: James Knox Polk and Ramon Alcarez, p. 72-75 (two sources)  
Team 9: Juan Baustista Vigil y Alarid, p. 76  
| Remember to read the background information in the book, specific chapters, and class lecture notes.  
Concentrate on the primary source, the words of the people from that time, not the description of the source unless it answers some of your questions.  
If you have more than one source, do only one questionnaire.  

FINALS | Wednesday, Dec. 7 @ 12:00-1:50 p.m. in L147 (Library)  
Alternative Days: Monday, Dec. 5 @ 10:00-11:50 a.m. in H14; and Thursday, Dec. 8 @ 12:00-1:50 in H14  
| Si Se Puede!
### Part 1
- Quiz 1 (10)
- Quiz 2 (10)
- Quiz 3 (10)
- Quiz 4 (10)
- Quiz 5 (10)
- Questionnaire # 1 (20)
- Questionnaire # 2 (20)
- Exam 1 (50)

Total Points 140 points

<table>
<thead>
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<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>126 – 140</td>
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<tr>
<td>B</td>
<td>112 – 125</td>
</tr>
<tr>
<td>C</td>
<td>98 – 111</td>
</tr>
<tr>
<td>D</td>
<td>84 – 97</td>
</tr>
</tbody>
</table>

### Part 2
- Conference (10)
- Quiz 6 (10)
- Quiz 7 (10)
- Quiz 8 (10)
- Quiz 9 (10)
- Quiz 10 (10)
- Questionnaire # 3 (20)
- Exam 2 (50)

Total Points 270 points

<table>
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<td>A</td>
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<td>B</td>
<td>216 – 242</td>
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<td>C</td>
<td>189 – 215</td>
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<tr>
<td>D</td>
<td>162 – 188</td>
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### Part 3
- Quiz 11 (10)
- Quiz 12 (10)
- Questionnaire # 4 (20)
- Discussions (60 points)
- Final (50)
- Minus 2 quizzes (-20) Remember, I will only count 10 quizzes

Total points (400)

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<tbody>
<tr>
<td>A</td>
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<td>C</td>
<td>280 – 319</td>
</tr>
<tr>
<td>D</td>
<td>240 – 279</td>
</tr>
</tbody>
</table>
Questionnaire:

These are the questions to answer as your read your source and prepare your questionnaire. Type and double space between questions on your own typed paper and number the questions accordingly. Write complete sentences. The Questionnaire is worth 20 points. In addition, points will be deducted for sentences, grammar, and spelling errors.

1. What is the original title of the source? (1 point-one sentence)
2. Who is or was the original author, not the editor or translator. (1 point-one sentence)
3. What is the background of the original writer, not the editor? What is known about the author? (1 point-one sentence)
4. Is the original source a primary source or a secondary source? (1 point-one sentence)
5. What is it? Is it a letter, diary, plan, proclamation, speech, etc. Be specific, don’t just type “It is an article”, write “It is an article printed in the Los Angeles Times”. Note the difference between a diary, journal, and a memoir. (1 point-one sentence)
6. When and where was it originally written? This should be the original date of the writing, not the date of publication unless it is a more modern source. (1 point – one sentence)
7. Is there evidence of any bias in how the author wrote? For example, what is the point of view of the writer? Was the source fair and balanced? Was the author more favorable to one side or the other. What side was it? Was it racist, sexist, positive, negative, etc. Explain. (2 points-one to two sentences)
8. What was its historical context? For example, what general historical events were going on at the time of the original writing and/or what historical period was described by the primary or secondary source author? Concentrate on the events in Mexico or the U.S. regarding Mexicans or Chicanos. Don’t be too specific, you will do that in # 11. (2 points-one to two sentences)
9. Why was it written? What was the author’s motivation in writing the source? What did he or she hope to accomplish by writing it? (2 points-one to two sentences)
10. What was/is its significance? Think in terms of the importance to Chicanos and historians then and now. How does the source help to understand events today? You might be able to find some of this information in the description of the source. (2 points-one to two sentences)
11. What are the main points? What was the source about? Give specific details. Don’t write what the description of the source was about, but what the original author wrote or said. Write entirely in your own words, don’t copy or paraphrase any of the author’s words. I do not give credit for copied work and will deduct points. (3 points-at least six medium-sized sentences)
12. In a few sentences, what is your evaluation? What are your original ideas about the source or sources. Remember, think critically. Look at your source as if you are examining something close up. Turn it around and note its properties. If there is more than one source, what ties them together? What was most interesting. Don’t summarize. (3 points-at least four-six medium-sized sentences.)
Welcome to History / Chicanos Studies 30B, an adventure through time!

Course Description: This class is a survey of Chicanos in the United States with an emphasis on the development of California and the Southwest from 1848 to the present. This class examines significant events in at least 300 years of history, the relationship of regions within the U.S. area, the relationship with external regions, and powers, the role of major ethnic groups, the continuity of the American experience and the derivation from other cultures. This course is transferable to UC, CSU, and private colleges and meets the requirements in American History, Social Studies, and multiculturalism.

Recommended: Eligibility for English 1 and Reading level 5 or 6. Students are expected to be able to read and write at college level.


Syllabus: Your syllabus is a contract with me and enrollment in this class is considered acceptance of this contract. This means that you agree to abide by the rules in this document.

Student Learning Outcomes:
The student will be able to
1. Analyze major forces, events, and people instrumental in shaping Chicano History.
2. Examine past and social-cultural value systems which have formed a basis for human beliefs and challenges to those beliefs in Chicano History.
3. Analyze the various racial, ethnic, and social sub-groups which have played a role in the shaping of Chicano History.
4. Evaluate historical evidence using both primary and secondary sources.
**Academic/Probation/Disqualification Policy:** Students whose cumulative grade point average falls below 2.0 will be placed on academic probation. If students fall into this category, they should meet with their counselors to talk about a course of action. In addition, the computer may delete them. Improvement entails tutoring, meeting with professors, study groups, improving basic skills, and limiting units to 12. If the GPA improves, students may add more units. A second-time probation entails seven units. If there is improvement students can move up to 12 units. If the GPA drops to 1.0 – 1.99, the students is disqualified. There is an appeal process, of circumstances, of sickness, or death in the family. The circumstances must be documented. Again, please remember this if you are on financial aid or participate in extracurricular activities.

**Attendance:** Students absent the equivalent of two weeks (four days for MW,TR classes, or two days for summer school) will be dropped. Students who are absent two days in the first two weeks (first week for summer school) of the semester will be dropped unless they have a medical excuse and have contacted me through e-mail or phone. Please try to attend class each day. It has been found that absences relate directly to failure rates. Doctor appointments, baby-sitting problems or anything that is not a medical emergency is not a valid excuse for an absence. Please plan ahead for such contingencies. A medical emergency will require a doctor’s note. Excess absences will affect your participation points and you will miss more quizzes. A combination of excess absences and failing grades will lead to being dropped from the class. Please remember this if you are receiving financial aid or are involved in sports. If you have extenuating circumstances, please talk to me.

**Dropping classes:** It is the student’s responsibility to drop a class through Banner. Dropped students will not be reinstated under any circumstances. Again, please remember this if you are receiving financial aid or are involved in sports.

**Incompletes:** Incompletes are not given to students who are failing in class. Incompletes will only be given for medical or extreme cases.

**Tardiness:** Tardiness will not be tolerated and be noted for purposes of participation. It is your responsibility to check with me so that I will remove your absence for that day. Otherwise you will be marked absent for that day. However, I will put an “L” in the place of an absence for purposes of participation points which can lead to a lower grade especially if quizzes are missed. Three days of tardiness will equal one absence.

**Cheating and plagiarism:** Those engaging in cheating or plagiarizing will face serious consequences. Those cheating on tests will forfeit the entire points for that quiz or exam. Plagiarized papers will not be given any credit. Plagiarizing includes similar sentence structure and leaving out or adding substitute words in sentences taken from textbooks or articles. Plagiarism may be referred to the Dean and is reason for expulsion from Bakersfield College.

**Format:** This course contains lectures, films, readings, discussions, and writing assignments in order to accommodate the different modes of learning. You will be tested on any and all information covered in this course.

**Exams:** Exams cannot be made up. In situations where the student will be absent for the exam, the exam may be taken before, but not after the exam date. Exams will cover lectures, films, discussions, and readings, even if I have not gone over them in class. The general format for exams includes fill-ins, multiple choice, true or false, and short essays. If you have a medical emergency, you must have a doctor’s note and take the exam during the first week of your return during my office hours.
**Quizzes:** Quizzes will be given at random throughout the course and will not be announced beforehand. Quizzes cannot be made up under any circumstances, even if you are tardy. If you walk in while the quiz is being taken, I may still give you the quiz, but you must hand in yours at the same time that I collect them. Once I have collected the quiz, no one will be allowed to take it. Please do not ask for any exceptions.

**Writing assignments:** Any written assignments must be typed and double-spaced. Use third person and past tense as needed. Please use font 12. Your first page should contain your name, date, and time of class.

**Certificates and late papers:** A certificate contained in the last page of your study guide will entitle you to turn in one late questionnaire paper to be handed in with your certificate any time after the due date. This certificate can be used one time and only for questionnaires. Any other late work without a certificate will not be accepted.

Students who have turned in all questionnaires on time may redeem certificates for ten extra points at the end of the semester.

It is your responsibility to pick up assignment handouts if there are any. If you miss an assignment as a result of failing to pick up your handout, it cannot be made up.

Excused absences or illness does not excuse a late paper otherwise. If you cannot make it to class, make arrangements to give it to me before your class time or try e-mailing it, but you are still responsible for checking if I received it. Make sure to use Microsoft Word and send your work as an attachment to preserve the format. **If you do not receive a reply to your e-mail, I have not received your assignment,** so be prepared to bring a hard copy to class on the due date. You may also bring a copy on a zip drive, but you must be prepared to follow me to my office after class, so that I can print it out. If I cannot open your attachment, you will not receive any credit for the assignment.

**Conferences:** Each student is required to see me in my office some time after the first exam and before finals. Ten points are attached to this activity.

**Ask for help:** If you are having problems with your academic work, please ask me for help. That is what I am here for. If I am unable to help, I can refer you to someone who can help you. Please do not feel shy about asking for help.

Tutors are also available at the Tutoring Center. We also have a Student Success Labs. Please contact the tutoring center at 395-4430. Bakersfield College also offers various other academic and personal services in the Student Services building. Do check them out.

**Student with disabilities:** Students with disabilities including learning disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs located at the Student Services Building, 1st floor, Counseling Center (661-395-4590) as soon as possible to better ensure such accommodations are implemented in a timely fashion. Students who suspect they may have a learning disability should ask me for a testing referral.

Delano students should contact your representative in Room 1001, 720-2000.

Students with disabilities who are in need of live captioning in this interactive class are encouraged to contact the Disabled Students Programs and Services at 661-395-4590 as soon as possible to better ensure such accommodations are implemented in a timely fashion or for any other accommodation request. The contact person is Angelica Gomez at 395-4590, ansegome@bakersfieldcollege.edu
A few words on etiquette:

1. Please be on time! Being late disturbs the instructor as well as the students, so please be courteous and sit at a place closest to the door if you are late.

2. Children are not allowed in class.

3. Please turn off beepers and phones while in class. Please do not text while in class, you will be asked to leave.

4. Please do not talk in class while I am lecturing or showing films. You will be asked to leave.

5. Please do not put your things away until class is dismissed.

6. Unless you are ill or have an emergency, do not leave early, or you will be marked absent. In addition, it is rude to me and the rest of the students.

7. Disruptive students will first be given a verbal warning followed by a written warning with a copy sent to the dean of students. The last step will be expulsion from class.

Student Handbook: Please refer to the Bakersfield College Catalog and Student Handbook for more information on students’ rights and responsibilities.

Point distribution

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>2 Exams (50 pts. each)</td>
<td>100</td>
</tr>
<tr>
<td>12 Quizzes (10 pts. ea. –2 dropped)</td>
<td>100</td>
</tr>
<tr>
<td>4 Questionnaires (20 pt. ea.)</td>
<td>80</td>
</tr>
<tr>
<td>4 Team discussions (10 pts. ea. plus positions 20 pts.)</td>
<td>60</td>
</tr>
<tr>
<td>1 Conference with professor</td>
<td>10</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
</tr>
<tr>
<td>Total points</td>
<td>400</td>
</tr>
</tbody>
</table>

Extra Credit

(1) Bibliographic paper over an approved topic – Up to 50 points

Topics that have not been approved will not be accepted or credited. Guidelines are available in the study guide. If you are thinking of doing a research paper, an idea paper is due during the week after the first exam, a bibliography page during the week of the second exam, and a draft two weeks before the last regular day of class. The final draft is due on the last meeting date before the final.

(2) Other opportunities for extra credit include visits to such historic sites as: a mission, The Cesar Chavez Center in Keene, the Teatro Campesino in San Juan Capistrano, Museums with Chicano exhibits locally or out of town, and various local events if offered. You receive the extra credit points when you write a one to two page essay on what you learned and connect it to Chicano History. You will also need documentation such a ticket stub, flyer, or pamphlet from the site. Students may choose two local assignments for then points each or one out-of-town assignment for twenty points. All extra credit work must be arranged with me beforehand.

Grading is always based on percentage points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
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</tbody>
</table>

Scale for 20-point questionnaire

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20 – 18</td>
</tr>
<tr>
<td>B</td>
<td>17 – 16</td>
</tr>
<tr>
<td>C</td>
<td>15 – 14</td>
</tr>
<tr>
<td>D</td>
<td>13 – 12</td>
</tr>
</tbody>
</table>
Scale for 50 points exams and papers:

A = 45 – 50  
B = 40 – 44  
C = 35 – 39  
D = 30 – 34

Scale for total course points:

A = 360 – 400  
B = 320 – 359  
C = 280 – 319  
D = 240 – 279

**Discussions:** Questionnaires will be over the articles for the discussions. Students who turn in papers and leave for the discussion will not be credited for the papers or for participation for that day. There will be more on the discussions later.

**Questionnaire Guidelines**

- Read your background in your textbook, description of the source, or lecture notes before reading your discussion assignments and filling in your questionnaire at the end of this syllabus.
- Use a one inch margin all around and font 12 for your questionnaire. Type your name, date, and time of class, (MW 9:35, for example).
- Write no more than two pages.
- Use past tense
- Use third person
- Write in proper sentence structure writing complete sentences  If you have more than one source combine them into one questionnaire not several.
- Do not leave out a source or your paper will be considered incomplete.
- Do not copy. Copied or plagiarized questionnaires will not be credited.
- Most of all, write your critique containing your ideas, not a summarization for question # 12.

These questionnaires are your individual work. Do not work on your questionnaires with other students because there is a tendency to copy or get the same answer. If your answers are very similar in word usage or sentences, I will consider the questionnaire to have been copied and both students will be given zero points for their work. If copied papers are made up, students will have to use their late certificate.

Late questionnaires will not be accepted. Late papers are those turned in after the beginning of class. If you attempt to e-mail a questionnaire it is your responsibility to make sure I have received it. Make a follow-up e-mail or phone call if you do not receive an e-mail informing you that I have received it.

**E-mailed questionnaires must be received by class time or will be considered late.**

**Discussions**

- The class will be divided into teams of at least five students.
- Participation is a requirement of this course.
On the day of the discussion

- Each team will select members for the following positions.
- The **facilitator** will conduct the discussion and earn an additional five points to his/her participation points for that day. His/her responsibilities are: to coordinate the discussion; to make sure that the participants contribute to the discussion; to keep track of contributions; and to pace the discussions so that all points have been covered adequately in the time allowed.
- The **recorder** will take down the information and earn an additional five points. Be sure to write clearly for the next person.
- The **reporter** will report the information to the rest of the class and will earn an additional 10 points. The reporter is to read the group paper, not the prepared questionnaire. The reporter may report in Spanish if they more comfortable, but a second reporter needs to translate.
- Start the discussion by introducing yourself and going once around with each member making a comment about the readings.
- Point distribution for discussions –
  - 10 points for participation in each discussion
  - 5 points each for the recorder (writer) and facilitator (leader)
  - 10 points for the reporter (speaker)
  - For a grand total of 60 points
- **All students are required to take a turn at each of the positions.**
- **Students who are late to discussions will only get partial points for that day.**

**Tentative schedule:** It is a good idea to read the assigned material before class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 22, Mon.</td>
<td>Introductions/Syllabus/People Hunt/Personal essays</td>
<td></td>
</tr>
<tr>
<td>Aug. 24, Wed.</td>
<td>Introductory lesson 1</td>
<td>Meier: Introduction, Ch. 1-3 Mintz: Introduction, Ch 1</td>
</tr>
<tr>
<td></td>
<td>Collect personal essays.</td>
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<tr>
<td>Aug. 29, Mon.</td>
<td>Les. 1 cont’d</td>
<td></td>
</tr>
<tr>
<td>Aug. 31, Wed.</td>
<td>Lesson 2: Manifest Destiny</td>
<td>Meier: Ch. 4 Mintz: Ch 2-4</td>
</tr>
<tr>
<td>Sept. 2:</td>
<td><strong>Last day for refunds</strong></td>
<td></td>
</tr>
<tr>
<td>Sept. 5, Mon.</td>
<td>No School – Labor Day</td>
<td></td>
</tr>
<tr>
<td>Sept. 7, Wed.</td>
<td>Les. 3: Roots of the Poison &amp; New Mexico</td>
<td>Meier: Ch. 5-6 Mintz: Ch 5</td>
</tr>
<tr>
<td>Sept. 12, Mon.</td>
<td>Les. 3: cont’d</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start “Ballad of Gregorio Cortez”</td>
<td></td>
</tr>
<tr>
<td>Sept. 14, Wed.</td>
<td>Les. 3: cont’d</td>
<td></td>
</tr>
<tr>
<td>Sept. 19, Mon.</td>
<td><strong>Discussion # 1 / Questionnaire # 1 due</strong></td>
<td>(All readings for discussions and questionnaire are from your Mintz reader.) If you have more than one source, write only one</td>
</tr>
<tr>
<td>Team 1: General Manuel y Teran, p. 52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team 2: Manifest Destiny: John L. Sullivan and Jose Maria Tomel (two sources), p. 68-71</td>
<td></td>
<td></td>
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<tr>
<td>Team 3: James Polk and Ramon Alcaraz (two sources), p. 71-75</td>
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<tr>
<td>Team 4: Juan Bautista Vigil, p. 75</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Team Notes</td>
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<tr>
<td>Sept. 21, Wed.</td>
<td>EXAM # 1</td>
<td>Idea paper for research paper is due this week.</td>
</tr>
<tr>
<td>Sept. 26, Mon.</td>
<td>Les. 4: The Mexican Revolution - “Los Mineros”</td>
<td>Conferences start</td>
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<td></td>
<td></td>
<td>Meier: Ch. 7</td>
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<td></td>
<td></td>
<td>Mintz: Ch. 7</td>
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<tr>
<td>Sept. 28, Wed.</td>
<td>Revolution cont’d</td>
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<tr>
<td>Oct. 3, Mon.</td>
<td>Immigration stories</td>
<td>Meier: Ch. 8</td>
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<td></td>
<td>Les. 5: Migration from Mexico</td>
<td>Mintz: Ch. 8</td>
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<td></td>
<td>Les. 7: The Great Depression; Unwanted Mexicans</td>
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<tr>
<td></td>
<td>Bibliography for research paper is due.</td>
<td></td>
</tr>
<tr>
<td>Oct. 10, Mon.</td>
<td>“Lemon Grove Incident”</td>
<td></td>
</tr>
<tr>
<td>Oct. 12, Wed.</td>
<td>Discussion # 2 / Questionnaire # 2 due</td>
<td>Remember not to skip any sources and write one questionnaire for all of them</td>
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<tr>
<td>Oct. 17, Mon.</td>
<td>EXAM # 2</td>
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<tr>
<td>Oct. 19, Wed.</td>
<td>Les. 8: Heroes Second Class, WWII</td>
<td>Meier: Ch. 11</td>
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<td></td>
<td>Film: Last part of “Los Mineros” &amp; Zoot Suit Wars</td>
<td>Mintz: Ch. 9</td>
</tr>
<tr>
<td>Oct. 24, Mon.</td>
<td>Les. 8 cont’d</td>
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<tr>
<td>Oct. 31, Mon.</td>
<td>Les 9 cont’d</td>
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<td></td>
<td>Last day to withdraw with a “W”</td>
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<tr>
<td>Nov. 2, Wed.</td>
<td>Les. 10: Organizing Before 1960</td>
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<td></td>
<td>“Salt of the Earth”</td>
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<tr>
<td>Nov. 7, Mon.</td>
<td>Les. 10 cont’d</td>
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<tr>
<td>Nov. 9, Wed.</td>
<td>Les 11. Chicano Movement – Cesar Chavez / Film</td>
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<tr>
<td>Nov. 14, Mon.</td>
<td>Cesar Chavez cont’d</td>
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<tr>
<td>Nov. 16, Wed.</td>
<td>Discussion # 3 / Questionnaire # 3 due</td>
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<tr>
<td>Team</td>
<td>Sources</td>
<td>Notes</td>
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</tr>
<tr>
<td>Team 2</td>
<td>George Stith, p. 152 &lt;b&gt;and&lt;/b&gt; Juanita Garcia, p. 153 (two sources)</td>
<td>one questionnaire for all of them</td>
</tr>
<tr>
<td>Team 3</td>
<td>Delgado v. Bastrop, p. 156 &lt;b&gt;and&lt;/b&gt; Mendez Case, p. 163 (two sources)</td>
<td></td>
</tr>
<tr>
<td>Team 4</td>
<td>Citizen’s Committee, p. 157</td>
<td></td>
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<tr>
<td>Team 5</td>
<td>Governor’s Citizens Committee, p. 160</td>
<td></td>
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<tr>
<td>Team 6</td>
<td>Carlos Castaneda, p. 162</td>
<td></td>
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<tr>
<td>Team 7</td>
<td>American G.I. Forum, p. 166</td>
<td></td>
</tr>
<tr>
<td>Team 8</td>
<td>Hernandez v. Texas, p. 167</td>
<td></td>
</tr>
<tr>
<td>Team 9</td>
<td>Pachucos in the Making handout</td>
<td></td>
</tr>
<tr>
<td>Team 10</td>
<td>Handout</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>Nov. 21, Mon.</td>
<td>Reyes Lopez Tijerina &amp; Corky Gonzales / film</td>
<td></td>
</tr>
<tr>
<td>Nov. 23, Wed.</td>
<td>Chicano movement / walkout film</td>
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</tr>
<tr>
<td>Nov. 28, Mon.</td>
<td>Chicano Movement / last film Wrap-up</td>
<td></td>
</tr>
</tbody>
</table>
| Nov. 30, Wed. | **Discussion # 4 / Questionnaire # 4 due**  
Team 1: Cesar Chavez, p. 173  
Team 2: Dolores Huerta, p174  
Team 3: Henry B. Gonzalez, p. 176  
Team 4: Jose Angel Gutierrez <b>and</b> Reies Lopez Tijerina, p. 179-183 (two sources)  
Team 5: Ruben Salazar <b>and</b> Vilma Martinez, p. 183-187 (two sources)  
Team 6: Mexican American Legal Defense Fund, p. 189  
Team 7: San Antonio Independent School <b>and</b> Plyer v. Doe, p. 190-194 (two sources)  
Team 8: MEChA, p. 194  
Team 10: Handout  
**All make-ups and extra credit due.** | Remember not to skip any sources and write one questionnaire for all of them. |

**Finals**  
Monday, Dec. 5 @4:00-5:50 in L147  
Alternate date: Tuesday, Dec. 6 @ 10:00-11:50 a.m. in H14  

**Si Se Puede!**
Chicano Studies / History 30 B Self-Assessment Sheet 2010  
R. Garza

<table>
<thead>
<tr>
<th>Part 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Quiz 1 (10)</td>
<td></td>
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<tr>
<td>Quiz 2 (10)</td>
<td></td>
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<tr>
<td>Quiz 3 (10)</td>
<td></td>
</tr>
<tr>
<td>Questionnaire 1 (20)</td>
<td></td>
</tr>
<tr>
<td>Exam 1 (50)</td>
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<tr>
<td><strong>Total Points (100)</strong></td>
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<tr>
<td>A = 90 – 100</td>
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<td>B = 80 – 89</td>
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<td>C = 70 – 79</td>
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<tr>
<td>D = 60 – 69</td>
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<table>
<thead>
<tr>
<th>Part 2</th>
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<tbody>
<tr>
<td>Conference (10)</td>
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<tr>
<td>Quiz 4 (10)</td>
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<td>Quiz 5 (10)</td>
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<td>Quiz 6 (10)</td>
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<tr>
<td>Quiz 7 (10)</td>
<td></td>
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<tr>
<td>Questionnaire 2 (20)</td>
<td></td>
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<tr>
<td>Exam 2 (50)</td>
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<tr>
<td><strong>Total Points (220)</strong></td>
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<td>A = 198 – 220</td>
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<td>B = 176 – 197</td>
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<tr>
<td>C = 154 – 175</td>
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<tr>
<td>D = 132 – 153</td>
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<table>
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<tr>
<th>Part 3</th>
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<tbody>
<tr>
<td>Quiz 8 (10)</td>
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<tr>
<td>Quiz 9 (10)</td>
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<tr>
<td>Quiz 10 (10)</td>
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<tr>
<td>Quiz 11 (10)</td>
<td></td>
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<tr>
<td>Questionnaire 3 (20)</td>
<td></td>
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<td>Questionnaire 4 (20)</td>
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<td>Quiz 12 (10)</td>
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<td>Discussions (60 points)</td>
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<td>Final (50)</td>
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<td><strong>Minus 2 quizzes (-20) Remember, I will only count 10 quizzes</strong></td>
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<td><strong>Total points (400)</strong></td>
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<tr>
<td>A = 360 – 400</td>
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<tr>
<td>B = 320 – 359</td>
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<td>C = 280 – 319</td>
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<td>D = 240 – 279</td>
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Randall Messick  
395-4549  
FA 43B  
rmessick@bakersfieldcollege.edu  
Office hours: MW 11:15-12:15, T 10-11am, TH 1:30-3:30  
Class hours: Tuesday 11:10am-2:20pm  

Attention: This class may present material and/or performances which might be deemed objectionable by some students. The fact that you may be offended by such material or presentations will not excuse you from any assignments related to them.

Required texts:  
Scene and monologue material as assigned.

Dress requirements:  
No hard soled shoes are allowed in Gym 202. You should wear comfortable clothing that you can move freely in and that you don’t mind getting dirty. Dresses and certain tops can reveal more of the body than you may be comfortable with during the in-class exercises; consider this when dressing for this class.

Assignments:  
You will be required to see one performance of both fall BC productions. They are: A FLEA IN HER EAR, MARCH 9-13 8:00PM WED-SAT AND 2:00PM SAT AND SUNDAY. AH, WILDERNESS APRIL 27- MAY 1, 8:00PM WED-SATURDAY AND 2:00PM SATURDAY AND SUNDAY, IN THE BC INDOOR THEATRE. Each student will receive 1 free ticket per production. Your free ticket must be picked up in advance of your chosen performance date at the BC ticket office. You will write a 3 page paper analyzing the acting in the performance based on the concepts and expectations discussed in class. This paper is due the Monday following the closing performance date of each play. Use MLA format rules for essays. These papers will receive letter grades based on the number of acting concepts applied to your assessment, the clarity of your observations, the persuasiveness of your arguments for or against the successful implementations of the concepts by the performers, spelling, and grammar. A= 20 points. B= 16 points. C= 12 points. D= 8 points. F= 0 points. The combined points earned on both papers will represent 30% of your final grade.

Each student will perform a prepared monologue and, with a fellow student, a prepared scene. Both the monologue performance and the scene performance will be given a letter grade based on standards
discussed in class which will include; complete memorization, appropriate character development, staging, use of properties, understanding of the material. A= 20 points, B= 16 points, C= 12 points, D= 8 points, F= 0 points. The combined points for both performances will be worth 30% of your final grade.

During the semester 20 various assignments, both as homework and in-class-work, will be given. Each assignment will be given a letter grade based on the stated objective of the assignment. Additionally, written quizzes will be given and written analysis papers will be assigned. Each of these will also be given a letter grade. Using my system of A= 20 points, B= 16 points, C= 12 points and D= 8 points, I will add up all points earned in this assignment category and then give a cumulative grade based on the following: A= 180-200 points, B= 150-179 points, C= 120-149 points, D= 80-119 points, F= 0-79 points. This grade will be worth 40% of your final grade.

The three letter grades from the three categories; papers, final performances, and various assignments, will be used to formulate your final grade for the course.

Please note, appropriate classroom deportment is essential to creating an environment in which the student can learn and grow in this subject matter. Therefore classroom deportment, attitude, participation, preparedness and attendance are extremely important. At all times consider how your behavior is affecting others. Be supportive and encouraging and polite.

Any student who misses 4 classes will be dropped from the class, or receive an F if it occurs after the drop deadline.

Students with special needs, or physical problems should let me know what their limitations are, and any assistance they may need. They should also contact the supportive services department at 395-4334.

Randy Messick <rmessick2@hotmail.com> to rmessick107@gmail.com
2:11pm

Theatre 2ab Course Outline:

Unit 1 (2 weeks): Introduction and Creating an Ensemble

Student learning objectives:

The student will know why some acting is deemed good, or successful, and some acting is deemed bad, or unsuccessful. (Written quiz)
The student will know the history of the craft of acting and the purposes that acting serves for the actor, the audience, and society in general. (Written quiz)

The student will know why acting is consider an art form, and what being an art form means. (Written quiz)

The student will come to increased trust in their fellow students. (Demonstration)

The student will be able to properly define the following terms as they apply to this class: Blocking, Business, Objective, Super Objective, Subtext, Text, Indicating, Sense Memory, Beat, Neutral Body, Devised Reality. (Written quiz)

The student will memorize the names of their fellow students and particular details of their lives. (Written quiz)

Unit 2 (4 weeks): Improvisation Training

Student Learning Objectives:

The student will be able to free themselves from various emotional, and psychological distractions so that they may fully engage in the creation and sustaining of a devised reality. (Demonstration)

The student will execute proper focus and concentration as it applies to the demands of creating a devised reality. (Demonstration)

The student will understand the difference between indicating a reality and a devised reality. (Written quiz and demonstration)

The student will execute the use of sense memory in the creation of a devised reality. (Demonstration)

The student will increase their abilities to focus their attention and to listening to and observing others and their environment. (Demonstration)

The student will understand proper staging techniques. (Demonstration)

The student will understand the power of the use of properties and stage business. (Written analysis of others and demonstration)

The student will create a believable devised reality using proper staging techniques, use of properties, business, and character development.
Unit 3 (4 weeks): Movement

Student learning objectives:

The student will be able to release physical tension. (Demonstration)

The student will be able to achieve proper alignment. (Demonstration)

The student will understand the concept of a neutral body and be able to achieve this physical state. (Written quiz and demonstration)

The student will be able to breathe diaphragmatically. (Demonstration)

The student will understand the relationship between physical movement, posture, and physical tension with the environmental, psychological, and emotional elements affecting one’s self, and the character one creates. (Written analysis of filmed performances and the work of their peers)

The student will be able to execute the proper physical movements relating to the needs of the character. (Written analysis of others and demonstration)

Unit 4 (4 weeks): Voice and Speech

Student learning objectives:

The student will be able to release vocal tension. (Demonstration)

The student will be able to execute proper breathing techniques, including support and control. (Demonstration)

The student will be able to execute proper diction and articulation. (Demonstration)

The student will understand the effects of posture and movement on vocal control and breathing. (Demonstration)

The student will strengthen or expand their vocal range and placement. (Demonstration)

The student will understand the relationship between voice and speech production and emotional, psychological, physical, and environmental factors as relating to themselves and the characters they create. (Written analysis of the work of others and demonstration)
The student will be able to execute the proper vocal elements of the character as based on the
particular circumstances and needs of the character. (Written analysis of others and demonstration)

Unit 5 (2 weeks) Scripted Performance

Student Learning Objectives:

The student will know how to properly execute a final scripted performance of a monologue and a scene
and be able to critically assess the work of their peers. (Written analysis of others and demonstration)

"Students with disabilities who believe they may need accommodations in this class are encouraged to
contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling
Center (661-395-4334), as soon as possible to better ensure such accommodations are implemented in a
timely fashion."
Theatre 1 Intro
Syllabus

Instructor: Randall Messick
395-4549/ rmessick@bakersfieldcollege.edu
Office FA 43B
Office hours: MW 11:15-12:15, T 10:00-11:00, TH 1:30-3:30pm
Class Meets- MW 9:35-11:00am in Gym 202
Final exam Monday May 9 2-3:50pm

Attention: This class deals with theatre, which means some materials or presentations may be offensive in language or subject matter to certain individuals. The fact that you may be offended or have objections to such materials or presentations will not excuse you from any assignments related to them.

Required Text: Scene and Monologue material as assigned
Dress requirements: You should wear comfortable clothing that you can move freely in and that you don’t mind getting dirty, as you will be on the floor frequently.

Course objectives:
• Demonstrate an understanding of self as a creative instrument.
• Demonstrate an understanding of Acting as an art form.
• Demonstrate an understanding of Acting styles and their historical development.
• Demonstrate an understanding of farce, melodrama, comic attitude, and dramatic acting styles.
• Demonstrate a fundamental knowledge of such elements of acting as vocalization, improvisation and sense memory.
• Demonstrate an understanding of physical and vocal relaxation skills.
• Demonstrate an understanding of self, so that a neutral creative base can be attained.
• Demonstrate an understanding of the concept known as indicating.
• Demonstrate an understanding of the concept of creative blocking.
• Demonstrate an understanding of stage blocking and business.
• Demonstrate acting skills as related to character development and scripted scene work.
• Demonstrate interpersonal skills as related to collaborative artistic work.
• Demonstrate concentration and critical thinking skills as related to script analysis and character development.

Assignments:
• Students will see assigned Bakersfield College theatre department plays and write a 2-page paper analyzing the acting in them. These will be due the Monday following the closing performance.
• Each student will find and prepare 1 monologue as assigned. This will be memorized and performed as part of classroom exercises and as part of the final examination.
• Each student will, working with a partner, find and prepare a 3 to 5 minute scene. These will be memorized and performed as part of the classroom exercises and as part of the final examination.

Testing and Grading:
• Student performance will be evaluated based on each student’s individual growth.
• Appropriate classroom deportment is essential to creating an environment in which the student can learn and grow in this subject matter. Therefore classroom deportment, attitude, participation, preparedness and attendance will count as 50% of your final grade. Each student will earn 20 points per class session. Points will be deducted for inappropriate classroom deportment, and absences.
• Any student who misses 4 classes will be automatically dropped regardless of the reasons for the absences.
• Each paper will be worth 10% of your final grade
• The final examination will be a performance exam consisting of the monologue and scene work. These will be graded according to the following standards as discussed in class: Completely memorized, appropriate character development, staging, business, and understanding of the material. This will be worth 30% of your final grade.

"Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (661-395-4334), as soon as possible to better ensure such accommodations are implemented in a timely fashion."
Questionnaire:

These are the questions to answer as you read your source and prepare your questionnaire. Type and double space between questions on your own typed paper and number the questions accordingly. Write complete sentences. The Questionnaire is worth 20 points. In addition, points will be deducted for sentences, grammar, and spelling errors.

1. What is the original title of the source? (1 point - one sentence)

2. Who is or was the original author, not the editor or translator. (1 point - one sentence)

3. What is the background of the original writer, not the editor? What is known about the author? (1 point - one sentence)

4. Is the original source a primary source or a secondary source? (1 point - one sentence)

5. What is it? Is it a letter, diary, plan, proclamation, speech, etc. Be specific, don’t just type “It is an article”, write “It is an article printed in the Los Angeles Times”. Note the difference between a diary, journal, and a memoir. (1 point - one sentence)

6. When and where was it originally written? This should be the original date of the writing, not the date of publication unless it is a more modern source. (1 point – one sentence)

7. Is there evidence of any bias in how the author wrote? For example, what is the point of view of the writer? Was the source fair and balanced? Was the author more favorable to one side or the other. What side was it? Was it racist, sexist, positive, negative, etc. Explain. (2 points - one to two sentences)

8. What was its historical context? For example, what general historical events were going on at the time of the original writing and/or what historical period was described by the primary or secondary source author? Concentrate on the events in Mexico or the U.S. regarding Mexicans or Chicanos. Don’t be too specific, you will do that in # 11. (2 points - one to two sentences)

9. Why was it written? What was the author’s motivation in writing the source? What did he or she hope to accomplish by writing it? (2 points - one to two sentences)

10. What was/is its significance? Think in terms of the importance to Chicanos and historians then and now. How does the source help to understand events today? You might be able to find some of this information in the description of the source. (2 points - one to two sentences)

11. What are the main points? What was the source about? Give specific details. Don’t write what the description of the source was about, but what the original author wrote or said. Write entirely in your own words, don’t copy or paraphrase any of the author’s words. I do not give credit for copied work and will deduct points. (3 points - at least six medium-sized sentences)

12. In a few sentences, what is your evaluation? What are your original ideas about the source or sources. Remember, think critically. Look at your source as if you are examining something close up. Turn it around and note its properties. If there is more than one source, what ties them together? What was most interesting. Don’t summarize. (3 points - at least four-six medium-sized sentences.)